**Decoloniality and Education – Doctoral Seminar IL 3248**

**Meeting form: Zoom**

**Professor: Josué López**

***Course Description***

Decolonial struggles involve a robust critique of social, economic, political, and spiritual conditions that pose challenges for meeting our needs and interests so we may live well. Moreover, decoloniality is not simply a negation of dehumanizing practices; decoloniality also involves the active recognition, construction, and development of humanizing alternatives. Such is pressing work for those interested in the role of education more broadly and schooling more specifically. Drawing from Africana, settler colonial, and immigration & border studies, this course will explore both solidary efforts as well as ongoing tensions in the construction of a shared world.

***Evaluation***

Students will select a final project that aligns with their own intellectual and research interests. Students will meet individually with the professor to collectively determine a midterm benchmark as well as “final” product as demonstration of learning throughout the course and its application to one’s own needs and interests.

***Course Readings***

**Introduction to Decolonization and Decoloniality**

Tuck and Yang (2012) – “Decolonization is not a metaphor”

Grosfoguel (2007) – “The Epistemic Decolonial Turn”

Nelson Maldonado Torres – “Outline of Ten Theses on Coloniality and Decoloniality”

**Indigenous Thought and US Education**

Grande (2015) – *Red Pedagogy*

**Capitalism and Education**

Bowles and Gintis (2011) – *Schooling in Capitalist America* (can borrow from Pitt Library)

**Decoloniality and Power**

Walsh & Mignolo (2018) – *On Decoloniality: Concepts, Analytics, and Praxis*

Mignolo – *Global Histories, Local Designs*

Quijano – “Coloniality of power and Eurocentrism in Latin America”

**Africana Thought and Decolonization**

Fanon (2008) – *Black Skin White Masks*

Gordon (2020) – *Freedom, Justice, and Decolonization*

**Decolonization, Education, and “the Child”**

Burman (2018) – *Fanon, Education, Action: Child as Method*

Nxumalo & Cedillo (2017) – “Decolonizing Place in Early Childhood Studies”

Flores & Rosa, (2015) – “Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education”

Millei, Silova, & Piattoeva, (2018) – “Toward Decolonizing Childhood and Knowledge Production”

Diaz Soto & Swadener, (2002) – “Toward Liberatory Early Childhood Theory, Research, and Praxis: decolonizing a field”

***Relational responsibilities:***

Our collective responsibilities are grounded in our interdependent relationships and are expressed through our active listening to one another, our honest and collective challenging of ideas, and an unwavering dedication to learning. We will undertake relational praxes of:

* Listening and hearing
* Studying deeply, preparing for one another, and contributing meaningfully
* Engaging generously:
	+ generating possibilities
	+ seeking out connection, deepening of understanding, and complexity over critique

**Some guidelines for our shared interrelational engagement praxes**:

[Practicing New Social Relations, Even in Conflict](https://francesslee.medium.com/practicing-new-social-relations-even-in-conflict-dean-spade-54d4a60fcfed) Dean Spade

[How to give a good apology, Part 1: the four parts of accountability](https://leavingevidence.wordpress.com/2019/12/18/how-to-give-a-good-apology-part-1-the-four-parts-of-accountability/) Mia Mingus

[Political Education in a Time of Rebellion](https://politicaleducation.org/political-education-in-a-time-of-rebellion/) Rachel Herzing

**Responsibilities**

* It is your responsibility to co-create a rigorous and productive learning environment in which you challenge one another’s ideas in a scholarly manner, but never insult or disparage one another.
* It is your responsibility to engage the ideas, discussions, and materials provided in this class in ways that *enhance and strengthen your own interests*.
* It is our responsibility to engage with difficult readings and ideas as we undertake the study of repressive systems and oppressive institutions. Not all members of the class will respond to the readings in the same manner, and some readings will upset some students more than others. In light of this, there is no clear way to warn students in advance. Moreover, we as a community do not want to unintentionally engage in censorship (<http://signsjournal.org/currents-trigger-warnings/halberstam/> <https://www.salon.com/2014/05/20/no_trigger_warnings_in_my_class_why_you_won%E2%80%99t_find_them_on_my_syllabi/>). What we can do as a community is:
	+ Recognize and affirm that affective responses to readings and discussions are part of a just intellectual project
	+ Check in with one another in ways that honor our differences but affirm our membership in a community of conscience
	+ Excuse ourselves when need be and without explanation in order to take necessary space
	+ Listen carefully and attentively to one another’s experiences and ideas, recognizing those as gifts to the community
	+ Make culturally-specific requests as soon as/if you realize you need to
* Pitt required syllabus statement: “Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.”
	+ “To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity/) for an overview of the topic. For hands- on practice, complete the [Understanding and Avoiding Plagiarism tutorial](http://pitt.libguides.com/academicintegrity/plagiarism).”

**Resources and accommodations**

* “If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs/) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course”.
* Please let us know if you need resources or accommodations to successfully complete this course. You may also seek campus-wide support, information, and/or services:
	+ Disability Resources and Services: <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>
	+ Accommodations: <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services/accommodations>
		- **NOTE**: We recognize that while institutional resources can be a useful and important support, interacting with the university can at times be experienced as an invasion of privacy or a source of distress. If you are uncomfortable interacting with the university, please feel free to communicate with the professor directly about what would be helpful to your learning and participating in the community of the course.
	+ University of Pittsburgh Non-Discrimination Policy: <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices/notice-non-discrimination>
	+ Pregnant and Parenting Students’ Rights and Resources:
		- <https://www.diversity.pitt.edu/diverse-populations/pregnant-and-parenting-students>
		- **NOTE**: The current Pitt language appears to reflect antiquated gender binary and heteronormative frameworks. It also focuses on harassment. Should you be adopting, fostering, or otherwise significantly shifting your dependent care demands, or should you be a student whose gender is not clearly covered by the policy and is pregnant, etc., and would like accommodations, please let us know as soon as possible so we can work together to establish a fair, respectful, and supportive plan.
	+ Pitt guidelines on class attendance and observance of religious holidays:
		- “The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.” *From Faculty Assembly, December 2020*
		- We interpret this language to apply to cultural and spiritual observances, feasts, dances, ceremonies, etc., not covered by colonial notions of religion and/or culture.
		- Please notify the professor in advance of any anticipated absences related to the guidelines.
	+ Pitt single-occupancy restroom map and information: <https://www.studentaffairs.pitt.edu/lgbtqia/single-occupancy-restrooms/>

*Thanks to Sabina Vaught and Rachel Robertson for compiling these resources.*

**Rights and Resources\***

*For any of the below, if you believe your circumstances may affect your performance in the course, if you are comfortable please seek the professor´s support in securing resources. Thanks to Chris Wright, SoE doc student, for compiling these resources.*

* Any student who is experiencing difficulty affording groceries or accessing sufficient and healthy food to eat every day, can
	+ - contact Pitt Pantry: pantry@pitt.edu
		- Access the Pitt Pantry: <https://www.studentaffairs.pitt.edu/pittserves/the-pitt-pantry/what-to-expect/>
		- Access the Greater Pittsburgh Community Foodbank
			* <https://www.pittsburghfoodbank.org/get-help/drive-up/>
	+ a lack of a safe and stable place to live, can find
		- affordable housing assistance
			* **Action Housing:** 611 William Penn Place, Suite 800; Pittsburgh, PA 15219 Phone: 412-281-2102. Assists in locating affordable housing

### **Allegheny County Housing Authority:** 625 Stanwix Street, 12th floor; Pittsburgh, PA 15222 Phone: 412-355-8940. Assists in locating affordable housing

* + - shelter options

### **Allegheny County Bureau of Hunger and Housing Services** Phone: 412-350-4354 This is an area homeless resource.

### **East End Cooperative Ministry:** 6140 Station Street; Pittsburgh, PA 15206 Phone: 412-361-5549. Emergency shelter provides a refuge for the night, case management, breakfast and dinner as well as a shower and laundry services for men and women older than 18. Individuals can stay in the Emergency Shelter for up to 60 days.

* + Gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence harassment:
		- contact the Title IX office: <https://www.diversity.pitt.edu/civil-rights-title-ix/policies-procedures-and-practices/sexual-misconduct-and-title-ix>
	+ Sexual violence:
		- contact Pittsburgh Action Against Rape:
			* 24-hour crisis intervention, counseling, and advocacy for victims of sexual assault
			* Phone: 1-866-363-7273
			* Website: [Home - PAAR](https://paar.net/)
	+ Racial violence, discrimination, harassment:
		- contact
			* <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices/notice-non-discrimination>

### Equity, Diversity, and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

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### Gender Inclusive Language Statement

### Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Do not audio, video or otherwise record any part of class without the written consent of the professor.