

ETHN 113
Decolonizing Education
Fall Quarter 2021
MWF 1-1:50pm PST

Hybrid Schedule:

Mon – Warren East Outdoor Classroom
Wed – Warren East Outdoor Classroom
Fri – Zoom Class Discussions (online**)**

Instructor: Alexander D. Huezo, PhD

Email: ahuezo@ucsd.edu (include 'ETHN 113' in subject line)

Office Hours: email for in-person or Zoom appt

Zoom Link: <https://ucsd.zoom.us/j/97287046734>

Zoom Meeting ID: 972 8704 6734

Course Description

This course takes a critical look at what 'decolonizing education' means in theory and how it can be applied in practice. We first delve into the imperial roots of education, which will compel you to think about how the knowledge you have acquired in schools is shaped by settler colonialism. You will also be asked to reflect on how you situate your own knowledge production within this matrix moving forward.

In the first part of the course there will be a heavy emphasis on choosing terminology from the course materials that makes sense to you and defining that terminology in your own words. For example, after Week 2 will you prefer the term 'anti-colonial' or 'decolonial' to describe what we are learning about? How will you differentiate 'education' from 'pedagogy'?

The second part of the course provides examples of how different aspects of education can be applied in practice. The readings span both educational levels (e.g., high school, university, primary school) and subjects of focus (e.g., syllabi, lessons, school policies...etc.). The final project prompts you to apply this knowledge towards a group project in which you decolonize something and then explain how you applied the knowledge accumulated in this course.

Weekly Expectations

Mondays – lecture and class discussion focused on assigned readings

Wednesdays – lecture and class discussion focused on assigned readings

Fridays – online group discussions focused on student questions and projects

Readings

You are not required to purchase texts for this course. All required readings – PDFs and links to articles – will be available online on Canvas in the modules on a week-by-week basis.

Communication

Reach out through email whenever you need to talk about ideas or concerns in this class. Make sure you read over the syllabus and any announcements carefully before you ask any questions.

Follow proper email etiquette when sending me an email:

- a) include ETHN 113 in the subject heading of the email
- b) provide a salutation (e.g., “Dear Alex” or “Hello Alex”)
- c) end the email properly (e.g. “Sincerely”, “Kind regards”...etc.)

Course requirements (100 points total)

Participation & Attendance (20 points)

- attendance will be taken randomly throughout the quarter
- make sure you actively participate in discussions to get full credit

Discussion Posts in Canvas (25 points total: Weeks 1-9)

You will randomly be placed in small groups for these discussions in Canvas:

- 1st POST – post a question - **Due Wednesdays by 11:59pm PST (1 point)**
- 2nd POST – respond to a question - **Due Fridays¹² by 11:59pm PST (2 points)**

Midterm Reflection (25 points)

Directions will be posted in Canvas during week 4.

Final Project (30 points total)

Apply what we have learned in this class towards the construction or revisioning of something within education that you think should be decolonized (e.g., syllabus, lesson plan, mission statement, school policy...etc.).

The Project (15 points)

- Submit the decolonized version of your project of choice

The Write-up (15 points)

- Submit an essay explaining how you applied what we learned in this course

¹ No 2nd post during Week 4 because of midterm

² Delayed 2nd post during Week 9 because of holiday

Academic Integrity

Each student is expected to abide by UCSD's Code of Academic Integrity. When submitting work, please use your own ideas or to credit/cite your sources when borrowing from others. If you have any doubts or questions about what counts as plagiarism, please consult UCSD's Academic Integrity Office (<http://academicintegrity.ucsd.edu>) or talk to me in office hours.

Learning Resources

Writing Hub; Supplemental Instruction; Tutoring; Mental Health Services

Community Centers

Learn about the different community centers on campus (Raza Resource Centro, Black Resource Center, LGBT Resource Center, etc.) <https://students.ucsd.edu/student-life/diversity/index.html>

Accessibility

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: <https://disabilities.ucsd.edu/> | osd@ucsd.edu | 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 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: 858-534-3277 or ethnicstudies@ucsd.edu or visit www.ethnicstudies.ucsd.edu.

DISCLAIMER:
THINK OF THIS SYLLABUS AS AN ORGANIC DOCUMENT THAT WILL INEVITABLY CHANGE THROUGHOUT THE QUARTER. ALWAYS CHECK FOR THE LATEST VERSION OF THE SYLLABUS IN CANVAS

PART 1: ACKNOWLEDGMENT & CRITIQUES

Week 0	Introduction
Friday 9/24	Course Overview & Establish Guidelines for Discussions

Week 1	Theorizing Imperialism & Colonialism
Mon 9/27	<p>“The Master's Tools Will Never Dismantle the Master's House” (Lorde 1984)</p> <p>“Imperialism, History, Writing and Theory” (Smith 2012)</p>
Wed 9/29	<p>“The Transformation of Silence into Language and Action” (Lorde 1984)</p> <p>“Research through Imperial Eyes” (Smith 2012)</p>
Fri 10/1	Zoom Discussion

Week 2	Metaphors & Interpretations
Mon 10/4	<p>Selection from "Concerning Violence" (Fanon 1965)</p> <p>“Decolonization is not a metaphor” (Tuck & Yang 2012)</p> <p>“Sogorea Te Land Trust” (López 2021)</p>
Wed 10/6	<p>“Countering Coloniality in Educational Research: From Ownership to Answerability” (Patel 2014)</p> <p>WATCH in CLASS & DISCUSS: Anti-Colonial Educational Research (Patel 2015) https://www.youtube.com/watch?v=QGLvx9wvcdU</p>
Fri 10/8	Zoom Discussion

Week 3	Pedagogy of the Oppressed
Mon 10/11	Ch1 of <i>Pedagogy of the Oppressed</i> (Freire 1970)
Wed 10/13	Ch2 of <i>Pedagogy of the Oppressed</i> (Freire 1970)

	<p>“Speaking about Paulo Freire” (hooks 1996)</p> <p>“Engaged Pedagogy” (hooks 1994)</p>
Fri 10/15	Zoom Discussion

Week 4	Decolonization & Education
Mon 10/18	<p>"The Purpose of Education" (King Jr. 1947)</p> <p>“Decolonial Methodologies in Education” (Zavala 2016)</p> <p>Midterm Directions Published at 9:00am PST</p>
Wed 10/20	<p>Selection from “There Is No Hierarchy of Oppressions” (Lorde 1983)</p> <p>“Decolonization and Higher Education” (Stein & de Oliveira Andreotti 2016)</p>
Fri 10/22	<p>Zoom Discussion</p> <p>Midterm Due by 11:59pm PST</p>

PART 2: APPLICATION & PRAXIS

Week 5	Centering the Agents of Change
Mon 10/25	“Suspending Damage: A Letter to Communities” (Tuck 2009)
Wed 10/27	<p>LISTEN: The Long, Bloody Strike for Ethnic Studies (NPR 2020)</p> <p>https://www.npr.org/2020/08/04/899167279/the-long-bloody-strike-for-ethnic-studies</p>
Fri 10/29	Zoom Discussion

Week 6	Decolonization & Ethnic Studies
Mon 11/1	“Toward An Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research” (Tintiango Cubales et al. 2015)

Wed 11/3	<p>“Toward a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in High School Classrooms” (de los Ríos et al. 2015)</p> <p>“Decolonizing Community Engagement: Reimagining Service Learning through an Ethnic Studies Lens” (Yep & Mitchell 2017)</p>
Fri 11/5	Zoom Discussion

Week 7	Decolonizing School Policies
Mon 11/8	<p>“Discipline or Punish? Some Suggestions for School Policy and Teacher Practice” (Yang 2009)</p> <p>“Decarcerate, Deinstitutionalize, and Decolonize Mental Health” (Cosio & Duan 2021)</p> <p>“Fighting Towards Police Abolition: The Cops Off Campus Movement” (Le 2021)</p>
Wed 11/10	“Thinking through the Decolonial Turn in Research and Praxis: Advancing New Understandings of the Community-School Relation in Latina/o Parent Involvement” (Baquedano-López et al. 2014)
Fri 11/12	Zoom Discussion

Week 8	What's Wrong with the Syllabus?
Mon 11/15	“Diversity or decolonization? Searching for the tools to dismantle the ‘master’s house’” (Arshad et al. 2009)
Wed 11/17	“Whose pedagogy is it anyway? Decolonizing the syllabus through a critical embrace of difference” (Zidani 2021)
Fri 11/19	Zoom Discussion

Week 9	De-sanitizing CA Missions & Thanksgiving
Mon 11/22	“Revisiting Missions: Decolonizing Public Memories in California” (Helbrecht 2019)

Wed 11/24	“Sanitizing ‘Indians’ in America’s Thanksgiving story” Adare-Tasiwoopa ápi & Adams-Campbell 2016)
Fri 11/26	Thanksgiving Holiday (No Class)

Week 10	Final Projects
Mon 11/29	In-class discussion about Week 9 readings + Final Project Workshop
Wed 12/1	Final Project Workshop Submit Final Project in Canvas by 11:59pm PST
Fri 12/3	Zoom Office Hours Submit Final Write-up in Canvas by 11:59pm PST