

Call for abstracts:

Decolonising Development Geographies Workshop (17 and 18 June 2024)

<https://developmentgeographiesrg.org/news>

Session: Latin American Approaches to Decolonising Development Geographies

Monday 17 June, 1:30 - 3 pm, hybrid (online and at the Royal Geographic Society, London)

Session organisers:

Aline Fernandes Barata

Loughborough University

a.m.f.barata@lboro.ac.uk

Pietra Cepero Rua Perez

Durham University

pietra.cepero-rua-perez@durham.ac.uk

Decolonisation/decoloniality/anticolonial praxis have increasingly instigated understandings beyond dominant theories, approaches and worldviews whilst criticising the colonality of power and knowledge (Bhambra, 2014; Quijano, 2007; Lugones, 2007; Mignolo, 2002). In recent years, decolonial/anticolonial perspectives have advanced research, particularly in the context of Latin America, where the long-lasting effects of colonial structures and thinking persist. In the field of development geography, for instance, studies focused on Latin America have put decolonial values into practice through their methodologies, methods and ethical considerations.

Research conducted in Latin America alongside social movements, indigenous peoples, maroon communities, and deprived urban communities has opened up an important field for critical and grassroots approaches. Black and Indigenous scholars and approaches (Bispo Dos Santos, 2023; Cusicanqui, 2019; Krenak, 2019; Kopenawa, 2015), Popular Education values (Freire, 2017), etc. have proven that communities and social movements in Latin America are more than just research objects and knowledge consumers; they are also knowledge makers and important collaborators in questioning researchers' positionalities and the purposes of the knowledge produced. Social movements, groups and communities use and reinvent research methodologies, document their experiences, and seek to analyse movements in different eras and places to learn from varied experiences. Grassroots groups also participate in collective reflections on their experiences, analyse their target audience, the issues they address, and the challenges they confront in dealing with their antagonists, and do critical analyses of the worlds in which they live and intervene.

These advances and principles could benefit other research contexts in the

field of development geographies in both the Global North and South. Therefore, this session invites contributions and reflections from researchers and students on decolonial and grassroots research methodologies, participatory approaches and ethical relationships between researchers and their collaborators in Latin America. Themes may include, but are not limited to: ethics in practice, Participatory Action Research, Pedagogia Popular/Popular Education, Pesquisa Militante/Militant Research, participatory approaches and methods, feminist approaches and grassroots research methodologies.

If you are interested in presenting at this panel discussion, please provide a max. 200-word abstract and a max. 50-word bio to us at a.m.f.barata@lboro.ac.uk and pietra.cepero-rua-perez@durham.ac.uk by Friday 1st March 2024.

We look forward to receiving your submissions. In the meantime, please do not hesitate to contact us if you have any questions.

Best wishes,

Aline and Pietra.

References:

Bispo dos Santos, A. (2023). *A terra dá, a terra quer*. São Paulo: Ubu/Piseagrama.

Bhambra, G. K. (2014) 'Postcolonial and decolonial dialogues', *Postcolonial Studies*, 17(2), pp.115-121. doi:10.1080/13688790.2014.966414

Cusicanqui, S. 2019. *Ch'ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization*. In: *Key Texts for Latin American Sociology*, SAGE Studies in International Sociology. Silvia Rivera Cusicanqui Editor, 55 City Road, London: SAGE Publications Ltd. pp. 290-306. <https://doi.org/10.4135/9781526492692>

Kopenawa, D. and Albert, B. (2015). *A queda do céu: palavras de um xamã yanomami*. São Paulo: Companhia das Letras.

Krenak, A. (2019). *Ideias para adiar o fim do Mundo*. São Paulo: Companhia das Letras.

Freire, P. & Ramos, M.B., (2017). *Pedagogy of the oppressed*, London: Penguin Books.

Lugones, M. (2007) 'Heterosexuality and the colonial/modern gender system', *Hypatia*, 22(1), pp.186-209. doi:10.1111/j.1527-2001.2007.tb01156.x

Mignolo, W. D. (2002) 'The geopolitics of knowledge and the colonial difference', *The South Atlantic Quarterly*, 101(1), pp.57-96. doi:10.1215/00382876-101-1-57

Quijano, A. (2007) 'Coloniality and modernity/rationality', *Cultural*

Studies, 21(2), pp.168-178. doi:10.1080/09502380601164353

--

Dr Aline M. Fernandes Barata
Research Associate in Urban and Regional Studies
School of Design and Creative Arts
Loughborough University
a.m.f.barata@lboro.ac.uk <18088373@brookes.ac.uk>

Clara E Irazábal Zurita (*she/ella/ela*), Arch., M.Sc., M.Arch., Ph.D.
JEDI Officer, ADVANCE Professor
Director and Professor, Urban Studies and Planning Program
Affiliate, National Center for Smart Growth
School of Architecture, Planning and Preservation
University of Maryland
1244 Architecture Building
3835 Campus Drive
College Park, Maryland 20742
301.405.6290 | C: 917.539.9828
irazabal@umd.edu | www.arch.umd.edu

I'd follow love into extinction.

- Ayisha Siddiq



DACA, TPS, or Undocumented Students find [resources](#) and engage with the [USP](#).

Please do not feel obliged to respond to this email outside your normal working hours.

University Land Acknowledgement (excerpt)

We are on the ancestral lands of the Piscataway People, who are the ancestral stewards of this sacred land. This Land Acknowledgement is a vocal reminder for each of us as two-leggeds to ensure our physical environment is in better condition than what we inherited, for the health and prosperity of future generations.



SCHOOL OF
ARCHITECTURE,
PLANNING & PRESERVATION

University of Maryland
3835 Campus Drive
College Park, MD 20742

Maryland's Built Environment School

