

Education Sociology Seminar: Postcolonial and Decolonial Thinking in Education (MA/PhD)
Department of Education, 3 credits
Thursdays 14:00-16:50
Classroom: 9-224



SEOUL
NATIONAL
UNIVERSITY

Instructor

Dr. Kevin Kester

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Office Hours & Location

11-403
Office hours: Thurs 12:00-14:00
Drop-by or email for appointment

General Information

This course will explore key readings in postcolonial and decolonial theory and apply these theories to educational practice. Case studies of recent decolonial movements in Hong Kong, South Africa and the UK will be discussed. Students will use the theories to rethink their ongoing research projects and consider the implications for educational theory and practice more generally.

Teaching Methods

This course involves student-directed learning and lecturer-student supervisions. Students are expected to complete readings outside of class and to bring questions to class for discussion. Students will also present chapters to each other to facilitate student-led learning. The focus is on greater teacher-student and student-student interaction to enhance students' knowledge and skills in educational sociology. The course will enhance students' knowledge of educational content, pedagogy, and educational issues and debates in the intersectional fields of educational sociology and decolonial thinking.

Course Goals and Learning Outcomes

In this course, students will:

- Review theories and praxis on decolonizing knowledge production and consumption;
- Apply postcolonial and decolonial theory to specific cases and educational contexts;
- Generate discussions about the realities that Korean-based scholars face as they seek to research and teach differently;
- Provide time for educators to brainstorm decolonial responses to the various challenges faced in creating equitable teaching and learning, research partnerships, and scholarly output.

Course Requirements & Grading

Students are expected to attend and actively participate in all class meetings and complete all readings and assignments carefully and thoughtfully.

Component	Weight
Attendance/Active Participation in Class & Chapter Presentation	30%
Mid-Term Draft Paper	30%
Final Paper	40%

The professor will introduce the expected assignments and due dates for the course the first week. In consultation with students the final assessment procedure may change. This will be decided in a participatory democratic way.

Evaluations

In this course, there will be three evaluations: attendance/participation/chapter facilitation, a mid-term draft paper, and a final paper.

Attendance/Participation & Chapter Facilitation (30%) – Class attendance and participation is an expected component of university study. Participation in class and preparation for sessions will be reflected in the class discussions and assignments. As such, 30% of the course grade has been allotted to attendance/participation (10) and the chapter presentation (20). Student groups will present a selected chapter from the course readings on the day assigned. The presentation should overview the chapter and present its main findings, as well as offer critiques of the chapter and synthesize with previously learned material from the class. Students should additionally bring questions to facilitate a dialogue with classmates concerning the chapter. These presentations will be graded during the assigned week.

Mid-Term Draft Paper (30%) – The mid-term draft paper should provide an introduction to the topic and guiding questions the student is attempting to answer in the application of postcolonial and decolonial theory to the topic of the student's choice. The draft paper should be 1500 words excluding references, e.g., 6 pages double-spaced Times New Roman 12pt font. This draft paper sets the foundation for the final paper. Grades for the draft paper will be assigned after mid-term.

Final Paper (40%) – Students will write a final paper on a relevant topic of their choosing. The paper must integrate themes/findings from *at least 5* of the course readings completed during the semester with proper referencing. The papers should include at least 4 parts: 1) a background to the topic and indication of why it is important, particularly to be reviewed from a post/de-colonial perspective; 2) a review/synthesis of the known relevant literature (drawn from the literature covered in the class as well as other sources); 3) critiques and limitations of the existing literature; and 4) a reflection on how the topic and known research areas apply to the student's current/prospective research. In total, the paper should be approximately 4000 words (building on the mid-term draft paper) excluding references, e.g., 12-15 pages double-spaced Times New Roman 12pt font. It is expected that the final paper will be of near publishable quality. Grades for the paper will be assigned at the end of term.

Course Materials

Course Texts

All students are expected to read passages from these course books, as well as the articles listed in the course schedule. Students should buy these books within the first week of class. The course discussions, article reviews, and presentations will be developed around these texts:

Required:

- Raewyn Connell (2007). *Southern Theory: Southern Science and the Global Dynamics of Knowledge*. Cambridge, UK: Polity.
- Kuan-Hsing Chen (2010). *Asia as Method: Toward Deimperialization*. Durham, NC: Duke University Press.

Optional:

- Marie Battiste (2013). *Decolonizing Education: Nourishing the Learning Spirit*. Saskatoon, Canada: Purich.
- Boaventura de Sousa Santos (2014). *Epistemologies of the South: Justice Against Epistemicide*. London: Routledge.
- Hongzhi Zhong, Philip W. K. Chan, & Jane Kenway (2015). *Asia as Method in Education Studies: A Defiant Research Imagination*. London: Routledge.

- Sandy Grande (2015). *Red Pedagogy: Native American Social and Political Thought*. Lanham, MD: Rowman & Littlefield.
- Boaventura de Sousa Santos (2018). *The End of the Cognitive Empire: The Coming Age of Epistemologies of the South*. Durham, NC: Duke University Press.
- Walter Mignolo & Catherine Walsh (2018). *On Decoloniality: Concepts, Analytics, Praxis*. Durham, NC: Duke University Press

Course Expectations & Guidelines

1. Academic Integrity

Students are expected to produce their own work and, when using the work of others, include clear citations. Failure to properly cite or attribute the work of others will impact your grade, including a partial loss of points on particular projects or a failure of the class. References should also be provided for presentation materials, such as when students present their mid-term case study.

2. Student Special Needs

If a student has a condition that impacts their classroom learning (such as a hearing disability), they should discuss special arrangements with the professor. A note from the departmental office may be required.

3. Attendance and Class Participation

It is the student's responsibility to attend class, and to inform their department in the event of excused absences. Students should come to class having read the required readings and be prepared to participate in discussion and activities. Active participation is integral to collaborative learning in the course.

4. Student Use of Mobile Devices in the Classroom

In general, mobile phones should NOT be used in this course. Occasionally, the instructor may allow students to use mobile devices for research purposes, provided they are not used excessively or disruptively, but for the most part mobile devices should be turned off during class. This is to facilitate better engagement and learning during the course.

5. Additional Course Policies

This course is based around your responsible preparation and use of class time, both for lectures and small and large group projects. It is assumed at the outset that you will use this time well. If you need extra assistance, please visit the professor.

Some Useful Journals and Websites for Sociology of Education Debates

- British Journal of Sociology of Education: <https://www.tandfonline.com/journals/cbse20>
- Connected Sociologies: <https://www.connectedsociologies.org/curriculum/>
- Critical Studies in Education: <https://www.tandfonline.com/journals/rcse20>
- Decolonise Sociology at Cambridge: <https://decolonisesociology.com/category/resources/>
- Discourse: Studies in the Cultural Politics of Education: <https://www.tandfonline.com/journals/cdis20>
- Educational Philosophy and Theory: <https://www.tandfonline.com/journals/rept20>
- Global Social Theory: <https://globalsocialtheory.org/>
- Globalisation, Societies and Education: <https://www.tandfonline.com/journals/cgse20>
- International Studies in Sociology of Education: <https://www.tandfonline.com/journals/riss20>
- Pedagogy, Culture and Society: <https://www.tandfonline.com/journals/rpcs20>
- Race, Ethnicity and Education: <https://www.tandfonline.com/journals/cree20>
- Review of Education, Pedagogy and Cultural Studies: <https://www.tandfonline.com/journals/gred20>
- Sociology of Education: <https://journals.sagepub.com/home/soe>
- Whiteness and Education: <https://www.tandfonline.com/journals/rree20>

Course Schedule

Week	Focus	Class activities and details, daily goals
1	Introduction to Course	<p>Introductions, review course syllabus; teambuilding; introductory lecture and ideas</p> <p><i>Required reading:</i> Paul Gorski (2008), Good Intentions are Not Enough: A Decolonizing Intercultural Education Kevin Kester et al. (2020), Decolonizing Higher Education: Practical Examples from International and Intercultural Educators in Korea</p>
2	Postcolonial Thinking: Some Foundations	<p><i>Required reading:</i> Edward Said (1979), "Knowing the Oriental" in <i>Orientalism</i> Homi Bhabha (1984), "Of Mimicry and Man: The Ambivalence of Colonial Discourse" Gayatri Spivak (1988), "Can the Subaltern Speak?" in <i>Marxism and the Interpretation of Culture</i></p> <p><i>Suggested additional readings:</i> Fazal Rizvi (2007), Postcolonialism and Globalisation in Education Hamid Dabashi (2015), <i>Can Non-Europeans Think?</i> Jae-Hong Joo & Young-Chun Kim (2017), Key Themes in Post-Colonial Curriculum Studies [in Korean]</p>
3	Empire and the Creation of Social Science	<p><i>Required reading:</i> Anibal Quijano (2000), The Coloniality of Power, Eurocentrism, and Latin America Raewyn Connell (2007), <i>Southern Theory</i>, Ch 1</p> <p><i>Suggested additional readings:</i> Syed Farid Alatas (2003), Academic Dependency and the Global Division of Labor in the Social Sciences Walter D. Mignolo & Catherine Walsh (2018), <i>On Decoloniality</i>, Introduction</p>
4	Group Work	Supervision 1 for the Draft Paper. Choose a case to further research from the readings. We will discuss your cases during the supervision.
5	Some Problems with Modern Social Theory	<p><i>Required reading:</i> Raewyn Connell (2007), <i>Southern Theory</i>, Chs 2-4</p> <p><i>Suggested additional readings:</i> Peggy McIntosh (1989), White Privilege: Unpacking the Invisible Knapsack, https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf Zeus Leonardo (2004), The Color of Supremacy: Beyond the Discourse of 'White Privilege' Michael Peters (2015), Why is My Curriculum White?</p>
6	Southern Theory (Nigeria)	<p><i>Required reading:</i> Raewyn Connell (2007), <i>Southern Theory</i>, Ch 5</p> <p><i>Suggested additional readings and videos:</i> Boaventura de Sousa Santos (2007), Beyond Abyssal Thinking: From Global Lines to Ecologies of Knowledge Chimamanda Adichie (2009), The Danger of a Single Story,</p>

		http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html Awino Okech (2018), Cite African Feminists: Some Readings, https://awino-okech.medium.com/reading-list-bddc1e71f6fd
7	Southern Theory (Islam)	<i>Required reading:</i> Raewyn Connell (2007), <i>Southern Theory</i> , Ch 6 <i>Suggested additional readings:</i> Ali Shariati (online), Islamology, http://www.shariati.com/english/islam/islam1.html
8	Mid-Term	Mid-Term Discussions of Draft Papers
9	Southern Theory (Latin America)	<i>Required reading:</i> Raewyn Connell (2007), <i>Southern Theory</i> , Ch 7 <i>Suggested additional readings:</i> Walter Mignolo (2008), De-linking Ramon Grosfoguel (2012), Decolonizing Western Universalisms: Decolonial Pluriversalism from Aime Cesaire to the Zapatistas Elizabeth Sumida Huaman (2019), Comparative Indigenous Education Research (CIER): Indigenous Epistemologies and Comparative Education Methodologies
10	Southern Theory (India)	<i>Required reading:</i> Raewyn Connell (2007), <i>Southern Theory</i> , Ch 8 <i>Suggested additional readings:</i> Banu Subramaniam (2017), Recolonizing India: Troubling the Anticolonial, Decolonial, Postcolonial Arathi Sriprakash et al. (2019), The Erasures of Racism in Education and International Development: Re-Reading the 'Global Learning Crisis'
11	Decolonial Thinking and the Land	<i>Required reading:</i> Raewyn Connell (2007), <i>Southern Theory</i> , Ch 9 Eve Tuck and K. Wayne Yang (2012), Decolonization is Not a Metaphor Elizabeth Mackinlay and Katelyn Barney (2014), Unknown and Unknowing Possibilities: Transformative Learning, Social Justice, and Decolonising Pedagogy in Indigenous Australian Studies <i>Suggested additional readings:</i> Vanessa Andreotti et al. (2015), Mapping Interpretations of Decolonization in the Context of Higher Education Michalinos Zembylas (2018), Decolonial Possibilities in South African Higher Education: Reconfiguring Humanising Pedagogies as/with Decolonising Pedagogies
12	Group Work	Supervision 2 for Final Papers
13	Turning Eastward	<i>Required reading:</i> Kuan-Hsing Chen (2010), <i>Asia as Method</i> , Introduction & Ch 2 <i>Suggested additional readings:</i> Angel Lin (2012), Toward Transformation of Knowledge and Subjectivity in Curriculum Inquiry: Insights from Chen Kuan-Hsing's "Asia as Method" Jae Park (2015), Asian Education and Asia as Method

14	Asia as Method	<p><i>Required reading:</i> Kuan-Hsing Chen (2010), <i>Asia as Method</i>, Chs 4-5</p> <p><i>Suggested additional readings:</i> Hongzhi Zhong et al. (2015), <i>Asia as Method in Education Studies</i>, Introduction Kevin Kester (ed.) (2023), <i>Revisiting Asia as Method in Education Research: Toward Ontologies and Epistemologies of Difference</i> Yoonmi Lee (2019), <i>A Critical Dialogue with Asia as Method</i></p>
15	Final Presentations	Final Presentations

The instructor reserves the right to modify this schedule based on new information, extenuating circumstances, or student performance. Students will be informed before any changes, and due consideration will be given to grades and participation.

Instructor’s Bio

Kevin Kester is an Associate Professor and Director of the Education, Conflict and Peace Lab at Seoul National University’s Department of Education, Affiliated Faculty at the SNU Graduate School of International Studies and the University of Hargeisa’s Institute for Peace and Conflict Studies in Somaliland, and consultant to UNESCO’s Asia-Pacific Centre of Education for International Understanding. He researches the intersections of education, conflict and peacebuilding in local and global contexts, and the role of international organizations in attempting to foster peace through education. He is especially interested in critical theoretical perspectives on research and practice drawing on poststructural, postmodern, decolonial and posthumanist thought. He completed his PhD and postdoc at the University of Cambridge, and holds a PGCE from Columbia University, an MA in Education and International Development from the University of Toronto, an MA in Peace and Conflict Studies from the United Nations, and a postgraduate certificate in Global Affairs from NYU. His most recent book is *The United Nations and Higher Education: Peacebuilding, Social Justice, and Global Cooperation for the 21st Century*.