

		<p style="text-align: center;">UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS</p> <p style="text-align: center;">FACULTAD DE CIENCIAS Y EDUCACIÓN</p> <p style="text-align: center;">DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN</p> <p style="text-align: center;">DIE-UD</p>
SYLLABUS		
<p>ELT EDUCATION DOCTORAL MAJOR</p> <p>SEMINAR: TAKING STOCK ON <i>DECOLONIAL</i> OPTIONS: <i>DECOLONIAL</i> READINGS OF SOCIOCULTURAL, POSTSTRUCTURALIST AND CRITICAL THEORIES IN RELATION TO ENGLISH LANGUAGE TEACHING AND LEARNING</p>		
Academic Period: 2017 – 3	Course credits: 3	
<p>ACADEMIC AREA (<i>Select with an X where appropriate</i>):</p> <p><input checked="" type="checkbox"/> EFE Emphasis <input type="checkbox"/> EFEP Education and Pedagogy <input type="checkbox"/> EFI Research</p> <p>Research Emphases: ELT Identity, power and inequality and Second Language Teacher Education</p> <p>Research Group: Aprendizaje y Sociedad de la Información</p>		
<p>SEMINAR CONVENOR: Harold Castañeda-Peña hacastanedap@udistrital.edu.co</p>	<p>GUEST LECTURER: INSTITUTION (<i>Optional</i>): Dra Idaly Barreto Galeano Universidad Católica de Colombia</p>	
<p>ABSTRACT</p> <p>This seminar as part of the doctoral emphasis component seeks to help doctoral students to locate their own research within the tensions generated between sociocultural-poststructuralist-critical perspectives and <i>decolonial</i> options. The seminar focus will be on the two doctoral emphases of the ELT Education major: ELT, identity, power and inequality and Second language teacher education.</p>		
<p>SEMINAR DESCRIPTION</p> <p>The central idea of this seminar is to discuss the continuities, discontinuities and tensions between sociocultural-poststructuralist-critical perspectives and potential <i>decolonial</i> options to study ELT, identity, power and inequality and Second language teacher education. The outcome of the seminar should address a reflection around methodologies to research where dialogues North-South could be established if possible. This would aid to the EFI Research seminar contributing to the participants' methodological reflections and decision making for their doctoral research.</p>		
<p>SEMINAR OBJECTIVES</p>		

General objectives:

- To reflect upon continuities/discontinuities/tensions that might be found between sociocultural perspectives adopted in general education and in ELT education with *decolonial* options.
- To reflect upon continuities/discontinuities/tensions that might be found between poststructuralist theory as adopted in general education and in ELT education with *decolonial* options.
- To reflect upon continuities/discontinuities/tensions that might be found between critical theory as adopted in general education and in ELT education with *decolonial* options.

SEMINAR CONTENTS**Thematic problem 01: Sociocultural perspectives on mediation under *decolonial* lenses**

Guiding question: What continuities/discontinuities might be found between sociocultural perspectives adopted in general education and in ELT education with *decolonial* options? How do such continuities/discontinuities inform methods for *decolonial* options in ELT education?

Thematic problem 02: Poststructuralist theory under *decolonial* lenses

Guiding question: What continuities/discontinuities might be found between poststructuralist theory as adopted in general education and in ELT education with *decolonial* options? How do such continuities/discontinuities inform methods for *decolonial* options in ELT education?

Thematic problem 03: Critical theory under *decolonial* lenses

Guiding question: What continuities/discontinuities might be found between critical theory as adopted in general education and in ELT education with *decolonial* options? How do such continuities/discontinuities inform methods for *decolonial* options in ELT education?

SCHEDULE: Tuesday 2:00 pm – 6:00 pm + Two intensive seminar courses on Week 6 and Week 11 (9:00 am to 12:00 m & 2:00 pm to 6:00 pm)

ROOM Aduanilla de Paiba - TBA

SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Week 1 August 1	Taking stock on decolonial options	López-Calvo, I. (2016). "Coloniality is not over, it is all over:" Interview with Dr. Walter D. Mignolo (Nov. 2014. Part I). <i>TransModernity</i> . 175-184	
Week 2 August 8	Taking stock on decolonial options	Grosfoguel, R. (2011). Decolonizing Post-Colonial Studies and Paradigms of Political-Economy: Transmodernity, Decolonial Thinking, and Global Coloniality. <i>TransModernity</i> . 1-38	<ul style="list-style-type: none"> • Reading and discussion
Week 3 August 15	Sociocultural perspectives of mediation under decolonial lenses	"Tool and symbol in child development" in Vigotsky, L. (1978). <i>Mind in Society: Development of Higher Psychological Processes</i> . Harvard: Harvard University Press. 19-30	<ul style="list-style-type: none"> • Reading and discussion

Week 4 August 22	Sociocultural perspectives of mediation under decolonial lenses	"The development of perception and attention" & "Mastery of Memory and thinking" in Vigotsky, L. (1978). Mind in Society: Development of Higher Psychological Processes . Harvard: Harvard University Press. 31-51	<ul style="list-style-type: none"> • Reading and discussion
Week 5 August 29	Sociocultural perspectives of mediation under decolonial lenses	"Interaction between Learning and Development" in Vigotsky, L. (1978). Mind in society: Development of Higher Psychological Processes . Harvard: Harvard University Press. 79-91	<ul style="list-style-type: none"> • Reading and discussion
Week 6 Sept 5	Taking stock on decolonial options	"A manera de horizonte... De/colonialidad como necesidad para pedagogías insumisas". Medina, P. (2015). Pedagogías Insumisas: Movimientos político-pedagógicos y memorias colectivas de educaciones otras en América Latina . México: Universidad de Ciencias y Artes de Chiapas y otros, Juan Pablos Editor. Parte 4, 383-435	<ul style="list-style-type: none"> • Reading and discussion
Week 7 Sept 12	Poststructuralist theory under decolonial lenses	"Principles of poststructuralism" in Weedon, Ch. (1987). Feminist Practice & Poststructuralist Theory . Malden: Blackwell Publishing. 12-41	<ul style="list-style-type: none"> • Reading and discussion
Week 8 Sept 19	Poststructuralist theory under decolonial lenses	"Language and Subjectivity" in Weedon, Ch. (1987). Feminist Practice & Poststructuralist Theory . Malden: Blackwell Publishing. 71-103	<ul style="list-style-type: none"> • Reading and discussion
Week 9 Sept 26	Poststructuralist theory under decolonial lenses	"Discourse, Power & Resistance" in Weedon, Ch. (1987). Feminist Practice & Poststructuralist Theory . Malden: Blackwell Publishing. 104-131	<ul style="list-style-type: none"> • Reading and discussion
Week 10 Oct 3	Taking stock on decolonial options	"La educación, un campo de combate" in Zuleta, E. (1995). Educación y democracia . Corporación Tercer Milenio. Colombia. 1995. 9-47	<ul style="list-style-type: none"> • Reading and discussion
Week 11 Oct 10	Taking stock on decolonial options	"Educación y Filosofía (Conferencia)" & "La participación democrática y su relación con la educación" in Zuleta, E. (1995). Educación y democracia . Corporación Tercer Milenio. Colombia. 1995. 58-68 & 74-85	<ul style="list-style-type: none"> • Reading and discussion
Week 12 Oct 17	Critical theory under decolonial lenses	"Foundations of a Theory of Symbolic Violence" in Bourdieu, P. & Passeron, J.C. (1977). Reproduction in Education, Society and Culture . London: Sage. 1-68	<ul style="list-style-type: none"> • Reading and discussion
Week 13 Oct 24	Critical theory under decolonial lenses	"Foundations of a Theory of Symbolic Violence" in Bourdieu, P.	<ul style="list-style-type: none"> • Reading and discussion

		& Passeron, J.C. (1977). Reproduction in Education, Society and Culture . London: Sage. 1-68	
Week 14 Oct 31	Critical theory under decolonial lenses	"The literate tradition and social conservation" in Bourdieu, P. & Passeron, J.C. (1977). Reproduction in Education, Society and Culture . London: Sage. 107-140	<ul style="list-style-type: none"> • Reading and discussion
Week 15 Nov 7	Critical theory under decolonial lenses	"Dependence through independence" in Bourdieu, P. & Passeron, J.C. (1977). Reproduction in Education, Society and Culture . London: Sage. 177-220	<ul style="list-style-type: none"> • Reading and discussion
Week 16 Nov 14	Participants' oral presentation of a decolonial reading	Students' presentation	<ul style="list-style-type: none"> • Socialization activity – oral presentations

References (additional bibliography will be suggested):

Bourdieu, P. & Passeron, J.C. (1977). **Reproduction in Education, Society and Culture**. London: Sage.

Grosfoguel, R. (2011). "Decolonizing Post-Colonial Studies and Paradigms of Political-Economy: Transmodernity, Decolonial Thinking, and Global Coloniality." **TransModernity**. 1-38

López-Calvo, I. (2016). "Coloniality is not over, it is all over:" Interview with Dr. Walter D. Mignolo (Nov. 2014. Part I). **TransModernity**. 175-184

Medina, P. (2015). **Pedagogías Insumisas: Movimientos político-pedagógicos y memorias colectivas de educaciones otras en América Latina**. México: Universidad de Ciencias y Artes de Chiapas y otros, Juan Pablos Editor.

Vygotsky, L. (1978). **Mind in society: Development of Higher Psychological Processes**. Harvard: Harvard University Press

Weedon, Ch. (1987). **Feminist Practice & Poststructuralist Theory**. Malden: Blackwell Publishing.

Zuleta, E. (1995). **Educación y democracia**. Corporación Tercer Milenio. Colombia. 1995.

METHODOLOGY

This seminar will be developed through a series of discussion of readings where seminar's convenor and participants will critically de-construct dialogues North-South. There will be oral presentations and workshops.

ASSESSMENT

Participants taking this course will be required to complete the following:

- Delivering an oral presentation at the end of the seminar – 30%

- Handing in a sub-section for a *methodology* book chapter – 70%

Sources

Biblioteca Virtual Miguel de Cervantes

En http://www.cervantesvirtual.com/controladores/busqueda_avanzada_form.php

Google académico

En <http://scholar.google.es/>

Google books

En <http://books.google.es/>

Infomine

En <http://infomine.ucr.edu/>

Bases de datos y recursos electrónicos libres

En <http://132.248.9.1:8991/F/BV8EML2B3RF8PTCK2IHXQKAD3JRSPQMGICA596NJ44P6ID3SE2-01961?func=find-b-0>

Biblioteca digital hispánica

En <http://www.bne.es/es/Catalogos/BibliotecaDigitalHispanica/Inicio/>

Specialized Academic Journals

Identity: An International Journal of Theory and Research

Discourse Studies

Discourse and Society

Discourse and Communication

Assessment and evaluation in higher education

Assessment in education: Principles, policy and practice

Assessment update

Educational assessment, evaluation and accountability

Practical assessment, research and evaluation (PARE)

Language Teaching Research

Journal of language teaching and research

Language teaching

Language learning

TESOL Quarterly

Research in Language (RiL)

International Journal of Language Teaching and Research

International Journal of English Language Teaching (IJELT)

Folio – (From the Materials Development Association)

CALJ

IKALA

Forma y Función

Lenguaje

Profile

Folios

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Note: Some readings are subject to change.