

ETHN 113: Decolonizing Education

MWF 10am-10:50am

Solis 109

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Office Location: Department of Ethnic Studies, SSB 240

Office Hours: Mon. & Wed. 11am-noon, and by appointment

Course Overview and Goals

The phrase “decolonizing education” invites us to think about “decolonizing” as both a verb and an adjective. It also prompts us to consider its corollaries: If education needs to *be decolonized* (i.e., if “decolonizing” in the course title is a verb), then education is currently colonized, and/or is a tool of colonialism. At the same time, if education *can decolonize* (i.e., if “decolonizing” in the course title is an adjective), then we cannot discount education’s liberatory potential.

In this course we will consider all of these questions suggested by the idea of “decolonizing education”: How *is* education colonized? How *does* education colonize? How can education *be decolonized*? And how can education *be a force for decolonization*? In asking these questions, our aim will not be to produce one-dimensional analyses that either render particular educational sites/activities/approaches as monolithic repression-and-complicity *or* reify them as pure resistance. Rather, our explorations will proceed in the spirit of Vaidehi Ramanathan’s reminder that “there not only exists a whole range between subordination and resistance but that facets of subordination and resistance typically operate as two sides of the same coin, intertwined and wrapped as each is in the other.”

Texts

This is an upper-division Ethnic Studies course; hence, the syllabus has been designed with the assumption that students are familiar with the foundational theoretical and methodological frameworks of Ethnic Studies. During our ten weeks together, we will be putting Ethnic Studies perspectives into conversation with a variety of work in Education Studies, including histories of education, pedagogical theory, and curriculum studies.

Education, broadly understood, takes place in and through many different settings, processes, relationships, and objects. Our readings will focus on issues related to formal school settings, but will also deal with education in a broader sense, educational processes and projects beyond formal schooling.

Alongside our assigned scholarly readings, each week we will explore a number of books written for (and in some cases by) children and young adults. Because children’s books circulate both inside and outside of formal classroom settings, they are ideal vehicles for thinking about education simultaneously as a set of classroom practices and as a broader social phenomenon. In terms of how you interact with the

children's books we explore in class, you may choose to interpret them as cultural texts (i.e. objects of analysis), as sources of knowledge, as marketplace commodities, as potential pedagogical tools for classroom use, or in all of these ways at once.

All required readings for the course will be made available on E-reserves and/or placed on reserve as hard copies in the library.

Accommodations

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. If you have specific accommodations ordered by the Office for Students with Disabilities, you should notify me of those specific accommodations **during the FIRST week of the quarter**. If you have medical or other issues that may affect your participation but are NOT documented through OSD, please feel free to discuss those issues with me at any time so we can develop an appropriate plan for your participation and success.

Creating a Cooperative Learning Environment

While it is crucial that you complete all of the assigned readings in order to have the richest possible experience of this class (and to get the best possible grade), only a portion of what you learn will be from the readings and the instructor. Your classmates will play an instrumental role in your learning experience. In order for this class to be successful, you need to come to class prepared to share your ideas. The more involved you become, the more you will gain. Support your statements with what you have learned in the readings, prior discussion, and lecture. Listen carefully to others before you decide where you stand in relation to their arguments, and consider how to respond in a respectful and productive manner. Please also refer to UCSD's Principles of Community, <http://www.vcba.ucsd.edu/principles.htm>.

Policies and Logistics

1. **Attendance is required** and absences will affect your grade. (Please see the section on grading for details.) In order to receive full credit for attendance, you must arrive on time and stay for the duration of class. If you miss a class meeting, you will need to catch up on the material by contacting a classmate and/or coming to office hours. Absences will be excused if extenuating circumstances are present, but make-up work will be required in order to recover that day's participation points. Extenuating circumstances include medical issues, traumatic life-events, family emergencies, etc. I do **not** consider non-emergency-based travel, athletic participation, work for other courses, etc., to be extenuating circumstances in terms of your attendance and participation in this class. Please plan ahead so that you can complete all the requirements for this course (including attendance) while also managing all of your other courses, athletic participation, family gatherings, and other important activities.

2. **You must bring your readings to class** in order to participate effectively in class discussions, to complete in-class assignments, and to receive full participation points. Preferably you will print out each week's materials, highlight and annotate them while reading, and bring your annotated readings to class. Alternatively, if you have an e-reader, you may annotate electronically and bring your materials on the e-reader to class. A phone is not an acceptable way to engage with the readings, as this format will not be conducive to serious intellectual engagement with the texts.
3. **Phones should be turned off or set to silent during class.** In order to benefit from lecture and participate meaningfully in discussion, we need to be free of electronic distractions. This means phones must be turned off, and other electronics may be used only for the purpose of referring to electronic copies of readings.
4. **If you are observed using electronics for non-class-related activities (e.g. facebook, email, etc.), you will be counted as absent for that class, leading to a loss of points.**
5. **In order to receive a passing grade, students must complete all course assignments.**
6. **Late work will not be accepted** except in the presence of extenuating circumstances. Again, extenuating circumstances include health issues, traumatic life-events, and family emergencies.

Plagiarism and other Academic Misconduct: Please refer to the guidelines from the Academic Integrity Office. If you cheat or plagiarize in this class, you will fail the course.

<http://students.ucsd.edu/academics/academic-integrity/defining.html>

Course Requirements and Grading

Grading is based on five elements, all of which are weighted equally:

Attendance and participation 20%

Active participation is very important in this class. In order to participate fully, you must arrive on time, bringing your annotated readings with you, and stay for the duration of class. Thoughtful responses to in-class writing activities and respectful engagement with your classmates' ideas will also be factored into your participation grade. Habitual lateness, failure to bring your readings to class, disrespectful demeanor towards your classmates, or lack of substantial responses to in-class writing activities will ultimately result in a significant lowering of your overall course grade.

Weekly writing 20%

Each Friday you will turn in a brief (2-2.5 pages, single-spaced) reflection on the week's readings. The purpose of the reflection is to put the readings into conversation with each other and with the ideas covered during previous weeks. You can discuss salient themes, provide evidence-based critiques of the authors' ideas, identify points of convergence and of conflict, etc. Although I'm primarily interested in your informed engagement with the readings, **I also expect clear writing.** To earn full credit for these

writing assignments, you will need to write coherently, cite all quotations using a standard citation format, and re-read your work to check for typos, etc., before submitting.

Quizzes 20%

We will have short weekly quizzes based on the readings.

Presentations 20%

Each student will give two short presentations during the quarter.

Final project 20% (out of 100 points)

You will be able to choose from several different options for the final project, based upon your interests and preferred form(s) of expression. We'll talk more about this project later in the quarter!

Grading Scale

94-100	A	73-75	C
90-93	A-	70-72	C-
86-89	B+	66-69	D+
83-85	B	63-65	D
80-82	B-	60-63	D-
76-79	C+	0-60	F

Trigger Warning: Colonialism is violent, racist, and generally offensive. Since this course deals with the complex relationships between colonization, decolonization, and education, there is no way to entirely avoid material that is disturbing. At the same time, if you have a very specific medical or personal need to avoid exposure to particular types of images (be they visual, sonic, verbal, etc.), please let me know ASAP so we can come up with reasonable accommodations to fit your particular situation. I want to do everything possible to ensure that students who have experienced trauma can participate in this course without fear of being re-traumatized by the images encountered.

Course Schedule

Introduction

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- Mon. 1/4** Tejeda, Carlos, & Manuel Espinoza. "Toward a Decolonizing Pedagogy: Social Justice Reconsidered."
- Wed. 1/6** Willinsky, John. *Learning to Divide the World: Education at Empire's End*, pp. 23-44.
- Fri. 1/8** Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*, pp. 1-37.

Reflection 1 due.

I.

Starting Where We Are: A settler university on Kumeyaay land

Mon. 1/11 Miskwish, Michael Connolly (Campo Kumeyaay). *Kumeyaay: A History Textbook*. Selections.

Wed. 1/13 Kaye, Francis W. "Little Squatter on the Osage Diminished Reserve: Reading Laura Ingalls Wilder's Kansas Indians." In *Great Plains Quarterly*, Vol. 20, no. 2 (Spring 2000).

Fri. 1/15 Seale, Doris, and Beverly Slapin (eds.), *A Broken Flute: The Native Experience in Books for Children*. Selections.

Reflection 2 due.

Mon. 1/18 OFF – Martin Luther King Day.

Wed. 1/20 Lyons, Scott Richard. *X-Marks: Native Signatures of Assent*. Selections.

Fri. 1/22 Terrance, Laura. "Resisting Colonial Education: Zitkala-Sa and Native Feminist Archival Refusal." In *International Journal of Qualitative Studies in Education*, Vol. 24, no. 5, Sept.-Oct. 2011, pp. 21-626.

Zitkala-Sa, *My Life*, selections.

Reflection 3 due.

Mon. 1/25 Wilder, Craig Steven. *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities*. Selections.

Wed. 1/27 Murray, Pauli. *Proud Shoes*, selections.

Fri. 1/29 DiAquoi, Raygine Coutard. "Separate and connected: A portrait of perspectives and pedagogy at an African-centered shule." In *Decolonization: Indigeneity, Education, & Society*, Vol. 3, no. 2, 2014, pp. 105-130.

Reflection 4 due.

Presentation 1.

II.

Branching Out: Pedagogies of the Unexpected

Mon. 2/1 Freire, Paolo. *Pedagogy of the Oppressed*, selections.

Wed. 2/3 Blum, Denise. *Cuban Youth and Revolutionary Values*. Selections.

Fri. 2/5 Desai, Chandni. "Shooting back in the occupied territories: An anticolonial participatory politics." In *Curriculum Inquiry*, 45:1, 109-128

Reflection 5 due.

Mon. 2/8 Walters, Karina, et al. "Dis-placement and Dis-ease: Land, Place, and Health among American Indians and Alaska Natives." In Burton et al. (eds.), *Communities, Neighborhoods, and Health: Expanding the Boundaries of Place*.

Wed. 2/10 Harjo, Susan Shown. "Just Good Sports: The Impact of 'Native' References in Sports on Native Youth and What Some Decolonizers Have Done About It." In Waziyatawin et al. (eds.), *For Indigenous Eyes Only: A Decolonization Handbook*.

Fri. 2/12 Carvell, Marlene. *Who Will Tell My Brother?* Selections.

Reflection 6 due.

Mon. 2/15 OFF – Presidents' Day.

Wed. 2/17 Chapman, Chris. "Colonialism, disability, and possible lives: the residential treatment of children whose parents survived Indian residential schools." In *Journal of Progressive Human Services*, 23:2, 2012, 127-158.

Fri. 2/19 Heilker, Paul. "Autism, Rhetoric, and Whiteness." In *Disability Studies Quarterly*, 31.3, 2011.

Reflection 7 due.

Mon. 2/22 Spivak, Gayatri. *Righting Wrongs*, selections.

Wed. 2/24 Rohrer, Judy. "Attacking Trust: Hawai'i as a Crossroads and Kamehameha Schools in the Crosshairs." In *American Quarterly* Vol. 63, no. 3, September 2010, pp. 437-455.

Fri. 2/26 Iyengar, M.M. "Not Mere Abstractions: Language policies and language ideologies in U.S. settler colonialism." In *Decolonization: Indigeneity, Education & Society*, Vol. 2, no. 2 (2014), pp. 33-59.

Reflection 8 due.

Mon. 2/29 Iseke, Judy. "Negotiating Métis culture in Michif: Disrupting Indigenous language shift." In *Decolonization: Indigeneity, Education & Society*, Vol. 2, No. 2, 2013, pp. 92-116.

Wed. 3/2 Maguire, Gabrielle. *Our Own Language: An Irish Initiative*. Selections.

Fri. 3/4 Hornberger, Nancy. "Voice and biliteracy in indigenous language revitalization: contentious educational practices." In *Language, Identity, and Education*, Vol. 5, Issue 4, 2006, pp. 277-292.

Reflection 9 due.

Mon. 3/7 Tejeda, Carlos. "Dancing with the dilemmas of a decolonizing pedagogy." In *Radical History Review*, Issue 102 (Fall 2008), pp. 27-31.

Wed. 3/9 **Present final projects.**

Fri. 3/11 **Present final projects.**

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 social science, non-contiguous, or other college requirement. Often students have taken three or four classes 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, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact:

Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
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