

Decolonizing Education

Location: Fisk 122

Time: Thursdays, 6:00pm-8:30pm

Professor: Demetrius Colvin

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Office Hours: Sundays from 5-7pm, Office Hours Zoom link:

<https://wesleyan.zoom.us/j/94939837520?pwd=K0hBdzh3RG51RGFEbEtWVTROMWVBZz09>

Course Description:

Who determines what is true and worth knowing? How has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as (post)modernity, (neo)colonialism, and (neo)liberalism? Why do any of the questions above matter to your own personal history, beliefs, and identity? This course will provide a space for students to critically examine the history and development of the discourses that have shaped their educational experiences and their understanding of the purpose of education. The first half of the

course will focus on texts and assignments that interrogate how some of our modern epistemological discourses were formed and maintained through the lens of postcolonial studies and critical educational studies.

The second half of the course will center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that privileges logical positivism, quantification, objectivism, and Western European histories and ideologies above all else. This coursework will involve reflection essays on class lectures and readings, intergroup dialogue and group activities that will encourage students to examine their own connection to the theoretical concepts presented in the lectures and homework assignments. The culminating project/final will be a scholarly personal narrative wherein students will synthesize both what they learned about themselves and the content that was presented during the course.

Course Objectives:

- Understand how historical discourses such as (post)modernity, (neo)colonialism, and (neo)liberalism has impacted our current conceptions of education and knowledge
- Evaluate evidence within one's own educational experiences as well as within the class readings that supports/contradicts concepts such as postcolonialism, decolonization, and liberation

- Gain experience and familiarity with different ways that people have conceptualized knowledge and education from different social positionalities
- Develop historical and theoretical background to participate intelligently in current debates related to how power, privilege, and oppression impacts our conceptions of truth and what is worth knowing

Course Requirements and Grading:

- Attendance and class participation (35%)
 - Dialogue will be an essential component to the learning objectives of the course.
 - We will meet for 13 classes 6:00pm-8:30pm (with a 10 minute break at 8:30pm), Thursdays, Jan. 25th - May 2nd
 - Each class will consist of dialogue based on the readings and assignments and group activities
 - Students must read the class agenda, watch the videos, and do the readings before each corresponding class
 - Requirements
 - Students must notify the professor no later than 24 hours before a class if they are unable to attend class due to a personal emergency and/or sickness. If an emergency presents itself on the

day of class, the student has until the end of that day to contact their professor detailing the emergency if they would like to have that absence excused.

- Students are only allowed two excused absences during the course of a semester. If the student requires more than two excused absences, accommodations must be arranged through the student's class dean to verify the issue and identify workarounds.
- Homework assignments (35%)
 - There will be response/reflection papers in addition to in-class and out of class activities that will further students' content mastery. You should complete the assignments in the following progression:
 - Class 1 and 2 Response Paper due Friday, February 16th at 12noon (link)
 - Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
 - Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)
 - Self-Grading Reflection Essay due Wednesday, May 8th at 12noon (link)
 - All readings and assignments will be shared through a class google team drive that will be shared with everyone enrolled.
 - All reflection essays should be submitted by to the professor before the corresponding class by creating a google folder and share/emailing the professor each time you place your assignment into your google folder

- Once you have uploaded your assignment into the folder, email your professor/share the link to submit it.
- General Rubric
 - 5- The student showcases a clear understanding of the main arguments in the texts and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. There is a clear intention to go beyond shallow connections and truly discover/uncover/reveal something to and for themselves. The student takes the time and effort to challenge their own arguments and perceptions and reflect on why they are interpreting the authors' texts in a particular way and the potential implications of their beliefs. The student incorporates information from the supplemental readings and sources not provided by the professor (such as readings from previous classes, current events and news articles, family stories, personal history, memes and social media, wikipedia) to deepen their understanding of the context and implications of the authors' text and their own experiences/beliefs. The student connects their own interpretations and arguments to the course objectives and how the course is impacting their own development.
 - 4- The student showcases an understanding of the main arguments in the texts this week and intentionally places their own personal experiences (i.e. thoughts, feelings, behaviours, misconceptions, etc.) in conversation with the perspectives of the authors. The student takes the

time and effort to make sure that their thoughts are clearly ordered and communicated. The assignment was turned in on time or at least one week after the original due date.

- 3- The student showcases that they have read some of the readings and have an opinion about what they have read. They turned the assignment in and met all basic requirements about the length and content of the assignment
 - Needs improvement- the response to the texts were incoherent and/or very little to no personal connections to the arguments made were present
 - Incomplete- student did not turn in the assignment
- Extension Policy
- If you need an extension on an assignment, you must email the professor at least 24 hours before the assignment due date explaining what is preventing you from completing the assignment on time and when you can turn it in within the next two weeks.
 - Assignments will not be accepted after two weeks from its original due date
 - Assignments will not be accepted if the student did not contact the professor at least 24 hours prior to the assignment due date
 - Assignments turned in after a week past the original due date can only get a 3 / 5 on the grading rubric
 - Only three assignments can be turned in late throughout the whole semester

- Final project (30%)
 - The final project will be a scholarly personal narrative that will enable participants to synthesize the course content with their own lived experiences
 - The final project will be due on Thursday, May 16th at 12noon (link)
 - The culminating project/final will be a research paper wherein students will explore one aspect of the course content in deeper depth in relation to their own schooling experience.

Course Topics:

1. January 25th, Class 1: Course Overview / What is Dialogue?
 - a. Assignments
 - i. Class 1 and 2 Response Paper due Friday, February 16th at 12noon (link)
 - ii. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
 - b. Mandatory and Supplemental Texts (link)
 - i. **Colvin Handout- What is Dialogue? (conflict and communication studies)**
 1. (strongly suggested) Mary Watkins and Helene Shulman- Toward Psychologies of Liberation Ch 10- Dialogue (liberation psychology)

2. (strongly suggested) Mordechai Gordon- Listening as embracing the other: Martin Buber's philosophy of dialogue (education studies)
 3. (strongly suggested) Elizabeth Dubin and Esther Prins- Blueprinting a Freirean pedagogy of imagination: Hope, untested feasibility, and the dialogic person (adult and continuing education)
 4. (strongly suggested) Peter Rule- Bakhtin and Freire: Dialogue, dialectic, and boundary learning (philosophy of education)
- ii. **Joe L. Kincheloe- Critical Constructivism Ch 3- Epistemology, Ontology, and Critical Constructivism's Struggle Against Reductionism (philosophy of education)**
1. Jennifer Manning- What is Critical Constructivism?
 - a. <https://globalsocialtheory.org/concepts/critical-constructivism/>
 2. (strongly suggested) David Chicoine- Ignoring the obvious: A constructivist critique of the traditional teacher education program (education studies)
 3. (strongly suggested) Joe L. Kincheloe- Critical Constructivism Ch 1- From Constructivism to Critical Constructivism (philosophy of education)
 4. (strongly suggested) John W. Creswell- Qualitative Inquiry and Research Design: Choosing Among Five Approaches 2nd Edition Ch 2- Philosophical, Paradigm, and Interpretive Frameworks (epistemology, methodology)

iii. **Claudette Kemper Columbus- Map, metaphor, topos, and toponym: Some Andean instances
(latin american studies)**

1. Colvin Handout- Ideological Diagram of the Academy (philosophy)
2. (strongly suggested) How language shapes the way we think | Lera Boroditsky
 - a. <https://www.youtube.com/watch?v=RKK7wGAYP6k>
3. (strongly suggested) Zaretta Hammond- Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students Ch 3- This Is Your Brain on Culture: Understanding How Culture Programs the Brain (education studies)
4. (strongly suggested) David Hyerle- Visual Tools for Transforming Information into Knowledge 2nd Edition Ch 1- The Mapping Metaphor (education studies)

2. February 1st, Class 2: What is Education?

a. Assignments

- i. Class 1 and 2 Response Paper due Friday, February 16th at 12noon (link)
- ii. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)

b. Mandatory and Supplemental Texts (link)

- i. **Laura I. Rendon- Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation Ch 1- Prelude to a New Pedagogical Dreamfield** (education studies)
 - 1. (strongly suggested) Laura I. Rendon- Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation Ch 0- Introduction: A Need for a New Dream of Education (education studies)
 - 2. (strongly suggested) Laura I. Rendon- Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation Ch 3- Refashioning the Dream: The Experience of Creating an Integrative, Consonant Pedagogy (education studies)
 - 3. (strongly suggested) Laura I. Rendon- Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation Ch 4- Refashioning the Dream: The Experience of Employing an Integrative, Consonant Pedagogy Rooted in Social Justice (education studies)
- ii. **Meira Levinson and Mildred Z. Solomon- Can our schools help us preserve democracy? Special challenges at a time of shifting norms** (education studies)
 - 1. (strongly suggested) Patricia Hill Collins- Another Kind of Public Education: Race, Schools, the Media, and Democratic Possibilities Ch 0- Preface and Afterword (sociology of education)

2. (strongly suggested) Patricia Hill Collins- Another Kind of Public Education: Race, Schools, the Media, and Democratic Possibilities Ch 1- What Does the Flag Mean to You? Education and Democratic Possibilities (sociology of education)
3. (strongly suggested) bell hooks- Teaching to Transgress: Education as the Practice of Freedom Ch 0- Introduction: Teaching to Transgress (philosophy of education)
- iii. **Phillip W. Jackson- What is Education Ch 3- Preconditions of Education** (philosophy of education)
 1. (strongly suggested) Phillip W. Jackson- What is Education Ch 1- Dewey's Parting Words (philosophy of education)
 2. (strongly suggested) Phillip W. Jackson- What is Education Ch 2- Trafficking in Truth (philosophy of education)
 3. (strongly suggested) Gert Biesta- Education, not initiation (education studies)
 4. (strongly suggested) Caitlin Flanagan- Private schools have become truly obscene (news article)
 5. (strongly suggested) Frans Meijers- Monologue to dialogue: Education in the 21st century introduction to the special issue (education studies)
3. February 8th, Class 3: What is modernity, colonialism, and liberalism?
 - a. Assignments

- i. Class 1 and 2 Response Paper due Friday, February 16th at 12noon (link)
 - ii. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
- b. Mandatory and Supplemental Texts (link)
- i. **Peter van der Veer- The global history of “modernity”** (sociology)
 - 1. (strongly suggested) Timothy Mitchell- The stage of modernity (political science)
 - 2. (strongly suggested) James P. Danaher- Philosophical Imagination and the Evolution of Modern Philosophy Ch 2- Advent of the Modern Mind: Corpuscular Philosophy (philosophy, epistemology)
 - 3. (strongly suggested) Christopher Lasch- The True and Only Heaven: Progress and Its Critics Ch 2- The Idea of Progress Reconsidered (history)
 - 4. (strongly suggested) Peter Berger and Anton Zijderveld- In Praise of Doubt: How to Have Convictions without Becoming a Fanatic Ch 1- The Many Gods of Modernity (theology, philosophy, epistemology)
 - ii. **Gurminder K. Bhabra- Rethinking Modernity: Postcolonialism and the Sociological Imagination Ch2- European Modernity and the Sociological Imagination** (sociology of knowledge, postcolonial studies)

1. (strongly suggested) Gurminder K. Bhabra- Rethinking Modernity: Postcolonialism and the Sociological Imagination Ch0- Postcolonialism, Sociology, and the Politics of Knowledge Production (sociology of knowledge, postcolonial studies)
 2. (strongly suggested) Gurminder K. Bhabra- Rethinking Modernity: Postcolonialism and the Sociological Imagination Ch3- From Modernization to Multiple Modernities (sociology of knowledge, postcolonial studies)
 3. (strongly suggested) Gurminder Bhabra- Rethinking Modernity: Postcolonialism and the Sociological Imagination- Chapter 4: Myths of European Cultural Integrity (sociology of knowledge, postcolonial studies)
 4. (strongly suggested) Lewis P. Hinchman- Hegel's Critique of the Enlightenment Ch 4- Political Power and Personal Fragmentation: The Culture of Early Modern Europe (philosophy, epistemology)
- iii. **Sylvia Wynter and Katherine McKittrick- Sylvia Wynter: On Being Human as Praxis Ch 2- Unparalleled Catastrophe for our Species? Or, to Give Humanness a Different Future: Conversations (pgs. 9-39)** (philosophy)
1. Lisa Tilley- Who is Sylvia Wynter?
 - a. <https://globalsocialtheory.org/thinkers/wynter-sylvia/>

2. (strongly suggested) Sylvia Wynter- The ceremony found: Towards the autopoietic turn/overtun, its autonomy of human agency and extraterritoriality of (self)-cognition (philosophy)
 3. (strongly suggested) Anthony James Obst- Ceremony found: Sylvia Wynter's hybrid human and Leslie Marmon Silko's Ceremony (literary studies)
 4. (strongly suggested) Katherine McKittrick- Sylvia Wynter: On Being Human as Praxis Ch 1- Yours in the Intellectual Struggle, Sylvia Wynter and the Realization of the Living (philosophy)
 5. (strongly suggested) Denise Ferreira da Silva- Sylvia Wynter: On Being Human as Praxis Ch 3- Before Man: Sylvia Wynter's Rewriting of the Modern Episteme (philosophy)
 - a. Angela Last- Who is Denise Ferreira da Silva?
<https://globalsocialtheory.org/thinkers/ferreira-da-silva-denise/>
 6. (strongly suggested) Walter D. Mignolo- Sylvia Wynter: On Being Human as Praxis Ch 4- Sylvia Wynter: What Does It Mean to be Human? (philosophy)
4. ??? Class 4: How does modernity, colonialism, and liberalism impact our understanding of education and knowledge?
- a. Assignments
 - i. Class 1 and 2 Response Paper due Friday, February 16th at 12noon (link)

- ii. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
- b. Mandatory and Supplemental Texts (link)
 - i. **Humberto R. Maturana and Francisco Varela- The Tree of Knowledge: The Biological Roots of Human Understanding- Preface, Ch 1: Knowing How We Know, Ch 10: The Tree of Knowledge (pgs. 17-30)** (philosophy)
 - 1. (strongly suggested) Rupert Sheldrake- The Science Delusion Ch 0- Introduction: The Ten Dogmas of Modern Science (philosophy of science)
 - 2. (strongly suggested) Sandra Harding- One planet, many sciences (philosophy of science)
 - 3. (strongly suggested) Joseph Rouse- Articulating the World: Conceptual Understanding and the Scientific Image Ch 5- Two Concepts of Objectivity (philosophy of science)
 - ii. **Linda Tuhiwai Smith- Decolonizing Methodologies: Research and Indigenous Peoples Ch 1- Imperialism, History, Writing, and Theory** (philosophy, indigenous studies)
 - 1. Emma Battell Lowman and Adam Barker- Who is Linda Tuhiwai Smith
 - a. <https://globalsocialtheory.org/thinkers/linda-tuhiwai-smith/>
 - 2. (strongly suggested) Linda Tuhiwai Smith- Decolonizing Methodologies: Research and Indigenous Peoples Ch 11- Choosing the Margins: The Role of Research in Indigenous Struggles for Social Justice (philosophy, indigenous studies)

3. (strongly suggested) Linda Tuhiwai Smith- Decolonizing Methodologies: Research and Indigenous Peoples Ch 12- Getting the Story Right, Telling the Story Well: Indigenous Activism, Indigenous Research (philosophy, indigenous studies)
4. (strongly suggested) Audre Lorde- The master's tools will never dismantle the master's house (gender and sexuality studies)
5. (strongly suggested) Joel Spring- Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States- Chapter 1: Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans
6. (strongly suggested) Teaching While White- Episode 10: Recovering the Voice of Native Americans in the Classroom
 - a. <https://www.teachingwhilewhite.org/podcast/recoveringthevoiceofnativeamericansinschool>

iii. **Donald W. Oliver and Kathleen Waldron Gershman- Education, Modernity, and Fractured Meaning: Toward a Process Theory of Teaching and Learning Ch 2- Modernity, Fragmentation, and Cultural Balance** (philosophy of education)

1. (strongly suggested) Donald W. Oliver and Kathleen Waldron Gershman- Education, Modernity, and Fractured Meaning: Toward a Process Theory of Teaching and Learning Ch 0- Introduction and Overview (philosophy of education)

2. (strongly suggested) Donald W. Oliver and Kathleen Waldron Gershman- Education, Modernity, and Fractured Meaning: Toward a Process Theory of Teaching and Learning Ch 1- Prologue and Introduction (philosophy of education)
 3. (strongly suggested) Donald W. Oliver and Kathleen Waldron Gershman- Education, Modernity, and Fractured Meaning: Toward a Process Theory of Teaching and Learning Ch 3- Categories of the Whole (philosophy of education)
5. February 22nd, Class 5: What is postmodernity, neocolonialism, and neoliberalism?
- a. Assignments
 - i. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
 - ii. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)
 - b. Mandatory and Supplemental Texts (link)
 - i. **Dan Hind- The Threat to Reason Ch 6- Postmodernism and the Assault on Truth** (political science, history)
 1. (strongly suggested) Steven Seidman- Contested Knowledge: Social Theory Today Ch 11- The Postmodern World of Jacques Derrida, Jean-Francois Lyotard, and Jean Baudrillard (philosophy)

2. (strongly suggested) James P. Danaher- Philosophical Imagination and the Evolution of Modern Philosophy Ch 10- The Linguistic Turn: Saussure, Wittgenstein, and Third Wave Feminism (philosophy, epistemology)
 3. (strongly suggested) James P. Danaher- Philosophical Imagination and the Evolution of Modern Philosophy Ch 11- The End of the Metanarrative: Thomas Kuhn and Jean-Francois Lyotard (philosophy, epistemology)
- ii. **Chela Sandoval- Methodology of the Oppressed Ch 1- Frederic Jameson: Postmodernism is a Neocolonizing Global Force** (cultural studies, gender and sexuality studies)
1. Angela Last- Who is Chela Sandoval?
 - a. <https://globalsocialtheory.org/thinkers/sandoval-chela/>
 2. (strongly suggested) Chela Sandoval- Methodology of the Oppressed Ch 0- Introduction (cultural studies, gender and sexuality studies)
 3. (strongly suggested) Chela Sandoval- Methodology of the Oppressed Ch 2- U.S. Third World Feminism: Differential Social Movement I (cultural studies, gender and sexuality studies)
 4. (strongly suggested) Susan Searls Giroux- Sade's revenge: Racial neoliberalism and the sovereignty of negation (cultural studies)

- iii. **Elizabeth A. Povinelli- Geontologies: A Requiem to Late Liberalism Ch 1- The Three Figures of Geontology** (pgs. 1-20) (philosophy)
 - 1. (strongly suggested) Elizabeth A. Povinelli- Geontologies: A Requiem to Late Liberalism Ch 2- Can Rocks Die? Life and Death Inside the Carbon Imaginary (philosophy)
 - 2. (strongly suggested) Elizabeth A. Povinelli- Geontologies: A Requiem to Late Liberalism Ch 5- The Fog of Meaning and the Voiceless Demos (philosophy)
 - 3. (strongly suggested) Elizabeth A. Povinelli- Geontologies: A Requiem to Late Liberalism Ch 7- Late Liberal Geontopower (philosophy)

6. February 29th, Class 6: How does postmodernity, neocolonialism, and neoliberalism impact our understanding of education and knowledge?

a. Assignments

- i. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
- ii. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)

b. Mandatory and Supplemental Texts (link)

- i. **Paulo Freire- Pedagogy of the Oppressed- Chapter 2** (philosophy of education)
 - 1. (strongly suggested) Donaldo Macedo- Pedagogy of the Oppressed- Introduction (philosophy of education)

2. (strongly suggested) Paulo Freire- Pedagogy of the Oppressed- Chapter 1 (philosophy of education)
 3. (strongly suggested) bell hooks- Teaching to Transgress: Education as the Practice of Freedom Ch 4- Paulo Freire (philosophy of education)
 4. (strongly suggested) Teaching While White- Episode 14 - No Neutral Zone
 - a. <https://www.teachingwhilewhite.org/podcast/episode-14-no-neutral-zone>
- ii. **Riyad A. Shahjahan and Clara Morgan- Global competition, coloniality, and the geopolitics of knowledge in higher education** (education studies)
1. (strongly suggested) Joe L. Kincheloe- Critical Constructivism Ch 2- Power and Knowledge Production (philosophy of education)
 2. (strongly suggested) Mauricio Bueno da Rosa- Francois Lyotard: Considerations about Knowledge in the Postmodernity (epistemology)
 3. (strongly suggested) Chad Wellmon- For moral clarity, don't look to universities (news article)
- iii. **Anthony R. Welch- Globalization, post-modernity and the state: Comparative education facing the third millennium** (comparative education)
1. (strongly suggested) Sharon Stein and Vanessa de Oliveira Andreotti- Higher education and the modern/colonial global imaginary (education studies)

2. (strongly suggested) David Coulby- Postmodernity, education and European identities (comparative education)
 3. (strongly suggested) Ivan Illich- Deschooling Society Ch 1- Why We Must Disestablish School (philosophy)
 4. (strongly suggested) Ivan Illich- Deschooling Society- Ch 2: Phenomenology of School / Ch 3: Ritualization of Progress (philosophy)
7. March 7th, Class 7: How has (post)modernity, (neo)colonialism, and (neo)liberalism impacted your own worldview and goals?
- a. Assignments
 - i. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
 - ii. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)
 - b. Mandatory and Supplemental Texts (link)
 - i. **Bobbi Harro- Cycle of socialization** (social justice education)
 1. (strongly suggested) Michael I. Norton and Samuel R. Sommers- Whites see racism as a zero-sum game that they are now losing (psychology)
 2. (strongly suggested) Dedrick Asante-Muhammad, Chuck Collins, Josh Hoxie, Emmanuel Nieves- The Road to Zero Wealth: How the Racial Wealth Divide is Hollowing Out America's Middle Class (public policy report)

3. (strongly suggested) Jamie B. Lewis- Social justice, social studies, and social foundations (social justice education)
- ii. **Mary Watkins and Helene Shulman- Towards Psychologies of Liberation- Chapter 4: Psychic Wounds of Colonialism and Globalization** (liberation psychology)
1. (strongly suggested) Colvin- Exploring our roles as bystanders (liberation psychology)
 2. (strongly suggested) Patricia Hill Collins- Readings for Diversity and Social Justice Ch 130- Toward a New Vision: Race, Class, and Gender (sociology)
 3. (strongly suggested) Boaventura de Sousa Santos- Public Sphere and Epistemologies of the South (cultural studies)
 4. (strongly suggested) David Gillborn- Education policy as an act of white supremacy: Whiteness, critical race theory and education reform (education studies)
 5. (strongly suggested) Riyad A. Shahjahan, Gerardo Blanco Ramirez, and Vanessa de Oliveira Andreotti- Attempting to imagine the unimaginable: A decolonial reading of global university rankings (comparative education)
- iii. **Angel I. Perez Gomez- The school: A crossroad of cultures** (education studies)
1. (strongly suggested) Gabriela Lamelas Paz- Public education in capitalism: A Marxist perspective (education studies)

2. (strongly suggested) Jennifer M. Morton- Moving Up without Losing Your Way Ch 1- Recognizing the Ethical Costs of Upward Mobility (education studies)
3. (strongly suggested) Nicole M. Stephens, Stephanie A. Fryberg, Hazel Rose Markus, Camille S. Johnson, Rebecca Covarrubias- Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students (education studies)
4. (strongly suggested) Phillip W. Jackson- What is Education Ch 6- In Pursuit of Perfection (philosophy of education)

8. March 28th, Class 8: What is decolonization and postcolonial theory?

a. Assignments

- i. Class 3, 4, 5, and 6 Response Paper due Friday, March 29th at 12noon (link)
- ii. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)

b. Mandatory and Supplemental Texts (link)

i. **Julian Go- Postcolonial Thought and Social Theory Ch 1- Waves of Postcolonial Thought (pgs. 18-34)** (sociology of knowledge)

1. (strongly suggested) Julian Go- Postcolonial Thought and Social Theory Ch 0- Introduction: Social Theory Beyond Empire? (sociology of knowledge)

2. (strongly suggested) Julian Go- Postcolonial Thought and Social Theory Ch 3- Reconnecting Relations (sociology of knowledge)
3. (strongly suggested) Julian Go- Postcolonial Thought and Social Theory Ch 4- The Subaltern Standpoint (sociology of knowledge)
4. (strongly suggested) Julian Go- Postcolonial Thought and Social Theory Ch 5- For a Third Wave (sociology of knowledge)

ii. **Nandita Sharma- Sylvia Wynter: On Being Human as Praxis Ch 7- Strategic**

Anti-Essentialism: Decolonizing Decolonization (philosophy)

1. (strongly suggested) Eve Tuck and K. Wayne Yang- Decolonization is not a metaphor (indigenous studies)
2. (strongly suggested) Rinaldo Walcott- Sylvia Wynter: On Being Human as Praxis Ch 8- Genres of Human: Multiculturalism, Cosmo-politics, and the Caribbean Basin (philosophy)
3. (strongly suggested) Demetrius L. Eudell- Sylvia Wynter: On Being Human as Praxis Ch 10- “Come on Kid, Let’s Go Get the Thing,” the Sociogenic Principle and the *Being* of Being Black/Human (philosophy)
4. (strongly suggested) Ramon Grosfoguel- The epistemic decolonial turn: Beyond political-economy paradigms (philosophy, epistemology)

5. (strongly suggested) Walter D. Mignolo- Introduction: Coloniality of power and de-colonial thinking (cultural studies)
- iii. **Arturo Escobar- Thinking-feeling with the Earth: Territorial struggles and the ontological dimension of the epistemologies of the south** (anthropology)
 1. (strongly suggested) Patricia Hill Collins- Intersectionality as Critical Social Theory Ch 3- Intersectionality and Resistant Knowledge Projects (sociology)
 2. (strongly suggested) Audre Lorde- The uses of anger (gender and sexuality studies)
 3. (strongly suggested) Gurminder K. Bhabra- Rethinking Modernity: Postcolonialism and the Sociological Imagination Ch1- Modernity, Colonialism, and the Postcolonial Critique (sociology of knowledge)
 4. (strongly suggested) Gurminder K. Bhabra- Rethinking Modernity: Postcolonialism and the Sociological Imagination Ch7- Sociology and Social Theory after Postcolonialism (sociology of knowledge)
9. April 4th, Class 9: How has decolonization and postcolonial theory impacted our understanding of education and knowledge?
 - a. Assignments
 - i. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)
 - ii. Self-Grading Reflection Essay due Wednesday, May 8th at 12noon (link)

b. Mandatory and Supplemental Texts (link)

i. **Catherine Walsh- Pedagogical Notes from the Decolonial Cracks** (education studies) ([link](#))

1. Riyad A. Shahjahan- International organizations, epistemic tools of influence, and the colonial geopolitics of knowledge production in higher education policy (education studies)
2. (strongly suggested) Riyad A. Shahjahan- Being 'lazy' and slowing down: Toward decolonizing time, our body, and pedagogy (education studies)
3. (strongly suggested) Riyad A. Shahjahan- Engaging the faces of 'resistance' and social change from decolonizing perspectives: Toward transforming neoliberal higher education (education studies)
4. (strongly suggested) Riyad A. Shahjahan- From 'no' to 'yes': Postcolonial perspectives on resistance to neoliberal higher education (education studies)
5. (strongly suggested) Joe L. Kincheloe- Critical Constructivism Ch 4- Representing the World Analyzing the Construction Zone (philosophy of education)

ii. **Vanessa Andreotti- Multi-layered Selves: Colonialism, Decolonization and Counter-Intuitive Learning Spaces** (philosophy of education)

1. (strongly suggested) Vanessa Andreotti- Actionable Postcolonial Theory in Education Ch1- Contextualizing Postcolonialisms and Postcolonial Theories (philosophy of education)

2. (strongly suggested) Vanessa Andreotti- Actionable Postcolonial Theory in Education Ch2- Homi Bhabha's Contribution and Critics (philosophy of education)
 3. (strongly suggested) Vanessa Andreotti- Actionable Postcolonial Theory in Education Ch3- Gayatri Spivak's Contribution and Critics (philosophy of education)
 4. (strongly suggested) Vanessa Andreotti- Actionable Postcolonial Theory in Education Ch4- Comparative Framework: Selected Theories of institutional Suffering (philosophy of education)
- iii. **Gloria Ladson-Billings and William F. Tate IV- Critical Race Theory in Education: All God's Children Got a Song 2nd edition- Foreword, Introduction, and Ch 1- Toward a Critical Race Theory of Education** (critical race theory, education studies)
1. Manuela Guilherme- The critical and decolonial quest for intercultural epistemologies and discourses (epistemology, sociology of knowledge)
 2. (strongly suggested) Karen Buenavista Hanna- Pedagogies in the flesh: Building an anti-racist decolonized classroom (gender and sexuality studies, education studies)
 3. (strongly suggested) Patricia Hill Collins- Another Kind of Public Education: Race, Schools, the Media, and Democratic Possibilities Ch 3- Would You Know It If You Saw It? Practicing Resistance in a Seemingly Color-Blind Society (sociology of education)

4. (strongly suggested) Hui-Min Chou- Multicultural teacher education: Toward a culturally responsible pedagogy (education studies)

10. April 11th, Class 10: What is liberation?

a. Assignments

- i. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)
- ii. Self-Grading Reflection Essay due Wednesday, May 8th at 12noon (link)

b. Mandatory and Supplemental Texts (link)

i. **Bobbi Harro- Cycle of liberation** (social justice education)

1. (strongly suggested) Barbara J. Love- Readings for Diversity and Social Justice Ch 129- Developing a Liberatory Consciousness (social justice education)
2. (strongly suggested) Manu Samnotra- Experimenting with freedom: Gandhi's political epistemology (political science)
3. (strongly suggested) Deepa Iyer- Building Movement Project- The Social Change Ecosystem Map (social justice education)

ii. **Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality Ch1- Let Us Be the Healing of the Wound** (philosophy, chicana cultural theory, feminist theory, queer theory, spirituality)

1. (strongly suggested) Zeynep Gulsah Capan- Who is Gloria Anzaldua?

- a. <https://globalsocialtheory.org/thinkers/anzaldua-gloria-evangelina/>
 2. (strongly suggested) Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality Ch0- Introduction (philosophy, chicana cultural theory, feminist theory, queer theory, spirituality)
 3. (strongly suggested) Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality Ch2- Flights of the Imagination: Rereading/Rewriting Realities (philosophy, chicana cultural theory, feminist theory, queer theory, spirituality)
 4. (strongly suggested) AnaLouise Keating- From borderlands and new mestizas to nepantlas and nepantleras: Anzalduan theories for social change (sociology)
 5. (strongly suggested) Grazyna Zygodlo- Nos/Otras living in nepantla: Gloria Anzaldúa's concepts of borderland identity in the contemporary world (philosophy)
- iii. **Binyam Mekonnen- The Philosophy of Liberation and Transmodern Globality: Otherness, Rationality, and Pluriversality Ch 1: A Preparatory Analysis of Liberation Theory** (philosophy)
1. (strongly suggested) Binyam Mekonnen- The Philosophy of Liberation and Transmodern Globality: Otherness, Rationality, and Pluriversality Ch 2- The Negation of Modern Coloniality: The Politics of "Otherness" in Duessel's Liberation Philosophy (philosophy)

2. (strongly suggested) Binyam Mekonnen- The Philosophy of Liberation and Transmodern Globality: Otherness, Rationality, and Pluriversality Ch 3- Reason, Interpellation of the “Other” and Installation of a Communicative Rationality (philosophy)
3. (strongly suggested) Binyam Mekonnen- The Philosophy of Liberation and Transmodern Globality: Otherness, Rationality, and Pluriversality Ch 4- Liberation Philosophy’s Existential Interrogations of Globality (philosophy)

11. April 18th, Class 11: How has liberation impacted our understanding of education and knowledge?

a. Assignments

- i. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)
- ii. Self-Grading Reflection Essay due Wednesday, May 8th at 12noon (link)

b. Mandatory and Supplemental Texts (link)

i. **bell hooks- Teaching to Transgress: Education as the Practice of Freedom Ch 5- Theory as Liberatory Practice** (philosophy of education)

1. (strongly suggested) bell hooks- Teaching to Transgress: Education as the Practice of Freedom Ch 6- Essentialism and Experience (philosophy of education)
2. (strongly suggested) bell hooks- Teaching to Transgress: Education as the Practice of Freedom Ch 11- Language: Teaching New Worlds and New Words (philosophy of education)

3. (strongly suggested) bell hooks- Teaching to Transgress: Education as the Practice of Freedom Ch 12- Confronting Class in the Classroom (philosophy of education)
 4. (strongly suggested) Bettina Love- We Want to do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom Ch 6: Theory over Gimmicks: Finding Your North Star (education studies)
- ii. **Laura I. Rendon- Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation Ch 6- Sentipensante (Sensing/Thinking) Pedagogy** (education studies)
1. (strongly suggested) Maxine Greene- Imagination, oppression and culture/creating authentic openings (education studies)
 2. (strongly suggested) Elva Reza-Lopez, Luis Huerta Charles, and Loui V. Reyes- Nepantlera pedagogy: An axiological posture for preparing critically conscious teachers in the borderlands (education studies)
 3. (strongly suggested) Lee Anne Bell- Readings for Diversity and Social Justice Ch1- Theoretical Foundations for Social Justice Education (social justice education)
 4. (strongly suggested) James Baldwin- Teaching for Black Lives Ch 37- A Talk to Teachers (education studies)

iii. **Riyad Ahmed Shahjahan, Anne Wagner, and Njoki Nathan Wane- Rekindling the sacred: Toward a decolonizing pedagogy in higher education** (education studies)

1. (strongly suggested) Riyad A. Shahjahan and Kimberly A. Haverkos- Revealing the secular fence of knowledge: Towards reimagining spiritual ways of knowing and being in the academy (education studies)
2. (strongly suggested) Riyad Ahmed Shahjahan- Toward a spiritual praxis: The role of spirituality among faculty of color teaching for social justice (education studies)
3. (strongly suggested) Rev. angel Kyodo williams, Lama Rod Owens, Jasmine Syedullah- Radical Dharma: Talking Race, Love, and Liberation- Pt.2: Remembering in Seven Movements, The Abolition of Whiteness, A Different Drum (buddhism, spirituality)
4. (strongly suggested) Pema Chodron- Living Beautifully with Uncertainty and Change Ch 1- The Fundamental Ambiguity of Being Human, Ch 2- Life without the Storyline (buddhism, spirituality)

12. April 25th, Class 12: What do the course concepts that we have learned reveal/obscure about your own educational experience and identity?

a. Assignments

- i. Class 7, 8, 9, and 10 Response Paper due Friday, April 26th at 12noon (link)
- ii. Self-Grading Reflection Essay due Wednesday, May 8th at 12noon (link)

- iii. Scholarly Personal Narrative due on Thursday, May 16th at 12noon (link)
- b. Mandatory and Supplemental Texts (link)
 - i. **Joe L. Kincheloe- Critical Constructivism Ch 5- Blue Knowledge** (philosophy of education)
 - 1. (strongly suggested) Arturo Escobar- Transition discourses and the politics of relationality: Toward designs for the pluriverse (anthropology)
 - 2. (strongly suggested) Calvin L. Warren- Ontological Terror: Blackness, Nihilism, and Emancipation Ch 1- The Question of Black Being (philosophy, african american studies)
 - 3. (strongly suggested) Sylvia Wynter- No humans involved: An open letter to my colleagues (african american studies)
 - ii. **Rosalba Icaza- Border thinking and vulnerability as a knowing otherwise** (sociology of knowledge)
 - 1. (strongly suggested) Robert J.C. Young- Postcolonialism: An Historical Introduction Ch 24- India III: Hybridity and Subaltern Agency (postcolonial studies)
 - 2. (strongly suggested) Adrienne Katherine Wing- Brief reflections toward a multiplicative theory and praxis of being (critical legal studies)
 - 3. (strongly suggested) Dan Zahavi- Self and other: The limits of narrative understanding (philosophy)

iii. **Anne E. Wagner and Riyad A. Shahjahan- Centering embodied learning in anti-oppressive pedagogy** (education studies)

1. (strongly suggested) Maxine Greene- Imagining futures: The public school and possibility (education studies)
2. (strongly suggested) bell hooks- Teaching to Transgress: Education as the Practice of Freedom- Ch 13: Eros, Eroticism, and the Pedagogical Process / Ch 14: Ecstasy (philosophy of education)
3. (strongly suggested) Alexis Shotwell- Against Purity: Living Ethically in Compromised Times Ch 4- Consuming Suffering: Eating, Energy, and Embodied Ethics (philosophy, anthropology, sociology)

13. May 2nd, Class 13: What can motivate me to and/or inhibit me from incorporating decolonial and liberatory practices into my everyday life?

a. Assignments

- i. Self-Grading Reflection Essay due Wednesday, May 8th at 12noon (link)
- ii. Scholarly Personal Narrative due on Thursday, May 16th at 12noon (link)

b. Mandatory and Supplemental Texts (link)

- i. **Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality Ch4- Geographies of Selves--Reimagining Identity: Nos/Otras (Us/Other), las Nепantleras, and the New Tribalism** (philosophy, chicana cultural theory, feminist theory, queer theory, spirituality)
 - 1. (strongly suggested) Gloria Anzaldua- Luz en lo Oscuro: Rewriting Identity, Spirituality, Reality Ch6- Now Let Us Shift... Conocimiento.... Inner Work, Public Acts (philosophy, chicana cultural theory, feminist theory, queer theory, spirituality)
 - 2. (*strongly suggested*) Laura I. Rendon- Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation Ch 5- The Courage to Chart a Different Path (education studies)
 - 3. (*strongly suggested*) Laura I. Rendon- Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation Ch 7- Sustaining the Soul that Embraces a Different Truth (education studies)
 - 4. (*strongly suggested*) Antero Garcia- A call for healing teachers: Loss, ideological unraveling, and the healing gap (education studies)

- ii. **James P. Danaher- Philosophical Imagination and the Evolution of Modern Philosophy Ch 12- Philosophy and Theology in the 21st Century: Toward a Broader Concept of Truth** (philosophy, epistemology)

1. (*strongly suggested*) Alexis Shotwell- Against Purity: Living Ethically in Compromised Times Ch 0- Complexity and Complicity: An Introduction to Constitutive Impurity (philosophy, anthropology, sociology)
 2. (*strongly suggested*) Alexis Shotwell- Against Purity: Living Ethically in Compromised Times Ch 1- Remembering the Future: Reckoning with an Unjust Past (philosophy, anthropology, sociology)
 3. (*strongly suggested*) Alexis Shotwell- Against Purity: Living Ethically in Compromised Times Ch 3- Shimmering Presence: Frog, Toad, and Toxic Interdependencies (philosophy, anthropology, sociology)
 4. (*strongly suggested*) Alexis Shotwell- Against Purity: Living Ethically in Compromised Times Ch 5- Practicing Freedom: Disability and Gender Transformation (philosophy, anthropology, sociology)
 5. (*strongly suggested*) Joe Pinker- Why so many smart people aren't happy (news article)
- iii. **DL Stewart- Language of appeasement** (education studies)
1. (*strongly suggested*) Davarian L. Baldwin- The Reparations Movement in Higher Education
 - a. <https://www.thethinkingrepublic.com/being-counted/the-reparations-movement-in-higher-education>

2. (*strongly suggested*) Vanessa Andreotti- Actionable Postcolonial Theory in Education Ch14- Wrestling with Meaning and Life: Being a Mother of "Southern" Immigrant Children (philosophy of education)
3. (*strongly suggested*) Pierre Wilbert Orelus- The cost of being professors and administrators of color in predominantly white institutions: Unpacking microaggression, isolation, exclusion, and unfairness through a critical race lens (education studies)

Students with Disabilities It is the policy of Wesleyan University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with Disabilities Services, in addition to making requests known to me in a timely manner. If you require accommodations in this class, please make an appointment with me as soon as possible [during the 2nd week of the semester], so that appropriate arrangements can be made. The procedures for registering with Disabilities Services can be found at <http://www.wesleyan.edu/studentaffairs/disabilities/index.html>

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible. If you believe that you need accommodations for a disability, please contact Dean Patey in Disability Resources, located in North College, Room 021, or call 860-685-2332 for an appointment to discuss your needs and the process for requesting accommodations.