

**ETHN 113:
Decolonizing Education
SPRING 2017
MON—WED—FRI
12-12:50 P.M.
Center Hall 201**

Instructor: María Célieri
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Office Hours: Mon. & Wed. 10 a.m.-11:30 a.m.
Location: Cross Cultural Center Library [Price Center]



**UCSD, March 4th, 2010
Photo credit: Kathleen Dang**

Course Description: This course will consider decolonization as a praxis—an act of dismantling (neo)colonial ideologies and institutions that have served to produce and legitimize indigenous genocide and displacement; racial, gender, and sexual difference; capitalist labor exploitation; environmental devastation, etc. In particular, we will focus on how educational institutions in the United States, K-12 schooling and higher education, have historically functioned as tools of/for coloniality—for example, boarding schools, standardized testing practices, and the school to prison pipeline. At the same time, this course will also consider decolonizing education as a praxis, and explore ways that students have continually managed to create spaces of radical learning—for example, student-led strikes, teach-ins, and the creation of alternative universities.

Course Goals:

- 1) How have educational institutions in the United States functioned as a tool of coloniality?
- 2) What is decolonization?
- 3) What does decolonizing education look like?
- 4) How can we work towards decolonizing our education?

Required Texts: All readings will be accessible on TED [<http://ted.ucsd.edu>] or online.

Course Assignments & Requirements:

Assignments		94-100	A	73-75	C
Attendance	15%	90-93	A-	70-72	C-
Participation	20%	86-89	B+	66-69	D+
Reflections	30%	83-85	B	63-65	D
Mapping Assignment	35%	80-82	B-	60-63	D-
TOTAL	100%	76-79	C+	0-60	F

Attendance: Attendance is mandatory. You are allowed one unexcused absence throughout the quarter; thereafter, all absences will require a documented excuse due to illness, appointments, conferences, and/or tournaments.

Participation: This course is discussion heavy and your active participation is required. All readings and assignments should be completed before class. To come prepared to class you must have done all the readings, highlighted key passages, and have questions for discussion. Here are some ways you can participate: ask/answer questions, participate in in-class activities, and write down your thoughts and hand it in after section. Full credit will require active participation throughout the entire course.

Guiding Questions: Use the following questions as a guide to critically reflect on the materials and concepts raised in this course. You can use these questions to prepare for class.

- What is the author's main argument?
- What sources of evidence does the author use to build their argument?
- What key question is the author trying to raise or address? What other questions does the text generate for you?
- How do the various readings relate to each other or to prior readings for this course?
- How do the readings relate to the lecture or to films and other class media?
- What new terms/concepts/or ideas did you learn? How do these things help you understand a phenomenon differently?

Reflection Assignments: You will have a total of three [3] written reflection assignments due throughout the quarter, each worth 10%. Reflections should be 2-3 pages, double-spaced. These are due on the date stated on course schedule, in class, as hard copy. All written assignments should be printed, 12-pt font, Times Roman Numeral, 1-inch margins all around. The reflection prompt will be provided one week before assignment is due.

Mapping Assignments: Throughout the quarter, you will be working towards your final assignment—a multi-prong group project in which you create an alternative map of the university [UCSD]. That is, you will create a map of the university that doesn't exist, a map that showcases useful information about the school, information oftentimes forgotten by the over-representation of buildings, roads, and parking lots. The map must have a utility and at the end of the quarter, we will print and distribute your maps to their appropriate locations to be used by students, staff, and visitors. You will be graded on workshop participation and subsequent assignments as well as map utility.

Community Guidelines: Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. Please engage one another in discussion with respect and consideration. Abusive and harsh language, intimidation, and/or personal attacks will not be tolerated. These norms are reflected in the UCSD Principles of Community: <http://www.vcb.ucsd.edu/principles.htm>

- Be respectful: challenging someone should come from a place of curiosity and respect.
- Do not interrupt other while they are speaking.
- Step up/Step back: if you do not like speaking in class, challenge yourself to do so. If you feel like you have been taking over a discussion, step back and let others take the floor.
- Active listening: be patient and generous when listening.

Electronic Devices: You may use your laptop or tablet to take notes or for readings if it better suits your learning needs. If anyone in the class interrupts others because they are using their device for anything other than taking notes or scanning the readings, everyone will lose the right to these electronic devices. Silence cellphones before entering the classroom.

Grading Policy: You must complete all assignments and receive a passing grade in your discussion section in order to receive a passing grade in the class. For the P/NP option, a “Pass” requires the equivalent letter grade of C or above.

Accommodations: If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If you have a note from the Office for Students with Disabilities (OSD), please present your note to me within one week of the start of the course. For further information on OSD, please visit <http://disabilities.ucsd.edu> or call 858.534.4382.

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest; yet do not 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, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please visit <http://ethnicstudies.ucsd.edu>

COURSE SCHEDULE

WEEK 1 Decolonization is Not a Metaphor

- 4/3 Course introduction
- 4/5 “Decolonization is not a metaphor,” Eve Tuck and K. Wayne Yang, pp. 1-9 [TED]
Optional: “Paulo Freire,” bell hooks. [TED]
- 4/7 “Decolonization is not a metaphor,” Eve Tuck and K. Wayne Yang, pp. 9-36 [TED]
Optional reading: “The Problem is Not (Just) the Party. The Problem is the Party Line,” K. Wayne Yang [TED]

WEEK 2 Education as Colonization: Boarding Schools

- 4/10 “Hopi Resistance,” Matthew Sakiestewa Gilbert [TED]
- 4/12 Excerpts from *The Miseducation of the Filipino*, Renato Constantino [TED]
“Why now more than ever Free Decolonial Education is needed in South Africa”
<http://blackopinion.co.za/2016/10/18/now-ever-free-decolonial-education-needed-south-africa/>
- 4/14 Mapping Workshop #1
Optional reading: “Gendered Geographies and Narrative Markings” Mishuana Goeman [TED]

WEEK 3 Racial Segregation and Public Schooling

- 4/17 "School for the New Slavery: The Industrial Education Model, 1868-93," Donald Spivey [TED]
4/19 "Crossing Boundaries of Race, Class, and Neighborhood," Carla Shedd [TED]
"How America's Public Schools Keep Kids in Poverty," Kandice Summer
www.ted.com/talks/kandice_sumner_how_america_s_public_schools_keep_kids_in_poverty
4/21 REAL campus tour

Week 4 Lessons Learned from K-12

- 4/24 "The Seven-Lesson School Teacher, Part I" John Taylor Gatto, pp. 1-11 [TED]
Reflection #1 DUE
4/26 "Handicapped by History: The Process of Hero-Making," James Loewen [TED]
4/28 Mapping Workshop #2
Optional Reading: "The Agency of Mapping," James Corner [TED]

WEEK 5 May Day: International's Workers Day

- 5/1 Join May Day action/Teach-In
5/3 '*Aqui estamos y no nos vamos!*' Global Capital and Immigrant Rights," William Robinson [TED]
5/5 Mapping Workshop #3
Optional Reading: "The Dynamics of Public Space," James Stout [TED]

WEEK 6 Privatization of Higher Education

- 5/8 "Reclaim Your Education: Report on the Privatization of The University of California" [TED]
5/10 "Studying Through the Undercommons: Stefano Harney & Fred Moten – interviewed by Stevphen Shukaitis"
<https://classwaru.org/2012/11/12/studying-through-the-undercommons-stefano-harney-fred-moten-interviewed-by-stevphen-shukaitis/>
5/12 **NO CLASS**

Week 7 School to Prison Pipeline

- 5/15 "Prologue: A Connecticut Yankee at an Ancient Indian Mound," Craig Steven Wilder
https://www.democracynow.org/2013/10/29/read_ebony_and_ivy_race_slavery
Reflection #2 DUE
5/17 "End of the Line: Tracing Racial Inequality from School to Prison," Lizbet Simmons [TED]
"The Prison Industrial Complex is...", Chicago PIC Collective
<https://issuu.com/poczineproject/docs/finaldraftpiczine4-13-11>
5/19 Mapping Workshop #4
Optional Reading: "Professor Dennis Childs, Literature, Speaks at Teach-Out," Dennis Childs [TED]

Week 8 The Zapatistas and the Radical University

- 5/22 "A Flower In The Hands Of The People," Gustavo Esteva
<https://newint.org/features/2003/09/05/flower/>
5/24 "Reclaiming Our Freedom to Learn," Gustavo Esteva
<http://www.yesmagazine.org/issues/liberate-your-space/reclaiming-our-freedom-to-learn>
5/26 Mapping Workshop #5

WEEK 9 Theatre of the Oppressed

- 5/29 **NO CLASS**

- 5/31 “The Theatre of the Oppressed in Europe,” Augusto Boal [TED]
 6/2 Mapping Workshop #6
 Optional Reading: “Education and Social Change,” Myles Horton and Paulo Freire [TED]

WEEK 10 Class Presentations & Map Distribution

- 6/5 Map presentations
Reflection #3 DUE
 6/7 Map distribution
 6/9 Wrap-up

BIBLIOGRAPHY

1. Matthew Sakiestewa Gilbert. *Education Beyond the Mesas: Hopi Students at Sherman Institute, 1902-1929*. University of Nebraska Press, 2010.
2. Fred Moten and Stefano Harney. *The Undercommons: Fugitive Planning & Black Study*. Minor Compositions, 2010.
3. John Taylor Gatto. *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. New Society Publishers, 2005.
4. Gutiérrez y Muhs, et al. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Utah State University Press, 2012.
5. Priya Chatterjee and Sunaina Maira, *The Imperial University: Academic Repression and Scholarly Dissent*. University of Minnesota Press, 2014.
6. Paulo Freire. *Pedagogy of the Oppressed*. Bloomsbury, 2000.
7. Myles Horton and Paulo Freire. *We Make the Road by Walking: Conversations on Education and Social Change*. Temple University Press, 1990.
8. Mishuana Goeman. *Mark My Words: Native Women Mapping Our Nations*. University of Minnesota Press, 2013.
9. Carter Godwin Woodson. *The Mis-Education of the Negro*. Africa World Press, 1990.
10. Renato Constantino. *The Miseducation of the Filipino*.
11. bell hooks. *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, 1994
12. bell hooks. *Teaching Critical Thinking: Practical Wisdom*. Routledge, 2010
13. bell hooks. *Teaching Community: A Pedagogy of Hope*. Routledge, 2003
14. Madhu Suri Prakash and Gustavo Esteva. *Escaping Education: Living as learning within grassroots cultures*.
15. Class War University Website at: <https://classwaru.org/>

What do radical/decolonial/alternative schools look like?

- Universidad de la Tierra (Oaxaca, Mexico)
- Highlander Folk School (New Market, Tennessee)
- Pluriversidad Amawtay Wasi (Quito, Ecuador)
 - Escuelita Aztlan (San Diego, California)
- Roses in Concrete Community School (Oakland, CA)
- Te Whanau o Tupuranga (Auckland, New Zealand)
- Mní Wi hóni Nakí izi Owáyawa [Defenders of the Sacred Water School] (Cannon Ball, Sioux County)