

# 113

## Decolonizing education

*ETHN studies*

Professor K. Wayne Yang

- Wednesdays 1-2:30p at Inter-tribal Resource Center, Price Center (2nd Floor, above Rubio's)
- Thursdays 8-9:30p at Roundtable Pizza, Price Center

This course considers decolonial theories of education in relation to classroom and public pedagogies. As this is an upper division Ethnic Studies course, students should already have an excellent background in theories of coloniality, intersectionality, and representation. In particular, students should be familiar with Franz Fanon and other foundational writers on colonialism, and be able to articulate critiques of: the nation-state, the politics of inclusion, and civil rights and human rights discourses. If you successfully completed Ethnic Studies 100: Theories and Methods in Ethnic Studies, then you should be well prepared.

The course proceeds in roughly three parts of unequal length, which I am titling:

- first person poetry
- second person counternarratives
- third person organizations

The major projects will be poetry, children's storybooks, and podcasts, for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons respectively. All projects have a group collaborative component, so get cozy with one another.

### Required Texts:

I recommend you print and bind all the readings.

#### Podcasts available on-line

- Radiolab – Just google “radiolab” or use this url: [www.radiolab.org](http://www.radiolab.org)

#### Readings available electronically on Ted.ucsd.edu

- Audre Lorde. “Poetry is not a luxury”. [poem]
- Adrienne Rich. “The Burning of Paper Instead of Children”. [poem]
- bell hooks. “Language: Teaching New Worlds/New Words”. Ch 11 in *Teaching to Transgress*. [book excerpt]
- Edward Said. *Orientalism*. [book excerpt]
- Tracy L. Friedel. “Looking for learning in all the wrong places: urban Native youths’ cultured response to Western-oriented place-based learning.” [journal article]
- K. Tsianina Lomawaima, and Teresa L. McCarty. “*To remain an Indian*”: lessons in democracy from a century of Native American education. [book excerpt]

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## Readings (continued)

- Troy Richardson. "Navigating the Problem of Inclusion as Enclosure in Native Culture-Based Education: Theorizing Shadow Curriculum". [journal article]
- M. Jacqui Alexander. *Pedagogies of crossing: meditations on feminism, sexual politics, memory, and the sacred*. [book excerpt]
- Jeffrey M. R. Duncan-Andrade. "Note to Educators: Hope Required When Growing Roses in Concrete". [journal article]
- Jean Anyon. 2005. *Radical possibilities: public policy, urban education, and a new social movement*. [book excerpt]
- Ivan Illich. *Deschooling society*. [book excerpt]
- Gustavo Esteva. "A flower in the hands of the people". [journal article]
- Sandy Grande. *Red pedagogy : Native American social and political thought*. [book excerpt]
- Fred Moten, and Stefano Harney. "Debt and Study". [journal article]

## Assignments and grading

### Individual

- **first and last pedagogy poem. 10%.** An original poem to start and end this course.
- **Discussion board posts. 10%.** Post on the course website at Ted.ucsd.edu, a response to writing prompt for the readings each week. Respond to 2 other posts. (Sun midnight).
- **Counter-Storybook manuscript. 5%.** An original counter-story, age appropriate for 4, 5, or 6 year olds. Must be in a language other than Standard English. Multilingual a plus.
- **Storybook rationale. 25%.** 3-5 page, double-spaced, paper explaining the decisions you made in creating your storybook manuscript, supported by course readings and lecture.

### Group collaborative

- **Children's storybook. 15%.** An illustrated, professional-quality, children's storybook to be (1) published on lulu.com or an on-line self-publisher of your choice, and (2) read performatively aloud to classroom of children.
- **countercast. 25%.** Podcast as public pedagogy, in the style of Radiolab <http://www.radiolab.org/archive/> on a theme of your choosing.
- **Talk, show. 10%.** The final class event will be talk show interview of your podcast producers.

## Attendance & Participation – (up to negative 100%)

This course demands perfect attendance! In class discussion, I expect democratic participation that involves careful listening as well as speaking thoughtfully. Because everyone participates differently, it is fine if some people speak often, and others speak infrequently. Some people speak up more in small groups, others in large settings. However it is possible to over-participate, dominating the discussion without listening. It is also possible to be risk-averse, and not speak enough out of a sense of insecurity. Both will result in a lower grade.

0 = Student actively listens, and seeks to contribute to class discussion or group work.

-10% = Student often does not listen to others, or is often passive when opportunities arise to participate in class discussion and group work.

-2% per class = Student is late

-10% per class = Student is absent

+/- = In special circumstances, I may add or subtract additional percentage points.

## A note about equipment & supplies

You will need to get creative about the materials for creating the children’s storybook and the counter-podcast. Here’s what I recommend:

### Individual

- earphones
- computer with a sound editing software (I recommend downloading Audacity for free)

### Group collaborative

- Scanner or digital camera (use on macro-mode with no flash)
- External microphone that can plug into your computer or audiorecorder
- Portable digital audiorecorder (digital cameras usually work)

## Calendar

### first person poetry

Week	Readings	Project timeline	lecture
1	1. Audre Lorde. “Poetry is not a luxury”.	<b>first and last pedagogy poem</b>	orientalism colonialism language

### second person counternarratives

2	2. Adrienne Rich. “The Burning of Paper Instead of Children”.  3. bell hooks. “Language: Teaching New Worlds/New Words”.  4. Edward Said. <i>Orientalism</i> .	Bring in a children’s storybook	language, desire, story
3	5. Tracy L. Friedel. “Looking for learning in all the wrong places”	<b>Counter-Storybook manuscript</b>	master and counter narratives
4	6. K. Tsianina Lomawaima, and Teresa L. McCarty. <i>“To remain an Indian”</i>  7. Troy Richardson. “Shadow Curriculum”.	Children’s storybook draft	translations and refusals to translate

third person organizations

5	8. M. Jacqui Alexander. <i>Pedagogies of crossing</i>  **Radiolab episode	<b>Children's storybook due</b>	power, cartography, time: transnational and transhistorical
6	9. Jeff Duncan-Andrade. "Hope Required When Growing Roses in Concrete"  10. Jean Anyon. <i>Radical possibilities</i>  **Radiolab episode	countercast concept due  sound effects and toolkit due	ghetto and nation in the U.S.
7	11. Ivan Illich. <i>Deschooling society</i> .  12. Gustavo Esteva. "A flower in the hands of the people".	countercast recorded segments due  jingle due	deschooling and autonomy
8	13. Sandy Grande. <i>Red pedagogy</i>	countercast draft due	pedagogies: critical, revolutionary, and red
9	14. Fred Moten, and Stefano Harney. "Debt and Study".	<b>countercast due</b> talk/show host	Rehearse for talk / show
10		<b>talk/show</b>	<b>talk / show event goodbye</b>