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Classroom: MW 2-4:50 pm in SSB 103; Office Hours: MW 5-6:30 pm in SSB 103 or by appointment

**Course Description:** This five-week course will explore decolonial theories in relation to the American educational system. The material will demonstrate how systematic exclusion within the educational system has maintained euro-centric biases that exclude the experiences of women, gays, and people of color rendering their presence and contributions to the nation as invisible. In reality the educational system has served as a site where white supremacy has flourished with an emphasis on European values and history. Dominant narratives of the nation are embedded in power relations that have normalized white power and the unearned privileges bestowed upon white Americans. We will therefore focus on the politics of “knowledge”, students of color’s experiences in the school system, and the colonial legacies that shape these experiences in the present. Using the critical lens of ethnic studies and a variety of theories concerning education we will be able to analyze how dominant society manufactures school failure for youth by looking at several locations across the U.S. such as Oakland, Arizona, and New Orleans.

The class will progress thematically by analyzing 1) the Colonial Legacies of Eurocentric Thought, and Knowledge Production, 2) Understanding the Structures of Education through Textbooks and Theories of Learning, 3) Analyzing the State of Chican@ Education and the Ban on Ethnic Studies, 4) Understanding the Racial Landscape and the Manufacturing of Urban Schools and “the Ghetto”, and lastly 5) we will identify alternative pedagogies and discuss the future of learning. In doing so, we will analyze how the educational system intersects with race, gender, and class along with other institutions such as the prison system. We will also discuss forms of oppositional consciousness and counternarratives.

**Course Objectives:** As this is an upper division Ethnic Studies course, students should be able to articulate key Ethnic Studies theories and concepts that include: intersectionality, structural racism, white supremacy, colonialism, and American social hierarchies. If you have completed the Ethnic Studies core series than you should be well prepared. Given that, students can expect to conduct textual, visual, and verbal analysis of class materials, photographs/images, and video/documentaries covered during the course. Ultimately, students should be able to identify how the school system functions and how colonial structures of domination have hindered the success of students of color.

**Classroom Policy:** a) Restricted laptop use *No Facebook, Gmail, or Texting* b) Each assignment must be printed c) Late submissions will not be accepted and d) if you will be absent from class please notify me ahead of time f) *print out and bring to class all reading materials required for that day!*

**Guiding Principles:** Along with the UCSD Principles of Community, the following guidelines are the basis for meaningful discussions.

- Do not make assumptions ask thoughtful questions if you do not understand
- Listen to one another
- Respect differing view points
- Support your arguments by engaging the texts

**Accommodations:** If you require specific accommodations, please contact me as soon as possible. I wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. Also, if English is your second language and you need guidance with specific assignments please see me in office hours. And if you prefer to be called by a different name than the one with which you are enrolled, I will also be happy to accommodate.

### Course Requirements

<u>Assignments</u>	<u>Grading Scale</u>		
Attendance/Participation: 25%	94-100	A	73-75 C
Midterm Assignment: 30%	90-93	A-	70-72 C-
Final Project: 30%	86-89	B+	66-69 D+
Response Paper: 15%	83-85	B	63-65 D
	80-82	B-	60-63 D
	76-79	C+	0-60 F

- Attendance and Participation (25%): Students must come to all class meetings having read required material and prepared to discuss readings in depth. **Bring printed materials required for each class meeting;** if you do not bring printed materials this will result in point deduction. Every unexcused absence after **one** missed class will result in **10%** deduction from final grade. Lateness will also result in grade deduction.
- Midterm Assignment (30%): Take-home exam responding to prompt; which will cover the first 2 weeks of class material
- Final Project (30%): PowerPoint presentation on class concept(s) covering second half of course material
- Response Paper (15%): 2 pages each double-spaced, responding to prompt about week 5 readings, **Credit/No Credit** will be given for assignment

### Majoring or Minor in Ethnic Studies at UCSD

Many students take an ethnic studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of “interest” yet have no information about the major or minor and don’t realize how close they are to a major, a minor, or even a double major. An ethnic studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the ethnic studies major or minor at UCSD, please contact Daisy Rodriguez, Ethnic Studies Department Undergraduate Advisor, at 858-534-3277.

Reading Schedule: All reading materials will be available through e-reserves with the exception of 3 online articles for week one

## Week 1: Colonial Legacies: Eurocentric Thought, Knowledge Production, and Historical Silences

- Mon 8/6: Introduction to class and syllabus review. Lecture on core concepts and class discussion
- Wed 8/8: Linda Tuhiwai Smith, Introduction 1-17 & Chapter 1, 19-40 from *Decolonizing Methodologies* & online articles:
- *The Reservation Boarding School System in the United States, 1870-1928:*  
<http://www.twofrog.com/rezsch.html>
- *Cultural Healing: Native American Activists Say Boarding School Abuses Harmed the Health of Generations:*  
[http://www.champnetwork.org/solidarity\\_project/2008/12/en/cultural-healing-native-american-activists-say-boarding-school-abuses-](http://www.champnetwork.org/solidarity_project/2008/12/en/cultural-healing-native-american-activists-say-boarding-school-abuses-)
- *Tribes confront painful legacy of Indian boarding school*  
[http://seattletimes.nwsources.com/html/localnews/2004161238\\_boardingschool03m.html](http://seattletimes.nwsources.com/html/localnews/2004161238_boardingschool03m.html)

## Week 2: The Structures of Education: Textbooks and Theories of Learning

- Mon 8/13: Paulo, Freire, Introduction 12-24 & Chapter 2, 73-86 from *Pedagogy of the Oppressed* & Eden Torres, Chapter 3, 73-97 from *Chicana w/o Apology*  
**Midterm prompt handout**
- Wed 8/15: James, Loewen, Chapter 5, 135-171 from *Lies My Teacher Told Me*

## Week 3: The State of Chican@ Education and the Ban on Ethnic Studies

- Mon 8/20: Tara, Yosso, Chapter 1, 1-15 from *Critical Race Counterstories Along the Chicana/ Chicano Pipeline* & George Lipsitz, Chapter 1, 1-23 from *Possessive Investment in Whiteness*  
**Midterm Due & Instructions for Final Projects**
- Wed 8/22: Anna Ochoa O'Leary and Andrea J. Romero, *Chicana/o Students Respond to Arizona's Anti-Ethnic Studies Bill, SB 1108*, 9-27 & Yosso, Chapter 2, 21-51  
View in class: Precious Knowledge

## Week 4: The Manufacturing of Urban Schools and "the Ghetto": Understanding the Racial Landscape

- Mon 8/27: Paperson, *The Postcolonial Ghetto: Seeing Her Shape and His Hand*, 6-30 & Lipsitz, Chapter 2, 24-46

- Wed 8/29: Jeffrey M.R. Duncan-Andrade and Ernest Morrell, Chapter 1, 1-19 from *The Art of Critical Pedagogy* & Lizbet Simmons, *End of the Line: Tracing Racial Inequality from School to Prison*, 215-236

View in class: Michelle Alexander Video (Dec. 2010), Prompt for Response Paper & Final Project Check-in

## Week 5: Alternative Pedagogies: The Future of Learning

- Mon 9/3 (NO CLASS) Duncan-Andrade, Chapter 7 ,134-156 & Smith, Chapter 8, 142-161
- Wed 9/5 Duncan-Andrade Chapter 8, 157-170 and bell hooks, *Teaching to Transgress*, 13-22

In class: Response Paper Due

**Final Friday Sept. 7<sup>th</sup> from 3:00-5:59 pm Location TBA**