

# EDST 221: Decolonizing Education

**Location:** Zoom

**Time:** 5:10pm-8:00pm, Mon-Fri, Jan. 4th - Jan. 20th

**Class Zoom link:**

<https://wesleyan.zoom.us/j/99556490414?pwd=Wk5yd3RWOHE5NzRDVURPbVc3SndnZz09>

**Professor:** Demetrius Colvin

**Contact Number:** 860-685-3979

**Contact Email:** [dcolvin@wesleyan.edu](mailto:dcolvin@wesleyan.edu)

**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 due before the class starts on Jan. 4th. The synchronous coursework will include 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 postcolonial concepts such as decolonization and liberation
- Gain experience and familiarity with different ways that people have conceptualized knowledge and education from different social positionalities
- Develop sufficient 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 (from Jan. 4-Jan.20th, 5:10pm-8:00pm, 15 minute break at 6:30pm)
    - Each class will consist of dialogue based on the readings and assignments and group activities
    - Students must complete watch the lecture 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 due at the beginning of the course 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, 2, and 3 lectures and reflection responses
    - Share an artifact reflection essay
    - Class 3 and 4 lectures and reflection responses
    - Dialogue partner reflection essay

- Class 5 and 6 lectures and reflection responses
  - Old assignment reflection essay
  - Class 7 and 8 lectures reflection responses
  - Self grading reflection essay
- 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 email to the professor before Jan. 4
- 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
    - Scholarly Personal Narrative due on Friday, January 22nd at 12noon

### Course Topics:

1. Class 1: Course Overview/What is Education?
  - a. Readings
    - i. Dialogue vs. debate vs. discussion ([link](#))
    - ii. History of education in society ([link](#))
    - iii. Philosophies of education ([link](#))
    - iv. Henry Giroux- On Critical Pedagogy Introduction ([link](#))
    - v. Laura Rendon- Sentipensante Introduction ([link](#))
2. Class 2: What is modernity, colonialism, and liberalism?
  - a. Readings
    - i. Van Der Veer- The Global History of Modernity ([link](#))
    - ii. Niall Ferguson v. Ziauddin Sardar Debate on Imperialism ([link](#))
    - iii. Anibal Quijano- Coloniality and Modernity/Rationality ([link](#))
    - iv. The Institute of Art and Ideas- Is rationality objective ([link](#))
3. Class 3: How does modernity, colonialism, and liberalism impact our understanding of education and knowledge?
  - a. Readings
    - i. Joel Spring- Deculturalization Chapter 1 ([link](#))
    - ii. Vinay Menon- 3 Myths of the Indian Educational System ([link](#))
    - iii. Laura Rendon- Sentipensante Chapter 1 ([link](#))

- iv. Chandra Mohanty- Under Western Eyes
- 4. Class 4: What is postmodernity, neocolonialism, and neoliberalism?
  - a. Readings
    - i. Seidman- Contested Knowledge Chapter 11 ([link](#))
    - ii. Danahar- Philosophical Imagination Chapter 10 ([link](#))
    - iii. Danahar- Philosophical Imagination Chapter 11 ([link](#))
- 5. Class 5: How does postmodernity, neocolonialism, and neoliberalism impact our understanding of education and knowledge?
  - a. Readings
    - i. Linda Tuhiwai Smith- Decolonizing Methodologies Chapter 1 ([link](#))
    - ii. Welch- Globalization, Postmodernity, and the State ([link](#))
- 6. Class 6: How has (post)modernity, (neo)colonialism, and (neo)liberalism impacted your own worldview and goals?
  - a. Readings
    - i. Vine Deloria Jr. - Our Relationship to the Unseen ([link](#))
    - ii. Dorinda Carter Andrews- The Consciousness Gap in Education ([link](#))
    - iii. Patricia Hill Collins- Why Race, Class, and Gender Matters ([link](#))
    - iv. Paulo Freire, Pedagogy of the Oppressed, Chapter 2: The banking method of education
- 7. Class 7: What is decolonization and postcolonial theory? How has decolonization and postcolonial theory impacted our understanding of education and knowledge?
  - a. Assignments
    - i. Self-Grading Reflection Essay due on Friday, January 15
  - b. Readings
    - i. Louai- Retracing the concept of the subaltern ([link](#)) or Spivak- Can the Subaltern Speak ([link](#))
    - ii. Nikki Sanchez- Decolonization is for Everyone ([link](#))
    - iii. Bettina Love- We want to do more than survive, Chapter 2: Educational Survival
    - iv. Ziauddin Sardar- Rethinking reform in higher education, Chapters 1 and 2
- 8. Class 8: What is liberation? How has liberation impacted our understanding of education and knowledge?
  - a. Readings
    - i. Paulo Freire- Teachers as Cultural Workers Chapter 1
    - ii. bell hooks- Teaching to transgress, Chapter 5: Theory as Liberatory Praxis
    - iii. Ngugi wa Thiong- Decolonizing the Mind Chapter 1
    - iv. Bettina Love- We want to do more than survive- Chapter 5- Abolitionist Teaching

9. Class 9: What do the course concepts that we have learned reveal/obscure about your own educational experience? What do the course concepts that we have learned reveal/obscure about your own identity and sociohistorical positionality?
- a. Readings
    - i. Watkins and Schulman- Towards Psychologies of Liberation
      1. Introduction
      2. Chapter 9: Non-Subjects and Nomadic Consciousness
    - ii. Oliver and Gershman- Education, Modernity, and Fractured Meaning Chapter 1- Prologue ([link](#))
    - iii. Oliver and Gershman- Education, Modernity, and Fractured Meaning- Introduction ([link](#))
    - iv. deBoer- The Cult of Smart Chapter 3- Equality of Opportunity, Liberalism's Great Lie ([link](#))
    - v. Coulby- Postmodernity, Education, and European Identities: ([link](#))
10. Class 10: What do the course concepts that we have learned reveal/obscure about your own educational experience? What do the course concepts that we have learned reveal/obscure about your own identity and sociohistorical positionality?
- a. Readings
    - i. Overview of contractarianism ([link](#))
    - ii. Overview of Mills and Pateman's *Contracts and Domination* ([link](#))
    - iii. Carole Pateman and Charles Mills- Contracts and Domination Introduction
    - iv. Roderick A. Ferguson- The Reorder of Things: The University and Its Pedagogies of Minority Difference Chapter 1
    - v. Shenila Khoja-Moolji- Forging the Ideal Educated Girl Chapter 3
11. Class 11: What are decolonial and liberatory practices that I can incorporate into my everyday life? What can motivate me to and/or inhibit me from incorporating decolonial and liberatory practices into my everyday life?
- a. Readings
    - i. Comas-Diaz and Rivera- Liberation Psychology: Theory, Method, Practice, and Social Justice
      1. Introduction
      2. Chapter 1: Burton- Origins and Development of Liberation Psychology
      3. Chapter 2: Rivera- Concepts of Liberation Psychology
      4. Chapter 3: Quinones Rosado- Liberation Psychology and Racism
    - ii. Bobbi Harro- Cycles of Socialization and Liberation
12. Class 12: What are decolonial and liberatory practices that I can incorporate into my everyday life? What can motivate me to and/or inhibit me from incorporating decolonial and liberatory practices into my everyday life?

- a. Readings
    - i. Chela Sandoval- Methodology of the Oppressed Chapter 1
    - ii. Helene Schulman and Mary Watkins- Psychologies of Liberation Chapter 6
    - iii. Gloria Anzaldua- Luz en lo Oscuro Chapter 6
    - iv. Laura Rendon- Sentipensante Chapter 3
  - b. Assignments
    - i. Scholarly Personal Narrative due on Friday, January 22nd at 12noon
13. Class 13: Sharing our Scholarly Personal Narratives

**Zoom Information:**

Topic: EDST 221: Decolonizing Education Class

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://wesleyan.zoom.us/j/99556490414?pwd=Wk5yd3RWOHE5NzRDVURPbVc3SndnZz09>

Meeting ID: 995 5649 0414

Passcode: 510001

One tap mobile

+13126266799,,99556490414# US (Chicago)

+19294362866,,99556490414# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 929 436 2866 US (New York)

+1 301 715 8592 US (Germantown)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 995 5649 0414

Find your local number: <https://wesleyan.zoom.us/u/ayrMkKSr>

Join by SIP

99556490414@zoomerc.com

Join by H.323

162.255.37.11 (US West)  
162.255.36.11 (US East)  
115.114.131.7 (India Mumbai)  
115.114.115.7 (India Hyderabad)  
213.19.144.110 (Amsterdam Netherlands)  
213.244.140.110 (Germany)  
103.122.166.55 (Australia)  
149.137.40.110 (Singapore)  
64.211.144.160 (Brazil)  
69.174.57.160 (Canada)  
207.226.132.110 (Japan)  
Meeting ID: 995 5649 0414  
Passcode: 510001

Join by Skype for Business  
<https://wesleyan.zoom.us/skype/99556490414>

Topic: EDST Office Hours  
Time: This is a recurring meeting Meet anytime

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

Meeting ID: 949 3983 7520  
Passcode: 596146  
One tap mobile  
+13126266799,,94939837520# US (Chicago)  
+19294362866,,94939837520# US (New York)

Dial by your location  
+1 312 626 6799 US (Chicago)  
+1 929 436 2866 US (New York)  
+1 301 715 8592 US (Germantown)  
+1 346 248 7799 US (Houston)  
+1 669 900 6833 US (San Jose)  
+1 253 215 8782 US (Tacoma)

Meeting ID: 949 3983 7520

Find your local number: <https://wesleyan.zoom.us/j/abZQboAVa4>

Join by SIP

94939837520@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia)

149.137.40.110 (Singapore)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 949 3983 7520

Passcode: 596146

Join by Skype for Business

<https://wesleyan.zoom.us/skype/94939837520>

**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.