



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

Alvaro H. Quintero P.

Email: quinteroalvaro@yahoo.com

Mobile: 3123798911

ROOM

202, Edificio Posgrados

DESCRIPTION & JUSTIFICATION:

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 Frairclough & 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 power through policy making in the educational system of Colombia

TOPIC I: Language and power

TOPIC II: Political discourse in the Colombian education system

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.



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ASSESSMENT

Weight	Activity	Due date
10 %	Participation & attendance	All sessions
15%	Reading responses	All sessions
20%	Oral presentation I about a research topic of personal interest (preferably a topic that is addressed in degree work)	April 1
25%	Oral presentation II showing advances in the political discourse analysis of an education project or program that is part of the Colombian education policy	May 6
30%	Final written report: Political discourse analysis of an education project or program that is part of the Colombian education policy	June 3

COURSE PLANNER			
Week	Topic	Assigned Readings	Readings to expand and complement
Week 1 February 11	Discussion of the Seminar Program	Course program	
Week 2 February 18	An Orwellian view of language	Orwell, G. "El poder y la palabra"	
Week 3 February 25	Session was postponed		
Week 4 March 4	Understanding the practice of political discourse from the perspective of CDA An approximation to the analysis of a language program of the Colombian	van Dijk, T. (1997). What is political discourse analysis? Belgian Journal of Linguistics. 11(1). 11-52	Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 1 Gee, J. Critical discourse analysis: What makes it critical? In Rogers, R. (2011)

	education policy: "Colombia very well"		An introduction to critical discourse analysis in education. New York: Routledge.
Week 5 March 11	Three examples of studies that include a critical approach to political discourse	<p>Rincón, O.A. (2010). Análisis de la política educativa actual en Colombia desde la perspectiva teórica de Pierre Bourdieu. <i>Magistro</i>. 4 (8). 33-48</p> <p>Colella L., Díaz-Salazar R. (2015). El discurso de la calidad educativa: un análisis crítico. <i>Educ. Educ.</i>, 18 (2), 287-303.</p> <p>Adie, L. (2008). The hegemonic positioning of 'Smart State' policy. <i>Journal of Education Policy</i>. 23 (3). 251-264.</p>	<p>Fairclough, I. & Fairclough, N. (2012). Political discourse analysis. A method for advanced students. New York: Routledge. Chapter 1 & 2</p>
Week 6 March 18	The political and the critical in language studies	<p>Hart, C. (2005). Analysing political discourse: Toward a cognitive approach. <i>Critical Discourse Studies</i> 2 (2): 189-194.</p> <p>Reyes-Rodríguez, A. (2008). Political discourse and its sociolinguistic variables, <i>Critical Inquiry in Language Studies</i>, 5 (4), 225-242.</p> <p>Edelman, M. (1985). Political Language and Political Reality. <i>PS</i>, 18(1), 10-19.</p>	<p>Wodak, R. & Meyer, M. (2007). Methods of critical discourse analysis. London: Sage Publications. Chapter 6</p> <p>Fairclough, I. & Fairclough, N. (2012). Political discourse analysis. A method for advanced students. New York: Routledge. Chapter 3</p>
Week 7 March 25	Holiday		
Week 8 April 1	Oral presentation I: Research topic of personal interest		

Week 9 April 8	Political discourse and public policies from an argumentative approach	Camacho-Celis, M.(2011). El giro argumentativo en el análisis de políticas públicas. Una transición desde la tecnocracia a enfoques cualitativos. Aspectos generales sobre la política pública frente al desplazamiento forzado en Colombia. <i>GIGAPP Estudios/Working Papers</i> . 1-26.	Wodak, R. & Meyer, M. (2007). <i>Methods of critical discourse analysis</i> . London: Sage Publications. Chapter 5
Week 10 April 15	Holy Week		
Week 11 April 22	Rhetoric strategies and political language	Edelman, M. (1998). Language, myth, and rhetoric. <i>Society</i> . 35 (2). 131-139.	Bustos de, E. (2014). <i>Metáfora y argumentación: Teoría y práctica</i> . Madrid: Cátedra.
Week 12 April 29	Politics and power	Tejera, H. (1998). Cultura política, poder y racionalidad. <i>Alteridades</i> . 8 (16). 145-157.	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
Week 13 May 6	Oral presentation II: Advances in the political discourse analysis of an education project or program that is part of a Colombian education policy		
Week 14 May 13	Ideology and discourse I	Ortega, J.M. (1997). Sobre el desarrollo de la teoría del neocorporativismo. <i>Revista Mexicana de Sociología</i> , 59 (4). 31-45	Wodak, R. & Meyer, M. (2007). <i>Methods of critical discourse analysis</i> . London: Sage Publications. Chapter 7
Week 15	Ideology and discourse II	Springer, S. (2012). Neoliberalism as discourse:	Fairclough, I. & Fairclough, N. (2012).

May 20		between Foucauldian political economy and Marxian poststructuralism. <i>Critical Discourse Studies</i> . 9(2). 133-147.	Political discourse analysis. A method for advanced students. New York: Routledge. Chapter 6
Week 16 May 27	Propaganda	Pineda-Cachero, A. (2008). Propaganda, contrapropaganda y discurso crítico: La intención de poder como criterio diferenciador de fenómenos comunicativos de naturaleza ideológica. <i>Revista Científica de Información y Comunicación</i> . 5. 196-225	Bobbio, N. (2007) <i>El futuro de la democracia</i> . México: Fondo de Cultura Económica.
Week 17 June 3 (replacement session)	Final written report: Political discourse analysis of an education project or program that is part of the Colombian education policy		

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