

ETHN 113: Decolonizing Education

University of California, San Diego
Winter 2018

Course Information

Meeting times: T/TH 9:30-10:50am
Location: Center Hall Room 218
Finals date: Tues, March 20, 8:00–11:00am

Instructor Information

Justin de Leon, Ph.D.

Office hours: Thursday, 1:00-3:00pm (or by appointment)
Office location: SSB 243
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Course Materials

Description

This course considers decolonial theories of education in relation to praxis, or “reflection and action directed at the structures to be transformed” (Freire 2005, 126). Focusing on a variety of spaces, this course will explore differing ways of understanding education and the possibilities of education. As an upper-level Ethnic Studies course, students will already have a comprehensive knowledge of theories of coloniality, intersectionality, and race.

Expectations

This is an upper level Ethnic Studies course and expectations of student performance and participation should already be known. As with any endeavor at UC San Diego, full participation and student excellence is expected. UCSD rates in the top 1.5% of four year institutions in the country, as such, there are high expectations for the quality of students in this class. Equally important than the positions we occupy being here at UCSD and the themes we will cover throughout the course are of great import and significance.

Grades

Students will be assessed on (1) participation, (2) an interview podcast, (3) course review essay, and a (4) syllabus or lesson plan. There will be no midterm or final in-class examinations.

1. **Participation (25%)** is comprised of class attendance and engagement of the readings and class discussion. Students are expected to contribute to ongoing discussions and explorations of class material and themes. This requires a deep reading of assignments (through annotating, summarizing, and noting questions that arise) and participation in

class discussions (recall in both quality and frequency). Because of the number of students in the course, class attendance will be taken. If there is an unexpected occurrence and/or excused absence (University activity, medical reasons, religious holidays, etc.) please inform me as soon as possible in order that proper adjustments can be made.

2. **Interview Podcast (25%)** is an interview project that will be completed by the end of week 5. Students are required to audio record an interview with someone in their lives about the strengths and weaknesses of the current system of education and/or their own educational experiences. This can be with a parent, grandparent, other professor, previous teacher, mentor, sibling, etc. It should be with someone you respect and value their insight. The conversation does not need to be overly structured, the goal is to gain outside perspectives to critical approaches to education. Students will be expected to submit a 5-minute edited recording of the interview. This should include the student's summary of the interview insights (impressions, surprises, highlights) and select portions of the recorded interview, and at least three photographs of the person interviewed. If anonymity is desired for those interviewed, students can take photographs of items that capture various aspects of their personality (such as their shoes, hands, home, desk, car, etc.).
3. **Course Review Essay (30%)** is a 4-6 page essay that answers the question: What is decolonial education? Students are expected to focus on a few major points/concepts in our course and describe in detail how they add to the conversation around critical approaches to education. Given the page constraints, essays are to show mastery of various conversations within the discourse around education and hone in on a few major concepts that contribute to your argument. Students should stay close to course readings.
4. **Syllabus or Lesson Plan (20%)** is due at the end of the quarter and should serve as a way for students to take our course insights and use them in a way that can be useful for them in the future. Depending on each student's anticipated career path—working with college, high school, or middle school students—a college syllabus or course lesson plan about critical approaches to education. This can cover concepts such as race, prejudice, settler colonialism, etc. This must be over three pages long and can include ice breakers, exercises, media, or other creative means.

Participation and attendance	Class attendance, engagement of readings and discussions	25%
Interview Podcast	5-minute edited interview about education (Week 5)	25%
Course Review Essay	4-6 page essay on course themes	30%
Syllabus or Lesson Plan	Over 3 pages, engaging Ethnic Studies themes and/or decolonial education	20%

Required Materials

I am sensitive to the rising costs of universities and want to keep our course costs to a minimal. Accordingly, students will not be required to purchase any books for this course. All readings (from books to journals) will all be available electronically either through the UCSD Library Course Reserves, TritonEd, or through the UCSD Library.

Course Schedule

*Syllabus possible to change – I hope to be attentive to student interests and pacing.

WEEK 1: INTRODUCTION

Tuesday, January 9
Class Introduction

Thursday, January 11
Read: Grande, Sandy. 2004. "Critical Pedagogy and its Discontents." Found in *Red Pedagogy: Native American Social and Political Thought*. Excerpt. Rowman & Littlefield. Pgs. 20-30.
Read: King, Martin L. 1947. "The Purpose of Education." *The Maroon Tiger: Morehouse College Student Paper*. Found at <http://schools.nyc.gov/NR/rdonlyres/33E95C33-A9D1-44D9-AB5C-30C932CCC2D6/0/MiddleSchoolText.pdf>

WEEK 2: CRITICAL PEDAGOGY

Tuesday, January 16 (MLK 1/15)
Read: Freire, Paulo. 2005 [1970]. "Justification for a Pedagogy of the Oppressed." Found in *Pedagogies of the Oppressed: 30th Anniversary Edition*. Bloomsbury Publishing USA. Chapter 1. Pgs. 43-70.

Thursday, January 18
Read: Freire, Paulo. 2005 [1970]. "Banking." Found in *Pedagogies of the Oppressed: 30th Anniversary Edition*. Chapter 2. Bloomsbury Publishing USA. Pgs. 71-77.

WEEK 3: SETTLER COLONIALISM

Tuesday, January 23
Read: La Paperson. 2017. "Settler Colonialism is a Set of Technologies." Found in *Third University is Possible*. Chapter 1. University of Minnesota Press. Pgs. 1-24.

Thursday, January 25

- Read: Smith, Andrea. 2005. "Boarding School Abuses and the Case for Reparations." Found in *Conquest: Sexual Violence and American Indian Genocide*. Chapter 2. South End Press. Pg. 35-55
- Read: Navarro, Jenell. 2015. "Remixing Education: Tall Paul's Contributions to Decolonizing the Classroom." *Decolonization: Indigeneity, Education & Society*. Blog. March 17. Found at <https://decolonization.wordpress.com/2015/03/17/remixing-education-tall-pauls-contributions-to-decolonizing-the-classroom>.

WEEK 4: LAND-BASED PEDAGOGY

Tuesday, January 30

- Read: Tuck, Eve and K. Wayne Yang. 2012. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education & Society*. Vol. 1. No. 1. Pgs. 1-40.

Thursday, February 1

- Optional Read: Wildcat et al. 2014. "Learning from the Land: Indigenous Land Based Pedagogy and Decolonization." *Decolonization: Indigeneity, Education & Society*. Vol. 3. No. 3. Pgs. i-xv.

Optional Read: La Paperson. 2017. "Land. And the University is Settler Colonial." Found in Third University is Possible. Chapter 2. University of Minnesota Press. Pgs. 25-32.

WEEK 5: LAND-BASED PEDAGOGY II

Tuesday, February 6

- Read: Ritskes, Eric. 2014. "Leanne Simpson and Glen Coulthard on Dechinta Bush University, Indigenous Land-Based Education and Embodied Resurgence." Audio Interview. *Decolonization: Indigeneity, Education & Society*. Nov. 26. Found at <https://decolonization.wordpress.com/2014/11/26/leanne-simpson-and-glen-coulthard-on-dechinta-bush-university-indigenous-land-based-education-and-embodied-resurgence>.

Thursday, February 8

- Read: Simpson, Leanne B. 2014. "Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation." *Decolonization: Indigeneity, Education & Society*. Vol. 3. No. 3. Pgs. 1-25.

Interview Podcasts due by the end of the day.

WEEK 6: PUNISHMENT I

Tuesday, February 13

- Read: Ferguson, Ann. 2000. "Don't Believe the Hype" and "The Punishing Room." Found in *Bad Boys: Public Schools in the Making of Black*

Masculinity. University of Michigan. Chapter 1 and 2. Pgs. 1-28 and 29-48.

Thursday, February 15

Read: Ferguson, Ann. 2000. "School Rules" and "Naughty by Nature." Found in *Bad Boys: Public Schools in the Making of Black Masculinity*. University of Michigan. Chapter 3 and 4. Pgs. 49-76 and 77-100.

WEEK 7: PUNISHMENT II

Tuesday, February 20 (President's Day 2/19)

Read: Yang, K. Wayne. 2009. "Discipline or Punish? Some Suggestions for School Policy and Teacher Practice. *Disciplining the Language Arts*. Vol. 87. No. 1. Pgs. 49-61.

Thursday, February 22

Read: Smith, Linda. 2012. "Twenty-Five Indigenous Projects." Found in *Decolonizing Methodologies: Research and Indigenous Peoples*. Chapter 8. Zed Books.

WEEK 8: RESISTANCE

Tuesday, February 27

Sleeter, Christine. 1996. "Multicultural Education as a Form of Resistance to Oppression." Found in *Multicultural Education as Social Activism*. Chapter 1. SUNY Press. Pgs. 1-16.

Thursday, March 1

WEEK 9: REFLECTION

Tuesday, March 6

Interview Podcast Review

Thursday, March 8

NO CLASS MEETING

Course Review Essay due by the end of day. Answer the following: What does decolonizing education mean? What could it look like, what type of impact could it have, and what challenges does it face?

WEEK 10: MOVING FORWARD

Tuesday, March 13

Read: Miranda, Deborah A. 2009. "4th Grade California Mission Projects: A Thought Experiment for Parents, Educators, and Students." *Bad NDNS*. Dec. 30. Found at <http://whenturtlesfly.blogspot.com/2009/12/4th-grade-california-mission-projects.html>

Thursday, March 15

Read: Alexander, Jacqui M. 2006. "Pedagogies of the Sacred: Making the Invisible Tangible." Chapter 7. Duke University Press. Pgs. 725-332.

WEEK 11: FINALS WEEK

Finals – Tues, March 20, 8:00–11:00am

Syllabus/Lesson Plan Due by end of day.