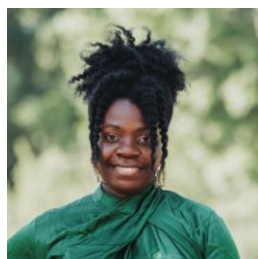


Doctoral

School

Programme

Challenging the Mainstream: Critical, Post(-)colonial, and Decolonial theory



Nozizwe Dube



Prof. Toni
Haastrup



Prof. Rosalba
Icaza Garza



Dr. Anneke
Newman



Prof. Laura
Cortada-Gonzales

Dates: Tuesday November 7th, 14th, 21, 28, December 5th, 12th, 2023.

Venue: Ghent University – Technicum T2 (UFO Campus) premises.

Co-ordinators: Anissa Bougrea (anissa.bougrea@ugent.be)
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Host: Department of Political and Social Sciences, Ghent University.

Co-organising bodies within UGent: [Learning Network on Decolonization](#), [Africa Platform](#), [IDC Centre for Global Studies](#)

Co-organising bodies outside the university: UHasselt, DecolonizeVUB, VUB

Co-organisers: Prof. Jan Orbie (UGent), Prof. Koenraad Bogaert (UGent), Floris De Krijger (UHasselt), Prof. Vjosa Musliu (VUB)

Course description

This doctoral course examines the fundamentals of the decolonial, post(-)colonial, and feminist theory, with specific reference to their roles within the university context and aims to democratize knowledge production and challenge the structures and assumptions of traditional academic research. The course provides tools for curriculum design and teaching practices, and the practical application of decolonial research (e.g. policy). The course relies on masterclasses combined with active engagement with participants.

Programme

DAY 1 - What role for the university? Exploring decolonial and postcolonial possibilities.

Lecture and workshop

Tuesday 7 November 2023, 9:00-12:00

Location: Auditorium C, Technicum T2, UFO

This session will present an overview of the main theoretical principles of decolonial theory and postcolonial theory, and examine their relationship to the university as a site of knowledge production. Decolonial and postcolonial theory focus on (dismantling) colonial legacies and power structures. In relation to this, the session will also explore the (historical) role of universities in constructing, reproducing and legitimizing certain knowledge and thereby perpetuating colonial power structures. In addition, we will explore how decolonial and postcolonial theory can address this; by, for example, dismantling Eurocentric biases in academic disciplines, exploring the need for diverse epistemologies, curricula and pedagogical methods, and addressing the exclusion of marginalized identities within academic spaces. In this component, participants will be encouraged to share their thoughts, critically engage with the concepts and actively contribute to discussions, so as to create an open dialogue about these topics.

*Bio speaker: **TBC***

Nozizwe Dube is a PhD candidate at the Department of International and European Law of Maastricht University. Her PhD project examines intersectional discrimination within EU non-discrimination law. Her research, that focuses on the need to acknowledge intersectionality within the EU, aims to provide recommendations to three actors: the Court of Justice of the EU, EU legislators and policymakers. To this end, the research encompasses comparative research with the case law of the Council of Europe (the European Court of Human Rights and the European Committee on Social Rights); the US Supreme Court and the Constitutional Court of South Africa. Nozizwe's academic accomplishments have been recognized on an international stage, having earned both her Bachelor's and Master's degrees in Law from KU Leuven. As part of the coveted Erasmus+ programme, she studied at Venice International University where she was awarded for her academic excellence. Nozizwe's expertise encompasses International and European Union law and Public law, notably reflected in her thought-provoking Master's thesis on the restitution of colonial collections and its implications for indigenous communities.

DAY 2 - Decolonizing the curriculum: putting decolonial theory into practice in curriculum design and delivery.

Lecture and workshop

Tuesday 14 November 2023, 12:00-15:00

Location: Projectlokaal 3.11 - UFO, T2

"Decolonising the curriculum means erasing all the white men!" In this session, we'll challenge this pervasive myth. First, we will present an accurate representation of what decolonisation of the curriculum means, focusing on the inclusion of diverse voices, perspectives, and

methodologies, rather than exclusion. We delve into the principles of decolonial theory and how it applies to the academic setting. Participants will gain a comprehensive understanding of the theory and its historical context. The goal is not to create an 'us vs. them' dichotomy, but to acknowledge the rich tapestry of knowledge that exists beyond traditional Eurocentric viewpoints. Next, we will provide participants with concrete tools and techniques for incorporating decolonial theory into curriculum design. This workshop component aims to provide participants with a nuanced understanding of the decolonisation of curricula and equip them with practical tools to transform their own academic settings.

Bio speaker

[Dr. Anneke Newman](#) is a Senior Postdoctoral Fellow at the Department of Conflict & Development Studies. With an academic background that includes a BA in Human Sciences, Masters in Gender and Development, and Comparative and Cross-Cultural Research Methods, and a doctorate in Anthropology, Newman specializes in anthropology and development, with a focus on decolonial analysis of knowledge production and policymaking. Before her role at Ghent University, she worked as a Teaching Fellow at Sussex and a postdoctoral researcher at Université Libre de Bruxelles. Newman's research explores topics such as Female Genital Mutilation/Cutting (FGM/C), child marriage, and educational decision-making in northern Senegal. As an experienced educator, Newman integrates interactive and decolonial pedagogies into her teaching, for which she earned an award for outstanding and innovative teaching at Sussex. She also contributes to various academic journals and serves on the boards of educational and social development associations.

DAY 3- Post(-)colonial and decolonial feminism: scientific theory and practice.

Lecture and workshop

Tuesday 21 November 2023, 09:00-12:00

Location: Auditorium C, Technicum T2, UFO

This session will introduce participants to both postcolonial and decolonial feminist theory. This masterclass is a crucial continuation of the first session where we want to delve deeper into the important role of feminism within postcolonial and decolonial theory. We will take a closer look at the emergence of these theories and reflect on its core premise to racialize mainstream feminist theory and to insert feminist concerns into conceptualisations of colonialism and postcolonialism (Lewis & Mills, 2003, pg. 3). The class will start off with a theoretical overview concerning the key authors, works, methods and conceptualisations within postcolonial and decolonial feminism. Participants will be engaged to actively discuss and reflect on the critiques within these traditions. Secondly, Prof. Dr. Toni Hastrup will combine the theoretical part of this session with a more tangible implementation of these theories in a specific research context of her choice, encouraging participants to also apply these ideas to their own research. By providing both theory and a concrete research case, the workshop component aims to expand participants' knowledge of postcolonial and decolonial feminism as well as facilitate their understanding of how these theoretical frameworks can be turned into scientific practice.

Bio speaker

[Prof. Dr. Toni Hastrup](#) is a renowned scholar in Global Politics, currently serving as the Chair in Global Politics at the University of Manchester. Previously, she was a professor at the University of Stirling. Her expertise spans Africa-EU relations, feminist foreign policy, and the politics of

knowledge production within the Women, Peace, and Security agenda. She has received the Flax Foundation's Emma Goldman Award and the Independent Social Research Foundation Mid-Career Fellowship for her feminist contributions. Prof. Haastrup has also served as a visiting researcher at various institutions, including the London School of Economics and the Universities of Addis Ababa, Lund, Ghent, and Leipzig. Beyond academia, she provides her insights to international organisations and government bodies like the UN, World Bank, EU, and several national governments. Passionate about inclusivity, Haastrup supports historically excluded peers in her profession and serves on the executive committees of related associations. As a Senior Fellow of the Higher Education Authority, she has taught extensively on international organisations, European security politics, and feminist themes in global politics.

DAY 4 - Decolonial research in practice: an interactive discussion with researchers from different fields.

Presentation and discussion

Tuesday 28 November 2023, 9:00-12:00

Location: Leslokaal 2.11, Technicum T2, Campus Ufo

Short outline

This session will showcase the ways in which experienced scholars from diverse disciplines (biotechnology, medical, educational, and cultural studies) engage with decolonial and postcolonial theory. By opening a dialogue with advanced-career researchers who systematically face questions and challenges related to coloniality, it will be possible to see first-hand what it means to conduct decolonial research not only in theory, but also in practice. Participants will be encouraged to ask questions and enter into discussion with the researchers, to learn from experiences outside their own research field.

Bio speakers

Kris Rutten works as a tenure track professor at the Department of Educational Studies of Ghent University where he leads the research group Culture & Education. He studied Art History and Comparative Cultural Studies and obtained a PhD in Educational Sciences. His fields of expertise comprise: the rhetoric of cultural literacy, the ethnographic turn in the art and the pedagogical role of cultural institutions.

Laura Cortada-Gonzales is a Senior Scientific Officer at VIB-IPBO and a Visiting Professor at Ghent University for the International MSc in Nematology. She has extensive experience working in Africa, where she worked with the International Institute of Tropical Agriculture and the Food and Agriculture Organization of the UN. Her current work involves conceptualising, developing, and implementing R4D activities, building effective partnerships and global networks to advance science and education in Africa and elsewhere.

Adriana Moreno-Cely is a postdoctoral researcher at the Educational Sciences department of VUB. She holds three Master's degrees in Natural Resource Management, Education, and Humanitarian Aid & International Cooperation. She has worked with local and Indigenous communities for 15 years as a practitioner and activist. She combines collaborative research approaches and decolonial thought to build bridges between diverse knowledge systems.

DAY 5 - The whiteness of knowledge: creating a master's program that valorizes knowledge from racialized communities. (with WeDecolonizeVUB)

Presentation and discussion

Tuesday 5 December 2023, 9:00-12:00

Location: tbc

Short outline:

Is it possible to decolonize our universities? Or do we need to take into account that such an objective can only be part of a much larger process of change? What is certain, however, is that certain initiatives can contribute to more racial justice for students and communities of colour. One such an initiative is the creation in Belgium, of a Master Program in Critical Diaspora, Race and Liberation Studies, proposed by WeDecolonizeVUB. This session will discuss the importance of knowledge of racialized communities by presenting the preliminary research that has been done to creating a potential Belgian Master Program in Critical Diaspora, Race and Liberation Studies. We will also look at Braver Spaces Summer School, which is a current example of what such a program could look like and how knowledge within racialized communities can be revalorized. The speakers will open a dialogue with the participants about this project and discuss their main findings.

Bio speakers:

WeDecolonizeVUB is a student project that centers racialized students and their needs, interests and knowledge as a form of anti-racist struggle within the university.

Latifah Abdou co-coordinates WeDecolonizeVUB, a student project of the University Center for Development Cooperation (UCOS) that she also co-founded in 2020. As part of this project, she collaborated on the research Blueprint study: Masters in Critical Diaspora, Race and Liberation studies.

Daisy Van de Vorst works for the University Centre for Development Cooperation (UCOS) where she works as project manager for WeDecolonizeVUB. She also co-supports the student project CHanGE (Campaign for Sexual Health and Gender Equality).

DAY 6 - Feminism in Critical Thinking: Learning, Sensing, Living Decoloniality

Workshop

Tuesday 12 December 2023, 9:00-12:00

Location: Auditorium C, Technicum T2, Campus Ufo

Short outline:

In this lecture/workshop, we will explore the conditions for the possibility that emerged for (un)learning when feminists and non-feminist academic-activist Women of Color committed to epistemic justice collectively dealt with two intertwined challenges: the violence of critical thinking and the violence of re-presentation.

How to create from the PhD a collective space for reflection?

What happens when undoing 'disciplines' is taken as a point of departure for the cultivation of (our) knowledges?

How does this look like in relation to the field of 'development studies'?

This is a personal account but one that arises from and in relation to a community of women who struggle within and outside institutions of higher education.

Bio speaker:

Prof. Dr. Rosalba Icaza Garza is a renowned scholar whose research lies at the intersection of Global Politics, Feminisms and Decoloniality. Interconnecting these strands, her academic work has generated rigorous societally engaged analyses of global politics and epistemic justice in development studies. She currently works as a professor at the International Institute of Social Studies (ISS) of Erasmus University where she has contributed to develop a new area of research-led teaching on epistemic justice, decoloniality and the politics of knowledge. Previously in 2016 she served on the University of Amsterdam Diversity Commission, set up to investigate the meanings associated with diversity in the existing governance frameworks at UvA. Under the Chairship of Emerita Professor Gloria Wekker her contribution revealed how UvA tended to limit diversity to gender and internationalization.