

# Decolonizing Education

# 113

"If I was educated, I'd be a damn fool." – Bob Marley

**K. Wayne Yang**

Tu 3-4:30p @CCC, W 1:30-3p @SSB 222, kwayne@ucsd.edu

**Spring 2011 Lecture:** Tu 5:00p - 7:50p Center Hall 222

**Final exam:** June 9, 2011 Th 7:00p - 9:59p

This course considers decolonial theories of education in relation to classroom pedagogy, focusing on U.S. urban high schools. As this is an upper division Ethnic Studies course, students should already have an excellent background in theories of coloniality, intersectionality, and representation. In particular, students should be familiar with Franz Fanon and other foundational writers on colonialism, and be able to articulate critiques of: the nation-state, the politics of inclusion, and civil rights and human rights discourses. If you successfully completed Ethnic Studies 100: Theories and Methods in Ethnic Studies, then you should be well prepared.

Furthermore, this year our class will be conducted in partnership with the UCSD Upward Bound summer residential program. Therefore, everyone will be preparing as if to teach a 5-week unit to first generational, low-income, underrepresented high school students. The Upward Bound theme for summer 2011 is: *Healing Our Communities: Why Us? Inequity, Health and Wellness*.

Workload is high. Every week we will have assignments to develop 3 major skills: creative writing, public speaking, and curriculum planning. You will feel as if you are multitasking.

## Required Texts:

All readings will be available electronically. I will email a weblink to the class.

- Lauren Slater. "Three spheres"
- Lance Collins. "We are not gay"
- Ernest Morrell & Jeff Duncan-Andrade. "What they *do* learn in school: Hip-hop as a bridge to canonical poetry"
- W.E.B. Du Bois. "Of the meaning of progress". Read or listen here: <http://etc.usf.edu/lit2go/contents/4900/4901/4901.html>
- Huey Newton. "Freedom"
- Christine Sleeter. "Multicultural education as a form of resistance to oppression". Ch1 in Multicultural education as social activism
- Sandy Grande. "Critical pedagogy and its discontents". Excerpt from Red Pedagogy, pp.20-30
- Linda Tuhiwai Smith. "Twenty-five Indigenous projects". Ch 8 in Decolonizing Methodologies.
- La Paperson. "The postcolonial ghetto: Seeing her shape and his hand". Download here: <http://escholarship.org/uc/item/3q91f9gv>
- Joy Harjo. "Equinox"
- K. Wayne Yang. "Discipline or Punish? Some suggestions for school policy and teacher practice"

**Evaluation:**

"This is where we begin" Creative non-fiction .....	4 <sup>th</sup> Week*	20%
Reflections, poetry, group exercises, drafts, etc .....	weekly .....	10%
5-Week Critical Literacy Unit .....	5 <sup>th</sup> Week .....	25%
Multimedia lecture.....	7 <sup>th</sup> Week .....	10%
1st Week Lesson Plans .....	8 <sup>th</sup> Week .....	5%
"Ignite Event" Public talk on whatever .....	9 <sup>th</sup> Week/Finals Week.....	25%
Professional e-portfolio (all of the above) .....	10 <sup>th</sup> Week. ....	5%

*\*Due dates are approximate and will be finalized as we move through the course.*

**Attendance & Participation – (up to negative 100%)**

This course demands perfect attendance! In class discussion, I expect democratic participation that involves careful listening as well as speaking thoughtfully. Because everyone participates differently, it is fine if some people speak often, and others speak infrequently. However it is possible to over-participate, dominating the discussion without listening. It is also possible to be risk-averse, and not speak enough out of a sense of insecurity. Both of these will result in a lower participation grade.

My basic system is to give you a 0 or up to -5% each class.

0 = Student actively listens, and seeks to contribute to class discussion or group work.

-1% = Student often does not listen to others, or is often passive when opportunities arise to participate in class discussion and group work.

-2% = Student is late

-5% = Student is absent

+/- = In special circumstances, I may add or subtract additional percentage points.

Due Each Week:

<b>Week</b>	<b>Readings</b>	<b>Creative Writing</b>	<b>Public Speaking</b>	<b>Curriculum Planning</b>
1 De/colonization	•	•	•	•
2 Four Seasons: multimedia project based curriculum planning	<ul style="list-style-type: none"> <li>• 3 Spheres</li> <li>• We are not gay</li> <li>• Of the meaning of progress</li> <li>• What they <i>do</i> learn in school</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken word written: Agency or agent of the state?</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken word preformed: Agency or agent of the state?</li> </ul>	<ul style="list-style-type: none"> <li>• RA exercises</li> </ul>
3 Critical Pedagogies	<ul style="list-style-type: none"> <li>• Freedom</li> <li>• Multicultural education as a form of resistance to oppression</li> <li>• Critical pedagogy and its discontents</li> </ul>	<ul style="list-style-type: none"> <li>• Creative non-fiction draft due for peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Quotation narration</li> </ul>	<ul style="list-style-type: none"> <li>• Unit concept due</li> </ul>
4 Wayne in Irvine	<ul style="list-style-type: none"> <li>• 25 indigenous projects</li> </ul>	<ul style="list-style-type: none"> <li>• Creative non-fictions draft #2 due for peer editing</li> </ul>	<ul style="list-style-type: none"> <li>• multimedia lecture concept</li> </ul>	<ul style="list-style-type: none"> <li>• Unit week-by-week plan outline due</li> </ul>
5	<ul style="list-style-type: none"> <li>• Equinox</li> <li>• Postcolonial ghetto, pp.5-9</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creative non-fictions due</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sample multimedia lecture draft</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit plan due</b></li> </ul>
6	<ul style="list-style-type: none"> <li>• Discipline or punish?</li> </ul>	<ul style="list-style-type: none"> <li>• 7 generations of de/colonizing history</li> </ul>	<ul style="list-style-type: none"> <li>• Sample multimedia lecture due</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
7	<ul style="list-style-type: none"> <li>• Postcolonial ghetto, pp.9-21</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ignite draft due</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
8	<ul style="list-style-type: none"> <li>• Postcolonial ghetto, pp.21-25</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ignite due</li> </ul>	<ul style="list-style-type: none"> <li>• Unit plan revision due</li> </ul>
9 First Ignite Event	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ignite event 1</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
10	<ul style="list-style-type: none"> <li>• Postcolonial ghetto, pp.25-30</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creative non-fictions revision due</b></li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Eportfolio due</li> </ul>
Finals. 2 <sup>nd</sup> Ignite Event	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ignite event 2</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>