

## **Types of Educational Processes Identified As "Obscuring and Ratifying Existing Power Arrangements"**

The educational processes mainly focus on obscuring and ratifying existing power arrangements. Education aims at production and transmission of knowledge in the community. People gain information while growing up or from television provide broad knowledge about them thus gains a sense of self. According to social theory, education helps people understand social structure, and they function distribution power knowledge and life chance unequally.

## **Definition of Settler *Colonialism* and How Is It Different from Other Forms of Colonialism**

According to Tuck and Yang, in their argument in "decolonization is not a metaphor," claim settler colonialism transformed the schooling and educational research conducted in the United States and settler colonial nation states. Settler colonialism from worldview point of view means knowledge and research and repackaged findings activated to rationalize and maintain unjust social structures (Tuck and Yang 3).

## **Decolonization as A Metaphor**

Decolonization as metaphor helps people to equivocate conflicting de-colonial desire thus turning decolonization to an empty sign achieved by the movement towards liberation (Tuck and Yang 7). Additionally, decolonization in settler colonial context necessitated repatriation of land

thus perceived as a problem which hardly understood. Decolonization symbolized process settler colonialism contradictory desire of decolonizing thus “settler colonialism and decolonization meant unsettling everyone. (Tuck and Yang 7).

### **Settler Colonialism as a *Structure* and Not As an *Event***

Settlers Colonialism as structure means the process of colonialism entails making the land into the property and human relationship to land by restricting to owner from his property. The settlers had the main idea of seizing and creating property rights over land. The settler had sought to control space, resource, and people (Tuck and Yang 5). The goal of colonialism system was extending their dominance through ensuring suppression of slaves specifically African Americans. The colonial master had strict policies that protected their interests and exploitation of the natives Americans. One can argue settler colonialism deliberately created the idea of slavery to establish social stratification based on the influential and wealthy class (Tuck and Yang 12). For instance, the settler colonialist supported racialization of the native Americans and all African Americans in the United States to pave way ascendance of white settlers to assume land as true and rightful owners. Evidence-based on mythologies of society claim that white from Europe settled in the United States thus are the first people who initially developed the land. Additionally, the social structure established presumed aboriginal people never existed or were absorbed by invaders.

### **How Red Pedagogy Problematize Capitalist Economic Systems**

According to Grande, Red Pedagogy is the idea based on native American social and political thoughts that focus on establishing transcultural and transnational ties (250). Pedagogy

idea affects interaction, policies affecting economies due to unfair competitions in the market due to the absence of regulations.

### **The relationship between Red Pedagogy and Colonization**

Pedagogy promotes education as a strategy for decolonization. Pedagogy is a compelling idea to collectively create synergy to fight back colonial empires and reclaim people's sovereign. Also, red pedagogy spearheads attaining of people's rights through democracy and indigenous sovereignty (Grande 250). Additionally, the concept of pedagogy founded on the hope that propels future changes by initiating the development of the community-based power aimed to seek responsible political and economic society. Red Pedagogy pushes collective efforts against empire to reclaim peoples' sovereignty thus ensure peace of mind and body (Grande 250).

Google Doc Annotation:

<https://drive.google.com/file/d/1B2iWoqoDCkd4Rlo-yasgQfb5x8toS9tk/view?usp=sharing>

## Work Cited

Grande, Sandy. "Red Pedagogy Chapter." *Ethical Futures in Qualitative Research: Decolonizing the Politics of Knowledge*(2016): 133.

Tuck, E., and K. W. Yang. "Decolonization: Indigeneity, Education & society." *Decolonization is not a metaphor*, 2012, pp. 1-40.