Subjugated Knowledge and Curriculum Transformation
What is a grand narrative?

“Stories that speak to the universality of human experience and suggest that all people are tied together by overarching stories of humanized science and progress.” (Cherry M. Banks, 1996, p. 49)
Subjugated knowledge

Intellectual knowledge  →  Lived experiences, popular knowledge

Textbook knowledge
Process of retrieving intellectual knowledge

- Archival work: dig up knowledge about group
- Theorize about group's experience
- Re-theorize discipline based on group’s experience
- Re-theorize epistemology in way that is centered around one's own group
- Seek connections across groups
People of African Descent: Creators, Thinkers, Builders

- Ancient Egypt, the cradle of civilization
- Other precolonial African civilizations
- Colonization and enslavement
- Building the church: The emergence of African American institutions
- Resisting the yoke of slavery
- The Harlem Renaissance
- The Civil Rights movement
- Black nationalism globally
- Creators, thinkers, and builders today
Themes in Women’s Studies

- Sex, gender, and inequality
- The private sphere vs. the public sphere; the work women do in both
- Women speaking through personal narratives and the arts
- Violence as a means of gendered control
- Women, children and poverty
- Women as diverse
- Women as activists
Disability Studies

- Critique of pervasive deficiency, medicalized perspective
- Who gets to decide what counts as normal? Biology in social context
- Voices of people with disabilities
- Poverty, human needs and human rights
- Putting leadership in the hands of disabled people
- Disability culture, identity, and power
# Models of Curriculum Transformation

<table>
<thead>
<tr>
<th>Banks</th>
<th>Sleeter &amp; Grant</th>
<th>Feminist Phase Theory</th>
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</thead>
<tbody>
<tr>
<td><strong>Curriculum helps students learn to examine and act on social justice issues through various disciplines and historically marginalized groups' knowledge.</strong></td>
<td><strong>Social Action</strong></td>
<td><strong>Multicultural Social Reconstructionist</strong></td>
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<tr>
<td><strong>Curriculum organized around major ideas in discipline or subject area, thoroughly re-worked using intellectual knowledge of multiple groups.</strong></td>
<td><strong>Transformational</strong></td>
<td><strong>Multicultural</strong></td>
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<tr>
<td><strong>Curriculum organized around experiences and intellectual work of one historically marginalized group, in depth.</strong></td>
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<td><strong>Single-Group Studies</strong></td>
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<td><strong>Compare experiences of dominant and subordinate groups in context of discipline.</strong></td>
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<td><strong>Curriculum that Includes us All</strong></td>
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<tr>
<td>Add to existing curriculum famous people, facts about historically marginalized groups.</td>
<td><strong>Additive; Contributions</strong></td>
<td><strong>&quot;Add and Stir&quot;</strong></td>
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<tr>
<td>Adaptations to help students from historically marginalized groups better understand existing curriculum.</td>
<td><strong>Human Relations</strong></td>
<td><strong>Teaching the Culturally Different</strong></td>
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<td>Curriculum before transformation</td>
<td><strong>Business as Usual</strong></td>
<td><strong>Womanless Curriculum; White curriculum; etc.</strong></td>
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