Reading list: Race, Empire and Education

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In 2019–20 I’ll be teaching part of a compulsory second year undergraduate course called “Emergence of Education Systems and Thinking” at the Faculty of Education, University of Cambridge. Here’s some of the material we’ll be discussing over the 8 lectures (organised into two blocks).

Reading lists are artifacts of teaching; they are incomplete and do not stand in for teaching itself. So if you have additional resources to suggest, please do let me know.

BLOCK 1: EDUCATION SYSTEMS AND SOCIAL ORDERS

This block of lectures explores how education systems have been used as a means of categorisation and differentiation — particularly in relation to people and knowledge. We take as a focus the relationship between race, empire and education in creating global and local social orders.

Lecture 1: Colonial-modernity and education

*In this session we examine the historical relationship between education and colonialism and assess its enduring legacies.*

Key readings:


**Additional resources:**


Schooling the World Film: https://schoolingtheworld.org/film/


**Lecture 2: Education as differentiation**

*In this session we discuss the idea of education as a ‘dividing practice’. How do education systems lead to the categorisation and differentiation of people and knowledge? What are the implications of this for social stratification and exclusion?*

**Key readings:**


**Additional resources:**


Shaun Grech & Karen Soldatic (2015) Disability and colonialism (dis)encounters and anxious intersectionalities, *Social Identities*, 21:1, 1–5 (*see other papers in this special issue for more resources*).


**Lecture 3: Knowledge, borders and curriculum**

*In this session we discuss the politics of knowledge in school curricula in relation to the contemporary bordering practices of states.*

**Key readings:**
Zara Bain (2018) Is there such a thing as ‘white ignorance’ in British education?, Ethics and Education, 13:1, 4–21


Additional resources:


Roland Sintos Coloma (2017) “We are here because you were there”: On curriculum, empire, and global migration, Curriculum Inquiry, 47:1, 92–102.


Curriculum Resources for Schools:
Lecture 4: Education gaps, debts, and reparations

In this session we reassess education ‘gaps’ to consider the possibilities for educational reparations. We discuss this in relation to recent debates about the University of Cambridge’s historical links to transatlantic slavery.

Key reading:


Additional resources:


More reports, videos, and resources available on the Runnymede Trust website:

https://www.runnymedetrust.org/currentPublications.html
On Cambridge:


https://www.theguardian.com/commentisfree/2019/may/07/cambridge-university-britain-slavery


**BLOCK 2: MODERN EDUCATIONAL THINKING**

This block of lectures explores the work of key thinkers in education. In looking to this body of thought, we grapple with the question: if education has helped create dominant social orders, can it also be used to disrupt them?

**Lecture 5: Decolonizing education**

*In this session, we discuss the idea of ‘decolonising education’ and consider how it takes meaning in different institutional contexts and disciplinary domains.*

**Key readings:**


Mahmood Mamdani (2016) Between the public intellectual and the scholar: decolonization and some post-independence initiatives in African higher education, Inter-Asia Cultural Studies, 17:1, 68–83

*Please also identify and read texts written about decolonising your specific sub-field/discipline — e.g. psychology, arts/English, international development. We will be discussing these during the session.*

**Additional resources:**


**Media resources:**


https://www.theguardian.com/uk-news/2016/mar/16/the-real-meaning-of-rhodes-must-fall


**Lecture 6: Black feminisms**

*In this session we explore the contributions of black feminist theory and practice to resistance and renewal in education.*

**Key readings:**


- Forward by Lola Okolosie

- Introduction: the ties that bind

- Chapter 2: Learning to Resist: Black Women and Education


- Preface and Introduction by Reni Eddo-Lodge and Sara Ahmed.

- The Master’s Tools Will Never Dismantle The Master’s House

**Additional resources:**


- Chapter 8: Towards a revolutionary feminist pedagogy

- Chapter 14: Pedagogy and Political Commitment.


**Lecture 7: Indigenous knowledges and refusal**

*In this session we discuss how Indigenous knowledges and pedagogies refuse settler colonial projects of education as assimilation and replacement, offering vital theory for education*
studies.

**Key readings:**


**Additional resources:**


**Lecture 8: Learning, solidarity, and social change**

*In this session we identify the educational theories and practices of social movements to discuss what learning is and what it is for.*

**Key readings:**

- Introduction: History’s schools. Past struggles and present realities.

- For additional resources, and specific case studies, see other chapters in this book.


Additional resources:


- Chapter 3: Non-formal and informal learning in activism.


Examine social movements, past and present, local and transnational, to consider the knowledge and pedagogies, involved.