decolonisation challenge

research project

research question:
how are non-European cultures studied in your departments now and how were they studied in the past?

organization

- our course is intended as a research project (<u>our website</u> -> research project)

- => the course is thus completed by **conducting your own research** 📚

  - our last meeting will be dedicated mainly to presentations of your research results

  - however! it is not obligatory to present research findings in person in the course 🌹 feel no pressure ☕

  - ✳ **recommended course completion** ✳: submit your research in written form =>

publication of your results

- we would like to publish the results on our website: https://decolonisationchallenge.ff.cuni.cz

- we have an offer to create a special issue of the **Ibero-americana Pragensia** - a **reviewed journal** published by the Centre for Ibero-american Studies, Faculty of Arts

  - ✨**opportunity to**✨

  - publish your research

  - publish reviews of books on the topic of decolonisation, reports from exhibitions etc.

  - public any other materials related to the topic of our course

- you can also present your findings through a podcast, videocast… **just let us know by the end of November!** 🍁

theory and methods

- **aim**: analysis of scripts, recommended and compulsory literature, content of lessons and structure of the department, and study programs etc.

- **methodology**: hence, you, participants, come from different fields of study. we don't presume to provide you with a one-size-fits-all methodology - ✨we'd be happy for you to use approaches that you're comfortable with, that you're used to working with in your field✨

- however, **if you are feeling like need a help** don't hesitate to ask 🌹 we will also provide you with some basic selection of methodological books on our google drive, tackling mainly discourse analysis or content analysis

...we can make use of our organically achieved interdisciplinarity

theory and methods

- **theory**: you get some theoretical framework in the classroom; however, **self-study** is an important part of the course 📖

  - we want to create a shared library on the google drive where we can all share interesting and diverse materials on the subject

you can focus, for example, on...

multiperspectivity

- to what extent is the material being taught multiperspectival (offers more than one perspective)?

- are the topics of study viewed from the perspectives of different groups of people?

- are different systems of knowledge and ways of interpreting the world taken seriously, or are learners presented with the "one right" and universal key to interpret the world?

- do people from marginalised groups participate in shaping departmental learning? are people from these groups among the students?

- who has the power to enter the academic system and create knowledge about others?

eurocentrism

- is there time given to non-European spaces in courses?

- if so, in what cases does non-European space enter the course curriculum?

- does recommended sources and literature include non-European authors?

- is Eurocentrism strongly present in the very foundations of the department or even the particular field? (key texts, authors)

power relations

- is European science/Europe presented as superior to other ("less developed") sciences from non-European regions? is European science presented as something universally valid?

- how are relations between Europeans and non-Europeans represented now and in the past?

- to what extent does relating to non-Europeans contribute to the formation of a common European identity?

- do members of the department reflect their position in power relations?

stereotyping

- on what sources are the representations of non-white people in classes based?

- to what extent do representations of non-European people conform to social stereotypes? and more generally, to what extent do representations of non-European people at universities coincide with representations commonly circulating in society?

- do stereotyping claims about non-white people appear in classes? or claims for which there is no scientific justification? or have they long since been refuted?

dissemination

- how are the representations produced in the university environment further communicated to the public? does the university enter into dialogue with the public (e.g., with cultural institutions)?

- can the university ensure "low-threshold" dissemination of relevant information? (it is not only a question of who has the power to produce knowledge, but also to whom this product can reach)

super excited about the results 💜