

**DECOLONIZING EDUCATION (ETHN 113)**  
**FALL 2018**

**TUESDAYS & THURSDAYS 12:30 – 1:50pm**  
**Center Hall 217 A**

**Instructor:**

Jorge Montesinos

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**Office Hours:** Wednesdays 1:30-3:30 pm  
SSB 252

**1. Course Overview**

In this course we will discuss the complex relationship between education and the possibilities for social change in the context of decolonization. We will address compare education outcomes occurring both in the Global North and South, and how the education system can become instrumental to either decolonization or the status quo. Accordingly, we will also look closely at other aspects that are relevant to think about education and decolonization such as citizenship, social reproduction, and hegemony. The class also emphasizes the role of ethnography as a powerful theoretical and methodological tool of inquiry and critical thinking about the education system.

**2. Course work and assignments**

Attendance: attendance to class is mandatory. Students are allowed to have 2 absences during the quarter. By the end of the quarter students should have attended 17 lectures.

In case of illness or problems in attending class, please write an email to the instructor explaining the situation.

Participation in class discussions is essential in this class. Please, come prepared and read the material before lecture. Some students intervene a lot; others are more timid, is ok if you don't intervene all the time. However, I need to see your engagement with the course's materials and debates.

Active Reading: We will read a lot in this class. We will work with the required readings in class and at home.

Take home midterm: Due on Thursday week 4.

Education and Family Trajectory project: This is an individual assignment to be completed during the first part of the class (deadline Tuesday of week 5). This project will help us learn about the cultural and social dimensions education and de/coloniality by looking at our own family. We will also analyze the importance of historical and institutional conditions, and how they are inscribed and shape the social trajectory of each family. You will receive information and further instructions in class.

Ethnographic Project: Education & Cultural Diversity.

This is a group project (3-4 students) to help you connect class materials with your everyday experiences in the education system. The task consists in making an ethnographic account of education settings located on or off campus. Each group needs to bring a proposal by week 6. By the end of the course each group should produce an ethnographic report. Although a written report is expected, students are encouraged to use diverse media to enrich the report.

### Assessment of Student work.

<b>Participation</b>	<b>25%</b>
class attendance, engagement in discussions	
<b>Education and Family Trajectory Project</b>	<b>25%</b>
<b>Ethnographic Project</b>	<b>25%</b>
<b>Take Home Midterm</b>	<b>25%</b>

#### 4. Required readings available from University of California Libraries (on reserve and e-reserve)

I am aware of how expensive books can be. All reading materials will be available on PDF. Check UCSD e-reserves and Triton Ed.

#### \*\*\*IMPORTANT INFORMATION\*\*\*

*Please read carefully:*

● **Students with Documented Disabilities.**  
Students who have a disability (documented by OSD), which may necessitate an academic accommodation or the use of auxiliary aids and services in class should contact the professor as soon as possible; timely notice is needed to arrange for appropriate accommodations.

● **Honor Code.**  
As part of the academic work you should always put quotes when writing other's exact words. If you rephrase a definition, explanation, or example you should cite the original author and her/his work.  
Students agree that by taking this course all required papers will be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Please visit the university website for more guidelines about simple ways to avoid plagiarism:  
<https://academicintegrity.ucsd.edu/take-action/prevent-cheating/students/index.html>

● **Course Website.**  
TritonEd UCSD <https://triton.ed.ucsd.edu/> - check weekly for updates, announcements, to upload your texts, and ongoing class operations. Checking updates is your responsibility. It will not be a valid excuse if you are not prepared for class if information is available on TritonEd.

● **Classroom etiquette.**  
Computer use should be strictly limited to consultation of course materials and composition of class notes. Use of computers for Internet surfing, texting, email, facebook chat, gchat, or any other Internet activities are not permitted. This is a matter of academic integrity for the classroom to engage fully in the course without distraction or "multi-tasking." Anyone observed using their computers for activities other than those directly relevant to seminar discussion will be asked to leave the classroom and recorded as absent.

Be sure to silence your cell phones before entering classroom.

## COURSE SCHEDULE

Week		Topics	Readings	Assignment
0	09/27	Introduction	Syllabus	
1	10/02	Education and Social Reproduction	Read: Bourdieu, Pierre. "Cultural Reproduction and Social Reproduction"	
	10/04	Education and Social Reproduction 2	Read: Bourdieu, Pierre. Cultural Reproduction and Social Reproduction  Jay, Michelle - Critical Race Theory, Multicultural Education, and the Hidden Curriculum of Hegemony	
2	10/09	Education, Oppression and Emancipation.	Read: Freire, Paulo. Pedagogy of the Oppressed. (Introduction, chapter 1 and 2)  Richardson, Troy. Navigating the Problem of Inclusion as Enclosure in Native Culture-Based Education- Theorizing Shadow Curriculum.	

	10/11	Education, Oppression and Emancipation 2	Read Freire, Paulo Pedagogy of the Oppressed (Chapter 3 and 4)
3	10/16	Education and citizenship	Levinson, Brian. Citizenship, Identity, Democracy: Engaging the Political in the Anthropology of Education.  Moten and Harney. Debt and Study
	10/18	Decolonization and its challenges.	Tucker and Yang Decolonization is not a Metaphor  Go, Julian Decolonizing Bourdieu Colonial and Postcolonial Theory in Pierre Bourdieu's Early Work
4	10/23	Perspectives on Decolonization: Latin America	Escobar, Arturo Latin America at a Crossroads. Alternative modernizations, post-liberalism, or post-development?
	10/25	Education and Nation: North America	Friedel, Tracy. Looking for learning in all the wrong places: urban Native youths' cultured response to Western-oriented place-based learning.  Pike, Graham. Global Education and National Identity: In Pursuit

Education and Family Trajectory project. Due Today!

			of Meaning	
5	10/30	Education and Race in North America	Ferguson, Ann “Don’t Believe the Hype” and “The Punishing Room.” Chapter 1 and 2.	Take Home Midterm Due Today!
	11/01	Education and Nation: Indigenous Epistemologies in Latin America	Flores Galindo. In Search of an Inca.  Garcia, María Elena. The Politics of Community Education, Indigenous Rights, and Ethnic Mobilization in Peru.	
6	11/06	Students Movements and Emancipation	Muñoz, Ernesto. Student Leaders Reinvent the Movement  Pensado, Jaime Rebel Mexico: <u>Student unrest and authoritarian political culture during the long sixties</u>  Introduction, Chapters 6 and 7	
	11/08	Ethnographies in the School	Illich, Ivan Deschooling Society Society (Introduction and chapter 1)  .	
7	11/13	Ethnographies in the School	Illich, Ivan Deschooling Society Society (chapter 2)	
	11/15	Workshop: Ethnographic project		

8	11/20	Decolonizing the classroom	Hooks, Bell. "Language: Teaching New Worlds/New Words".	
<b>11/22 *Observed Holiday thanksgiving *</b>				
9	11/27	Decolonizing the classroom.	Yang, K. Wayne. Discipline or Punish? Some Suggestions for School Policy and Teacher Practice.	
	11/29	Final Seminar		
10	12/04	Ethnographic project presentations		Ethnographic project Due Today!
	12/06	Ethnographic project presentations		
<b>Finals week - NO EXAM</b>				