INSTRUCTOR: Cynthia Vazquez (she/her)
EMAIL: c5vazque@ucsd.edu
OFFICE HOURS: Mondays & 5 pm-6 pm or by appointment
To schedule appointment visit: https://c5vazque.youcanbook.me

Course Description

This course reflects on the decolonization theories of education and praxis—an act of practice and action—as we live in a post-COVID-19 world. What did COVID-19 reveal about our current schooling practices? Why is it necessary to decolonize schooling institutions?

Centering on the "why" in education, this course will uncover and define the hidden curriculum in K-12 U.S. public schooling. By highlighting multi-spaces and multi-ways of knowing, we will survey the possibilities of a decolonial education and its limits. We will investigate questions such as: How is education colonized? What does decolonization education mean? How can we decolonize educational institutions that are historically and presently operating as functions of/for coloniality?

Note: This course syllabus is subject to change; the syllabus of record is kept updated and posted on Canvas.

Remote Learning

This course will be conducted in synchronous remote format. There will be an asynchronous option for students who cannot meet during our discussion time and will be graded accordingly. Please feel free to contact me with additional accommodations.

Synchronous Online Lectures

Zoom room url
https://ucsd.zoom.us/j/6058642465
Meeting ID: 605 864 2465

Mondays & Wednesdays 2:00 PM-4:50 PM

Course Goals

At the end of the course, you will be able to:

- Define key aspects of decolonization

- Examine how coloniality operates in today's schooling
- Apply decolonizing framework to imagine multi forms of knowledge production

Assignments, Projects, and Grading

Required Reading

All readings will be available via Canvas or Perusall. Films will be available on Course Reserves.

Accessibility

Students with disabilities, a parent/caregiver, working, or condition that compromises your ability to complete the requirements of this course, please let the instructor know as soon as possible. We will make the necessary accommodations to guarantee total success and participation in the course.

E-mail

Please use your UCSD email address to communicate with me via Canvas. Use email for simple logistical questions and allow 24 hours for a reply if after 5 pm. Please check your UCSD email daily. Due to FERPA, I do not discuss grade questions or concerns via email—please schedule a meeting with me to discuss grades.

Subject to Change Policy

The syllabus is subject to change contingent on students' needs of the class. Students will be notified at the beginning of class, and an updated syllabus on Canvas will be available.

Late/Incomplete Paper Policy

All assignments must be turned in on time—unless you make special arrangements with me.

Assignments submitted after the deadline will be considered late and will have assignment grades lowered by a third of a letter grade (e.g., A to -A).

Campus Policies

UC San Diego policies and statements to include within your syllabus.
- UC San Diego Principles of Community
- UC San Diego Policy on Integrity of Scholarship
- Religious Accommodation
- Nondiscrimination and Harassment
- UC San Diego Student Conduct Code

Assignments and Grade Breakdown

Assignments	Weight	Due Date

Participation	15%	7/31
Perusall Annotations	20%	Every class
Final Reflective Paper	30%	7/31
Creative Final Project [includes Weekly Drafts + Decolonizing Knowledge Resource Booklet + Presentations]	35%	7/31
Total	100%	

Participation

Synchronous: We will regularly meet during our assigned class times (Monday/Wednesday 2:00-4:50 pm). Due to the Zoom fatigue, I expect to use about an hour and a half (1.5 hr) of our time together. However, I expect for you to keep the entire time slot free in case of necessary adjustments.

Research shows that participation is an important part of learning. Engaged students come prepared to class and are ready to participate and have completed the assigned class material. Participation is key to understanding the material, and I expect you to participate whether in group or in-class virtually.

I will take attendance via short in-class written exercises. Students who register 100 percent will earn **2 extra points**.

Asynchronous: If you elect to take the class asynchronously, you will submit a discussion post on the readings and lecture instead of attending synchronous class sessions.
These posts should be 400-500 words and available on Canvas under "Discussion Posts." You can write one long comment or several shorter ones.

To receive **2 extra points,** you must answer or respond to at least one (1) student for each asynchronous class session.

Your discussion post should be in dialogue with questions raised in lecture and/or in the collective Perusall annotations. You are also required to "reply" substantively to at least one of your classmates' posts.

Here are some options for discussion:

1) Try to create a student-driven discussion by making a comment about something specific in each the text that you find interesting, surprising, confusing etc. and explain your reaction.
2) Ask a question about something in the text that another classmate could respond to. You can also respond to someone else's question.
3) Analyze and make a comment about one aspect of the text's rhetorical situation, e.g.: *who* (audience), *what* (genre), *when* (occasion), *where* (context), *how* (medium), *why* (purpose) etc.)
4) Analyze and make a comment about the text's main claims (thesis), evidence, analysis, and reasoning etc.
5) Synthesize and make a comment about something you read in one text that relates to something you read in another. Help others see that connection.

6) Analyze a **direct quote** from a reading. Example: "Grande notes in *Red Pedagogy* that "xxx." This quote helped me rethink xxx. I realized that xxxx. . ."
7) Explain a "**core tension**" on how the authors are attempting to apply their theories and ideas onto real-life situations. Example: "I hear a core tension in the introduction in XXX and how the authors attempt to navigate xxxxx" . . .
8) Reflect on a "**¡Aha**!" moment a new insight you've come up with, about creating and building alternate worlds or things you just didn't consider before and you are working with the themes.

The discussion board will open after class session and a recording of lecture will be available for you to watch.

Perusall Annotations

All reading annotations will be conducted on Perusall via Canvas and your comments are due by **11:59 p.m.** the night before class meets. To earn credit for doing the reading, students should offer approximately <u>100-200 words of annotations for each text</u>.

You can write one long comment or several shorter ones. You must answer or respond to another student to receive full points.

Missing more than **2** annotations will negatively affect your grade.

Decolonizing Knowledge Booklet Creative Final Project

You will create an online decolonization resource booklet with your groupmates on decolonizing knowledge based on the "Our Stories. Our Knowledges" resource booklet. In the booklet you will interrogate your positionality, knowledge map, and center multiple ways of knowing.

1. **15% Weekly Drafts**	Four drafts of your Decolonization booklet will be due every **Friday at 11:59 pm,** students respond to a writing prompt in their designated groups. The prompt will be posted in the beginning of the week on Canvas under "Weekly Drafts."
2. **15% Decolonizing Knowledge Resource Booklet**	Group final project will be turned individually via Canvas on 7/31.
3. **5% Presentations**	During week 5 students will present synchronously their Decolonizing Knowledge Resource booklet during the assigned class time. If students cannot attend, please reach out to me for accommodations.

Final Reflective Paper: Students will turn in a 750-2,000 word MLA format, 12-font, double-space, reflective paper on their group project. Due July 30 @ 11:59 pm on Canvas.

Resources for Support and Learning

There are a variety of resources available to students at UC San Diego, which are designed to address needs and enhance the student experience. In this section, the course is connected to the broader university community by services and programs for students. If there are resources specific to the course, school, department and/or topic, be sure to include those here.

Learning and Academic Support	
Ask a Librarian: Library Support Chat or make an appointment with a librarian to focus on your research needs **Course Reserves, Connecting from Off-Campus and Research Support** Find supplemental course materials **First Gen Student Success Coaching Program** Peer mentor program that provides students with information, resources, and support in meeting their goals **Office of Academic Support & Instructional Services (OASIS)** Intellectual and personal development support	**Writing Hub Services in the Teaching + Learning Commons** One-on-one online writing tutoring and workshops on key writing topics **Supplemental Instruction** Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses **Tutoring – Content** Drop-in and online tutoring through the Academic Achievement Hub **Tutoring – Learning Strategies** Address learning challenges with a metacognitive approach
Support for Well-being and Inclusion	
Basic Needs at UCSD Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live is encouraged to contact: foodpantry@.ucsd.edu	basicneeds@ucsd.edu	(858) 246-2632 **Counseling and Psychological Services** Confidential counseling and consultations for psychiatric service and mental health programming **Triton Concern Line** *Report students of concern:* (858) 246-1111	**Community and Resource Centers** **Office of Equity, Diversity, and Inclusion** As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus (858) 822-3542	diversity@ucsd.edu **Get Involved** Student organizations, clubs, service opportunities, and many other ways to connect with others on campus **Undocumented Student Services** Programs and services are designed to help

| **Office for Students with Disabilities (OSD)**
 Supports students with disabilities and accessibility across campus | students overcome obstacles that arise from their immigration status and support them through personal and academic excellence |

Unit 1: What is Decolonized Education?

Date	Read	Lecture	Complete	Learning Outcome
Week 1 **Monday 6/28** **[Holiday]**				
Wednesday 6/30	"Intro & Chapter 1." *Teaching To Transgress*, by bell hooks, DEV Publishers & DISTRIBU, 2017, pp. 23–34. 'Who Are We?' & "Acknowledgement to Kumeyaay Land in Whose Knowledge," by Aruna, Sanghapali, et al. in "Decolonizing Our Stories Our Knowledges." *Decolonizing Our Stories and Knowledges*, Whose Knowledge? pp. 6, 10-19 **Podcast:** Episode 34: Pedagogy of the Oppressed, Lit Review Podcast	Introduction + syllabus Keyword: Decolonization in Native Studies Keywords	*Due Friday [July 2] Perusall annotations @ 11:59 p.m.*	1.1 Define decolonization in education
Friday 7/2			Due Friday [July 2] @ 11:59 p.m. Decol. Resource Draft 1 on Canvas	

Unit 2: Colonizing Schools & Universities

Week 2 **Monday, July 5 [HOLIDAY]**	**Watch:** *Rhymes for Young Ghouls* (UCSD library) *TW: rape, sexual violence, verbal abuse, physical violence, drug abuse* **Read:** On violence and vengeance: Rhymes for Young Ghouls and the horrific history of Canada's Indian Residential Schools by Carleton	No lecture/discussion	Due Sunday [July 4] @ 11:59 p.m. Perusall annotation	
Wednesday 7/7	"Chapter 2 Colonizing Knowledges," by Linda Tuhiwai Smith in *Decolonizing Methodology* "Chapter 1." *Bad Indians*, by Deborah A. Miranda, Heyday, 2016, pp. 3–26.	*"Why we do what we do" in Whose Knowledge, pp. 22-23* Keyword: Settler Colonialization in Native Studies Keywords	Due Tuesday [July 6] @ 11:59 p.m. Perusall annotation	1.2 Contextualize decolonization movement in education 1.3 Understand key aspects of colonization in public education
Friday 7/ 9			Due Friday [July 9] Decol. Resource Draft 2 on Canvas	
Week 3 Monday 7/12	Tuck, Eve, and K. Wayne Yang. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society*, 2012. *Recommended:* "Not Every Black Is Black	Lecture: Keywords: Indigenous Epistemologies/	Due Sunday [July 11] Perusall annotation	2.1 Critically analyze coloniality in spatially. 2.2 Coloniality

	Enough." *#RhodesMustFall: Nibbling at Resilient Colonialism in South Africa*, by Francis B. Nyamnjoh, Langaa RPCIG, Mankon, Bamenda, 2016, pp. 113–142.	Knowledges in Native Studies Keywords		and relation to land and migrations
Wednesday 7/14	Ríos, López, and Morrell "Toward a Critical Pedagogy of Race: Ethnic Studies and Literacies of Power in High School Classrooms" **Watch:** Precious Knowledge (2011)	Lecture: *Mendez v. Westminster* & *Brown v. School Board of Education*	Due Tuesday [July 13] @ 11:59 p.m. Perusall annotation	3.1 Current schooling practices 3.2 Deficit model
Friday 7/16			Due Friday [July 16] Decol. Resource Draft 3 on Canvas & Draft Reflection paper	
Week 4 Monday 7/19	**Read:** "New Empire, Same Old University? Education in the American Tropics after 1898" by Victor Bascara in *The Imperial University* **Watch:** Youtube--Craig Steven Wilder: Ebony and Ivory **Website:** https://www.landgrabu.org/	Lecture: University as settler-state	Due Sunday [July 18] Perusall annotation	3.3 School to prison pipeline 3.4 University relationship to land grants and enslavement
	Unit 3: Transformative Practices			
	Transformative Practices for Building Community	Lecture: Present multi-forms of	Due Tuesday [July 20] Perusall annotation	4.1 Transformative practices in

Wednesday 7/21	Knowledges in Whose Knowledge 46-59. Alexander, Pedagogies of the Sacred: Making the Invisible Tangible **Special Guest:** Persephone Hooper, Education Studies, PhD candidate, UCSD	education in multi-sites. Desire-base approach to schooling "University" Ashon Crawley in African American Studies Keywords		schooling
Friday 7/23			Due Friday [July 23] Decol. Resource Draft 4 on Canvas	
Week 5 Monday 7/26	Leanne Betasamosake Simpson, Land as pedagogy: Nishnaabeg intelligence and rebellious transformation The Ixil University and the Decolonization of Knowledge, by Giovanni Batz (K'iche' Maya) in Indigenous and Decolonizing Studies in Education **Visit**: https://schoolsforchiapas.org/advances/schools/la-escuelita/	Pedagogy of Hope	Due Sunday [July 25] @ 11:59 p.m. Perusall annotations	5.1 Community schools 5.1 Applying decolonizing framework in a post-COVID-19

Wednesday 7/28	Presentations		Presentations + full draft of Decol. Resource Project	
Friday 7/31			Due: Friday [July 31] @ 11:59 p.m. Final project + Final Reflective paper	