

EFND 8450 CULTURAL POLITICS OF POST-COLONIAL EDUCATION

Fall Semester 2007

Call # 33-396

Class Meets: Thursdays 5:00-7:45pm, 113 Rivers Crossing

Instructor:

Dr. Diane Brook Napier

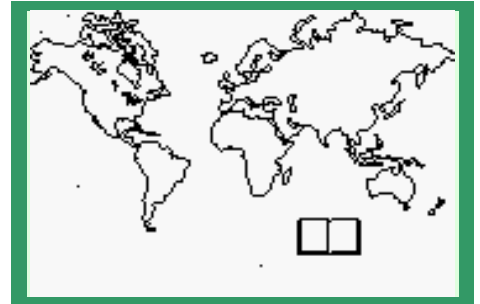
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Purpose of the Course, Overview:

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 pre-colonial, colonial, and post-colonial 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 of postcolonial studies (and related fields such as comparative and international education and human resources development), 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 post-colonial theory and of the terminology in the field of post-colonial studies (including colonialism, internal colonialism, pre-post colonialism, development, hegemony/counter-hegemony, domination, enslavement, hybridity, ethnicity, indigeneity, resistance/insurgency, liberation, stratification, cultural reproduction, transformation, etc.).
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 (including relationships and conceptions of identity, indigeneity, hybridity, duality, authenticity, mimicry, self/other, Orientalism, etc.).
3. Explore dimensions of Empire – and imperialistic thinking – and the ramifications for people with regard to education, economic activities, religion, and other human activities.

4. Examine the features of Internal Colonialism in the USA and other developed countries, regarding indigenous and minority populations and issues of discrimination, unequal treatment, and differential development.
5. Understand the relationships linking societies' political, economic, social, and cultural practices as related to the development and use of educational systems within the broader sphere of human resources development (that includes housing, healthcare, water supply, labor sectors).
6. 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.
7. Identify and analyze the features of resistance and liberation movements, the challenges associated with the decolonization of societies, and the development dilemmas they invoke, particularly in the contemporary world and in regard to globalization.
8. Develop a personal identification with the issues of post-colonialism, development, and identity formation; contemplate one's own experience within particular societies and educational systems.
9. Apply insights and experiences from this course to your own theoretical perspective for your own research, as appropriate.

Required Texts: * These are classics, originally published much earlier.

1. Ashcroft, B. et al (Ed.s) (2006). *The Postcolonial Studies Reader*. Routledge/Taylor & Francis. 2nd edition. ISBN 10# 0-415-34565-0 paperback. **IN UGA BOOKSTORE This book is an anthology of short excerpts, pieces: sign up for three excerpts, one in each section (see topics list, distributed in class).**
2. Memmi, A. (2003). *The Colonizer and the Colonized*. * ISBN 10# 1844070409 paperback. Earthscan publications, 4Rev Ed. **IN UGA BOOKSTORE ALL to read whole text. (See also Memmi (2006) text, below)**
3. **Memmi, A. (2006). Decolonization and the Decolonized. Un. of Minnesota Press. ISBN 10# 0816647356....ORDER VIA AMAZON, WITH MEMMI 2003**
4. Achebe, C. (1995). *Things Fall Apart**. Doubleday. ISBN 0-385-47454-7 paperback. **IN UGA BOOKSTORE ALL to read whole text.**
5. Freire, P. (2000). *Pedagogy of the Oppressed**. Continuum. ISBN 0-8264-1276-9 paperback. **In UGA BOOKSTORE. ALL to read whole text.**

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

Numerous additional "bedtime readings" will be distributed in class addressing key topics. Please consider these integral to the course, and required reading. For your own projects, consult professional journals for articles, ex. Comparative Education Review, Comparative Education, International Journal of Educational Development, Journal of Third World Studies, Journal of Modern African Studies, etc. Consult sources from a variety of Institutes or Centers focusing on developing world issues in education and related fields (most have regional focus, ex. Middle East, Arab states, sub-Saharan Africa, Latin America/Caribbean. Consult reputable websites on education systems (official agencies), international organizations, global agencies, etc.

Activities:

Since this is a doctoral level seminar class, much of the time in class meetings will be focused on critique, analysis, and discussion of the readings with participants' own interpretations and

observations. We will also focus on other forms of input such as music, video, visual field trips, and websites that offer rich insights into topics and subtopics in this course. Members of the class are urged to contribute their *own* perspectives to maximize the experience for all participants.

Expectations/ Assignments:

Members of the class are expected to take an active role by participating in discussions and presenting material from the readings, other sources, and from pertinent experience.

1. Regular **class attendance, participation, and preparation** are essential. **Sign up for readings (min. of three selections in Ashcroft reader), lead the group discussion** on the key features and issues in these readings, **provide a ½ to 1 page overview or framework** to facilitate the discussions (20%).
2. Select a book (anthology, biography, historical account, or other pertinent to the content of the course and to your interest); write a **critical review of the book** and present an abbreviated overview to the class, with a **one page overview (10%)**; **submit a text review (2500 words max.) (15%)**.
3. 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 thesis/dissertation research focus, your work in pertinent prior courses, or on application of this course to your own field of practice (15%).
4. **Summary presentation to class (power point or other) (15%) and final research paper (20-30 pages of text + appendices, figures, references)(25%)** on your selected topic, *including an in-depth analysis employing elements of postcolonial theory*.
- 5.

Examination? In this doctoral level seminar class, there will be NO examination. *Focus your energy and time intensely on the class discussions and overviews, and on application of the material from the class to your own research and/or practice, AND on your written assignments and associated presentations.*

Grade:

Attendance, participation, chapter excerpts overview + presentations	20%
Book review presentation to class (10%) + 2500 word review (15%)	25%
Midterm research paper outline & search results	15%
Final research paper (25%) and presentation to class (15%)	40%
(plus/minus system used)	Total: 100%

Tentative List of Topics and Related Readings/Activities:

- **For the Ashcroft reader, all members of the class need to read the Preface, General Introduction, Introduction to the 2nd Edition, and Part 1 Issues and Debates, as well as the Introduction sections at the beginning of Parts 2-19.**
- **Then, sign up for a minimum of 3 excerpts, one in each of the SETS of topics (to be distributed in second class meeting).**
- **All members of the class need to read the whole text of Memmi, Achebe, Freire, and all bedtime readings distributed in class.**

Class 1: Drop/Add, **Introduction of the course** (syllabus, books, projects, activities), roll check.

Classes 2 & 3:

Introduction and overview of the field of postcolonial studies.

- Key concepts and considerations for the course as a whole. **All to Read:** *Ashcroft*, Preface, General Introduction, Introduction to 2nd Edition, Part 1: Issues & Debates (10 small pieces)
- Case Study: Symbols of Nationhood: new icons, identity, symbolism.
- Case Study: Edward Said on "*Orientalism*". *Video*.

Class 4:

Dr. Napier in Sarajevo, class will not meet. Instead: read all of Memmi, both texts, be ready for discussion in class 5.

Classes 5, 6, 7, 8:

Relationships between the colonizer and the colonized, identity nationalism and post-colonial development/independence, resistance and contestation, hegemony/counter-hegemony.

- **Memmi Texts:** The Colonizer and the Colonized, historical perspective on precolonial, colonial, and postcolonial worlds *Memmi*, whole text, *Memmi: Decolonization and the Decolonized* (update text).
- Case Study: Rigoberta Menchu Tum... issues of authenticity, representation, and voice.
- **Ashcroft selections and presentations SET # ONE:** Part 2 Universality and Difference; Part 3 Representation & Resistance, Part 5 Hybridity, Part 6 Indigeneity, Part 7 Ethnicity, Part 8 Race.
- Case Study: Internal Colonialism, Slavery, Racism, and Domination "*Black Indians*"...bi- and tri-racials in the United States. *Video*.

Education for cultural reproduction and oppression, or for liberation;

- **Ashcroft selections and presentations: SET # TWO:** Part 4 Nationalism, Part 14 Education, Part 145 Production & Consumption, Part 12 History, Part 10 Language.
- Case Study: "*Africa: nationalism and independence*" (Basil Davidson video).
- **Achebe text:** *Things Fall Apart* .
- Case Study: *Mqobela*, *KZN: post-colonial/post-apartheid progress??* *Darfur*, *Palestine*, etc.
- **Freire:** Pedagogy of the oppressed.

Classes 9 and 10: Book Review Presentations, October 11 and 18.

Classes 11, 12, 13:

Post-colonialism, other forms and expressions, manifestations:

- **Ashcroft selections and presentations: SET # THREE:** Part 9 Feminism, Part 11 Body & Performance, Part 13 Place, Part 16 Diaspora, Part 17 Globalization, Part 18 Environment, Part 19 Sacred.
 - Case Study: Rwanda, DRC, Gorillas & Pygmies (post-colonial realities)
 - Case Study: South-South Collaborations for post-colonial development (Cuba & S.Africa).
 - Case Study: Jordan, "artificial" post-colonial state.
 - Power point example: Hottentot Venus
 - Liberation music and its role in different countries.
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Classes 14 and 15 (Nov. 29 and Dec, 6) Final Project Presentations.

Miscellaneous:

- Consider yourself and other class members as part of a close-knit group
- Clear all topics with instructor, work in consultation—throughout
- Work with another student on the same topic? Confer with Dr. D. on this.
- Work alone; "legitimate" assistance is that from instructor only
- Due dates to be confirmed in class, by agreement & as feasible
- !! Attend all sessions, for an excusable absence notify instructor in advance, non-attendance will compromise your grade (see above).
- **!! PLEASE!** No food, caps or hats in class; Cell phones off/vibrate
- Laptops may be used in class for taking notes ONLY, with instructor permission.

Academic Honesty Policy at UGA:

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

Note: for your book review, your honesty pledge will include stipulation that you have not reviewed the book for another course, nor have you downloaded the review from a website.

www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Key Dates: 15 class meetings

Thurs August 16	UGA classes begin <i>First class of this course</i>
Thurs 8/16- Thurs 8/23	Drop/Add
8/23 and 8/30	2 normal classes
Sept. 6	<u>NO class meeting:</u> Dr. D. in Sarajevo for World Congress
Tues Oct 9	Midterm
Fri 10/ 12	W/WF cutoff
9/13, 9/20, 9/27, 10/4	4 normal classes
10/11 and 10/18	2 normal classes: Book Review Presentations to class (classes 9 & 10)
Oct 18	Online search results and working outline due
Thurs 10/25 – Sun 10/28	Fall Break
11/1, 11/8, 11/15	3 normal classes book reviews (text paper) due 11/1 or 11/8
11/21 – Sun 11/25	Thanksgiving Break
11/29 and 12/6	Last 2 Classes: Final Presentations Course Evaluation (12/6)
Mon Dec 10– Fri Dec 14	Exam week
<u>Thurs Dec 13</u>	<u>End of Semester Papers DUE</u>
Tuesday Dec 18	Grades Due

EFND 8450 Final Project Topics, Examples, Options

- Palestinian Education: realities in Gaza, West Bank, other countries
- Post-Colonial Education in East Africa: Kenya and Tanzania compared, post-British rule
- Educational Transformation in South Africa: apartheid and post-apartheid issues and challenges
- Education in S. Korea during Japanese occupation, and after..
- Post-colonial India: Education, womens' and childrens' issues
- Explorers and empire: African explorers (Speke, Selous, Burton, Livingstone), N.Am (Lewis & Clarke)
- Native American education (USA/Canada) and boarding schools' impact on Native American women; survival strategies; treatment in textbooks
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- Black Seminoles and questions of identity
- Native Americans in Georgia: applications for teaching Ga. Studies
- Writing and teaching about Native Americans, African Americans, and "Black Indians" in the USA.
- Indigenous cultures (ex. Nuer of Sudan, Ovambo of Namibia, Australian Aborigines) and colonization; post-colonial exploitation as "curiosities"
- Mexico: colonialism and post-colonial development; relations with the USA
- Nigeria: oil production, post-colonial development, corruption
- Jamaica, Barbados, Haiti, Cuba: colonial history, contemporary development
- Diamonds: mining, blood diamonds, post-colonial exploitation
- Rwanda, Burundi: genocide and the colonial history
- Belgian Congo: the Berlin Conference, King Leopold of Belgium
- Iran/Iraq/Jordan/Egypt/Israel: British colonial rule, contemporary Islamic state
- Ireland: colonial and post-colonial language issues
- Reggae: protest and liberation music, comparisons with RAP
- Feminism: scope of issues in the post-colonial world and in scholarship
- Identity development, hybridity and indigeneity, counseling implications
- Rape as a tool of war, particularly in ethnic conflicts in post-colonial states (Congo/Zaire/DRC, Bosnia)
- Latin American development issues: Brazil, Ecuador, Venezuela
- China: Communism and Capitalism combined; Westernization
- Terrorism as resistance to globalization, capitalism and Western domination
- Cricket as a symbol of national identity in the West Indies
- Baseball, national identity, exploitation of foreign nationals in USA baseball leagues
- Portraits: Nelson Mandela, Mother Theresa, Gandhi, Leopold of Belgium
- Chagos Islands: post-colonial state
- Health issues in the developing world: post-colonial disease and disaster
- Environmental and Health issues in sub-Saharan Africa: TB, HIV/AIDS, malaria, sleeping sickness, schistosomiasis.
- Empires lost: cases in point (Britain, France, Spain, Portugal, Germany, Italy, USA)

- USA imperialism and post-colonial issues: Vietnam, Grenada, Iraq, Palestine/Israel
- Patriotic symbols and new national identity: examples from the USA, China, S. Africa

READINGS IN ASHCROFT ET AL, THE POST-COLONIAL READER:

ALL MEMBERS OF CLASS READ THE FOLLOWING

- Preface
- General Introduction
- Introduction to the 2nd Edition
- Part 1: Issues and Debates (Introduction and 10 excerpts)
- Introduction section for Parts 2 - 19 inclusive.

SIGN UP FOR THREE READINGS, MINIMUM OF ONE EXCERPT IN EACH OF THE FOLLOWING SETS. Write your name and the number of the excerpt you choose, alongside the Part/TITLE in each set.

SET ONE:

- Part 2: UNIVERSALITY AND DIFFERENCE (5 excerpts)
- Part 3: REPRESENTATION AND RESISTANCE (6 excerpts)
- Part 5: HYBRIDITY (7 excerpts)
- Part 6: INDIGENEITY (6 excerpts)
- Part 7: ETHNICITY (6 excerpts)
- Part 8: RACE (6 excerpts)

SET TWO:

- Part 4: NATIONALISM (6 excerpts)
- Part 14: EDUCATION (7 excerpts)
- Part 15: PRODUCTION AND CONSUMPTION (6 excerpts)
- Part 12: HISTORY (6 excerpts)
- Part 10: LANGUAGE (7 excerpts)

SET THREE:

- Part 9: FEMINISM (6 excerpts)
- Part 11: THE BODY AND PERFORMANCE (7 excerpts)
- Part 13: PLACE (6 excerpts)
- Part 16: DIASPORA (7 excerpts)

- Part 17: GLOBALIZATION (6 excerpts)
- Part 18: ENVIRONMENT (6 excerpts)
- Part 19: THE SACRED (6 excerpts)