

EFND 8450 CULTURAL POLITICS OF POST-COLONIAL EDUCATION

SPRING Semester 2005

Call # 34-208

Class Meets: 625 Aderhold Hall, Tuesdays, 5:00-7:45pm

Instructor:

Dr. Diane Brook Napier

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Are you interested in international education, development, and the post-colonial world?

This Course is designed to introduce students to the field of post-colonial studies, offering an international and comparative perspective on the manner in which education cultural forms and practices can be considered in precolonial, colonial, and postcolonial contexts. How was, and is, education used for ideological purposes (power and control); production, control, and dissemination of knowledge; and development (national, regional, local)? Classic writings on the cultural politics of education in independent countries or post-colonial states are reviewed. What are the intersections between race, class, & gender and their relationships with power in educational contexts within particular societies, systems, and structures? What elements of identity (personal, group, national, etc.) pervade development in post-colonial states & developing countries, and in developed countries with indigenous and immigrant populations?

- **Introduction to the field of postcolonial studies** Hybridity; Ethnicity and Indigeneity.
- **The Colonizer and the Colonized, historical perspective on precolonial, colonial, and postcolonial worlds:** experiences from countries and settings worldwide.
- **Education for cultural reproduction and oppression, or for liberation?**
- **Cultural, Political, and National Resistance:** Nationalism and other aspects of postcolonial educational transformation in different countries; resistance as reflected in music, literature, art, etc.
- **Postcolonialism, Feminism, Education, and other aspects of development.**
- **Internal Colonialism, Slavery, Racism, and Domination:** the Native American experience, other indigenous peoples and their plight
- **Race, identity, language, culture, history, and place:** as reflected in music, art, and other expressions of identity.

Participants are encouraged to select projects complementing their own programs and

interests. Activities include presentations, lectures, readings, video/slide presentations, and website visits

EFND 8450 Cultural Politics of Postcolonial Education Napier: Spring 2005

Instructor:

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Class Meetings: 625 Aderhold Hall, Tuesdays, 5:00-7:45pm

Office Hours/meetings: By appointment

Purpose of the Course, Overview:

The course focuses on issues related to international education, development, and the post-colonial world. It is designed to introduce students to the field of post-colonial studies, offering an international and comparative perspective on the manner in which education, cultural forms, and practices can be considered in precolonial, colonial, and postcolonial contexts. How was, and is, education used for ideological purposes (power and control); production, control, and dissemination of knowledge; and development (national, regional, local)? Classic writings on the cultural politics of education in independent countries or post-colonial states are reviewed. What are the intersections between race, class, & gender and their relationships with power in educational contexts within particular societies, systems, and structures? What elements of identity (personal, group, national, etc.) pervade development in post-colonial states & developing countries, and in developed countries with indigenous and immigrant populations?

Members of the class can begin to develop a critical understanding of the field, capitalize on the experiences in the course to advance their own scholarship and research, and contemplate their own experiences within particular societies, systems, and structures.

Course Objectives:

1. Develop an understanding of postcolonial theory and of the terminology (including colonialism, internal colonialism, pre-post colonialism, development, hegemony, domination, enslavement, liberation, stratification, cultural reproduction, transformation).
2. Consider the implications of colonialism and postcolonial development for the colonizer and the colonized, in a variety of sectors and contexts, historically and currently.
3. Understand the relationships linking societies' political, economic, social, and cultural practices as related to the development and use of educational systems.
4. Examine how education has been, is, and can be used as an ideological tool and how it serves as a component in reproducing or transforming aspects of society.
5. Identify and analyze the challenges associated with the decolonization of societies,

resistance and liberation movements, and the development dilemmas they invoke.

6. Develop a personal identification with the issues of postcolonialism, development, and identity formation; contemplate one's own experience within particular societies and educational systems.

Required Texts: * These are classics, originally published much earlier. Texts are available at UGA Bookstore, off-campus, or through online outlets.

1. Ashcroft, B. et al (Ed.s) (1999). *The Postcolonial Studies Reader*. Routledge. ISBN 0-415-09622-7 paperback
2. Memmi, A. (1991). *The Colonizer and the Colonized*. * Beacon. ISBN 0-870-0297-6 paperback
3. Achebe, C. (1995). *Things Fall Apart**. Doubleday. ISBN 0-385-47454-7 paperback
4. Freire, P. (2000). *Pedagogy of the Oppressed**. Continuum. ISBN 0-8264-1276-9 paperback.

Additional Readings & Sources: an integral part of the course material.

- Additional readings (articles) will be distributed in class addressing key topics (see list of Topics).
- Consult professional journals in the field for articles, ex. Comparative Education Review, Comparative Education, International Journal of Development in Education, etc. Many sources are now downloadable from online sites.
- Consult reputable websites on education systems (official agencies), key topics, etc.

Activities:

Since this is a doctoral level seminar class much of the time in class meetings will be focused on analysis and discussion of the readings with participants' own interpretations, critiques, and observations. We will also focus on other forms of input such as music, visuals, and online sources that offer rich insights into topics and subtopics in this course. Members of the class are urged to contribute their own interests and projects, to maximize experience and exposure in the course for all participants.

Expectations/ Assignments:

1. Member of this seminar class are expected to take an active role by participating in discussions and presenting material from the readings, other sources, and from pertinent experience. Regular class attendance and preparation are essential.
2. Sign up for readings, lead the group discussion on the key features and issues in these readings, provide an overview or framework to facilitate the discussions.
3. Select a book in the field of postcolonial studies; write a critical review of the book; and present it to the class as a contribution to the overall content of the course.
4. By midterm, identify an appropriate research topic for the end of semester paper, submit a working outline (2-3 pages) for the final paper and documentation of your online searching for sources. Ideally, your topic should build on your dissertation research focus, your work in pertinent prior courses such as EFND 7010 Comparative & International Education, or on

application of the course to your own field of practice.

5. Presentation to class and submission of final research paper (20-30 pages) on your selected topic, including an in-depth analysis employing elements of postcolonial theory.

Grade:

The grade for the course will be determined as follows:

1.	Attendance and participation in class discussions	10%
2.	Leading class discussions on readings (book, chapters, articles)	10%
3.	Midterm research paper outline & search results	20%
4.	Book review and presentation to class	25%
5.	Final research paper and presentation to class	35%
	Total:	100%

Tentative List of Topics and Related Readings:

- **Introduction and overview of the field of postcolonial studies. Key concepts and considerations for the course as a whole.** *Ashcroft*, Preface, General Introduction, Parts I – IV; Part VI Hybridity; Part VII Ethnicity and Indigeneity. *Case Study*: Edward Said on "*Orientalism*".

----- all to read introductory sections; sign up for readings below-----

- **The Colonizer and the Colonized, historical perspective on precolonial, colonial, and postcolonial worlds** *Memmi*, whole text; *Ashcroft* Part XIV Production and Consumption; *Achebe*, whole text. *Case Study*: *South African* schools, squatter camps, communities in flux.

- **Education for cultural reproduction and oppression, or for liberation?** *Ashcroft*, Part XIII Education; *Freire*, whole text; selected examples and cases; liberation music and its role in different countries.

- **Cultural, Political, and National Resistance:** *Ashcroft*, Part V Nationalism; *other readings* on postcolonial educational transformation in different countries; resistance as reflected in music, literature, art, etc. *Case Study*: *Cuba*: postcolonial development in education, health, community development/restoration; socialism.

- **BOOK REVIEW PRESENTATIONS AROUND MIDTERM**

- **Postcolonialism, Feminism, Education** *Ashcroft* Part VIII Feminism and postcolonialism; Chaudhry, L. (1997) QSE article *Researching "my people," researching myself; fragments of a reflexive tale* QSE 10(4); 441-453.

- **Internal Colonialism, Slavery, Racism, and Domination** *Ashcroft*, various sections; additional/alternative readings. "Black Indians" *Video*.

- **Race, identity, language, culture, history, place:** *Ashcroft* Part IX Language; additional

readings on language; Part X The Body & Performance / Part XI History / Part XII Place; music, art, and other expressions of identity.

Miscellaneous:

- # Consider yourself and other class members as part of a close-knit group
 - # Clear all topics with instructor, work in consultation--throughout
 - # Work alone; "legitimate" assistance is that from instructor only
 - # Due dates to be confirmed in class, by agreement & as feasible
 - !! Attend all sessions, notify instructor in advance of excusable absences, non-attendance will compromise your grade (see above).
- PLEASE!** No food, caps or hats in class

Academic Honesty Policy at UGA:

There will be strict adherence to the University of Georgia Academic Honesty Policy in this course. All members of the class are required to familiarize themselves with the specifics of this policy, and to adhere to the Honor Code: ***"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."***

You will be asked to sign an Honor Pledge when submitting your work. Please read and review the stipulations of the Honesty Policy on the website www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Key Dates: 14 class meetings

- **Tuesday January 11** **First class of this course**
- Monday January 17 MLK Day holiday
- Tuesday January 18 Drop/Add ends
- **1/18, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1, 3/8** **Normal classes**
- Thursday March 3 Midterm
- Tuesday March 8 Midpoint w/wf withdrawal deadline
- *Sat. March 12 - Sun 20* *Spring Break: NO CLASS*
- *Tuesday March 22* *Dr. Napier at CIES Stanford: NO CLASS*
- **Tuesday March 29** **Class resumes**
- **Tues, April 5, 12** **Normal class meetings**
- **SATURDAY April 16** **DINNER @ DR. Napier's house**
- **Tues, April 19/ 26** **Last 2 Classes: Final Presentations**
- **April 28- May 10** **Dr. Napier in Egypt***
- Tuesday May 3 Reading Day
- Wed. May 4 - Tues 5/10 Exam week
- **Tuesday May 10** ***End of Semester Papers DUE**

- Friday May 13

Grades Due