Philosophy of Education

Monsoon 2021 Semester (Aug - Dec 2021)
Homi Bhabha Center for Science Education
Tata Institute of Fundamental Research, Mumbai, India.

Instructor Information

Tathagata Sengupta
Reader, Homi Bhabha Center for Science Education
Tata Institute of Fundamental Research, Mumbai, India

tathagata @ hbcse . tifr . res . in (or tsengupta @ gmail . com for attachments and googleDocs)

[Ayush Gupta](#) ([Pronouns](#): [they/them/theirs](#) or [he/him/his](#))
Associate Professor, Homi Bhabha Center for Science Education
Tata Institute of Fundamental Research, Mumbai, India.

ayush @ hbcse . tifr . res . in (or ayush . hbcse @ gmail . com for attachments and googleDocs)

Course Timings

Weekly Meeting Time: Mondays and Thursdays 11am-1pm
Start Date: August 23, 2021

Individual Meeting time for Ayush: https://ayushthey.youcanbook.me or via email. One hour of out-of-class "office" hour, TBD
Individual Meeting time for Tathagata: One hour of out-of-class "office" hour, TBD

Introduction

In this course, we depart from the usual survey of writings on philosophy of education. Instead, we aim to engage students to refine their own philosophies of education, scaffolded by discussions and project work centered on two connected foci: (1) decolonization and (2) feminist perspectives in education.

De-colonization, in this context refers to the multiple lines of thought that have emerged from indigenous scholars (in many parts of the world) resisting historical and ongoing settler colonialism that their tribes, communities, cultures are subject to by the people, institutions and communities in positions of dominance, as well as scholarship that attends to and resists the eurocentric colonization project of the last few centuries. These lines of scholarship have deep implications for what education can and should mean. We will explore these meanings.

By feminist perspectives on education, we mean the lines of reasoning that challenge the assumptions, values, and ways of knowing and learning bounded within broadly patriarchal systems and institutions. We will explore feminist perspectives generated within Indian as well as non-Indian contexts.

Course Goals

These are some starting thoughts on what we might want to collectively get out of the course.

- Forming an inclusive community in the course
- Connecting life and research: seeing connections between what you read/learn in the course and the discourses you are a part of in non-research/non-academic settings
- Developing familiarity with research on de/colonial and feminist perspectives in education
- Building practical skills for noticing how philosophy, policy, and research intertwine (often in 'hidden ways')
- Refining Communication Skills for presenting analysis in written/oral forms

Assignments

1. **Class Notes:** Each student would be asked to take up responsibility for class notes for 1 week during the semester. You will be asked to write a short summary of the discussion that took place in the class, add a brief reflection, fine tune the details for the follow-up meeting in the week, and upload that to the course website for shared access to course participants.
2. **Rolling Assignment - 'My philosophy of education'**:
   a. **Before the first day of class,** we will ask you to write a **short essay** that integrates the following themes: (i) your philosophy of education (ii) how is your philosophy of education embodied in some concrete project (could be your PhD project, field work, or something else) that you have done, or are doing, or are planning to do.
   b. **During the first week**, we will ask you to make a **short 10-min presentation** on your essay, so you can get feedback on your thinking and we all get to warm up to each others' thoughts and ideas.
   c. **You are expected to continually revise and update** your original write-up through the semester as the discussions and readings progress. **3 months into the course** you will have to present a revised version of your essay and conduct discussions on it with the rest of the class.
   d. **At the end of the semester**, you would submit the final **revised essay** -- your revision should demonstrate deeper integration of philosophy and action and incorporate appropriate literature from philosophy of education (we will help, of course).
3. **Unearthing the hidden philosophies:** We will share a few educational project designs/policy proposals with you. Choose 1 and engage in critical analysis of the

proposal to uncover hidden values and ideologies in the project and show how they are supported, challenged, or sidestepped by the ideas from the class.

Grading

	Item	%	Description
Contribution to Class: 50%	Class Contributions	10%	Scales from coming to class having read the assigned readings to making *meaningful* contributions to class discussions.
	Class Culture	20%	Creating space for others to participate, contributing to smoother communication and documentation within the small group discussions.
	Class Notes	20%	Grades based on effort, clarity, and coherence of summaries submitted.
Individual Papers: 50%	My philosophy of education	30%	Grades based on effort, clarity in writing, growth in articulating the integration of philosophy and research design, and quality of integration of literature in the final paper.
	Unearthing the hidden philosophies	20%	Grades based on effort, clarity in writing, articulation of the integration of philosophy and research design, and quality of integration of literature.

For each submission, feedback & grades would be given by *either* Tathagata or Ayush.

Technology Needs

You will need access to a laptop for course readings, assignments, and for tuning in weekly to the synchronous meeting times. For synchronous meetings, we will rely on the webinar.hbcse.tifr.res.in platform. We might additionally require you to join a course management platform such as Moodle (details TBD).

Course Outline

Part	Week	Topic	Readings (Subject to revisions)
I. Introduction to the problem	1	Introduction and initial presentations of student essays	
	2	History & Philosophy of Education in India - 'dual colonialism'	Moir & Zastoupil (2013); Pawar & Moon (2008); Suratwala (2020)
	3	'Postcolonial wound'	Kaul (2021); Ganai (2003); Shekhar (2017)
	4	Militarism, patriarchy, caste, colonialism and STEM	Vossoughi & Vakil (2018); Mahajan (2004); Subramanian (2021); Rege (2010);
	5	continued...	Federici (2004); Dalit Camera (Siddhartha Vihar Hostel report); Guru & Sarukkai (2018); Kumashiro (2000); Zavala (2016)
II. A possible way forward?	6	Critical pedagogy	Freire (2014); Hooks (2014); Weiler (1991)
II. Critic of the 'Critical': 'Forward' means what?	7	What is decolonization and anti-colonization?	Tuck & Yang (2012); Gaudry & Lorenz (2018); Fanon (1968)
	8	Colonization and the Professional Academia	Moten & Harney (2004); Doley et al; Subramanian (2021); Thomas (2020)
	9	Colonization, Feminism, and Science	Medin & Bang (2014); Kimmerer (2002), Longino (1987); Haraway (1988)
	10	Introduction to Feminist and Abolitionist Perspectives in Education	Noddings (2012); Chakravarti (2012); Federici & Caffentzis; Love (2019)
	11	Queering Education	Sumara & Davis (1999); O'Malley et al (2018) Invited Hour: Sivagami Subbaraman
V. Review	12	"My Philosophy of Education": Presentations and Class Feedback	
V. Research methods & operationalizations	13	Decolonial & Feminist Research Methods	Tallbear (2014; 2019); Patel (2015); Smith, Tuck, & Yang (2018); Boveda and Bhattacharya (2019)

	14	Policy and Philosophy	Lemke (1990); NEP-2020
	15	Concrete Education projects	
VI. Final presentations	16	Project/Assignment Presentations and Feedback	

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