



UNIVERSIDAD DISTRITAL
FRANCISCO JOSE DE CALDAS

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Optional Unit about the research area: Discourse Studies within Educational
Contexts
Political Discourse & Colombian Education

COURSE PROFESSOR

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ROOM

507, Edificio Posgrados

DESCRIPTION & JUSTIFICACIÓN:

This course draws on a critical tradition to study practical argumentation (i.e., political discourse) and power from a Foucaultian perspective. Such critical tradition, for this seminar is supported by Frank Fischer's discursive politics, Emery Roe's narrative approach to study politics and policies, Isabella Fairclough & Norman Fairclough's Political Critical Discourse Analysis, and John Searle's statement that social institutional reality is created and reproduced through language and provides people reasons for action, with the purpose of creating and regulating relations of power.

The Universal Declaration of Human Rights clearly states the role that education must have as one of the promoters for the respect, enjoyment and dissemination of political and moral rights¹. For its part, the Constitution of Colombia, Article 41, states that one of the fundamental objectives of education institutions is civic education and political participation². For this reason, it is necessary to promote this elective seminar to raise awareness about the importance of language in the political dimension of education in democracy, citizenship formation for all actors who participate in the educational system.

¹ "Declaración Universal de Derechos Humanos como ideal común por el que todos los pueblos y naciones deben esforzarse, a fin de que tanto los individuos como las instituciones, inspirándose constantemente en ella, promuevan, mediante la enseñanza y la educación, el respeto a estos derechos y libertades, y aseguren, por medidas progresivas de carácter nacional e internacional, su reconocimiento y aplicación universales y efectivos, tanto entre los pueblos de los Estados Miembros como entre los de los territorios colocados bajo su jurisdicción." <http://www.derechoshumanos.net/normativa/normas/1948-DeclaracionUniversal.htm> ² "ARTICULO 41° —En todas las instituciones de educación, oficiales o privadas, serán obligatorios el estudio de la Constitución y la instrucción cívica. Así mismo se fomentarán prácticas democráticas para el aprendizaje de los principios y valores de la participación ciudadana." (República de Colombia: 2009: 9).



COURSE GOALS

- 1) To examine the taken-for-granted assumptions about education and society in political discourse.
- 2) To analyze power in the voices of social actors of the Colombian education policies.
- 3) To take a critical stance on the positivization of education and its interpretation as a commodity.
- 4) To conduct a conceptual defense of education as a right.

TOPICS

The course addresses one main theme which is divided into two topics.

MAIN THEME:

The execution of symbolic power through policy making and implementation in the educational system of Colombia

TOPIC I: Language and power

TOPIC II: Political discourse analysis in education

METHODOLOGY

This elective course uses the methodology of workshop and research seminar. This means that the students are expected to study, discuss and exchange experiences of critical discourse analysis (CDA) about an even more specific topic related to Topic I & II above always finding ways to base themselves on their research experiences.

The seminar professor guides the selection of the main theme, topics, and materials with due relevance, and location in the contemporary context. The themes are developed in planned sessions in which the students will play the role of political discourse analysts, maintaining a relationship of interest and commitment to knowledge, in a climate of collaboration and active participation.



ASSESSMENT

Term	Activity/Criteria	Due date
Term I	Oral presentation about a research topic of personal interest (preferably a topic that is addressed in degree work)	March 27
	Participation & attendance	All sessions
	Reading responses	All sessions
Term II	Oral presentation showing advances in the political discourse analysis of an education project or program that is part of the Colombian education policy	April 24
	Participation & attendance	All sessions
	Reading responses	All sessions
Term III	Final oral & written report of the political discourse analysis of an education project or program that is part of the Colombian education policy	May 22 & 30
	Participation & attendance	All sessions
	Reading responses	All sessions

COURSE PLANNER			
Week	Topic	Assigned Readings	Complementary Readings
Week 1 February 13	Discussion of the Seminar Program	Course program	

<p>Week 2 February 20</p>	<p>Discussing views on discourse, discourse analysis, discourse studies, and critical discourse analysis</p>	<p>Flowerdew, J. (2013). Discourse in English language education. New York: Routledge. (Introduction) Quintero, A. Una aproximación a la fundamentación epistemológica para el estudio de la relación entre lenguaje y</p>	
		<p>poder en Marín, J. (2013) Una experiencia de investigación y escritura académica en epistemología y ciencia como proceso de formación doctoral. Bogotá: USTA. Gee, J. Critical discourse analysis: What makes it critical? In Rogers, R. (2011) An introduction to critical discourse analysis in education. New York: Routledge.</p>	
<p>Week 3 February 27</p>	<p>Enfoques discursivos para el análisis de PP PP.</p>	<p>Roth, A-N (Ed.) (2010). Enfoques para el análisis de políticas públicas. Bogotá: Universidad Nacional de Colombia. Capítulos 9 & 10 acerca del modelo de Frank Fischer</p>	<p>Fischer, F. (2010). Reframing public policy. Discursive politics of deliberative practices</p>
<p>Week 4 March 6</p>	<p>Analyzing Political Discourse: Textual analysis for social research</p>	<p>Flowerdew, J. (2013). Discourse in English language education. New York: Routledge. Chapter 2 on Systemic Functional Linguistics</p>	
<p>Week 5 March 13</p>		<p>Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 1</p>	

		Fairclough, I. & Fairclough, N. (2012). Political discourse analysis. A method for advanced students. New York: Routledge. Chapter 1	Exploration of official information on the Colombian Ministry of Education "La Revolución Educativa"
Week 6 March 20	Holiday		
Week 7 March 27	Oral presentation about a research topic of personal interest		
Week 8 April 3	Practical reasoning as political discourse (2012).	Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 5 Foucault, M. (1981). Fairclough, I. & Fairclough, N. Political discourse analysis. A method for advanced students. New York: Routledge. Chapter 2	The Order of
Week 9 April 10	Holy Week		
Week 10 April 17	Argumentation as political discourse	Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 6 Fairclough, I. & Fairclough, N. (2012). Political discourse analysis. A method for advanced students. New York: Routledge. Chapter 3	Toulmin, S.E. (1958). The uses of argument.

Week 11 April 24	Oral presentation showing advances in the political discourse analysis of an education project or program that is part of the Colombian education policy		
Week 12 May 1	Holiday		
Week 13 May 8	CDA and Social Action	Wodak, R. & Meyer, M. (2007). <i>Methods of critical discourse analysis</i> . London: Sage Publications. Chapter 7 Fairclough, I. & Fairclough, N. (2012). <i>Political discourse analysis. A method for advanced</i>	
		students. New York: Routledge. Chapter 6	
Week 14 May 15	Symbolic Power and Democracy	Bourdieu, (2003). <i>Language and symbolic power</i> . Cambridge, MA: Harvard University Press. Bourdieu, P. (Spring, 1989). <i>Social space and symbolic power</i>	Fairclough, N. (2001). <i>Language and power</i> . Harlow: Pearson Education Limited. Bartlett, T. (2014). <i>Analyzing power in language</i> . New York, NY: Routledge Bobbio, N. (2007) <i>El futuro de la democracia</i> . México: Fondo de Cultura Económica.
Week 15 May 22 Week 16 May 30	Final oral & written report of the political discourse analysis of an education project or program that is part of the Colombian education policy		

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