

	<b>UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS</b>
	<b>FACULTAD DE CIENCIAS Y EDUCACIÓN</b>
	<b>DOCTORADO INTERINSTITUCIONAL EN EDUCACIÓN DIE-UD</b>
<b>SYLLABUS</b>	
<b>ELT EDUCATION DOCTORAL MAJOR</b>	
<b>SEMINAR:</b>	
Decolonial /Critical perspectives in ELT (II)	
<b>Academic Period:</b> 2023– 1	<b>Course credits:</b> 5
<p><b>ACADEMIC AREA</b> <i>(Select with an X where appropriate):</i></p> <p><input checked="" type="checkbox"/> <b>EFE Emphasis</b>  <input type="checkbox"/> <b>EFEP Education and Pedagogy</b>  <input type="checkbox"/> <b>EFI Research</b></p> <p><b>Research Emphases:</b> ELT Identity, power and inequality and Second Language Teacher Education</p> <p><b>Research Group:</b> <b>Aprendizaje y sociedad de la información</b></p>	
<b>SEMINAR CONVENOR:</b> Pilar Méndez (2 credits) Harold Castañeda-Peña (2 credits)	<b>GUEST LECTURER: (1 credit)</b> <b>INSTITUTION</b> <i>(Optional):</i> <b>Dr. Malba Barahona TBC</b> <b>Pontificia Universidad Católica de Chile</b>
<b>ABSTRACT</b>	
<p>This seminar is intended to continue examining critical and decolonial perspectives as epistemological frames to conduct research within the ELT emphasis at the Interinstitutional Doctoral Program. On one hand, this course will focus on contemporary critical work on education to discuss current debates on philosophy and on the other hand, the course will examine coloniality of being and knowledge in the quest for understanding the decolonial project contributions in education.</p>	
<b>SEMINAR DESCRIPTION</b>	
<p>As this second part is devoted to extent the conversation already held in the previous seminar, the poststructuralist feminist approach will be introduced to elucidate how violence works in colonial discourses of gender and identity.</p>	
<b>SEMINAR OBJECTIVES</b>	
<b>General objective:</b>	
<p>To critically examine the contributions of critical and decolonial perspectives as well as their shortcomings.</p>	
<b>Specific objectives</b>	
<ul style="list-style-type: none"> <li>● To examine the roots and philosophical distinctions of both perspectives</li> </ul>	

- To assess the relevance of critical/decolonial strategies to spot oppression/colonial situations, decrease them and resist them.

### SEMINAR CONTENTS

#### General thematic problem: CDA: developments and challenges

**Guiding question:** What are the main questions, answers and arguments of critical and decolonial perspectives?

#### Thematic problem 01: Critical Social Theory

**Guiding question:** What is critical about critical social theories?

#### Thematic problem 02: Decolonial Theory

**Guiding question:** What are the main contributions of the decolonial project? What does the decolonial project entail?

### SCHEDULE:

**Tuesdays (8:00-12:00) 4 hours' session per 12 weeks (6 weeks with professor Castañeda-Peña and 6 weeks with Professor Méndez)**

**One intensive week with Guest lecturer in May.**

**ROOM** Aduanilla de Paipa. Classroom TBA

### SEMINAR OUTLINE

DATE	TOPIC	KEY READINGS	ASSIGNMENTS
Session 1	Syllabus Introduction From critical theory to decoloniality	Jan McArthur (2022) Critical theory in a decolonial age, Educational Philosophy and Theory, 54:10, 1681-1692, DOI: <a href="https://doi.org/10.1080/00131857.2021.1934670">10.1080/00131857.2021.1934670</a>	Reading & discussion,
Session 2	Coloniality of being	Thinking through the Decolonial Turn: Post-continental Interventions in Theory, Philosophy, and Critique—An Introduction	Reading & discussion
Session 3	Coloniality of being	Nelson Maldonado-Torres ON THE COLONIALITY OF BEING Contributions to the development of a concept. Cultural Studies Vol. 21, Nos. 2 3 March/May 2007, pp. 240 270 ISSN 0950-2386 print/ISSN	Reading & discussion

		1466-4348 online – 2007 Taylor & Francis <a href="http://www.tandf.co.uk/journals">http://www.tandf.co.uk/journals</a> DOI: 10.1080/09502380601162548	
Session 4	Coloniality of being	Unsettling the Coloniality of Being/Power/Truth/Freedom Towards the Human, After Man, Its Overrepresentation—An Argument Sylvia Wynter	Reading & discussion
Session 5	Coloniality of gender	The Coloniality of Gender MARIA LUGONES <a href="https://globalstudies.trinity.duke.edu/sites/globalstudies.trinity.duke.edu/files/file-attachments/v2d2_Lugones.pdf">https://globalstudies.trinity.duke.edu/sites/globalstudies.trinity.duke.edu/files/file-attachments/v2d2_Lugones.pdf</a>	Reading & discussion
Session 6	Coloniality of gender	Heterosexualism and the Colonial / Modern Gender System María Lugones <a href="https://www.jstor.org/stable/4640051">https://www.jstor.org/stable/4640051</a>	Reading & discussion
Session 7	Critical pedagogy in a decolonial age	Reinventing Critical Pedagogy as Decolonizing Pedagogy: The Education of Empathy  Zembylas, Michalinos <i>Review of Education, Pedagogy &amp; Cultural Studies</i> , v40 n5 p404-421 2018	Reading & discussion
Session 8	Critical pedagogy in a decolonial age	Critical Pedagogy and the Decolonial Option: challenges to the inevitability of capitalism LILIA D. MONZÓ & PETER McLAREN College of Educational Studies, Chapman University, Orange, California, USA	Reading & discussion
Session 9	Decolonial project	Sousa Santos, B. (2007). Beyond Abyssal Thinking. <i>Revista Crítica de Ciências Sociais</i> , 1-33.	Reading & discussion  Identify key elements of decolonial pedagogies. Paper on Schoology
Session 10	Coloniality of knowledge	1.THE END OF THE COGNITIVE EMPIRE the coming of age of epistemologies of the south Boaventura de Sousa Santos	Reading & discussion
Session 11	Coloniality of knowledge	2.THE END OF THE COGNITIVE EMPIRE the coming of age of epistemologies of the south Boaventura de Sousa Santos	Reading & discussion
Session 12	Coloniality of knowledge	Epistemic Disobedience, Independent Thought and De-Colonial Freedom Walter D. Mignolo Theory, Culture & Society 2009 (SAGE, Los Angeles, London, New Delhi, and Singapore), Vol. 26(7–8): 1–23 DOI: 10.1177/0263276409349275	Reading & discussion

Session 13 November	Guest Professor Session	Key readings in advance to his/her visit	Reading & discussion
Session 14 November	Guest Professor Session	Key readings in advance to his/her visit	Reading & discussion
Session 15 November	Guest Professor Session	Key readings in advance to his/her visit	Reading & discussion
Session 16	Final exam	Final paper submission	

### METHODOLOGY

Seminar style classes are discussion based. It is expected that students will come to class ready to engage in a discussion. There will be hands-on activities.

### ASSESSMENT

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

- Participation in class discussion and activities – 30%
- Handing in an article-like paper – 70%

### BIBLIOGRAPHY, RESOURCES, DATABASE

Gudynas, E., & Acosta, A. (2011). The renewal of the criticism of development and harmonious coexistence as an alternative. *Utopía y Praxis Latinoamericana*, 16(53), 71–83.

Max Horkheimer. "Traditional and Critical Theory." *Critical Theory: Selected Essays*.

[https://criticaltheoryworkshop.com/wp-content/uploads/2018/03/horkheimer\\_traditional-and-critical-theory.pdf](https://criticaltheoryworkshop.com/wp-content/uploads/2018/03/horkheimer_traditional-and-critical-theory.pdf)

Mignolo, W. (2000). *Local histories/global designs: Essays on the coloniality of power, subaltern knowledges and border thinking*. Princeton: Princeton University Press.

Shenila Khoja-Moolji, "Pedagogical (Re)Encounters: Enacting a Decolonial Praxis in Teacher Professional Development in Pakistan," *Comparative Education Review* 61, no. S1 (May 2017 Supplement): S146-S170. <https://doi.org/10.1086/690298>

Smith, L.T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. New York, NY: Palgrave.

Villanueva, S. (2013). Teaching as a healing craft: Decolonizing the classroom and creating spaces of hopeful resistance through Chicano-Indigenous pedagogical praxis. *The Urban Review*, 45(1), 23–40.

Walsh, C. (2009). Interculturalidad crítica y pedagogía de-colonial: in-surgir, re-existir y re-vivir, In P. Melgarejo (Ed), Educación Intercultural en América Latina: memorias, horizontes históricos, y disyuntivas políticas. México: Universidad Pedagógica Nacional-CONACIT, editorial Plaza y Valdés. Retrieved from <http://www.saudecoletiva2012.com.br/userfiles/file/didatico03.pdf> (accessed Oct 17, 2014).

Zavala M. (2016) Decolonial Methodologies in Education. In: Peters M. (eds) Encyclopedia of Educational Philosophy and Theory. Springer, Singapore

Video:

<http://www.alanalentin.net/2019/10/16/decolonial-thought-a-lecture-for-the-institute-for-culture-and-society-key-thinkers-concepts-series/>

*Decolonial thinking* and practice. See in

<http://keywordsechoes.com/decolonial-thinking-and-practice>

Convivial thinking. See in <https://www.convivialthinking.org/index.php/works/>

Decolonial Education: our collective (hi)story(ies)

<https://www.pachaysana.org/single-post/2015/10/05/Decolonial-Education-our-collective-histories>

Decolonial International Network: <https://din.today/theory/>

Biblioteca Virtual Miguel de Cervantes

En [http://www.cervantesvirtual.com/controladores/busqueda\\_avanzada\\_form.php](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/>

USC digital library

<http://digitallibrary.usc.edu/cdm/>

Internet archive

<https://archive.org/>

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)

<https://libgen.is/>

<https://journals.sagepub.com/doi/10.1177/13540661211049491>

<https://theconversation.com/it-will-take-critical-thorough-scrutiny-to-truly-decolonise-knowledge-78477>

<http://www.dialoglobal.com/>

<https://journals.sagepub.com/doi/pdf/10.2304/pfie.2014.12.4.513>

NB: This is a preliminary syllabus, subject to change according to participants' needs.