EDUC 000

What is Settler Colonial Education?

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Course Description

This upper-division course is designed to equip undergraduate students with a solid understanding of settler colonialism as a concept as well as its use in the educational space of settler colonial states. This course will be divided into three parts. The first part will define settler colonialism as a concept and identify its unique features that distinguish it from other forms of colonialism. The second part will have students explore the means in which education is used as a tool by settler colonial states to further legitimize their colonial hold over the land. The third and final part will equip students with the tools necessary to clearly identify when an educational system subscribes to the tenets of settler colonial education, as well as tools necessary to critically examine, resist, and deconstruct systems engaging in settler colonial education.

Student Learning Outcomes

1. Demonstrate understanding and familiarity of settler colonialism as a concept while being able to identify systems that currently subscribe to settler colonial practices.

2. Analyze and critique systems utilizing the conceptual framework of settler colonial education.

3. Develop and practice reflexivity and freedom dreaming, especially as tools of decolonization.

4. Build on communication skills, both oral and written.

Required Texts

These are the three primary books that will be used throughout the course. Other readings, such as journal articles and websites will be posted within each week's overview in the syllabus.

Trouillot, M.-R., & Carby, H. V. (2015). *Silencing the past: Power and the Production of History.* Beacon Press. **(eBook available in database through university access)**

Freire, P., & Ramos, B. M. (2018). *Pedagogy of the oppressed: 50th anniversary edition*. Bloomsbury Academic. **(eBook available in database through university access)**

Pewewardy, C., Lees, A., Minthorn, R. Z.-tah-hol-ah, Lee, T. S., & Bird, Y. M. (2022). *Unsettling settler-colonial education: The Transformational Indigenous Praxis Model*. Teachers College Press. **(https://www.amazon.com/Unsettling-Settler-Colonial-Education-Transformational-Multicultural/dp/0807766801**

Grading

The core of my pedagogy embraces the idea of building a community that learns together. One aspect in which I enact my pedagogy involves the concept of *ungrading*. I turn to Jesse Stommel's guide entitled, "How to Ungrade." In short, while students are still required to receive a letter grade, it will be primarily determined by their Final Assignment, which asks students to grade themselves. To build a successful learning community, it is imperative to trust one's students. Traditional grading incentivizes unhealthy, materialistic competition between students and diminishes the communal aspect. Furthermore, as Stommel and other academics argue, students are generally honest when giving themselves grades. As an instructor, I reserve the right to change grades, but as attested by Stommel and my own professors, this happens extremely rarely. My philosophy has been influenced by academics like Stommel as well as my own instructors such as Deborah F. Carter, Dionne Bensonsmith, and Torie Weiston-Serdan during my graduate career who employed *ungrading*. Some of the most engaging and most challenging classes I have taken were those that employed *ungrading*. Therefore, I hope that this system of grading promotes a healthy learning community that challenges students while incentivizing them to be intentional with their work.

Assignments

The course will be discussion-based, primarily being led by the students with the instructor's guidance and facilitation. There are two main forms of ongoing assignments in the class, alongside a final assignment and term paper.

Recurring Assignments

- Reflexivity Activity: Students will be presented with a reflexivity activity that will encourage them to draw connections between the readings for that week and their personal experiences. The prompt will call on students to challenge their assumptions and ask for their intentional, genuine reflection so they become better acquainted with themselves and the spaces in which they engage with as researchers. Students will be expected to write about 200 words as a response to each prompt.
- Facilitation Assignments: In groups of 3-4, students will be expected to lead the class session for the second day of the week (second half of the class, if the course occurs once a week).
  Students should be prepared to present the following: their insights from the readings, what personally connected with them, how it connects to their academic/professional journey, key terms/concepts, how the reading connects with the overall discussion in the course, as well as 3-5 facilitation questions from each student to engage the rest of the class with the reading. Facilitation Assignments will begin in Week 4.

Final Assignment

Self-Assessment

Students will, in the style of a personal letter to the instructor, evaluate their engagement in the course throughout the semester. Students will be expected to answer the following questions: How did you feel about this course overall? What skills do you believe you gained in this course? What surprised you the most about this course? Which assignments worked well for you in this course? How well did you engage

with the assignments in this course? What are you particularly proud about from this course? What is an area of growth? Students are expected to write about 500 words. **It is also imperative that the students assign themselves a letter grade in this assignment, with an explanation that warrants the grade they assign themselves.**

Term Paper

Literature Review

This assignment presents students with an opportunity to write about a topic that is related to settler colonialism and education. This can include areas within TK-12 and Higher Education such as: curriculum, instruction, student affairs, leadership, campus life, etc. Students should choose a topic that is meaningful to them and their academic/professional endeavors. Students should ensure that their topic is not too broad. The length of the paper should be 10-12 pages, without counting the title page or works cited. The paper should be in 12-point font, double-spaced with one-inch margins. The citation style should follow the 7th edition of the *Publication Manual of the American Psychological Association* (APA 7).

Assignments Regarding the Literature Review

- **Prospectus**: This assignment should be a 500-word proposal for the literature review you intend to write. You will submit this by Week 5. This should include a summary of the topic as well as an explanation as to why you've decided to choose this topic. As a researcher, it is important that you familiarize yourself with the idea of being able to confidently explain why you are pursuing your research.
- **Check-in:** Students will be invited to share their progress/findings/research so far. The class sessions this week will be used as an opportunity for students to bounce ideas off of one another before they need to submit their Rough Draft. This week will also give students to focus their energy on preparing the rough draft as there will be no assigned readings, Reflexivity Activity, or Facilitation Assignment. Students will be expected to share their working thesis statement, any interesting findings, as well as challenges. This will take place during Week 11.
- **Rough Draft:** You will need to submit at least 5 pages of your literature review by Week 12. This rough draft will be reviewed by the instructor as well as a classmate, which coincides with the Peer Review assignment.
- **Peer Review:** You will swap papers with another classmate chosen by the instructor. You will be assigned to a classmate based on how close your topics may be. You will be assigned the Peer Review at Week 13 and will have to submit the Peer Review by Week 14. The Peer Review should cover the following concerns:
    - Thesis Statement/Overall Argument
    - Organizational
    - Grammatical
    - Citation

Schedule

PART 1: DEFINING SETTLER COLONIALISM

Week 1

General: Overview of the course including mechanics, grading, assignments, expectations etc.

Discussion: What does Settler Colonialism mean to you?

Week 2

General: Introduction to Settler Colonialism as a concept

Discussion: Why is it important to talk about Settler Colonialism and how does it impact us today?

FACILITATION GROUP SIGN-UPS WILL HAPPEN DURING THIS WEEK

<u>THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:</u>

- Read "SETTLER COLONIALISM" by Emma Battell Lowman and Adam Barker https://globalsocialtheory.org/concepts/settler-colonialism/
- Read "Settler Colonialism and the Elimination of the Native" by Patrick Wolfe
    - Wolfe, Patrick. “Settler Colonialism and the Elimination of the Native.” *Journal of Genocide Research* 8.4 (2006): 387–409.
- Answer Reflexivity Prompt: Utilizing the two pieces you read from this week, come up with your own definition of Settler Colonialism. How does Settler Colonialism differ from other forms of colonialism? Do you/your family/your people have a connection to a Settler Colonial experience? How?

Week 3

General: How Settler Colonialism differs from other types of colonialism

Discussion: What is Imperialism? What is Colonialism? How does Settler Colonialism differ from these two concepts? How does it fall under these two concepts? Why do Indigenous scholars criticize “post-colonial theory?”

<u>THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:</u>

- Read “Colonialism,” from the *Stanford Encyclopedia of Philosophy* by Margaret Kohn and Kavita Reddy https://plato.stanford.edu/archives/sum2022/entries/colonialism/
    - Kohn, M., & Reddy, K. (2022). Colonialism. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Summer 2022). Metaphysics Research Lab, Stanford University. https://plato.stanford.edu/archives/sum2022/entries/colonialism/
- Answer Reflexivity Prompt: Create your own definitions of Imperialism and Colonialism. Before this week’s readings, what was your level of understanding of the differences between

Colonialism, Imperialism, and Settler Colonialism? How has this shifted your perspective or your thought process when engaging with dialogues regarding these themes?

Week 4

General: Criticisms of modern “Decolonization” movements

Discussion: What does “Decolonization” really mean and what does it really look like?

FACILITATION GROUP 1 PRESENTS

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read "Decolonization is Not a Metaphor" by Eve Tuck and K. Wayne Yang
    - Tuck, E. and Yang, K.W. "Decolonization Is Not a Metaphor." *Decolonization: Indigeneity, Education & Society* (2012). 1, 1. https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf
- Answer Reflexivity Prompt: Tuck and Yang say that many academic and progressive spaces have trivialized the term, “decolonization.” According to Tuck and Yang, what are some examples of the term, “decolonization,” being trivialized in these spaces? Why is it important to be mindful of how and when we use terms when identifying concepts? Have you engaged in this problematic behavior?

Week 5

General: Settler Colonialism as a global concept

Discussion: How do instances of Settler Colonialism globally differ from one another? What are the global consistencies of Settler Colonialism?

FACILITATION GROUP 2 PRESENTS

LITERATURE REVIEW PROSPECTUS DUE

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read “Incorporating the Time and Space of the Ethnic ‘Other’: Nationalism and Space in Southeast Turkey in the Nineteenth and Twentieth Centuries” by Kerem Öktem
    - Öktem, K. (2004). Incorporating the time and space of the ethnic ‘other’: nationalism and space in southeast turkey in the nineteenth and twentieth centuries*. *Nations and Nationalism*, 10(4), 559–578. https://doi.org/10.1111/j.1354-5078.2004.00182.x
- Read “Settler Colonialism and Biculturism in Aotearoa/New Zealand” by Jessica Terruhn
    - Terruhn, J. (2019). Settler colonialism and biculturalism in Aotearoa/New Zealand. *The Palgrave handbook of ethnicity*, 1-17.
- Read “Planning, Land Ownership, and Settler Colonialism in Israel/Palestine” by Haim Yacobi and Elya Milner

    - Yacobi, H., & Milner, E. (2022). Planning, land ownership, and settler colonialism in israel/palestine. *Journal of Palestine Studies*, 51(2), 43–56. https://doi.org/10.1080/0377919X.2022.2040321
- Answer Reflexivity Prompt: What are the consistent trends you see between instances of settler colonialism in Turkey, Aotearoa (New Zealand), and Palestine? Describe the systematic nature of settler colonialism. In other words, do we see settler colonialism in only one aspect of the society, or do we see it work almost as a machine, with many different parts impacting all aspects of society? Before this week's readings, did you find yourself to think that settler colonialism was a uniquely Western phenomenon? Why can it be harmful to recognize settler colonialism as a concept perpetrated only by European/Western states?

PART 2: SETTLER COLONIALISM IN EDUCATION

Week 6

General: The relationship between education and settler colonialism

Discussion: Why is education used as a settler colonial tool? How does it further legitimize the colonial hold over land?

FACILITATION GROUP 3 PRESENTS

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read the Introduction from *Denial: The Final Stage of Genocide*, Edited by John Cox, Amal Khoury, Sarah Minslow
    - Cox, J., Khoury, A., & Minslow, S. (Eds.). (2021). Denial: The Final Stage of Genocide? (1st ed.). Routledge. https://doi-org.ccl.idm.oclc.org/10.4324/9781003010708
- Read the Chapter 8 from *Denial: The Final Stage of Genocide*, Edited by John Cox, Amal Khoury, Sarah Minslow
    - Stanley, M. "Beyond erasure: Indigenous genocide denial and settler colonialism" in Cox, J., Khoury, A., & Minslow, S. (Eds.). (2021). *Denial: The Final Stage of Genocide?* (1st ed.). Routledge. https://doi-org.ccl.idm.oclc.org/10.4324/9781003010708
- Read "Images of America: What Youth 'Do' Know About the United States," by Catherine Cornbleth
    - Cornbleth, C. (2002). Images of America: What Youth "Do" Know about the United States. *American Educational Research Journal*, 39(2), 519–552. http://www.jstor.org/stable/3202530
- Answer Reflexivity Prompt: Using the historical context and examples provided in the Cox and Stanley readings and the findings from the Cornbleth article, why do you think schools and education would be used as tools of settler colonialism? Think about what the potential impact of curriculum manipulation denialist curriculum could be. Using these inferences, try to think back on your primary and secondary education to remember a time where you may have been presented with lessons that may have perpetrated a settler colonial narrative.

Week 7

General: Power in the Production of History

Discussion: What is the role of historical revisionism in the production of knowledge in settler colonial states? Why does historical knowledge production matter?

FACILITATION GROUP 4 PRESENTS

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read Chapters 1 and 4 from *Silencing the past: Power and the Production of History* by Michel-Rolph Trouillot
    - Trouillot, M.-R., & Carby, H. V. (2015). *Silencing the past: Power and the Production of History.* Beacon Press.
- Answer Reflexivity Prompt: What makes the production of history so powerful? Who produces historical knowledge? How would the production of historical knowledge be employed as a settler colonial tool? Reflect on your own educational experiences with history and social studies. Do you think that your perception of different peoples, nations, and states have been shaped by the historical knowledge you received in your education? Give an example.

Week 8

General: Curriculum Manipulation and Settler Colonialism

Discussion: How does the manipulation of social studies and history curricula contribute to the maintenance of the settler colonial hold over the land?

FACILITATION GROUP 5 PRESENTS

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read "An Incomplete History: Representation of American Indians in State Social Studies Standards," by Wayne Journell
    - Journell, W. (2009). An Incomplete History: Representation of American Indians in State Social Studies Standards. *Journal of American Indian Education,* 48(2), 18–32.
- Read "Understanding the dominant discourse of colonialism: A qualitative, single case study of an eighth-grade U.S. History classroom," by Stephanie Masta and Tori J. K. Rosa
    - Masta, S., & Rosa, T. J. K. (2019). Understanding the dominant discourse of colonialism: A qualitative, single case study of an eighth-grade U.S. History classroom. *Social Studies*, 110(3), 146–154. https://doi.org/10.1080/00377996.2019.1585317
- Read, "Reinventing America: Columbus Day and Centenary Celebrations of His Voyage of 'Discovery,' 1792–1992," by Matthew Dennis
    - Dennis, M. (2002). Reinventing America: Columbus Day and Centenary Celebrations of His Voyage of "Discovery," 1792–1992. In *Red, White, and Blue Letter Days* (pp. 119–161). Cornell University Press. http://www.jstor.org/stable/10.7591/j.ctv2n7kqs.8

- Answer Reflexivity Prompt: To what extent has your educational experience in a settler colonial state like the U.S. been influenced by the curriculum manipulation as described in the readings? Was there a point in which you believed that Indigenous Americans no longer existed? Did you ever believe that the relationship between the Indigenous Peoples and European settlers were friendly and welcoming? Do you find it difficult to challenge your assumptions and your learned knowledge regarding this matter?

Week 9

General: The impact of settler colonial education on Indigenous students

Discussion: How does settler colonial education impact both Indigenous and non-Indigenous students outside of the classroom? How does curriculum manipulation fuel the oppression of Indigenous peoples?

FACILITATION GROUP 6 PRESENTS

<u>THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:</u>

- Read, “American Indian Victims of Campus Ethnoviolence,” by Barbara Perry
    - Perry, B. (2002). American Indian Victims of Campus Ethnoviolence. *Journal of American Indian Education*, 41(1), 35–55.
- Read, “The Intersection of Paying for College and Tribal Sovereignty: EXPLORING NATIVE COLLEGE STUDENT EXPERIENCES WITH TRIBAL FINANCIAL AID,” by Christine A. Nelson
    - Nelson, C. A., & Brayboy, B. M. J. (2018). The Intersection of Paying for College and Tribal Sovereignty: Exploring native college student experiences with tribal financial aid. In R. S. Minthorn & H. J. Shotton (Eds.), *Reclaiming Indigenous Research in Higher Education* (pp. 146–161). Rutgers University Press. https://doi.org/10.2307/j.ctt1v2xw7v.14
- Read, “It’s about Family: Native American Student Persistence in Higher Education,” by Raphael M. Guillory and Mimi Wolverton
    - Guillory, R. M., & Wolverton, M. (2008). It’s about Family: Native American Student Persistence in Higher Education. *The Journal of Higher Education*, 79(1), 58–87.
- Answer Reflexivity Prompt: What are your overall thoughts regarding the treatment of Indigenous American students in U.S. education? What surprised you the most from these readings? Judging from these examples, how can settler colonial education be used as a tool to further solidify the colonizer’s hold on the land?

Week 10

General: Land Grab Universities

Discussion: What are land grab universities? How do land grab universities perpetuate a settler colonial framework of education? How do land grab universities benefit from settler colonialism, in other words, what is the incentive for these institutions to subscribe to settler colonialism?

FACILITATION GROUP 7 PRESENTS

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read the "Overview," section of "Land-Grab Universities," by Robert Lee, Tristan Ahtone, Margaret Pearce, Kalen Goodluck, Geoff McGhee, Cody Leff, Katherine Lanpher and Taryn Salinas from *High Country News*
    - https://www.landgrabu.org/
- Read the Introduction, "Reconsidering the Origins and Early Years of the Land-Grant Colleges," from *Land-Grant Colleges and Popular Revolt: The Origins of the Morrill Act and the Reform of Higher Education* by Nathan M. Sorber
    - Sorber, N. M. (2018). *Land-grant colleges and popular revolt: The origins of the Morrill Act and the reform of higher education*. Cornell University Press.
- Read, "Settler Simultaneity and Anti-Indigenous Racism at Land-Grant Universities," by Theresa Rocha Beardall
    - Rocha Beardall, T. (2022). Settler simultaneity and anti-indigenous racism at land-grant universities. *Sociology of Race and Ethnicity*, *8*(1), 197–212. https://doi.org/10.1177/23326492211037714
- Answer Reflexivity Prompt: Do you go to a lang-grab university? Why do Lee et al. call them "land-grab" universities rather than "land-grant" universities? Why is it important to draw our attention to these institutions? Do they still benefit from colonial power structures?

Week 11

General: Check-in

STUDENTS WILL PRESENT THEIR WORKING THESIS STATEMENT, FINDINGS THUS FAR, AS WELL AS CHALLENGES

THERE WILL BE NO ASSIGNED READINGS, REFLEXIVITY ACTIVITIES, OR FACILITATION ASSIGNMENTS THIS WEEK. USE THE TIME TO WORK ON YOUR ROUGH DRAFT

PART 3: COMBATTING SETTLER COLONIAL EDUCATION

Week 12

General: The Importance of Intentionality and Reflexivity

Discussion: What does it mean to be intentional and why is it important? Why is reflexivity necessary for meaningful change?

FACILITATION GROUP 8 PRESENTS (FINAL GROUP)

ROUGH DRAFTS ARE DUE

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read Chapter 1 and Chapter 2 from *Pedagogy of the Oppressed* by Paulo Freire
    - Freire, Paulo. *Pedagogy of the Oppressed*. 30th anniversary ed. New York: Continuum, 2000.
- Answer Reflexivity Prompt: According to Freire, why do we need to be intentional and reflexive as thinkers working toward the pursuit of social justice? Comment on Freire's warning against paternalistic behavior. Do you think the way in which you've handled your research/activism has been paternalistic? Are colonized peoples engaged with in a paternalistic manner?

Week 13

General: Tribal Critical Race Theory (TribalCrit)

Discussion: What is TribalCrit? How does it differ from Critical Race Theory? How does it build upon Critical Race Theory? How can TribalCrit lead us to creating meaningful transformation?

PEER REVIEWS ARE ASSIGNED

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read, "Toward a Tribal Critical Race Theory in Education," by Bryan Brayboy
    - Brayboy, B. M. J. (2005). Toward a Tribal Critical Race Theory in Education. *The Urban Review*, 37(5), 425–446. https://doi.org/10.1007/s11256-005-0018-y
- Read, "A Match Made in Heaven: Tribal Critical Race Theory and Critical Indigenous Research Methodologies," by Bryan McKinley Jones Brayboy and Jeremiah Chin
    - McKinley, B., Brayboy, J., & Chin, J. (2018). A Match Made in Heaven: Tribal Critical Race Theory and Critical Indigenous Research Methodologies. In *Understanding Critical Race Research Methods and Methodologies*. Routledge.
- Read, "Standardizing Indigenous Erasure: A TribalCrit and QuantCrit Analysis of K-12 U.S. Civics and Government Standards," by Leilani Sabzalian, Sarah B. Shear, and Jimmy Snyder
    - Sabzalian, L., Shear, S. B., & Snyder, J. (2021). Standardizing Indigenous erasure: A TribalCrit and QuantCrit analysis of K–12 U.S. civics and government standards. *Theory & Research in Social Education*, 49(3), 321–359. https://doi.org/10.1080/00933104.2021.1922322
- Answer Reflexivity Prompt: In your own words, what is TribalCrit? For a transformative action to be rooted in TribalCrit, what are some of the criteria it should fulfill to be genuine, intentional, and transformative?

Week 14

General: How to Unsettle Settler-Colonial Education

Discussion: What does decolonial praxis look like in education? What does it mean to be meaningful in your praxis? What does the future of this area of study look like?

PEER REVIEWS ARE DUE

THINGS TO COMPLETE BEFORE THE FIRST CLASS SESSION OF THIS WEEK:

- Read, “Indigenous Knowledges to Transform Public Education,” by Anthony Craig and Chelsea Craig
    - Craig, A. B., & Craig, C. M. (2022). Indigenous knowledges to transform public education. In *Unsettling Settler-Colonial Education* (pp. 26-36). Teachers College Press
- Read, “Indigenous Teacher Education: Reflections of Pathway-Making Through Primarily White Institutions Toward Indigenous Futures,” by Tahlia Natachu, Cornel Pewewardy, and Anna Lees
    - Natachu, T., Pewewardy, C., & Lees, A. (2022). Indigenous teacher education: reflections of pathway-making through primarily white institutions toward Indigenous futures. In *Unsettling Settler-Colonial Education* (pp. 77-88). Teachers College Press
- Read, “Transformative Praxis in Higher Education,” by Hyuny Clark-Shim
    - Clark-Shim, H. (2022). Transformative praxis in higher education. In *Unsettling Settler-Colonial Education* (pp. 122-134). Teachers College Press
- Read, “Resistance and Survivance for Indigenous Educational Leadership: Applying the Transformational Indigenous Praxis Model to Support Educational Self-Determination,” by Hollie Mackey, Sashay Schettler, and Melissa Cournia
    - Mackey, H. J, Schettler, S., & Cournia, M. (2022) Resistance and survivance for Indigenous educational leadership: applying the transformational Indigenous praxis model to support educational self-determination. In *Unsettling Settler-Colonial Education* (pp. 146-155). Teachers College Press.
- Answer Reflexivity Prompt: What is decolonial praxis? Out of all of these readings which method of praxis stood out to you the most? Why? What is your suggestion to decolonize settler-colonial education?

Week 15

General: Writing Day

THERE WILL BE NO ASSIGNED READINGS, REFLEXIVITY ACTIVITIES, OR FACILITATION ASSIGNMENTS THIS WEEK. USE THE TIME TO WORK ON YOUR FINAL DRAFT AND SELF ASSESSMENT

Week 16

TERM PAPER DUE

SELF ASSESSMENT DUE