

Ethnic Studies 113: Decolonizing Education

Instructor: Angelica Yanez

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Classroom: T&TH 12:30-1:50 pm in Sequoia Hall 147

Office Hours: T & TH or by appointment in SSB 242

Course Description: This ten-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”, 5) Problematizing the Model Minority Construction and, lastly 6) 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 texts and printed materials required for each class meeting;** if you do not bring reading 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. As part of your class participation you are also required to bring to class 3-5 questions and/or address major concepts from reading assignments. For instance, you may want to talk about issues that are unfamiliar to you in more depth during class discussions or topics that simply grab your attention.
- Midterm Assignment (30%): Take-home exam responding to prompt; which will cover the first half of class material.
- Final Project (30%): PowerPoint/Creative presentation on core concept(s) and solutions to educational problems covering second half of course material.
- Response Paper (15%): 2-3 pages each double-spaced, responding to information regarding Native American Boarding Schools, **Credit/No Credit** will be given for assignment and must be sent via email on Friday January 11th, 2013.

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.

Required Texts:

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong, James W. Loewen

Decolonizing Methodologies: Research and Indigenous Peoples, Linda Tuhiwai Smith

The Art of Critical Pedagogy: Possibilities for Moving Theory to Practice in Urban Schools, Jeffrey Duncan-Andrade and Ernest Morrell

Teaching to Transgress: Education as the Practice of Freedom, bell hooks

** Selected reading materials will be available through e-reserves and TED. I will be using TED to post class material and send class announcements please stay connected via TED. Also, note that in order to access the materials on e-reserves you will need to use the password: **ay113**. (This password is not case sensitive.) Required text can be purchased at the UCSD bookstore or checked out at the circulation desk for a maximum of 3 hours at the Geisel Library. Schedule is subject to change.**

Reading Schedule:**Colonial Legacies: Eurocentric Thought, Knowledge Production, and Historical Silences****Wk.1 (8 & 10 Jan) Introduction**

Mon. Introduction to class and syllabus review. Lecture on core concepts and class discussion.

Wed. 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-

Tribes confront painful legacy of Indian boarding school
seattletimes.com/html/localnews/2004161238_boardingschool03m.html

Imperialism and Native American History

Wk.2 (15 &17 Jan)

Mon. James Loewen, *Chapter 3*, 70-92 from *Lies My Teacher Told Me* and Smith *Chapter 2*, 42-57

View: Documentary (Our Spirits Don't Speak English 80 min.)
View prompt on TED

Wed. James Loewen, *Chapter 4*, 93-134 from *Lies My Teacher Told Me* & Smith, *Chapter 6*, 107-120 from *Decolonizing Methodologies*

Short Response Paper Due on Fri. Jan. 11th, 2013 via email

The Structures of Education: Textbooks and Theories of Learning

Wk.3 (22 & 24 Jan)

Mon. 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*

Wed. James, Loewen, *Chapter 5*, 135-171 from *Lies My Teacher Told Me*

View: Documentary (Drop-Out Nation 113 min.)

Historical Struggles for Chican@ Education

Wk. 4 (29 &31 Jan)

Mon. Dolores, Delgado Bernal, *Chapter 2*, 67-86 from *Charting New Terrains of Chicana (o)/Latina(o) Education* & Tara, Yosso, *Chapter 1*, 1-15 from *Critical Race Counterstories Along the Chicana/Chicano Pipeline*

Wed. Carlos Tejeda, *Chapter 5*, 131-157 from *Charting New Terrains of Chicana (o)/Latina(o) Education*

View: Documentary TBA

Chicano Education Continued & the Ban on Ethnic Studies

Wk. 5 (5 &7 Feb)

Mon. 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

Wed. George Lipsitz, Chapter 1, 1-23 from *Possessive Investment in Whiteness*

View: Documentary (Precious Knowledge 70 min) & Midterm prompt handout

The Manufacturing of Urban Schools and “the Ghetto”: Understanding the Racial Landscape

Wk. 6 (12& 14 Feb)

Mon. 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

Wed. Paperson, *The Postcolonial Ghetto: Seeing Her Shape and His Hand*, 6-30 & Lipsitz, *Chapter 2*, 24-46

View: Michelle Alexander Video & Midterms Due

Asian Americans & the Construction of the “Model Minority”

Wk.7 (19 & 21 Feb)

Keith Osajima, “Asian Americans as the Model Minority: An Analysis of the Popular Press Image in the 1960s and 1980s” & Lee, R. “The Cold War Construction of the Model Minority Myth”

Wed. `Chong, ““Look, an Asian!”: The Politics Racial Interpellation in the `Wake of the Virginia Tech Shootings,” 27-60 & Nguyen, Viet Thanh. “Conclusion: Model Minorities and Bad Subjects” 143-71

Alternative Pedagogies: The Future of Learning

Wk.8 (26-28 Feb)

Mon. Duncan-Andrade, *Chapter 7*, 134-156 & Smith, *Chapter 8*, 142-161

Wed. Duncan-Andrade *Chapter 8*, 157-170 and bell hooks, *Teaching to Transgress*, 13- 22, bell hooks pdf and online article:
<http://www.infed.org/thinkers/hooks.htm#education>

View: Santa Fe Indian (Youth) Spoken Word

Alternative Pedagogies Continued

Wk.9 (5 & 7 Mar)

Mon. Duncan-Andrade, *Chapter 9*, 111-165

Wed. hooks, *Chapters 8 & 9*, 111-127

Conclusion: Teaching Communities

Wk.10 (12&14 Mar)

Mon. hooks, *Chapter 10*, 129-165

Wed. TBA

Final: March 19th @ 11:30-2:30 pm. Location TBA

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter:

Course:

Instructor:

Student I.D.#:

Print Name:

Signature:
