



UiT The Arctic University of Norway

Annotated Bibliography Postcolonial/Decolonial Texts 1952-2020

Edited by Katrin Losleben [katrin.losleben at uit.no] with the collaboration
of Julia Wong and Oda Nigist Wigstøl

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2024

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The creation of this systematic bibliography of postcolonial and decolonial texts was supported generously by the department for gender equality and diversity (Likestillings- og mangfoldsutvalget) at UiT The Arctic University of Norway in 2020. The overarching project aimed at analyzing power relations in the classroom of a university in Sápmi. The bibliography provides a rough chronological overview of the postcolonial and decolonial literature that existed at the time. Many important writings are missing. Also, the bibliographical work was not continued systematically; the rapidly growing field of decolonial and postcolonial scholarship is therefore not represented approximately. Nothing is original about it; the bibliography merely gathers often-cited texts and uses the publishers' short descriptions to invite readers new to the topic to dive into the original texts. Nevertheless, we hope that the

collection can help orient those who question colonial power structures and dedicate their thinking, teaching and research activity to fight them and to inspire others to do so as well. Many thanks to Julia Wong and Oda Nigist Wigstøl for their intensive work on this document.

Romsa/Tromsø, summer 2024

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1952

Author	Fanon, Frantz (Translated by Richard Philcox)
Title	Black Skin, White Masks (Original title: Peau noire, masques blancs)
Year	1952 (First published)
Publisher	Manchester: Manchester University Press
Description	“First published in 1952, Frantz Fanon's 'Black Skin, White Masks' is one of the most important anti-colonial works of the post-war period. It is both a profound critique of the conscious and unconscious ways in which colonialism brutalises the colonised and a passionate cry from deep within a black body alienated by the colonial system and in search of liberation from it. This volume is the first collection of essays specifically devoted to Fanon's text. It offers a wide range of interpretations of the text by leading scholars in a number of disciplines. Chapters deal with Fanon's Martinican heritage, Fanon and Creolism, ideas of race and racism and new humanism, Fanon and Sartre, representations of Blacks and Jews, and the psychoanalysis of race, gender and violence. Contributors offer new ways of reading the text and the volume as a whole constitutes an important contribution to the growing field of Fanon studies.” (Manchester University Press)
Keywords	Anti-colonialism; Post-war; Colonial experiences
Availability	Ebook Central (online)
Annotation	Not directly relevant to democratization of academia. However, the book has been a major influence on civil rights, anti-colonial and black consciousness movements around the world. Inspired other authors in other colonial contexts, such as the book 'Red Skin, White Masks', 2014. Fanon is considered to be one of the authors who laid the foundation for post-colonial thinking.

1955

Author	Césaire, Aimé
Title	Discourse on Colonialism

Year	1955 (First published)
Publisher	NYU Press
Description	<p>“This classic work, first published in France in 1955, profoundly influenced the generation of scholars and activists at the forefront of liberation struggles in Africa, Latin America, and the Caribbean. Nearly twenty years later, when published for the first time in English, Discourse on Colonialism inspired a new generation engaged in the Civil Rights, Black Power, and anti-war movements and has sold more than 75,000 copies to date.</p> <p>Aimé Césaire eloquently describes the brutal impact of capitalism and colonialism on both the colonizer and colonized, exposing the contradictions and hypocrisy implicit in western notions of "progress" and "civilization" upon encountering the "savage," "uncultured," or "primitive." Here, Césaire reaffirms African values, identity, and culture, and their relevance, reminding us that "the relationship between consciousness and reality are extremely complex. It is equally necessary to decolonize our minds, our inner life, at the same time that we decolonize society" (Library Journal)</p>
Keywords	Discourse on colonialism; Capitalism and colonialism
URL	GoogleBooks
Annotation	<p>The author was himself from the French Caribbean colony of Martinique. ‘Discourse on Colonialism’ is not directly relevant to democratization in academia, but important for understanding the first debates on decolonization and issues of colonialism as of 1950. In the book, Césaire, criticizes “the so-called European (or ‘Western’) civilization” and the hypocrisies of French colonizers who believed they saved freedom, justice and civilization ‘winning’ the second world war, while still supporting colonialism and ‘white supremacy’.</p>

Author	Memmi, Albert
Title	The Colonizer and the Colonized

Year	1957 (English translation in 1965)
Publisher	New York: Orion Press
Description	The book was written as a response to the decolonization of North Africa in 1956, when Tunisia and Algeria gained independence from the French. Memmi bases his book on examples from North Africa, but argues for the dynamics he described being similar in any colonial system.
Keywords	Postcolonialism; Colonial systems; Colonizer; Colonized; Colonialist experiences
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	Considered to be one of the foundational texts of postcolonial theory, analyzing the dynamics of colonialism. Memmi, a Tunisian Jewish, presents in the book a theory of colonization, based on personal experiences. The theory suggests three different stages in the influence of education on the rise of nationalistic consciousness among the colonized and their struggle for self-liberation. Memmi's definition of the colonizer is of one who imposes their culture and way of living, including government, education and socioeconomic system (p. 9). The colonized, on the other hand, are forced to acquiesce to the illegitimate action. According to Memmi, the colonizers intentionally structure education for the colonized to preserve their privileged positions being the principal beneficiary. In this way, education is described as an instrument for the colonizers.

1957

1959

Author	Fanon, Frantz (Translated by Haakon Chevalier)
Title	A dying colonialism (Original title: L'an V de la Révolution algérienne)
Year	1959 (English translation in 1967)
Publisher	New York: Grove Books

Abstract	<i>A Dying Colonialism</i> is Fanon's incisive and illuminating account of how, during the Algerian Revolution, the people of Algeria changed centuries-old cultural patterns and embraced certain ancient cultural practices long derided by their colonialist oppressors as "primitive," in order to destroy those oppressors. Fanon uses the fifth year of the Algerian Revolution as a point of departure for an explication of the inevitable dynamics of colonial oppression. This is a strong, lucid, and militant book; to read it is to understand why Fanon says that for the colonized, "having a gun is the only chance you still have of giving a meaning to your death."
Keywords	History; Decolonization; Algerian Independence War; Colonialism; Colonial oppression
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	Not directly relevant to democratization of academia either. However, the book is an important part of Fanon's postcolonial work and his legacy. An interesting part of the book are the description of Algerian women's role in the revolution, from placing bombs to giving shelter for combatants in the fight. These examples illustrate how women have also been part of the colonial fight.

1961

Author	Fanon, Frantz (Translated by Constance Farrington)
Title	The Wretched of the Earth (Original title: Les damnés de la terre)
Year	1961 (English translation: 1963)
Publisher	New York: Grove Press
Description	Written at the height of the Algerian war for independence, Frantz Fanon's classic text has provided inspiration for anti-colonial movements ever since. With power and anger, Fanon makes clear the economic and psychological degradation inflicted by imperialism. It was Fanon, himself a psychotherapist, who exposed the connection between colonial war and mental disease, who showed how the fight for freedom must be combined with building a national culture, and who showed the way ahead, through

	revolutionary violence, to socialism. Many of the great calls to arms from the era of decolonization are now purely of historical interest, yet this passionate analysis of the relations between the great powers and the Third World is just as illuminating about the world we live in today.
Keywords	Decolonization; Colonial Trauma; Independence War; Anti-colonialism
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	Fanon is considered as one of the most important writers in ‘black Atlantic theory’ in an age of anti-colonial liberation struggle. Not directly relevant to democratization in academia either, but an important text connected to decolonization and the trauma of colonization. The book has inspired anti-colonial movements since the 1960s. It is considered to be a foundational text in postcolonial studies. For more descriptions and why the book is considered important today, see Tore Linné Eriksen (2017).

1968

Author	Freire, Paulo
Title	Pedagogy of the oppressed
Year	1968 (English translation: 1970)
Publisher	Bloomsbury Publishing
Abstract	“First published in Portuguese in 1968, Pedagogy of the Oppressed was translated and published in English in 1970. The methodology of the late Paulo Freire has helped to empower countless impoverished and illiterate people throughout the world. Freire’s work has taken on especial urgency in the United States and Western Europe, where the creation of a permanent underclass among the underprivileged and minorities in cities and urban centers is increasingly accepted as the norm. With a substantive new introduction on Freire’s life and the remarkable impact of this book by writer and Freire confidant and authority Donaldo Macedo, this anniversary edition of Pedagogy of the Oppressed is thought to inspire a new generation of educators, students, and general readers in the years to come.” (Bloomsbury Publishing)

Keywords	Pedagogy; Oppressed; Education; Critical pedagogy; Power dimensions; Anti-colonialism
Availability	English edition (online) Norwegian edition (online)
Annotation	‘Pedagogy of the oppressed’ can be understood as a response to Fanon’s ‘The Wretched of the earth’, arguing for how the need of the oppressed to be educated. Freire focuses on those who historically have been powerless and how these can gain power through a pedagogy of the oppressed. The main focus of the book is primary education, but still relevant for pedagogy in higher education. The book is relevant to decolonization of academia, as the focus are empowerment and power structures in the society. An important part is the description of traditional education as ‘piggy bank education’. Freire’s pedagogy of the oppressed created the foundation for critical pedagogy. Some understand Freire’s pedagogy as pedagogy philosophy rather than a method.

Author	Marx, Karl & Engels, Frederick
Title	On Colonialism: Articles from the New York Tribune and other writings
Year	1968
Publisher	Progress
Synopsis	“In the articles collected in this volume Karl Marx and Frederick Engels deal with the history of colonialism and provide a Marxist analysis of the economic causes colonial policy. Most of these articles were written in the 1850s when mighty anti-colonialist movements developed in Asia.” (University Press of the Pacific)
Keywords	Anti-colonialism; Eurocentrism; Economic cases; Colonial Policy
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	This book is relevant to the decolonization debate and understanding the more ‘radical’ approach. Marx & Engels connects colonialism and the concept of power in terms of economy. According to some, they are the pioneers in the struggle against colonialism and racism. These views are criticized by others to be contradicting.

1973

Author	Freire, Paulo
Title	Education for Critical Consciousness
Year	1973 (First published)
Publisher	Bloomsbury Academic
Synopsis	<p>“(…) Education for Critical Consciousness' is the main statement of Freire's revolutionary method of education. It takes the life situation of the learner as its starting point and the raising of consciousness and the overcoming of obstacles as its goals.” (Bloomsbury)</p> <p>'Freire combines a compassion for the wretched of the earth with an intellectual and practical confidence and personal humility...Most of all he has a vision of man.' Times Higher Educational Supplement</p> <p>Paulo Freire (1921-97) was an educationalist based in Brazil and became the most influential writer and thinker on education in the late twentieth century. His seminal work Pedagogy of the Oppressed has sold almost 1 million copies. Education for Critical Consciousness is the main statement of Freire's revolutionary method of education. It takes the life situation of the learner as its starting point and the raising of consciousness and the overcoming of obstacles as its goals. For Freire, man's striving for his own humanity requires the changing of structures which dehumanise both the oppressor and the oppressed, rather than therapy.” (Continuum)</p>
Keywords	Educational Sociology; Critical Pedagogy; Philosophy
Availability	Google Books (online)
Annotation	The book consists of two essays, Education as Practice of Freedom and Extension or Communication. Freire presents a way of teaching which does not simply extend the culture of the colonizers, but rather offers people the opportunity to be free through education. Freire describes the process of so-called 'culture circles' and 'generative words' in his pedagogy.

1978

Author	Said, Edward W.
Title	Orientalism
Year	1978
Publisher	New York: Vintage Books
Description	«In <i>Orientalism</i> Said applied Michel Foucault's technique of discourse analysis to the production of knowledge about the Middle East. The term orientalism described a structured set of concepts, assumptions, and discursive practices that were used to produce, interpret, and evaluate knowledge about non-European peoples. Said's analysis made it possible for scholars to deconstruct literary and historical texts in order to understand how they reflected and reinforced the imperialist project. Unlike previous studies that focused on the economic or political logics of colonialism, Said drew attention to the relationship between knowledge and power. By foregrounding the cultural and epistemological work of imperialism, Said was able to undermine the ideological assumption of value-free knowledge and show that "knowing the Orient" was part of the project of dominating it» (Kohn, M & Reddy, K., 2017)
Keywords	Orientalism; Belief Systems; Cultural contracts; Exoticism
Availability	Book available from UiT, Kultur- og samfunnsfagsbiblioteket
Annotation	The work is considered to be a foundational work for post-colonial theory and a classic in post-colonial history. The book is constantly referred to in post-colonial and decolonial works. Can be useful to read in order to understand the origins of the Western view of the Orient. However, the book does intersectional issues such as gender or male/female binary connected to orientalism or colonialism.

1987

Author	Minh-ha, Trinh T.
Title	Difference: 'A Special Third World Women Issue'
Year	1987
Journal	Feminist Review, 25(1): 5-22
Description	This text looks at the issue of 'difference' and how that concept applies to Third World women. One application, Trinh points out, is

	that 'difference' can be used as an ideology of separatism. To illustrate this she offers a critique of academic feminists who acknowledge 'difference' while subtly excluding Third World women, at the same time. The point is made that Third World women's 'difference' is accepted by First World feminists as long as Third World women do not question the terms laid down by First World academic feminists. Another application of the issue of 'difference' is the questioning of origins and of authenticity. This ploy which is often employed by the dominant culture enables differences to be dealt with as 'fragments'. In summary Trinh sees the assertion of 'difference' as an important strategy for interrogation of the totalising and universalising discursive manoeuvres of the dominant culture. (In this case this also includes First World and academic feminists).
Keywords	Third World Women; De-colonial feminism; First World Feminism; Academic feminism; Differences
URL	https://www.jstor.org/stable/1395032
DOI	10.2307/1395032
Annotation	Considered to be one of two foundational post-colonial text along with Mohanty (1988) discussing Western feminist discourse's tendency to speak on behalf of, and at the same time silencing, women of color. The text was also (re)published in Minh-ha's "Woman, Native, Other" (1989).

1986

Author	Ngũgĩ wa, Thiong'o
Title	Decolonising the mind : the politics of language in African literature
Year	1986
Publisher	London: James Currey
Description	" <i>Decolonising the Mind</i> is a collection of essays about language and its constructive role in national culture, history, and identity. The book, which advocates for linguistic decolonization, is one of Ngũgĩ's best-known and most-cited non-fiction publications, helping to cement him as a pre-eminent voice theorizing the "language debate" in post-colonial studies.

	Ngũgĩ himself describes the book as “a summary of some of the issues in which I have been passionately involved for the last twenty years of my practice in fiction, theatre, criticism, and in teaching of literature...” <i>Decolonising the Mind</i> is split into four essays: “The Language of African Literature,” “The Language of African Theatre,” “The Language of African Fiction,” and “The Quest for Relevance.” (Nguiwathongo.com)
Keywords	Language; African literature; Decolonizing language
Availability	Book available from UiT, Kultur- og samfunnsfagsbiblioteket
Annotation	An important book to understand anti-colonialist struggles. Among other, Ngũgĩ describes how European language have been important parts of the colonial domination, colonial education and ways of suppressing the colonized in Africa. One example is how children were told African languages and cultures were worthless already from primary school. In Ngũgĩ’s view, decolonizing and empowering people in Africa would only be possible by reviving African languages and cultures.

1991

Author	Crenshaw, Kimberle Williams
Title	Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color
Year	1991
Journal	Stanford Law Review 43(6):1241-1299
Introduction	“Over the last two decades, women have organized against the almost routine violence that shapes their lives. Drawing from the strength of shared experience, women have recognized that the political demands of millions speak more powerfully than the pleas of a few isolated voices. This politicization in turn has transformed the way we understand violence against women. For example, battering and rape, once seen as private (family matters) and aberrational (errant sexual aggression), are now largely recognized as part of a broad-scale system of domination that affects women as a class. This process of recognizing as social and systemic what was formerly perceived as isolated and individual has also characterized the

	identity politics of people of color and gays and lesbians, among others. For all these groups, identity-based politics has been a source of strength, community, and intellectual development”
Keywords	Domestic violence; African American culture; Violence against women; Women of Color; African Americans; Black communities; Racism; Women; Political activity; Minority women; Abused women; Social aspects; Intersectionality; Identity politics
URL	https://www.jstor.org/stable/1229039
DOI	10.2307/1229039
Annotation	Crenshaw is considered as one of the first using the term ‘intersectionality’. The book is relevant to democratization of academia, as it describes the intersection of race, class and gender. While the context of the book is American, the book can still contribute with a better understanding of these dimensions. According the Crenshaw, contemporary feminist and antiracist discourses have failed to consider the intersections of racism and patriarchy. The book focuses on two categories: structural intersectionality and political intersectionality.

1988

Author	Spivak, Gayatri Chakravorty <i>(Ed: Grossberg, Lawrence & Nelson, Cary)</i>
Title	Can the Subaltern Speak? <i>In Marxism and the interpretation of culture</i>
Year	1988
Publisher	University of Illinois Press
Description	“The second quasi-canonical contribution to the field of post-colonial theory is Gayatri Spivak’s “Can the Subaltern Speak?” (1988). Spivak works within Said’s problematic of representation but extends it to the contemporary academy. Spivak questions the idea of transparent subaltern speech. When well-meaning scholars want to let the subaltern “speak for themselves” they hope that removing the intermediary (the expert, the judge, the imperial administrator, the local elite) will enable some authentic truth based on experience to emerge. But experience itself is constituted through

	representation; therefore, denying the problem of representation does not make it go away but only makes it harder to recognize. The central claim of the essay is that “representation has not withered away.” Since power is everywhere, even in language itself, transparency and authenticity are impossible; this means that the messy and controversial work of interpretation is necessary.” (The Stanford Encyclopedia of Philosophy, Colonialism)
Keywords	Subaltern; Feminism; Postcolonial theory; Subjectivity; Eurocentrism
Availability	Book available from UiT, Kultur- og samfunnsfagbiblioteket
Annotation	This essay by Spivak is one of the most widely read in post-colonial texts and considered as one of the most influential. The author discusses the relationship between the colonizer and the colonized from an Indian context. Spivak describes this particular relationship by referring to the abolition of the Hindu tradition of Sati by the British, and describes the specific case as “white men saving the brown women from brown men”.
Author	Minh-ha, Trinh, T.
Title	Not You/Like You: Post-Colonial Women and the Interlocking Questions of Identity and Difference
Year	1988
Journal	Inscriptions 3(4): 71-77
Introduction	To raise the question of identity is to reopen again the discussion on the self/other relationship in its enactment of power relations. Identity as understood in the context of a certain ideology of dominance has long been a notion that relies on the concept of an essential, authentic core that remains hidden to one’s consciousness and that requires the elimination of all that is considered foreign or not true to the self, that is to say, non-I, other. In such a concept the other is almost unavoidably either opposed to the self or submitted to the self’s dominance. It is always condemned to remain its shadow while attempting at being its equal. Identity, thus understood, supposes that a clear dividing line can be made between I and not-I, he and she; between depth and surface, or vertical and horizontal identity;

	between us here and them over there. The further one moves from the core the less likely one is thought to be capable of fulfilling one's role as the real self, the real Black, Indian or Asian, the real woman. The search for an identity is, therefore, usually a search for that lost, pure, true, real, genuine, original, authentic self, often situated within a process of elimination of all that is considered other, superfluous, fake, corrupted, or Westernized.
Keywords	Post-colonial feminism; Identity; Differences
URL	https://culturalstudies.ucsc.edu/inscriptions/volume-34/trinh-t-minh-ha/
Annotation	This brief article explores meanings in the concepts of 'identity' and 'difference.' Trinh points out that identity indicates a searching for some 'original authentic self.' Added to that, identity separates 'entities' into 'insider' and 'outsider' groups. In contrast, 'difference' as a concept, tends to "distinguish one identity from another without necessarily incurring separatism." Furthermore, for Trinh, differences exist within a single entity as well as in between an insider/outsider group. Overall, Trinh maintains that difference "undermines the very idea of identity." It would have been useful if the article had explored the strategic value of identity for a postcolonial and feminist politics.

1989

Author	Minh-ha, Trinh, T.
Title	Women, Native, Other: Writing Postcoloniality and Feminism
Year	1989
Publisher	Bloomington: Indiana University
Description	"In <i>Woman, Native, Other</i> , Trinh T. Minh-ha has taken on an ambitious task, which is to explain something of the problems confronting non-Western women writers who publish and are subjected to critiques within the established paradigms of Western scholarly discourses. Must she and her fellows position themselves as "writer of color," "woman writer," or "woman of color," she asks, as she proceeds to display the boundaries others place upon their freedom to create their own realities and establish their distinctive voices. Whereas other women theorists of postcolonialism and

	feminism have challenged Western· conventions largely within the linguistic and stylistic conventions of the West, Trinh T. Minh-ha eschews neat generalizations to offer the flavor of the fragmentations, odd juxtapositions and dissonances which she perceives as inherent in her writers' efforts to explain themselves and their female worlds. This does not make for an easy read. It does, however, prick the bubble of Western--above all, male Western--complacency about their capacity to appropriate the forms for interpreting the lives of women of color, in terms which will hopefully elicit a salutary self-consciousness, mixed with shame in those who seriously address her densely-textured text.” (Review by Patricia Grimshaw, Explorations in Sights and Sounds No. 11, 1991)
Keywords	Feminism; Feminist Literature; Literature; Postcoloniality; Women
URL	JStor PDF
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	In this book, Minh-ha gives a better understanding of the experiences of those frequently labeled as the ‘other’ of the indigene treated as an object. Among others, Minh-ha describes how many labeled as ‘third world women’ or ‘non-Western women’ feel obliged to choose between binaries connected to ‘ethnicity’ and ‘gender’, never being one without the other.

1990

Author	Collins, Patricia Hill
Title	Black feminist thought: Knowledge, consciousness, and the politics of empowerment
Year	1990
Publisher	Boston: Unwin Hyman
Description	In Black Feminist Thought, Patricia Hill Collins explores the words and ideas of Black feminist intellectuals as well as those African-American women outside academe. She not only provides an interpretive framework for the work of such prominent Black feminist thinkers as Angela Davis, Alice Walker, and Audre Lorde, but she shows the importance of self-defined knowledge for group

	empowerment. In the tenth anniversary edition of this award-winning work, Patricia Hill Collins expands the basic arguments of the first edition by adding several important new themes. A new discussion of heterosexism as a system of power, an expanded treatment of images of Black womanhood, U.S. Black feminism's connections to Black Diasporic feminisms, and more attention to the importance of social class and nationalism all appear in the new edition. In addition, the new edition includes recent developments in black cultural studies, especially black popular culture, as well as recent events and trends such as the Anita Hill hearings and the backlash against affirmative action (Psychology Press)
Keywords	Feminism; Afro-American Women; Black feminism; Empowerment; Intersectionality
URL	Google Books (2 nd ed)
Availability	Book available from UiT Kultur- og samfunnsbiblioteket
Annotation	The book is not directly relevant for decolonization nor higher education but describes the 'double burden' for women suffering of both racial and gender discrimination.

Author	Spivak, Gayatri Chakravorty
Title	The Post-colonial Critic: Interviews, Strategies, Dialogues
Year	1990
Publisher	New York and London: Routledge
Description	<p>"Gayatri Spivak, one of our best known cultural and literary theorists, addresses a vast range of political questions with both pen and voice in this unique book. The Post-Colonial Critic brings together a selection of interviews and discussions in which she has taken part over the past five years; together they articulate some of the most compelling politico-theoretical issues of the present. In these lively texts, students of Spivak's work will identify her unmistakable voice as she speaks on questions of representation and self-representation, the politicization of deconstruction; the situations of post-colonial critics; pedagogical responsibility; and political strategies. "The book addresses a vast range of political questions with both pen and voice. It brings together a selection of</p>

	interviews and discussions in which Gayatri Spivak has taken part over the past five years." (Back cover)
Keywords	Postcolonialism; Feminism; Literary; Culture; Criticism; Post-colonial critics; Pedagogy; Positionalities; Constructing Positionalities; Representation
Availability	Book available from UiT Kultur- og samfunnsfagsbiblioteket
Annotation	A book consisting of interviews of Spivak, a more informal presentation of her ideas and thoughts on the post-colonial critic. Spivak's thoughts on representation and construction of positionalities might be particularly relevant.

1991

Author	Seed, Patricia
Title	Colonial and postcolonial discourse
Year	1991
Publisher	The Latin American Studies Association
Journal	Latin American Research Review 26(3): 181-200
Introduction	<p>"In the late 1980s, historians and anthropologists became increasingly aware of how the ethnographies and histories they have written have been imbued with rhetorical and literary devices. Simultaneously, literary critics have become interested in using anthropological theory and historical facts to create different interpretations of texts traditionally regarded as "high culture." The result is an extraordinarily interdisciplinary moment. Literary critics are reading history and anthropology. Cultural anthropologists are developing sophisticated opinions of literary theorists like Mikhail Bakhtin, Roland Barthes, and Jacques Derrida. And even historians have begun to move slowly toward what is being called "cultural history," a less-developed form of the cultural analyses already being practiced in the fields of anthropology and literary criticism.' Within this ongoing set of conversations, one trend of increasing interest to Latin Americanists, Africanists, and Asianists is an emergent interdisciplinary critique of colonialism known as colonial discourse. Originating from the intersection of dissatisfaction about the limitations of existing critiques of colonial rule with the</p>

	contemporary intellectual movement known as poststructuralism, studies of colonial discourse are undertaking a major reappraisal of the European colonial experience in fields as diverse as literary criticism, history, and anthropology.”
Keywords	Colonial discourse; Postcolonial discourse; Postcolonialism
URL	PDF
Annotation	Seed’s article is a review essay on multiple essays on colonial and postcolonial discourses. Although the article focuses on postcolonialism rather than decolonialization, celebrating postcolonial ideas and concepts, it is considered as a key article. See Mignolo’s (2003) response to this article.

1993

Author	Dussel, Enrique (Eds. Beverley, J., Oviedo, J. & Aronn, M.)
Title	Eurocentrism and Modernity (Introduction to the Frankfurt Lectures). In The Postmodernism Debate in Latin America.
Year	1993
Publisher	Durham, US: Duke University Press
Journal	Boundary 2, 20(3): 65-75
Introduction	Modernity is, for many (for Jurgen Habermas or Charles Taylor, for example), an essentially or exclusively European phenomenon. In these lectures, I will argue that modernity is, in fact, a European phenomenon, but one constituted in a dialectical relation with a non-European alterity that is its ultimate content. Modernity appears when Europe affirms itself as the "center" of a World History that it inaugurates; the "periphery" that surrounds this center is consequently part of its self-definition. The occlusion of this periphery (and of the role of Spain and Portugal in the formation of the modern world system from the late fifteenth to the mid-seventeenth centuries) leads the major contemporary thinkers of the "center" into a Eurocentric fallacy in their understanding of modernity. If their understanding of the genealogy of modernity is

	thus partial and provincial, their attempts at a critique or defense of it are likewise unilateral and, in part, false.
Keywords	Universal history; Enlightenment; Rationality; Subjectivity; Eurocentrism; Modern philosophy; Postmodernism; International aspects
URL DOI	Jstor PDF 10.2307/303341
Annotation	The article problematizes 'modernity' and the idea of Europe as the most developed and civilized, presenting the idea of an 'other face' of modernity, as an innocent victim.
Author	Mignolo, Walter D.
Title	Colonial and Postcolonial Discourse: Cultural Critique or Academic Colonialism?
Year	1993
Publisher Journal	The Latin American Studies Association Latin American Research Review 28(3): 120-31
Description	"Walter Mignolo argues for the need to distinguish among three critiques of modernity: postmodernism (its internal expression), postcolonialism (its Asian and African modality), and postoccidentalism (its Latin American manifestation). Yet far from regarding postcolonialism as irrelevant for Latin America, he suggested that we treat the former as liminal space for developing knowledge from our various loci of enunciation." (Coronil, 2013)
Keywords	Colonial Discourse; Postcolonial Discourse; Academic Colonialism; Cultural Critique
URL	https://www.jstor.org/stable/2503613
Annotation	The article consists of Mignolo's comments on Patricia Seed's "Colonial and Postcolonial Discourse" and presents his views on the topic. Mignolo presents, among others, a critique on the culture of the West being universalized as effects of imperial power. The author argues for how "the Third World produces not only 'cultures' to be studied by anthropologists and ethnohistorians but also intellectuals who generate theories and reflect on their own culture

	and history.” (p 131). Mignolo points at how “the native point of view” also should include intellectuals.
Author	Rajan, Rajeswari Sunder
Title	Real and imagined women: gender, culture and postcolonialism
Year	1993
Publisher	London: Routledge
Synopsis	<p>“<i>Real and Imagined Women</i> explores a number of fascinating and important theoretical questions for feminists by offering a challenging mode of ‘reading resistance’, set against the stereotyped and sensationalist image of the ‘third world woman’ as victim. <i>Real and Imagined Women</i> reconceptualizes this overdetermined subjectivity in separate but related essays that explore the practice and representation of sati, the issues around rape and wife-murder and the official and media construction of the ‘new’ woman as these related to the situation of women in colonial and post-Independence India. In addition, an essay on the ‘case’ of Indira Gandhi identifies, at the other end, the elite female subject, the woman-as-leader, and seeks to reclaim her for a feminist politics. The central and repeated concern of these essays this emerges as the (re)constitution of female subjectivity in the interests of a feminist praxis.”</p>
Keywords	Postcolonial Theory; Women; Feminism; India; Postcolonialism; Gender; Culture
Availability	Book available from UiT Kultur- og samfunnsfagsbiblioteket
Annotation	The book is a collection of feminist critical essays in the context of ‘postcolonial India’, raising the issue of postcolonial situation framing the contest between ‘real’ and ‘imagined’ women.

1995

Author	Chambers, Iain & Curti, Lidia (Eds.)
Title	The post-colonial question: common skies, divided horizons
Year	1995
Publisher	Routledge

Descriptions	“The book brings together renowned and emerging critical voices to respond to the questions raised by the concept of the 'post-colonial'. The contributors explore the diverse cultures which are shaping our global future.” (Routledge)
Keywords	Imperialism; Historical sociology; Culture; Post-colonial
URL	EbookCentral
Annotation	“When was ‘the Post-Colonial’? Thinking at the Limit” by Stuart Hall is part of this book. The book is, as the title suggests, mainly about the so-called post-colonial question. A term with multiple definitions and understandings of what it involves.
Author	Spivak, Gayatri (Eds. Landry, Donna & MacLean, Gerald)
Title	The Spivak reader : Selected works of Gayatri Chakravorty Spivak
Year	1995
Publisher	New York: Routledge
Description	“Among the foremost feminist critics to have emerged to international eminence over the last fifteen years, Gayatri Chakravorty Spivak has relentlessly challenged the high ground of established theoretical discourse in literary and cultural studies. Although her rigorous reading of various authors has often rendered her work difficult terrain for those unfamiliar with poststructuralism, this collection makes significant strides in explicating Spivak's complicated theories of reading.” (Routledge)
Keywords	Feminist theory; Subaltern; Feminist critique; Cultural critique
URL	GoogleBooks
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	The book is a selection of Spivak’s work considered to be the most important, among other connected to post-colonial studies and radical feminist critique. The book is helpful as an insight to the author’s work as a whole. It also includes an interview on Spivak’s thoughts on the question of the ‘subaltern’.

1997

Author	Quijano, Aníbal
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Title	Colonialidad del poder, cultura y conocimiento in America Latina
Year	1997
Publisher	<i>Anuario Mariateguiano</i> 9 (1997): 113-21
Abstract	En America Latina y en el Caribe, desde siempre en su historia, esta planteado un conflicto entre tendencias que se dirigen hacia una reoriginalizacion cultural y otras de represion contra ellas o de reabsorcion de sus productos dentro del poder dominante en la sociedad.
Keywords	Coloniality of power; Coloniality of culture; Coloniality of Knowledge; Latin America
URL	PDF
Annotation	Quijano is known for developing theories on coloniality of power, culture and knowledge in the context of Latin America. The original article in Spanish, see Quijano (2000) for an English version based on the article. Frequently referred to by Mignolo in his work on modernity and coloniality.

1998

Author	Gandhi, Leela
Title	Postcolonial Theory: A Critical Introduction
Year	1998 (1 st ed)
Publisher	Columbia University Press
Abstract	<p>Postcolonial Theory is a ground-breaking critical introduction to the burgeoning field of postcolonial studies.</p> <p>Leela Gandhi is the first to clearly map out this field in terms of its wider philosophical and intellectual context, drawing important connections between postcolonial theory and poststructuralism, postmodernism, marxism and feminism. She assesses the contribution of major theorists such as Edward Said, Gayatri Spivak and Homi Bhabha, and also points to postcolonialism's relationship to earlier thinkers such as Frantz Fanon and Mahatma Gandhi.</p> <p>The book is distinctive in its concern for the specific historical, material, and cultural contexts for postcolonial theory, and in its attempt to sketch out the ethical possibilities for postcolonial theory</p>

	as a model for living with and knowing cultural difference non-violently. Postcolonial Theory is a useful starting point for readers new to the field and a provocative account which opens possibilities for debate.
Keywords	Postcolonialism; History; Feminism
URL	https://ebookcentral.proquest.com/lib/tromsoub-ebooks/detail.action?pq-origsite=primo&docID=5552986
Availability	(2 nd edition, 2019) 1 st edition available from UiT, Kultur- og samfunnsfagbiblioteket
Annotation	Chapter 5 presents the connection between the two concepts of 'postcolonialism' and 'feminism' 1 st edition available from UiT, Kultur- og samfunnsfagbiblioteket
Author	Loomba, Ania
Title	Colonialism/Postcolonialism
Year	1998
Publisher	Routledge
Description	“Colonialism/Postcolonialism is a comprehensive yet accessible guide to the historical and theoretical dimensions of colonial and postcolonial studies. Ania Loomba deftly introduces and examines key features of the ideologies and history of colonialism the relationship of colonial discourse to literature challenges to colonialism, including anticolonial discourses recent developments in postcolonial theories and histories issues of sexuality and colonialism, and the intersection of feminist and postcolonial thought debates about globalization and postcolonialism. Recommended on courses across the academic disciplines and around the world, Colonialism/Postcolonialism has for some years been accepted as the essential introduction to a vibrant and politically charged area of literary and cultural study. With new coverage of emerging debates around globalization, this second edition will continue to serve as the ideal guide for students new to colonial discourse theory,

	postcolonial studies or postcolonial theory as well as a reference for advanced students and teachers.” (Routledge)
Keywords	Post-colonialism; Literature theory; Colonialism
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	

1999

Author	Mignolo, Walter D.
Title	I am Where I Think: Epistemology and the Colonial Difference
Year	1999
Journal	Journal of Latin American Cultural Studies 8(2): 235-45
Introduction	<p>“More than 10 years ago, when <i>The Darker Side of the Renaissance: Literacy, Territorialité and Colonization</i> (1995) was in the making—but without me being aware that this was the case—I had my first intellectual exchange with Peter Hulme. This was owing to the fact that Rolena Adorno and I were seeking to publish an article of his in a special issue of <i>Dispositio</i> (1989) devoted to 'Colonial Discourse', a concept Hulme examined in his landmark book <i>Colonial Encounters. European and the Native Caribbean, 1492-1797</i> (1986). I am evoking this moment for several reasons. First, it was a moment of transformation in Hispanic/Latin America colonial scholarship, moving away from the double tyranny of the national values imprinted in Castilian languages and literature written in Castilian. The transition from 'literature to discourse' was, at the same time, a transition from the national framing of the colonial period to a new domain of scholarship that I would today identify as a 'coloniality at large'. Secondly, in spite of the internal transformation (e.g. the history of Hispanic and Latin American scholarship), it was not relevant in current debates in which modernity and coloniality were post-Enlightenment phenomena. Thirdly, I am evoking this moment to remind the reader that this was the general basis for <i>The Darker Side of the Renaissance</i>. (...)”</p>
Keywords	Epistemology; Coloniality; Colonial differences
URL	Tandfonline

DOI	10.1080/13569329909361962
Annotation	Debate article
Author	Smith, Linda Tuhiwai
Title	Decolonizing methodologies: research and indigenous peoples
Year	1999 (2 nd ed. published in 2012)
Publisher	Zed Books
Abstract	<p>To the colonized, the term 'research' is conflated with European colonialism; the ways in which academic research has been implicated in the throes of imperialism remains a painful memory. This essential volume explores intersections of imperialism and research - specifically, the ways in which imperialism is embedded in disciplines of knowledge and tradition as 'regimes of truth.' Concepts such as 'discovery' and 'claiming' are discussed and an argument presented that the decolonization of research methods will help to reclaim control over indigenous ways of knowing and being.</p> <p>Now in its eagerly awaited second edition, this bestselling book has been substantially revised, with new case-studies and examples and important additions on new indigenous literature, the role of research in indigenous struggles for social justice, which brings this essential volume urgently up-to-date.</p>
Keywords	Colonialism; culture; knowledge; colonizing knowledges; indigenous knowledge; indigenous methodologies
URL	Google Books
Annotation	One of the first and most well-known books about decolonizing methodologies and indigenous methodologies.
Author	Spivak, Gayatri Chakravorty
Title	A critique of postcolonial reason: Toward a history of the vanishing present
Year	1999
Publisher	Harvard University Press

Description	<p>Are the "culture wars" over? When did they begin? What is their relationship to gender struggle and the dynamics of class? In her first full treatment of postcolonial studies, a field that she helped define, Gayatri Chakravorty Spivak, one of the world's foremost literary theorists, poses these questions from within the postcolonial enclave.</p> <p>"We cannot merely continue to act out the part of Caliban," Spivak writes; and her book is an attempt to understand and describe a more responsible role for the postcolonial critic. <i>A Critique of Postcolonial Reason</i> tracks the figure of the "native informant" through various cultural practices--philosophy, history, literature--to suggest that it emerges as the metropolitan hybrid. The book addresses feminists, philosophers, critics, and interventionist intellectuals, as they unite and divide. It ranges from Kant's analytic of the sublime to child labor in Bangladesh. Throughout, the notion of a Third World interloper as the pure victim of a colonialist oppressor emerges as sharply suspect: the mud we sling at certain seemingly overbearing ancestors such as Marx and Kant may be the very ground we stand on.</p> <p>A major critical work, Spivak's book redefines and repositions the postcolonial critic, leading her through transnational cultural studies into considerations of globality.</p>
Keywords	Postcolonialism; Feminist Criticism; Literature
URL	Google Books
Availability	Book available from UiT, Kultur- og samfunnsfagsbiblioteket
Annotation	

2000

Author	Bleiklie, Ivar
Title	Educating for citizenship
Year	2000
Publisher	LOS-senter notat (trykt utg.)

	<i>Report submitted to the working party 'Universities as sites of citizenship' of the Council of Europe's Higher Education and Research Committee (CC-HER)</i>
Intro	This report presents the preliminary findings from the study of the participating University of Bergen, Norway, in the <i>University as site of citizenship</i> project. The purpose is to present a report on the University of Bergen as a cite of citizenship with particular regard to student participation in university decision making bodies, university and student involvement in the local community and university education programs relevant to the fostering of democratic attitudes and practices. The report focuses on the following topics. First it looks at the national context of the university. This is particularly important for understanding the role of a public state-owned university within an almost entirely publicly owned higher education system in a small democratic nation state. Second it presents and analyses democracy and community involvement from the perspective of students. Third it discusses participation, relations with the local community and education programs from the perspective of university faculty and administrators. Finally, it presents the university from the perspective of the media and municipal representatives of the local community.
Keywords	Citizenship; Higher Education; Universities;
URL	https://www.nb.no/items/URN:NBN:no-nb_digibok_2009100704118
Annotation	
Author	Dei, George J. Sefa
Title	Rethinking the role of Indigenous knowledges in the academy
Year	2000
Publisher / Journal	Taylor & Francis Group International Journal of Inclusive Education 4(2):111-132
Abstract	This paper is an invitation critically to engage in the discussion of 'Indigenous knowledges' and the implication for academic decolonization. Among the issues raised are questions of the definition and operationalization of Indigenous knowledges and the challenges of pursuing such knowledge in the Western academy. The paper draws attention to some of the nuances, contradictions and

	<p>contestations in affirming the place of Indigenous knowledges in the academy. It is pointed out that Indigenous knowledges do not 'sit in pristine fashion' outside of the effects of other knowledges. In particular, the paper brings new and complex readings to the term 'Indigenous', maintaining that different bodies of knowledge continually influence each other to show the dynamism of all knowledge systems. It is argued that when located in the Euro-American educational contexts, Indigenous knowledges can be fundamentally experientially based, non-universal, holistic and relational knowledges of 'resistance'. In the discussion, the paper interrogates the notions of tradition, authenticity, orality and the assertion of Indigenous identity as crucial to the educational and political project of affirming Indigenous knowledges.</p>
Keywords	Indigenous knowledges; Academy; Anti-colonialism;
URL	www.tandfonline.com/doi/pdf/10.1080/136031100284849?needAccess=true
DOI	10.1080/136031100284849
Annotation	
Author	Grande, Sandy
Title	American Indian identity and intellectualism: The quest for a new red pedagogy
Year	2000
Publisher	Routledge
Journal	International Journal of Qualitative Studies in Education 13(4):343-359
Abstract	In this article Grande argues that American Indian intellectualism and its central concerns - sovereignty and self-determination - have been ignored, obscured, and impeded by dominant modes of educational theory. More specifically, she argues that current obsessions with identity theory and formation work to deny the critical difference of American Indians as tribal peoples of distinct nations with sovereign status and treaty rights. Dominant modes of identity theory, thus, work to obscure the real sources of oppression of Indigenous peoples,

	<p>substituting radical social transformation with a politics of representation. In working to address the inner contradictions between dominant modes of identity theory and American Indian tribal subjectivity, Grande employs the use of narrative, examining the text of her own identity formation through the lenses of differing modes of identity theory, namely essentialist, postmodern, and critical identity theories. She analyzes the potential of each theory to produce transformative knowledge and inform the discourse on American Indian identity and intellectualism. The author ends with a discussion of the need for a critical Indigenous theory of tribal identity and liberation, for a collectivity of critique that ultimately forms the foundation for a new Red Pedagogy.</p>
Keywords	Red Pedagogy, American Indian Identity, Postmodern Theory
URL	https://www.tandfonline.com/doi/abs/10.1080/095183900413296
DOI	10.1080/095183900413296
Annotation	
Author	Henderson, James (Sa'ke'j) Youngblood
Title	<p>Challenges of respecting Indigenous world views in Eurocentric education</p> <p><i>In Niel R. "Voice of the drum: Indigenous education and culture»</i></p>
Year	2000
Publisher	Kingfisher Publication (59-80)
Description	<p>"Sa'ke'j Henderson's article "Challenges of Respecting Indigenous World Views in Eurocentric Education" incisively describes the assumptions and beliefs of both the colonizers and their latter-day academic apologists.</p> <p>Henderson understands Eurocentricism as an artificial context based on the ultra-theory of diffusionism. That is, "genuine culture" is seen to emanate centrally from Europe. Colonization thus takes on the shape of divine intervention for its assumed evolutionary benefits. Non-European regions are falsely explained away as relatively</p>

	<p>uninhabited, nomadically (unclaimed) lands, their "sparse" populations being intellectually, as well as spiritually, inferior.</p> <p>(...) Sa'ke'j's brief overview of European philosophy highlights the Frankfurt School and more current deconstructionism, most frequently critiquing their absence of recognition of true alterity (the existence of cultural, natural, spirit-being "otherness"). In its conclusion, this article is an anthem to some key values of Indigenous world view. In its main body, it explains why, if the reader recognizes cross-culturality, we have arrived at "the potential termination point of Eurocentric thought."</p>
Keywords	Indigenous perspectives; Eurocentrism; Education
URL	Full text: https://files.eric.ed.gov/fulltext/ED469143.pdf https://eric.ed.gov/?id=ED469143
Annotation	The book chapter is based on an 11-day international gathering of Indigenous Elders and educators in 1998. Henderson is one of the most well-known authors on indigenous methodology.
Author	Mignolo, Walter D.
Title	Local Histories/Global Designs Coloniality, Subaltern Knowledges, and Border Thinking
Year	2000
Publisher	Princeton University Press
Abstract	<p>"Local Histories/Global Designs is an extended argument about the "coloniality" of power by one of the most innovative Latin American and Latino scholars. In a shrinking world where sharp dichotomies, such as East/West and developing/developed, blur and shift, Walter Mignolo points to the inadequacy of current practices in the social sciences and area studies. He explores the crucial notion of "colonial difference" in the study of the modern colonial world and traces the emergence of an epistemic shift, which he calls "border thinking." Further, he expands the horizons of those debates already under way in postcolonial studies of Asia and Africa by dwelling in the genealogy of thoughts of South/Central America, the Caribbean, and Latino/as in the United States. His concept of "border gnosis,"</p>

	or sensing and knowing by dwelling in imperial/colonial borderlands, counters the tendency of occidentalist perspectives to manage, and thus limit, understanding. In a new preface that discusses Local Histories/Global Designs as a dialogue with Hegel's Philosophy of History, Mignolo connects his argument with the unfolding of history in the first decade of the twenty-first century."
Keywords	Postcolonialism; Hermeneutics; Subaltern Knowledges
URL	http://www.jstor.org/stable/j.cttq94t0
Annotation	
Author	Narayan, Uma & Harding, Sandra
Title	Decentering the center : philosophy for a multicultural, postcolonial, and feminist world
Year	2000
Publisher	Bloomington: Indiana University Press
Description	The essays in this volume bring to their focuses on philosophical issues the new angles of vision created by the multicultural, global, and postcolonial feminisms that have been developing around us. These multicultural, global, and postcolonial feminist concerns transform mainstream notions of experience, human rights, the origins of philosophic issues, philosophic uses of metaphors of the family, white antiracism, human progress, scientific progress, modernity, the unity of scientific method, the desirability of universal knowledge claims, and other ideas central to philosophy.
Keywords	Feminist theory; Feminism; Multiculturalism; Pluralism (Social sciences); Women; Globalization
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	
Author	Quayson, Ato
Title	Postcolonialism: Theory, Practice, or Process
Year	2000
Publisher	Cambridge: Polity Press
Synopsis	«This important book is a critical introduction to the rapidly expanding field of postcolonial studies. Adopting an interdisciplinary

	<p>approach, the author draws on literary criticism, philosophy, anthropology, history and politics to develop a distinctive account of postcolonialism.</p> <p>Quayson discusses key debates in the field, including the implications of various forms of interdisciplinarity for postcolonial studies, the relationship between indigenous knowledge and contemporary historiography, the links between postmodernism and postcolonialism and the insights of feminism for postcolonial theory. He explores the relevance of these debates for cultural, literary and political criticism. Throughout the text, he stresses the importance of seeing postcolonialism as a process of analysis which does not simply refer to another stage after colonialism, but to a continuing struggle against colonialism and its effects. He encourages the reader to think through the issues that are raised by postcolonial theory and to relate these to political practice today. This practical application of postcolonial theory allows the author to develop dynamic new perspectives on aspects of contemporary culture, history and literature. He discusses the work of Rushdie, Morrison, Achebe, Soyinka and Okri, amongst others; many of his examples are drawn from African cultures, an area which has been hitherto neglected by postcolonial theory. Quayson also develops postcolonial approaches to the literary canon, showing how this perspective can shed new light on some of the classical works of English literature, such as those of Shakespeare.»</p>
Keywords	Postcolonialism; Decolonization; Literature; Decolonization in literature; Commonwealth literature; History; Criticism; Theory
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	
Author	Quijano, Aníbal Ennis, Michael (translator)
Title	Coloniality of Power, Eurocentrism, and Latin America
Year	2000

Publisher	Duke University Press
Journal	Nepantla: Views from South 1(3): 533-580
Abstract	<p>What is termed globalization is the culmination of a process that began with the constitution of America and colonial/modern Eurocentered capitalism as a new global power. One of the fundamental axes of this model of power is the social classification of the world's population around the idea of race, a mental construction that expresses the basic experience of colonial domination and pervades the more important dimensions of global power, including its specific rationality: Eurocentrism. The racial axis has a colonial origin and character, but it has proven to be more durable and stable than the colonialism in whose matrix it was established. Therefore, the model of power that is globally hegemonic today presupposes an element of coloniality.</p> <p>In what follows, my primary aim is to open up some of the theoretically necessary questions about the implications of coloniality of power regarding the history of Latin America. America and the New Model of Global Power America was constituted as the first space/time of a new model of power of global vocation, and both in this way and by it became the first identity of modernity. Two historical processes associated in the production of that space/time converged and established the two fundamental axes of the new model of power.</p>
Keywords	Colonialism; Imperialism; Eurocentrism; Power; Lantin America
URL	https://muse.jhu.edu/article/23906 PDF
Annotation	

2001

Author	Wilson, Shawn
Title	What Is an Indigenous Research Methodology?
Year	2001
Journal	Canadian Journal of Native Education, 25(2): 175

Abstract	Indigenous researchers must move beyond merely assuming an Indigenous perspective on non-Indigenous research paradigms. An Indigenous paradigm comes from the fundamental belief that knowledge is relational, is shared with all creation, and therefore cannot be owned or discovered. Indigenous research methods should reflect these beliefs and the obligations they imply.
Keywords	Native peoples; Social research; Indigenous people; Research Methodology
URL	Research Gate
Annotation	

Author	Young, Robert
Title	Postcolonialism: An Historical Introduction
Year	2011
Publisher	Oxford: Blackwell
Description	<p>This seminal work—now available in a 15th anniversary edition with a new preface—is a thorough introduction to the historical and theoretical origins of postcolonial theory.</p> <ul style="list-style-type: none"> • Provides a clearly written and wide-ranging account of postcolonialism, empire, imperialism, and colonialism, written by one of the leading scholars on the topic • Details the history of anti-colonial movements and their leaders around the world, from Europe and Latin America to Africa and Asia • Analyzes the ways in which freedom struggles contributed to postcolonial discourse by producing fundamental ideas about the relationship between non-western and western societies and cultures • Offers an engaging yet accessible style that will appeal to scholars as well as introductory students
Keywords	History; Postcolonialism; Decolonization
URL	Wiley EBA
DOI	10.1002/9781119316817

Annotation	
2002	
Author	Anderson, Joan & McCann, Elizabeth
Title	Toward a post-colonial feminist methodology in nursing research: Exploring the convergence of post-colonial and black feminist scholarship
Year	2002
Journal	Nurse researcher (9):7-27
Abstract	In this paper, Joan M Anderson explores post-colonial feminist scholarship, generated through the convergence of black feminist and post-colonial scholarship, and examines its use as a theory and methodology for nursing scholarship.
Keywords	Post-colonial Feminist Methodology; Nursing research; Post-Coloniality; Feminism; Feminist Methodology
URL	Research Gate
DOI	10.7748/nr2002.04.9.3.7.c6186
Annotation	
Author	Scott, Helen
Title	The Process of Postcolonializing
Year	2002
Publisher	Johns Hopkins University Press
Journal	Callaloo 25(5): 994-996
Description	Scott reviews "Postcolonialism: Theory, Practice or Process?" by Ato Quayson.
Keywords	Reviews; Quayson, Ato; Commonwealth literature (English); Theory; History and criticism; Book; Book reviews
URL	JStor PDF
DOI	10.1353/cal.2002.0142
Annotation	
Author	Mignolo, Walter D.
Title	The geopolitics of knowledge and the colonial difference
Year	2002
Journal	The South Atlantic Quarterly, 101(1): 57-94

Introduction	<p>“In December 1998 I had the good fortune to be one of the commentators in the workshop "Historical Capitalism, Coloniality of Power, and Transmodernity," featuring presentations by Immanuel Wallerstein, Anibal Quijano, and Enrique Dussel. Speakers were asked to offer updates and to elaborate on the concepts attributed to them. Reflecting on "transmodernity," Dussel made a remark that I take as a central point of my argument. According to Dussel, postmodern criticism of modernity is important and necessary, but it is not enough. The argument was developed by Dussel in his recent short but important dialogue with Gianni Vattimo's work, which he characterized as a "eurocentric critique of modernity." ¹ What else can there be, beyond a Eurocentric critique of modernity and Eurocentrism? Dussel has responded to this question with the concept of transmodernity, by which he means that modernity is not a strictly European but a planetary phenomenon, to which the "excluded barbarians" have contributed, although their contribution has not been acknowledged. Dussel's argument resembles, then, the South Asian Subaltern Studies project, although it has been made from the legacies of earlier colonialisms (Spanish and Portuguese). Transmodernity also implies—for Dussel—a "liberating reason" (<i>razón liberadora</i>) that is the guiding principle of his philosophy and ethic of liberation. The dialogues between Dussel and Wallerstein, between philosophy of liberation and world system analysis, and between philosophy of liberation and opening the social sciences, have two things in common. First, both are critical of capitalism, the neoliberal market, and formal democracy. Second, both (and Quijano as well) conceive of modernity as unfolding in the sixteenth century with capitalism and the emergence of the Atlantic commercial circuit. However, there is a break between Wallerstein, on one hand, and Dussel and Quijano, on the other: they stand at different ends of the colonial difference. To explain this intuition is the main thrust of this essay.”</p>
Keywords	Theory and Philosophy; Literary Theory; Critical Theory; Knowledge; Colonialism; Modernism
URL	https://muse.jhu.edu/article/30745

DOI	10.1215/00382876-101-1-57
Annotation	

2003

Author	Garroutte, Eva Marie
Title	Real Indians: Identity and the Survival of Native America
Year	2003
Publisher	Berkeley: University of California Press
Abstract	At the dawn of the twenty-first century, America finds itself on the brink of a new racial consciousness. The old, unquestioned confidence with which individuals can be classified (as embodied, for instance, in previous U.S. census categories) has been eroded. In its place are shifting paradigms and new norms for racial identity. Eva Marie Garroutte examines the changing processes of racial identification and their implications by looking specifically at the case of American Indians.
Keywords	Radical Indigenism; Ethnic identity; Indians of North America; United States; Tribal citizenship; History; Self-determination; National Legal status; laws; Identification
URL	Google Books
Annotation	

Author	Mignolo, Walter D.
Title	Globalization and Geopolitics of Knowledge: The Role of the Humanities In the Corporate University
Year	2003
Publisher	Duke University Press
Journal	Nepantla: Views from South 4(1): 97-119
Intro	There are two kinds of histories of the university as an institution that may help us understand the dilemmas now confronting universities in Latin and Anglo-America. Since the European Renaissance and European colonial expansion in the sixteenth century—that is, the foundational moment of the modern/colonial world—the accumulation of money has gone hand in hand with

	<p>the accumulation of meaning and of knowledge. Today “historical-structural dependency” still structures the world, both economically and epistemically. If the Latin American university, as an institution, is in crisis (as is the political and economic system, from Argentina to Colombia, from Venezuela to Peru, and from Brazil to Mexico), it is obvious that the accumulation of money cannot be detached from the institutional accumulation of meaning and knowledge at the university. Economists like Joseph Stiglitz and financial giants like George Soros have been denouncing the crisis of capitalism since the early 1990s. Shortly before then, Portuguese sociologist Boaventura de Sousa Santos (1987) published a booklet about the crisis of science. Is it a coincidence that capitalism and scientific practices have a parallel biography, and that they both have arrived at a critical stage, together? What are the possible futures that can be imagined from our daily practice at the university? And how can we reimagine the connections between knowledge, the state, civil and political society, and an economy that is coming apart under the guidance of market fundamentalism? In addition to exploring these questions, this essay will detail how one institution, the Universidad Intercultural in Ecuador, has responded to them in a way that demonstrates that an institution of higher education need not be subservient to the values of the liberal state, the needs of corporations, or hegemonic conceptions of “universal” knowledge.</p>
Keywords	Humanities; Universities; Knowledge; Coloniality
URL	https://muse.jhu.edu/article/40206
Annotation	

Author	Mohanty, Chandra Talpade
Title	Feminism without borders: decolonizing theory, practicing solidarity
Year	2003
Publisher	Duke University Press

<p>Description</p>	<p>“Bringing together classic and new writings of the trailblazing feminist theorist Chandra Talpade Mohanty, <i>Feminism without Borders</i> addresses some of the most pressing and complex issues facing contemporary feminism. Forging vital links between daily life and collective action and between theory and pedagogy, Mohanty has been at the vanguard of Third World and international feminist thought and activism for nearly two decades. This collection highlights the concerns running throughout her pioneering work: the politics of difference and solidarity, decolonizing and democratizing feminist practice, the crossing of borders, and the relation of feminist knowledge and scholarship to organizing and social movements. Mohanty offers here a sustained critique of globalization and urges a reorientation of transnational feminist practice toward anticapitalist struggles.</p> <p><i>Feminism without Borders</i> opens with Mohanty's influential critique of western feminism ("Under Western Eyes") and closes with a reconsideration of that piece based on her latest thinking regarding the ways that gender matters in the racial, class, and national formations of globalization. In between these essays, Mohanty meditates on the lives of women workers at different ends of the global assembly line (in India, the United Kingdom, and the United States); feminist writing on experience, identity, and community; dominant conceptions of multiculturalism and citizenship; and the corporatization of the North American academy. She considers the evolution of interdisciplinary programs like Women's Studies and Race and Ethnic Studies; pedagogies of accommodation and dissent; and transnational women's movements for grassroots ecological solutions and consumer, health, and reproductive rights. Mohanty's probing and provocative analyses of key concepts in feminist thought—"home," "sisterhood," "experience," "community"—lead the way toward a feminism without borders, a feminism fully engaged with the realities of a transnational world.”</p>
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Keywords	Feminism; Women; Decolonization; Solidarity; Globalization; Criticism; Criticism of Capitalism; Developing Countries
URL	Google Books
Annotation	Important article on feminism and decolonization

2004

Author	Anderson, Joan M.
Title	Lessons from a postcolonial-feminist perspective: Suffering and a path to healing
Year	2004
Publisher / Journal	John Wiley & Sons, Ltd Nursing Inquiry 11(4):238-246
Abstract	Recent events around the globe reflect the tensions and ethical dilemmas of the postmodern, postcolonial and neocolonial world that have far reaching implications for health, well-being, and human suffering. As we consider what is at stake, and what this means for local lives and human relationships, we need to examine whether the theories we draw on are adequate to further our understanding of health, and the social and material conditions of human suffering. In this paper I begin to explore the question? Can postcolonial feminist theories provide an inclusive scholarship that would further our understanding of human suffering and open up a path to healing?? At issue here is whether this scholarship adds another dimension to a praxis-oriented nursing science.
Keywords	Critical inquiry; Culture; Feminism; Postcolonialism; Racialization
URL	Research Gate
DOI	10.1111/j.1440-1800.2004.00231.x
Annotation	

Author	Escobar, Arturo
Title	Beyond the third world: Imperial globality, global coloniality and anti-globalization social movements
Year	2004
Journal	Third World Quarterly 25 (1): 207-230

Abstract	The increasing realisation that there are modern problems for which there are no modern solutions points towards the need to move beyond the paradigm of modernity and, hence, beyond the Third World. Imagining after the Third World takes place against the backdrop of two major processes: first, the rise of a new US-based form of imperial globality, an economic-military-ideological order that subordinates regions, peoples and economies world-wide. Imperial globality has its underside in what could be called, following a group of Latin American researchers, global coloniality, meaning by this the heightened marginalisation and suppression of the knowledge and culture of subaltern groups. The second social process is the emergence of self-organising social movement networks, which operate under a new logic, fostering forms of counter-hegemonic globalisation. It is argued that, to the extent that they engage with the politics of difference, particularly through place-based yet transnationalised political strategies, these movements represent the best hope for reworking imperial globality and global coloniality in ways that make imagining after the Third World, and beyond modernity, a viable project.
Keywords	Antiglobalization; Facism; Social movements; Globalization; Subalterns; Third World
URL	JStor PDF
DOI	10.1080/0143659042000185417
Annotation	

Author	Maldonado-Torres, Nelson
Title	The topology of being and the geopolitics of knowledge: Modernity, empire, coloniality.
Year	2004
Journal	City, Analysis of Urban Change, Theory, Action 8(1): 2956.
Abstract	This essay by Nelson Maldonado-Torres examines the conjunction of race and space in the work of several European thinkers. It focuses on Martin Heidegger's project of Searching for roots in the West. This

	project of searching for roots is unmasked as being complicit with an imperial cartographical vision that creates and divides the cities of the gods and the cities of the damned. Maldonado-Torres identifies similar conceptions in other Western thinkers, most notably Levinas, Negri, Zizeck, Habermas, and Derrida. To the project of searching for roots and its racist undertones, he opposes a Fanonian critical vision that highlights the constitutive character of coloniality and damnation for the project of European modernity. He concludes with a call for radical diversity and a decolonial geopolitics of knowledge.
Keywords	Modernity; Decolonization; Eurocentrism; Knowledge
URL	Tandfonline
DOI	10.1080/1360481042000199787
Annotation	

Author	Porsanger, Jelena
Title	An Essay about Indigenous Methodology
Year	2004
Journal	Nordlit 8(1):105-20 Special Issue on Nordic Minorities
Abstract	In this essay the author intends to articulate methodological issues, which are primarily important for indigenous researchers in the light of the indigenous perspective.
Keywords	Indigenous methodologies; Epistemology; Power relations in research; Indigenous research; Research ethics
URL	Nordlit
DOI	10.7557/13.1910
Annotation	
Author	Scott, Peter
Title	Ethics 'in' and 'for' Higher Education
Year	2004
Publisher	Routledge
Journal	Higher Education in Europe 29(4): 439-450

Abstract	This paper analyses the apparent conspiracy of silence and/or culture of disinterest with regard to ethical issues in higher education. A first interpretation treats it as an almost entirely negative phenomenon – the subordination of university values to external political and market forces. The second interpretation, elaborated here, is more nuanced and less judgmental; the apparent erosion of the autonomy of the university and growing fuzziness of traditional academic values are seen as evidence not of decline-and-fall but of higher education's success within the expanding territory of the knowledge society.
Keywords	Higher Education; University; Values; Ethics; Academic Culture;
URL	Tandfonline
DOI	DOI: 10.1080/03797720500083039
Annotation	
Author	Westheimer, Joel & Kahne, Joseph
Title	What Kind of Citizen? The Politics of Educating for Democracy.
Year	2004
Journal	American Educational Research Journal, 41(2), 237-269
Abstract	Educators and policymakers increasingly pursue programs that aim to strengthen democracy through civic education, service learning, and other pedagogies. Their underlying beliefs, however, differ. This article calls attention to the spectrum of ideas about what good citizenship is and what good citizens do that are embodied in democratic education programs. It offers analyses of a 2-year study of educational programs in the United States that aimed to promote democracy. Drawing on democratic theory and on findings from their study, the authors detail three conceptions of the “good” citizen - personally responsible, participatory, and justice oriented - that underscore political implications of education for democracy. The article demonstrates that the narrow and often ideologically conservative conception of citizenship embedded in many current efforts at teaching for democracy reflects not arbitrary choices but, rather, political choices with political consequences.
Keywords	Citizenship; Character; Civic education; Democracy; Politics

URL	Sagepub
DOI	10.3102/00028312041002237
Annotation	Citizenship – one of the major articles?

2005

Author	Alexander, Jacqui
Title	Pedagogies of crossing: Meditations on feminism, sexual politics, memory and the sacred.
Year	2005
Publisher	Durham, NC/London: Duke University Press.396V. de Oliveira
Journal	Andreotti
Description	<p>M. Jacqui Alexander is one of the most important theorists of transnational feminism working today. <i>Pedagogies of Crossing</i> brings together essays she has written over the past decade, uniting her incisive critiques, which have had such a profound impact on feminist, queer, and critical race theories, with some of her more recent work. In this landmark interdisciplinary volume, Alexander points to a number of critical imperatives made all the more urgent by contemporary manifestations of neoimperialism and neocolonialism. Among these are the need for North American feminism and queer studies to take up transnational frameworks that foreground questions of colonialism, political economy, and racial formation; for a thorough re-conceptualization of modernity to account for the heteronormative regulatory practices of modern state formations; and for feminists to wrestle with the spiritual dimensions of experience and the meaning of sacred subjectivity. In these meditations, Alexander deftly unites large, often contradictory, historical processes across time and space. She focuses on the criminalization of queer communities in both the United States and the Caribbean in ways that prompt us to rethink how modernity invents its own traditions; she juxtaposes the political organizing and consciousness of women workers in global factories in Mexico, the Caribbean, and Canada with the pressing need for those in the academic factory to teach for social justice; she reflects on the limits and failures of liberal pluralism; and she presents original and compelling arguments that show how and why transgenerational</p>

	memory is an indispensable spiritual practice within differently constituted women-of-color communities as it operates as a powerful antidote to oppression. In this multifaceted, visionary book, Alexander maps the terrain of alternative histories and offers new forms of knowledge with which to mold alternative futures.
Keywords	Equality; Social justice; Feminism; Racism; Postcolonialism; Transnationalism
URL	https://ebookcentral.proquest.com/lib/tromsoub-ebooks/detail.action?docID=1168427
Annotation	

Author	Kovach, Margaret
Title	Emerging from the Margins: Indigenous Methodologies <i>In Brown, Lesli Allison and Strega, Susan. "Research As Resistance: Critical, Indigenous and Anti-oppressive Approaches" (pp. 19-36)</i>
Year	2005
Publisher	Canadian Scholar's Press
Description	"Maggie Kovach invites us to accompany her as she explores Indigenous research paradigms and methodologies while resisting the imposition of dominant ideas about who can do research, and how. She offers some thoughts on what Indigenous epistemology is, the role of an Indigenous theoretical framework in research, and how these link with methodology. Through highlighting key themes in Indigenous methodologies, she proposes some principles that can guide researchers interested in Indigenous and other emancipatory approaches to research.» Brown & Strega in the book introduction
Keywords	Indigenous theory; Indigenous Research; Methodology; Method; Qualitative research; Quantitative Research; Positivism; Critical Theory; Feminism; Interpretivism; Postmodernism; Ethics; Accountability; Reading; Interviews; Narrative; Health; Education; Justice; Collectivity; Culture; Indigeneity; Representation; Equity; Marginalisation; Decolonisation; Researcher Story
URL	Google Books Online book

Annotation	
Author	Sa'ar, Amalia
Title	Postcolonial Feminism, the Politics of Identification, and the Liberal Bargain
Year	2005
Journal	Gender & Society, 19(5), 680-700
Abstract	The article focuses on the complex positioning of people from disempowered backgrounds with respect to liberalism and liberal dividends. The author offers the term liberal bargain, paraphrasing Deniz Kandiyoti's "patriarchal bargain" and Cynthia Cockburn's "ethnic bargain," and dwells on the interconnections between the three. The liberal bargain indicates the particular consciousness and symbolic whitening that "colorized" (i.e., excluded/oppressed) people tend to adopt when they attempt to cash in on the liberal promise. Within the discourse of postcolonial feminism, the concept is intended to promote the discussion of power differentials among women, through refining the analytically dissatisfactory color metaphors habitually used to address issues of hegemony and ethnocentrism.
Keywords	Postcolonial feminism; Whiteness; Liberal Bargain; Patriarchy; Ethnicity; Liberal Epistemology
URL	https://journals.sagepub.com/doi/abs/10.1177/0891243205278405
DOI	10.1177/0891243205278405
Annotation	Describes the concept of colonial axis of power

2006

Author	Andreotti, Vanessa
Title	Soft versus critical global citizenship education
Year	2006
Publisher	Centre for Global Education
Journal	Policy and Practice 3: 40-51
Description	Understanding global issues often requires learners to examine a complex web of cultural and material processes and contexts on local and global levels. Vanessa Andreotti explores how critical global citizenship can be an effective way to support learners in that process.

Keywords	Global Education; Citizenship; Critical Global Citizenship; Education; Power
URL	GlobalEducation
Annotation	

Author	Rogg, Elisabet
Title	Gender in the Academic Elite in a Post-Socialist Society the Case of Montenegro with a Side-Glance at Norway
Year	2006
Publisher	Universitatea de Vest din Timișoara
Journal	Gender Studies 5:269-292
Introduction	<p>All over Europe there is now a focus on women in sciences. This concern reflects both the perspective of human capital - no nation can afford to base its economic, social and cultural development on only one half of the intellectual capacities of its population – but also the sense that this is a question of justice. Since 1999 the European Commission has initiated and funded reports on women in sciences in all Western European countries as well as in the eight new member states that were formerly communist states. These reports show that although young women now make up at least half of the students in higher education, the participation of women is reduced as we look higher up the academic hierarchy (Osborn et al., 2000 European Commission, 2003a).</p> <p>Even though this is a general phenomenon in all European countries there are important variations. The best documented differences concern the gender distribution in the professoriate. Official figures show that Latvia has the highest proportion of women professors, 26,4 percent in half of the post-communist states in the European Union there were more than 20 percent women professors (Latvia, Bulgaria, Poland and Estonia) whereas only Portugal and Finland out of 16 Western European countries had passed 20 percent in 2000 (European Commission 2003b, Fig 3.1.b). The main focus of the studies initiated by the European Union has been on member states</p>

	and associated countries thus with the exception of Slovenia, there is a need for recent empirical studies in the English language from states within former Yugoslavia. My focus is on Montenegro, characterized as one of the least developed parts of former Yugoslavia (Blagojevic, 1991).
Keywords	Gender studies; Gendered Representation; Gendered Discourse
URL	Gender Studies
Annotation	Relevant?

2007

Author	Green, Joyce
Title	Making Space for Indigenous Feminism
Year	2007
Publisher / Journal	University of Toronto Press Canadian journal of women and law 31(1):187-194
Description	<p>“The second edition of Joyce Green's <i>Making Space for Indigenous Feminism</i> is, like the first edition, a transformative call to action.¹ The seventeen chapters, written by Indigenous women who are joined by a few non-Indigenous allies, are inspiring, edgy, direct, and deliberately crafted. Drawing upon the lens of Indigenous feminist theory, they name injustices that might otherwise remain obscure, while simultaneously honouring those whose stories and lives are drawn upon to illustrate the injustices. Collectively, the authors facilitate understanding the strength, potential, and diversity of Indigenous feminism, while simultaneously inviting dialogue regarding the value of Indigenous feminism for addressing both systemic harms and systemic transformation. Many of the authors also demand that individuals—Indigenous and white men, and white women—take responsibility and be accountable for how they personally benefit from, or are otherwise complicit in, the disempowerment of Indigenous women. The topics range from how the <i>Indian Act</i> and its recent amendments continue to position Indigenous women as occupying Victorian gender roles to how Indigenous resurgence movements will be strengthened by engaging</p>

	with Indigenous feminism (and, otherwise, may risk perpetuating Indigenous women's disempowerment).”
Key words	Indigenous; Women; Feminism; Indigenous Feminism
URL	Bibsys – book available from UiT, Kultur- og samfunnsfagsbiblioteket
Annotation	
Authors	Khan et al. <i>Khan, Koushambhi Basu</i> <i>McDonald, Heather</i> <i>Baumbusch, Jennifer L.</i> <i>Kirkham, Sheryl Reimer</i> <i>Tan, Elsie</i> <i>Anderson, Joan M.</i>
Title	Taking up postcolonial feminism in the field: Working through a method
Year	2007
Journal	Women's Studies International Forum 30(3):228-242
Abstract	“Ethnographic research is underpinned by theoretical perspectives that guide the ways data are collected and analyzed. Researchers typically engage in data collection, however, as research projects increase in size and complexity, the solo researcher in the field is often replaced by research assistants (RAs). The aim of this paper is to explore the complexities that arise from this situation. We reflect, critically, on the challenges of ‘translating’ the theoretical perspective of this study postcolonial feminism (or PCF) in the field through the RAs. We examine how the incorporation of PCF into pre-existing interpretive frameworks by RAs was an iterative dialogic process that required significant engagement from all members of the team. While our research processes led to transformations among all team members, here we focus on the transformational processes of RAs. We conclude that there is much to be gained from the inclusion of RAs as active members of a research team.”
Keywords	Postcolonial feminism; Methodology; Research Assistants; Health Research

URL	Science Direct
DOI	10.1016/j.wsif.2007.03.004.
Annotation	

Author	Lugones, María
Title	Heteorsexualism and the Colonial/Modern Gender System
Year	2007
Journal	Hypatia 22(1): 186-209
Abstract	The coloniality of power is understood by Anibal Quijano as at the constituting crux of the global capitalist system of power. What is characteristic of global, Eurocentered, capitalist power is that it is organized around two axes that Quijano terms "the coloniality of power" and "modernity." The coloniality of power introduces the basic and universal social classification of the population of the planet in terms of the idea of race, a replacing of relations of superiority and inferiority established through domination with naturalized understandings of inferiority and superiority. In this essay, Lugones introduces a systemic understanding of gender constituted by colonial/modernity in terms of multiple relations of power. This gender system has a light and a dark side that depict relations, and beings in relation as deeply different and thus as calling for very different patterns of violent abuse. Lugones argues that gender itself is a colonial introduction, a violent introduction consistently and contemporarily used to destroy peoples, cosmologies, and communities as the building ground of the "civilized" West.
Keywords	Gender; Intersectionality; Decolonial feminism; Power relations
URL	JStor
DOI	https://doi.org/10.1111/j.1527-2001.2007.tb01156.x
Annotation	

Author	Mignolo, Walter
Title	Delinking: The Rhetoric of modernity, the logic of coloniality and the grammar of decoloniality

Year	2007
Journal	Cultural Studies, 21 (2): 449-514.
Introduction	<p>“In May 2004, Arturo Escobar and I organized one of the meetings of the modernity/coloniality project at Duke and UNC. Each meeting of the group since 1998 has been devoted to the exploration of issues that emerged as interesting and/or problematic in previous meetings or during conversations, among its members, in between meetings. The guiding statement for the 30 May 1 June 2004 meeting was the following:</p> <p>How does Horkheimer’s ‘critical theory’ project look to us today, when global and pluri-versal ‘revolutions’ are taking place, out of the di-versity and pluri-versity of the many local histories that in the past 500 hundred years (some in the past 250 or perhaps only 50 years) couldn’t avoid the contact, conflict, and complicity with the West (e.g., Western Christianity, its secularization and relation to/with capitalism and its obverse, Socialism/Marxism)? What should ‘critical theory’ aim to be when the damne’s de la terre are brought into the picture, next to Horkheimer’s proletarians or today’s translation of the proletariat, such as the multitudes? What transformations are needed in the ‘critical theory’ project if gender, race, and nature were to be fully incorporated into its conceptual and political framework?</p> <p>Finally, how can ‘critical theory’ be subsumed into the project of modernity/coloniality and decolonization? Or would this subsumption perhaps suggest the need to abandon the twentieth century formulations of a critical theory project? Or, would it suggest the exhaustion of the project of modernity?”</p>
Keywords	Modernity; Coloniality; Postcolonial literary theory; Criticism
URL	Tandfonline
DOI	10.1080/09502380601162647
Annotation	

Author	Maldonado-Torres, Nelson
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Title	On the coloniality of being Contributions to the development of a concept
Year	2007
Publisher	Routledge
Journal	<u>Cultural Studies</u> 21 (2-3): 240-270.
Intro	<p>The concept of coloniality of Being emerged in discussions of a diverse group of scholars doing work on coloniality and decolonization. More particularly, we owe the idea to Walter D. Mignolo, who reflected on it in writing as early as 1995. I do not remember exactly when it was that I heard or read the term for the first time – I believe that it was in 2000 in a talk given by Mignolo at Boston College – but I do know that since I heard it, it caught my attention in an unusual way. The reason was that when I heard it I had already spent some time working on the thought of Martin Heidegger and some of his critics who engaged his work from the perspective of questions related to race and the colonial experience. Heidegger, who is considered by many one of the two most original European philosophers of the twentieth century (the other being Ludwig Wittgenstein), left an indelible mark in European philosophy by continuing Nietzsche's frontal attack of modernity and epistemologically-centered philosophy with an elaboration of what he referred to as fundamental ontology. Heidegger's formulation of a new starting point for philosophy consisted in a rearticulation of the question of Being, which influenced many other intellectuals thereafter, the most notable perhaps being the French-Algerian philosopher Jacques Derrida.</p>
Keywords	Coloniality; Being; Coloniality of being; Decolonization;
URL	Tandfonline
DOI	10.1080/09502380601162548
Annotation	

Author	Quijano, Aníbal
Title	Coloniality and modernity/rationality

Year	2007
Journal	Cultural Studies, 21:2-3, pp. 168-178
Abstract	With the conquest of the societies and the cultures which inhabit what today is called Latin America, began the constitution of a new world order, culminating, five hundred years later, in a global power covering the whole planet. This process implied a violent concentration of the world's resources under the control and for the benefit of a small European minority and above all, of its ruling classes. Although occasionally moderated when faced with the revolt of the dominated, this process has continued ever since. But, now during the current crisis, such concentration is being realized with a new impetus, in a way perhaps even more violent and on a much larger, global scale. The 'Western' European dominators and their Euro-North American descendants are still the principal beneficiaries, together with the non-European part of the world not quite former European colonies, Japan mainly, and mainly their ruling classes. The exploited and the dominated of Latin America and Africa are the main victims.
Keywords	Cultural Studies Approach; Postcolonial literary theory and criticism; Eurocentrism; Rationality; Modernity; Coloniality
URL	Tandfonline
DOI	10.1080/09502380601164353
Annotation	

Author	De Sousa Santos, Boaventura
Title	Beyond abyssal thinking: From global lines to ecologies of knowledges
Year	2007
Publisher	Fernanda Braudel Center, Binghamtom University
Journal	Review – Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations, 30(1)45-89
Abstract	Modern Western thinking is an abyssal thinking. It operates through radical lines that divide social reality into two realms, the realm of "this side of the line" and the realm of "the other side of the line." The

	<p>division is such that "the other side of the line" vanishes as reality, becomes nonexistent, and is indeed produced as nonexistent. What most fundamentally characterizes abyssal thinking is thus the impossibility of the copresence of the two sides of the line. The other side of the abyssal line is the realm of beyond legality and illegality (lawlessness), of beyond truth and falsehood (incomprehensible beliefs, idolatry, magic). These forms of radical negation together result in a radical absence, the absence of humanity, modern subhumanity. This article argues that although colonialism provided the model for modern radical negation and exclusion, this is as true today as in the colonial period. Modern Western thinking goes on operating through abyssal lines that divide the human from the subhuman in such a way that human principles don't get compromised by inhuman practices. First, the tension between regulation and emancipation (on this side of the line) continues to coexist with the tension between appropriation and violence (on the other side of the line) in such a way that the universality of the first tension is not contradicted by the existence of the second one. Secondly, abyssal lines continue to structure modern knowledge and modern law. Thirdly, these two abyssal lines are constitutive of Western-based political and cultural relations and interactions in the modern world-system. The struggle for global social justice must, therefore, be a struggle for global cognitive justice as well. In order to succeed, this struggle requires a new kind of thinking, a postabyssal thinking.</p>
Keywords	Abyssal thinking; Postabyssal thinking; Knowledges; Western knowledge; Colonial knowledge
URL	https://www.jstor.org/stable/40241677 PDF
Annotation	

Author	Watras, Joseph
Title	Was Fundamental Education Another Form Of Colonialism?
Year	2007
Journal	Int Rev Educ 53, 55–72

Abstract	A description of the work of Pedro Tamesis Orata provides an opportunity to investigate the conflicts that can occur when educators seek to reduce poverty while trying to respect indigenous cultures. A native of the Philippines, Orata completed his doctoral studies at the Ohio State University in 1927. During US President Franklin Roosevelt's New Deal, he accepted the position of school principal for the US Bureau of Indian Affairs. After World War II, he directed the spread of fundamental education through the United Nations Educational, Scientific and Cultural Organization (UNESCO). In his final years, he returned to the Philippines where he began a movement to spread what were called self-help high schools. In these activities, Orata taught people to follow John Dewey's five steps of thinking while working to improve their standards of living. In the 1970s, educators, such as Paulo Freire, complained that problem-solving methods, similar to those Orata favored, reinforced the oppressive aspects of formerly colonial societies. While Freire may have been overly critical , conflicts among cultural orientations appear to be unavoidable. The hope behind this investigation is that the difficulties can be reduced when people understand the different forces that persist.
Keywords	Pedro Tamesis Orata; Paolo Freire; Fundamental Education; Education; Pedagogy
URL	Springer download link
DOI	10.1007/s11159-007-9033-4
Annotation	

2008

Author	Acheraïou, Amar
Title	Rethinking Postcolonialism: Colonialist Discourse in Modern Literatures and the Legacy of Classical Writers
Year	2008
Publisher	London: Palgrave Macmillian UK
Description	Acheraïou challenges postcolonial discourse analysis and proposes a new model of interpretation that resituates the historical,

Abstract	<p>ideological and conceptual denseness of the Colonial idea. He questions key issues, including hybridity, Otherness and territoriality, and expands the postcolonial field by introducing ground-breaking theoretical concepts.</p> <p>Following Edward Said's pioneering <i>Orientalism</i> (1978), a substantial body of scholarship was produced in the field of postcolonial studies. Like the influential <i>Orientalism</i>, most of the works in this area of research centre on nineteenth-century imperialism, with little or no reference to former ideological formations to assess modern colonial ideology. While they remain on the whole heavily indebted to Said's insights, these studies tend to move from <i>Orientalism's</i> sweeping, often monolithic representations of colonialism to stress the heterogeneity and ambivalence of imperial discourse and rule. Elleke Boehmer in <i>Colonial and Postcolonial Literature</i> (1995), Frederick Cooper and Ann Laura Stoler in <i>Tensions of Empire</i> (1997), and Antoinette Burton in <i>At the Heart of the Empire</i> (1998), to name a few, insist on the interactions and interpenetrations of colonial cultures.</p>
Keywords	Postcolonialism; Colonial Discourse; Colonial Culture; Postcolonial Study
URL	Springer
Annotation	

Author	Alcoff, Linda Martín
Title	Mignolo's Epistemology of Coloniality
Year	2008
Journal	The New Centennial Review 7:79-101
Abstract	<p>"Walter Mignolo's epistemological claims about subaltern knowledge owe much for their inspiration to the work of Michel Foucault. [...] it is little wonder that, in some important respects, Mignolo bears a similar relationship as Foucault to the discipline of philosophy, and to epistemology in particular."</p>

Keywords	Colonialism; Hierarchical Epistemology; Postcolonial literary theory and criticism
URL	ProQuest
DOI	10.1353/ncr.0.0008
Annotation	
Author	Wilson, Shawn
Title	Research is Ceremony: indigenous research methods
Year	2008
Publisher	Fernwood Pub.
Abstract	<p>Indigenous researchers are knowledge seekers who work to progress Indigenous ways of being, knowing and doing in a modern and constantly evolving context. This book describes a research paradigm shared by Indigenous scholars in Canada and Australia, and demonstrates how this paradigm can be put into practice. Relationships don't just shape Indigenous reality, they are our reality. Indigenous researchers develop relationships with ideas in order to achieve enlightenment in the ceremony that is Indigenous research. Indigenous research is the ceremony of maintaining accountability to these relationships. For researchers to be accountable to all our relations, we must make careful choices in our selection of topics, methods of data collection, forms of analysis and finally in the way we present information. I'm an Opaskwayak Cree from northern Manitoba currently living in the Northern Rivers area of New South Wales, Australia. I'm also a father of three boys, a researcher, son, uncle, teacher, world traveller knowledge keeper and knowledge seeker. As an educated Indian, I've spent much of my life straddling the Indigenous and academic worlds. Most of my time these days is spent teaching other Indigenous knowledge seekers (and my kids) how to accomplish this balancing act while still keeping both feet on the ground.</p>
Key words	Research methodologies; Indigenous peoples; Knowledge; Indigenous philosophies; Research Paradigms; Research

URL	https://books.google.no/books/about/Research_is_Ceremony.html?id=usplNwAACAAJ&redir_esc=y
Annotation	

2009

Author	Battiste, Marie & Henderson, James (Sa'ke'j) Youngblood
Title	Naturalizing Indigenous Knowledge in Eurocentric Education
Year	2009
Publisher Journal	Edmonton: University of British Columbia, Faculty of Education - Office of Indigenous Education Canadian Journal of Native Education 32(1), 5-18, 129-130
Abstract	<p>Indigenous Knowledge (IK) is part of the collective genius of humanity of Indigenous peoples that exists in the context of their learning and knowing from the places where they have lived, hunted, explored, migrated, farmed, raised families, built communities, and survived for centuries despite sustained attacks on the peoples, their languages, and cultures. The primary source of IK is in Indigenous languages and teachings that make every child unique in his or her learning capacities, learning styles, and knowledge bases. In IK, learning is viewed as a sacred and holistic, as well as experiential, purposeful, relational, and a lifelong responsibility. Traditions, ceremonies, and daily observations are all integral parts of the learning process, allowing for spirit-connecting processes to enable the gifts, visions, and spirits to emerge in each person. The best approach to learning and understanding IK is in the dynamic linguistic foundations of Indigenous frameworks and paradigms. This article, then, seeks to center the intellectual activation of IK by the first generation of Indigenous scholars, professionals, and activities that have created the Indigenous renaissance. The article concludes by identifying some current promising practices that are seeking to naturalize IK in Canadian education through applications built on respectful and appropriate strategies.</p>
Keywords	Education; Native culture; Native education; Canadian studies; Indigenous Knowledge; Traditional Ecological Knowledge;

URL	ProQuest
Annotation	
Author	Dehnæs, Hogsnes Hilde
Title	Kolonisering av barnehagen, sett i et kjønnsperspektiv - Kritiske lesninger knyttet til krav om sammenheng mellom barnehage og skole
Year	2009
Publisher / Journal	Universitetsforlaget Norsk pedagogisk tidsskrift 1(93): 28-39
Abstract	Kritiske røster hevder at førskolelærere risikerer å miste grepet om sin egen profesjon ved at skolesystemet tar over deler av barnehagetradisjonen (Haug, 2005, Johansson, 2007). Samtidig står barnehagepedagogikken i fare for å bli fanget i et nett av en tradisjonell mannlig logikk (Johansson, 2005). Artikkelen gir en framstilling av hvordan en kolonisering av barnehagens innhold kan ses i sammenheng med at barnehagen, historisk sett, har vært drevet fram av kvinner, skolen av menn. Å gi motstand til en dikotomisk tenkning knyttet til kjønn, vil kunne bidra til frigjøring fra en koloniserende praksis i barnehagen.
Keywords	Colonialism; Kindergarten; Gender studies; Children
URL	Idunn PDF
Annotation	

Author	Diversi, Marcelo & Cláudio, Moreira
Title	Between talk: decolonizing knowledge production, pedagogy, and praxis
Year	2009
Publisher	Left Coast Press, Qualitative inquiry and social justice series
Abstract	In this literary, co-constructed narrative, two Brazilian scholars explore the spaces "in-between"-between their own biographies, one raised privileged, the other poor between the experience of being raised in Brazil and finding acceptance in United States universities

	between their lives in the academic establishment and their studies of poverty in Latin America between the constraints of apolitical scholarship and the need to promote social justice between contrasting styles of researching, theorizing, and writing. Their dialogue seeks to decolonize the world of American scholarship
Keywords	Knowledge; Sociology; Social epistemology; Social justice; Communication and culture; Ethnicity, Ethnoscience; Postcolonialism; Decolonization; Social conditions; Knowledge
URL	Ebook Central
Annotation	
Author	Kovach, Margaret
Title	Indigenous Methodologies
Year	2009
Publisher	University of Toronto Press
Description	<p>What are Indigenous research methodologies, and how do they unfold? Indigenous methodologies flow from tribal knowledge, and while they are allied with several western qualitative approaches, they remain distinct. These are the focal considerations of Margaret Kovach's study, which offers guidance to those conducting research in the academy using Indigenous methodologies.</p> <p>Kovach includes topics such as Indigenous epistemologies, decolonizing theory, story as method, situating self and culture, Indigenous methods, protocol, meaning making, and ethics. In exploring these elements, the book interweaves perspectives from six Indigenous researchers who share their stories, and also includes excerpts from the author's own journey into Indigenous methodologies. Indigenous Methodologies is an innovative and important contribution to the emergent discourse on Indigenous research approaches and will be of use to graduate students, professors, and community-based researchers of all backgrounds - both within the academy and beyond. (Google Books)</p>

Key words	Indigenous Methodologies; Epistemologies; Decolonizing theory; Indigenous Research
URL	Google Books
Annotation	
Author	Mignolo, Walter D.
Title	Epistemic Disobedience, Independent Thought and Decolonial Freedom
Year	2009
Journal	Theory Culture & Society 26(7-8): 159-181
Abstract	<p>Once upon a time scholars assumed that the knowing subject in the disciplines is transparent, disincorporated from the known and untouched by the geo-political configuration of the world in which people are racially ranked and regions are racially configured. From a detached and neutral point of observation (that Colombian philosopher Santiago Castro-Gomez describes as the hubris of the zero point), the knowing subject maps the world and its problems, classifies people and projects into what is good for them. Today that assumption is no longer tenable, although there are still many believers. At stake is indeed the question of racism and epistemology. And once upon a time scholars assumed that if you 'come' from Latin America you have to 'talk about' Latin America; that in such a case you have to be a token of your culture. Such expectation will not arise if the author 'comes' from Germany, France, England or the US. As we know: the first world has knowledge, the third world has culture; Native Americans have wisdom, Anglo Americans have science. The need for political and epistemic de-linking here comes to the fore, as well as decolonializing and decolonial knowledges, necessary steps for imagining and building democratic, just, and nonimperial/colonial societies.</p>
Keywords	Decolonial Option; Decolonial Thinking; Decolonizing Methodology; Epistemic Racism; Linguistic Racism; Geopolitics of Knowledge; Bodypolitics of Knowledge; Zero Point Epistemology; Coloniality
URL	SagePub

DOI	10.1177/0263276409349275
Annotation	
Author	Tømte, Cathrine & Egeland, Cathrine
Title	Kjønnsbalanse blant historikere - bare et spørsmål om tid?
Year	2009
Journal	Tidsskrift for kjønnsforskning, 2016-03-11, Vol.39 (1), p.24-44
Abstract	Den norske universitets- og høyskolesektoren er preget av både horisontal og vertikal kjønnsbalanse i de faglige toppstillingene. Mens kvinner i dag utgjør den største andelen av studentene, er bare 25 prosent av professorene i sektoren kvinner. Kvinner og menn fordeler seg videre på ulike fag og fagområder av akademien med en slik grad av systematikk at det ser ut som om noen fag rett og slett tiltrekker menn mer enn kvinner, mens andre fag tiltrekker kvinner mer enn menn. Denne både vertikale og horisontale kjønnsbalansen stemmer ikke overens med det bildet man ellers har av Norge som et land hvor kjønnslikestilling ses på som en viktig norm og verdi. I denne artikkelen skal vi utforske noen av de organisatoriske, kulturelle og diskursive aspektene ved kjønnsbalansen i akademien og hvordan denne i noen tilfeller til og med blir forstått som uproblematisk eller ubetydelig ved å se nærmere på et spesifikt fag, som alltid har vært en slags «gutteklubb» i norsk akademien, nemlig historie. Basert på en studie av et konkret fagmiljø vil vi vise og argumentere for at måten historie som et fag og historikeren som fagperson fremstilles og forstås på, har bidratt til opprettholdelsen av kjønnsbalansen øverst i stillingshierarkiet i faget.
Keywords	History; Academia; Gender balance; University sector; Science; Gendered Organizations
URL	Idunn
DOI	10.18261/issn.1891-1781-2016-01-03
Annotation	

2010

Author	Andreotti, Vanessa de Oliveira Eds G. Elliott, C.Fourali, and S. Issler,
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Title	Glimpses of a postcolonial and postcritical global citizenship education In Education and social change: Connecting local and global perspectives
Year	2010
Publisher	London: Continuum
Introduction	<p>The relatively recent rise in the popularity of global citizenship education can be interpreted as a response to a major social crisis and the perceived failures of education to address the complexities of globalization, and to fulfil the project of human rights, freedom, democracy and global justice that could be a response to the crisis itself (Todd, 2009). On the other hand, if global citizenship education is shaped by the forces and ways of thinking that have framed traditional accounts of education in the first place, we are bound to have more of the same kind of failures. Therefore, in this chapter I argue that, in order to move beyond our current limitations and to fully engage with the complexities, diversities, uncertainties and inequalities of globalization, educators need other lenses and other ways of knowing, being and relating available to them.</p> <p>Hence, this chapter offers a conceptual framework for thinking about pedagogy that is grounded on what has been called the 'discursive turn' in the social sciences, which gives rise to the traditions of the 'post-', namely postmodernism, postcolonialism and poststructuralism. I do not propose that educators should adopt any of these lenses. What I do propose is that we raise our professional game: that we lift the profile of education by increasing the levels of intellectual engagement and autonomy in the profession. My argument is that, if we are serious about engaging with globalization or the social crisis we are embedded in, we need more lenses available to make better-informed choices of what to do in the complex and diverse settings in which we work.</p>
Keywords	Postcolonial Global Citizenship; Postcritical Global Citizenship; Global Citizenship Education; Postcolonialism
URL	PDF

Annotation	Ikke funnet på Oria og lagt til i EndNote enda
Author	Hart, M. A.
Title	Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm
Year	2010
Journal	Journal of Indigenous Voices in Social Work 1(1):16
Abstract	This article presents the initial development of one Indigenous research paradigm. The article begins with an overview of worldviews and Indigenous knowledge before addressing how these perspectives have been blinded by Eurocentric thought and practices. These sections set the background for the focus of the article, namely the development of an Indigenous research paradigm. This paradigm is based upon the framework shared by Wilson (2001), who suggested that a research paradigm consists of an ontology, epistemology, methodology, and axiology. By presenting Indigenous perspectives on each of the framework components, an Indigenous research paradigm that was used for research with Indigenous Elders and Indigenous social workers who are based within Indigenous worldviews and ways of being is presented.
Keywords	Indigenous peoples; Social work; Indigenous Research; Paradims; Indigenous perspectives
URL	http://hdl.handle.net/10125/15117
Annotation	
Author	Kohn, Margaret Ed. Duncan Bell
Title	Post-colonial Theory In <i>Ethics and World Politics</i> , pp. 200-218
Year	2010
Publisher	Oxford: Oxford University Press
Description	The article is part of Bell's book titled 'Ethics and World Politics'. Kohn's section gives an introduction to post-colonial theory and presents general perspectives. The book is described as "Ideal for courses in international relations and political theory, Ethics and

	World Politics explores the ethical dimensions of some of the most complex problems in world politics. Drawing together distinguished scholars from around the world, this cutting-edge text provides unique coverage of numerous approaches and issues.”
Keywords	Post-colonialism; Post-Colonial Theory; Social science; Education
URL	GoogleBooks (incomplete)
Availability	Not available from UiT.
Annotation	Might be useful as an introduction to post-colonial theory and getting an overview
Author	Lugones, Maria
Title	Toward a Decolonial Feminism
Year	2010
Journal	Hypatia 25(4): 742-759
Abstract	In "Heterosexualism and the Colonial/Modern Gender System" (Lugones 2007), I proposed to read the relation between the colonizer and the colonized in terms of gender, race, and sexuality. By this I did not mean to add a gendered reading and a racial reading to the already understood colonial relations. Rather I proposed a rereading of modern capitalist colonial modernity itself. This is because the colonial imposition of gender cuts across questions of ecology, economics, government, relations with the spirit world, and knowledge, as well as across everyday practices that either habituate us to take care of the world or to destroy it. I propose this framework not as an abstraction from lived experience, but as a lens that enables us to see what is hidden from our understandings of both race and gender and the relation of each to normative heterosexuality.
Keywords	Intersectionality; Postcolonial feminism; Decolonizing framework
URL	JStor
DOI	https://doi.org/10.1111/j.1527-2001.2010.01137.x
Annotation	
Author	Mignolo, Walter D. & Escobar, Arturo
Title	Globalization and the Decolonial Option
Year	2010

Publisher	Taylor & Francis
Abstract	<p>This is the first book in English profiling the work of a research collective that evolved around the notion of "coloniality", understood as the hidden agenda and the darker side of modernity and whose members are based in South America and the United States. The project called for an understanding of modernity not from modernity itself but from its darker side, coloniality, and proposes the de-colonization of knowledge as an epistemological restitution with political and ethical implications.</p> <p>Epistemic decolonization, or de-coloniality, becomes the horizon to imagine and act toward global futures in which the notion of a political enemy is replaced by intercultural communication and towards another rationality that puts life first and that places institutions at its service, rather than the other way around.</p> <p>The volume is profoundly inter- and trans-disciplinary, with authors writing from many intellectual, transdisciplinary, and institutional spaces.</p>
Keywords	De-coloniality; Epistemic decolonization; Area Studies; Humanities; Politics & International Relations; Social Sciences
URL	https://books.google.no/books?id=VbmMAQAAQBAJ
DOI	10.4324/9781315868448
Annotation	

2011

Author	Alvares, Claude & Shad Saleem, Faruqi
Title	Decolonising the University: The Emerging Quest for Non-Eurocentric Paradigms
Year	2011
Publisher	Penerbit USM
Description	This book of essays is a sequel to the 'International Conference on Decolonising Our Universities' held in Penang, Malaysia from June 27 to 29, 2011. The Conference was jointly organised by the Universiti Sains Malaysia and Citizens International in cooperation with the Higher Education Leadership Academy of the Malaysian Ministry of Higher Education. At the Conference, speaker after speaker pointed

	<p>out that education in Asia and Africa is too Westcentric. It blindly apes European universities, European curricula and European paradigms. The papers in this volume examine possible ways of overcoming this problem of intellectual enslavement in Asian and African citadels of learning. It must be pointed out at the very outset that this book is not meant to be a tirade against the West. Its aim is not to ask Asian and African universities to shut out Europe and North America or to be insular or to wear blinds. Its aim is positive – to make Asian and African tertiary education truly global and at the same time socially relevant. This cannot be done unless the intellectual monopoly of the West is broken and European knowledge is made to make way for the review, teaching and expansion of the vast knowledge of other societies and cultures. European knowledge may supplement, but never replace, other valid knowledge systems and traditions. (Book Authors)</p>
Keywords	Decolonizing Universities; Eurocentrism; Indigenous knowledge
URL	EbookCentral
Annotation	
Author	Andreotti, Vanessa de Oliveira
Title	Actionable postcolonial theory in education
Year	2011
Publisher	Palgrave Macmillan
Abstract	<p>"This book illustrates how postcolonial theory can be put to work in education. It offers an accessible and handy overview and comparison of postcolonial theory and other theoretical debates related to critiques of Western ethnocentrism and hegemony. It also offers examples that illustrate how a discursive strand of postcolonial theory has been applied successfully in the contexts of educational research/critique and in pioneering pedagogical projects. This book supports educators and researchers in education to engage with postcolonial theoretical frameworks and their implications for research and educational practice"</p>

Keywords	Postcolonialism; Postcolonial Theory; Education; Curriculum; Educational Philosophy
URL	SpringerLink books
Author	Andreotti, Vanessa, Ahenakew, Cash & Cooper, Garrick
Title	Epistemological Pluralism
Year	2011
Journal	AlterNative: An International Journal of Indigenous Peoples 7(1): 40-50
Abstract	This paper offers a brief analysis of aspects related to the significance and the complexities of introducing “different” epistemologies in higher education teaching and learning. We start by introducing the metaphors of abyssal thinking, epistemic blindness and ecologies of knowledge in the work of Boaventura de Souza Santos. In the second part of the paper we use Santos’ metaphors to engage with the tensions of translating aboriginal epistemologies into non-aboriginal languages, categories and technologies. In the third part, we offer a situated illustration of an attempt to introduce epistemological pluralism in addressing central concepts in teaching in higher education. In our conclusion we emphasize that political, ontological and metaphysical questions need to be considered very carefully in the process of introducing different epistemologies into higher education.
Keywords	Epistemology; Education; Higher Education; Indigenous
URL	Sagejournals
DOI	DOI: 10.1177/117718011100700104
Annotation	

Author	Andreotti, Vanessa de Oliveira
Title	(Towards) decoloniality and diversality in global citizenship education
Year	2011
Publisher	Taylor & Francis
Journal	Globalisation, Societies and Education (9):3-4, 381-397

Abstract	This article focuses on the geo- and body-politics of knowledge production related to global citizenship education. It introduces a set of concepts and questions, developed in the work of (mainly) Latin American scholars, that problematise Eurocentric conceptualisations of modernity, globalisation, knowledge and 'being' with several implications for education. Through conceptual tools that engage the 'darker side of modernity', the 'coloniality of power/being', 'epistemic racism' and 'abyssal thinking', the ideas presented in this article aim to pluralise possibilities for global citizenship education in ways that address ethnocentrism, ahistoricism, depoliticisation and paternalism in educational agendas, upholding possibilities for decoloniality, diversity and 'ecologies of knowledge' in educational research, policy and pedagogy.
Keywords	Global citizenship; modernity; epistemology; decoloniality
URL	Tandfonline
DOI	10.1080/14767724.2011.605323
Annotation	

Author	Fremstad, Ester
Title	Hvordan danne gjennom høyere utdanning?
Year	2011
Publisher / Journal	Universitetsforlaget Nytt Norsk Tidsskrift 2(28): 195-199
Abstract	<p>«Dannelsesutvalget presenterer i sin innstilling ambisiøse dannelsesmål for høyere utdanning, men deres forslag til realisering av danning samsvarer ikke med målene. Tiltakene som foreslås forblir utvendige i forhold til fagutdanningen, og risikerer å få liten betydning for hvem studentene blir som fagpersoner. Grunnen er blant annet at innstillingen utviser et lite bevisst forhold til skillet mellom kunnskap og danning.</p> <p>De ulike enkeltbidragene i Dannelsesutvalgets innstilling er ikke gjenstand for analyse her. Kommentarene retter seg mot det jeg oppfatter som hovedbudskapet i innstillingen: å løse</p>

	danningsutfordringen ved å innføre liberal arts-emner i bachelorgraden. Forelskelsen i den amerikanske liberal arts-retorikken er uheldig. Jeg presenterer et forslag til hvordan dannende høyere utdanning kan se ut om vi baserer det på forskning om danning snarere enn retorikk.»
Keywords	Education; Formation; Science; Higher Education; Teaching
URL	Idunn
Annotation	Kommentarer om Dannelsesutvalget i høyere utdanning. Kan være relevant i debatten om hvordan studenter skal bli «dannede» mennesker og hva man skal lære fra høyere utdanning. Artikkelen fokuserer på fagutdanning og dannelse, og diskuterer blant annet kritisk refleksjon, selv-refleksjon, dømmekraft og handling som en del av «dannelse».

Author	Kohn, Margaret & McBride, Keally
Title	Political Theories of Decolonization: Postcolonialism and the Problem of Foundations
Year	2011
Publisher	Oxford University Press
Description	Recent scholarship in political theory has focused on the treatment of colonialism in the writings of canonical thinkers such as Locke, Burke, Mill, Diderot, Tocqueville, Smith, and Kant, revealing the extent to which the subject of colonialism and imperialism dominated the minds of great thinkers as the colonial project took place. While such scholarship provides fascinating insight into the possible problems of enlightenment thought, it tends to ignore the voices of thinkers who spoke from the position of the colonized. Political Theories of Decolonization will fill a gap in postcolonial political critique by serving as an introduction to theorists who struggled with the question of how to found a new political order when the existing ideas and institutions were implicated in a history of domination. Looking at the writings of Gandhi, Ngugi, al-Afghani, and Mariategui, among several others, the authors aim to explain how the work of these thinkers engage in thematic continuities--constituting

	"postcolonial political thought"--and add to liberal democratic understandings of political power, as well as illuminate how many of the central questions of political theory are imaginatively explored by postcolonial writers.
Keywords	Political theory; Decolonization; Postcolonialism
URL	Google Books (incomplete)
Availability	Book not available from UiT
Annotation	Relevant to the theoretical debate on political postcolonial theories versus decolonization theories.

Author	Malewski, Erik & Jaramillo, Nathalia
Title	Epistemologies of Ignorance in Education
Year	2011
Publisher	Charlotte, NC: Information Age Publications
Abstract Introduction Description	<p>“Epistemologies of Ignorance provide educators a distinct epistemological view on questions of marginalization, oppression, relations of power and dominance, difference, philosophy, and even death among our youth. The authors of this edited collection challenge the ambivalence – ignorance – found in the construction of curriculum, teaching practices, research guidelines, and policy mandates in our schools. Further, ignorance is also considered a necessary by product of knowledge production. In this sense, the authors explore not only issues of complicity but also issues of oppression in spite of educators’ liberatory intentions. While this is the first systematic effort to transfer epistemologies of ignorance to the educational scene, this movement has its roots in race, class, gender, and sexuality studies, particularly the work of Charles Mills, Eve Kosofsky Sedgwick, Shannon Sullivan, and Nancy Tuana. It is our unequivocal belief that, while this is transformative and powerful scholarship, the study of ignorance remains understudied and undertheorized in education scholarship, from curriculum studies and cultural foundations to science education and educational psychology. This collection highlights without apology why this dangerous state of affairs cannot continue.”</p>

Keywords	Education; Epistemologies of ignorance; Critical pedagogy
URL	ProQuest Ebook
Annotation	

Author	Mignolo, Walter D.
Title	The Darker Side of Western Modernity: Global Futures, Decolonial Options
Year	2011
Publisher	Durham NC: Duke University Press
Description	A new and more concrete understanding of the inseparability of colonialism and modernity that also explores how the rhetoric of modernity disguises the logic of coloniality and how this rhetoric has been instrumental in establishing capitalism as the econ.
Keywords	Modern Civilization; Western Civilization; Decolonization
URL	EbookCentral
Annotation	

Author	Shultz, Lynette, Richardson, George H. & Abdi, Ali A.
Title	Global citizenship education in post-secondary institutions: theories, practices, policies
Year	2011
Publisher	New York: Peter Lang
Description	Drawing on critical pedagogy, post-colonial analysis, hermeneutic interpretation, and reconceptualist curriculum frameworks, the twenty chapters in this edited collection address, from interrelated perspectives, a gap in the scholarly literature on the theory, practice, and policy of global citizenship and global citizenship education. The book provides readers with analyses and interpretations of the existing state of global citizenship education in post-secondary institutions, and stimulates discussion about the field at a time when there is an intense debate about the current drive to «internationalize» tertiary education and the role global citizenship education should play in that process. International and interdisciplinary in its examination of post-secondary global citizenship education, the book

	will be useful in courses that focus on policy formation, curriculum development and theorizing in the field.
Keywords	Higher education; citizenship; globalization; internationalization; global citizenship; fellow citizenship
Availability	Book available from UiT, Kultur- og samfunnsfagsbiblioteket
Annotation	

Author	Tuck, Eve
Title	Rematriating Curriculum Studies
Year	2011
Publisher / Journal	Routledge 8(1):34-37 Journal of Curriculum and Pedagogy
Intro	<p>«In this article, I discuss potential roles for curriculum studies in upending settler colonialism, which I locate as the anchor system that permits heteropatriarchal White supremacy. As a whole, I want to attend to possibilities for anticolonial curriculum within what I call a “methodology of repatriation.” Dale Turner and Audra Simpson (2008) wrote:</p> <p>For Indigenous people colonialism is <i>not</i> an historical period that is now over; it continues to define the relationship between our people and the European newcomers. In this respect, Indigenous peoples live with the practical, and philosophical, effects of colonialism in the <i>present</i>. (p. 8, emphasis original)»</p>
Keywords	Curriculum; Knowledge; Research; Colonialism
URL	https://doi.org/10.1080/15505170.2011.572521
DOI	10.1080/15505170.2011.572521
Annotation	

2012

Author	Andreotti, Vanessa de Oliveira & de Souza, Lynn Mario T. M.
Title	Introduction: (Towards) Global Citizenship Education ‘Otherwise’
Year	2012

Publisher	Postcolonial Perspectives on Global Citizenship Education: 13-18
Abstract	<p>The concept of 'global citizenship' has become prominent in Europe and the Americas in government, civil society and educational discourses (Dower 2003; Richardson and Blades 2006; Peters, Britton and Blee 2008; O'Sullivan and Pashby 2008; Abdi and Shultz 2009, 2011). Different agendas and theoretical frameworks inform these discourses which construct different meanings to the words global, citizenship and education that imply different curricula and intervention packages for education. Educators in these varied contexts are encouraged to 'bring the world into their classrooms' or 'send students into the world' in the form of new content or experiences, which may include school partnerships, fundraising activities, study or volunteer abroad schemes and/or the promotion and deliberation of global issues and perspectives in the curriculum. Some of these initiatives to produce global subjectivities tend to prescribe the adoption of strategies that very often foreclose the complex historical, cultural and political nature of the issues, identities and perspectives embedded in global/local processes and events and in the production of knowledge about the self, the other and the world. In spite of the complexity of contemporary globalization, many of these initiatives seem to echo the simplistic us/them, here/there binarisms that have been denounced and addressed by postcolonial critiques (Andreotti 2006; Andreotti and Souza 2008; Souza and Andreotti 2009; Andreotti 2010; Andreotti, Jefferess, Pashby, Rowe, Tarc and Taylor 2010; Andreotti 2011). Thus, despite claims of globality and inclusion, the lack of analyses of power relations and knowledge construction in this area often results in educational practices that unintentionally reproduce ethnocentric, ahistorical, depoliticized, paternalistic, salvationist and triumphalist approaches that tend to deficit theorize, pathologize or trivialize difference.</p>
Keywords	Postcoloniality; Perspectives; Education; Global Citizenship;
URL	https://ebookcentral.proquest.com/lib/tromsoub-ebooks/detail.action?pq-
DOI	origsite=primo&docID=957423

	10.4324/9780203156155-5
Annotation	
Author	Chilisa, Bagele
Title	Indigenous Research Methodologies
Year	2012
Publisher	SAGE
Abstract	<p>Following the increasing emphasis in the classroom and in the field to sensitize researchers and students to diverse epistemologies, methods, and methodologies - especially those of women, minority groups, former colonized societies, indigenous people, historically oppressed communities, and people with disabilities, author Bagele Chilisa has written the first research methods textbook that situates research in a larger, historical, cultural, and global context with case studies from around the globe to make very visible the specific methodologies that are commensurate with the transformative paradigm of research and the historical and cultural traditions of indigenous peoples.</p> <p>Chapters cover the history of research methods, colonial epistemologies, research within postcolonial societies, relational epistemologies, emergent and indigenous methodologies, Afrocentric research, feminist research, language frameworks, interviewing, and building partnerships between researchers and the researched. The book comes replete with traditional textbook features such as key points, exercises, and suggested readings, which makes it ideally suited for graduate courses in research methods, especially in education, health, women's studies, cultural studies, sociology, and related social sciences.</p>
Keywords	Indigenous Research; Methodologies; Research methodologies
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	As the title indicates, the book is mainly about indigenous research methodologies, but also covers research within postcolonial societies, questions whose reality counts and decolonizing methodologies.
Author	Eidsvik, Erlend (Eds: Loftsdóttir, Kristín & Jensen, Lars)

Title	Colonial discourse and ambivalence: Norwegian participants on the colonial arena in South Africa In Whiteness and postcolonialism in the Nordic Region : exceptionalism, migrant others and national identities
Year	2012
Publisher	Farnham: Ashgate
Abstract	
Keywords	South Africa; Colonial discourse; Postcolonialism; Colonialism; Racism
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	Book chapter, find intro
Author	Gaztambide-Fernández, Rubén A.
Title	Decolonization and the pedagogy of solidarity
Year	2012
Journal	Decolonization: Indigeneity, Education & Society 1(1): 41-67
Abstract	«The concept of solidarity is often evoked within projects of decolonization. More recently, however, the failure to construct solidary relationships that seriously engage the demands posed by decolonization has provoked scepticism as well as suspicion regarding the viability of solidarity. A consideration of the genealogy as well as the multifarious uses of the concept of solidarity reveals some of the ways in which the concept reinscribes colonial logics and operates to obscure complicity and continued colonization. At the same time, it is possible to articulate a set of parameters for solidary relations through which to imaginatively construct new ways of entering into relations with others. In fact, when informed by the failures of responses such as multiculturalism and cosmopolitanism to the problem of human difference, solidarity remains an important possibility. This article proposes three modes for a pedagogy of solidarity that is committed to decolonization. It argues for the possibilities of relational, transitive, and creative solidarity as a strategy for recasting not only human relations but also the very notion of what it means to be human, as crucial for decolonization.»

Keywords	Solidarity, pedagogy, decolonization, cultural analysis
URL	https://jps.library.utoronto.ca/index.php/des/article/view/18633
DOI	
Annotation	

Author	Tuck, Eve & Yang, K. Wayne
Title	Decolonization is not a metaphor
Year	2012
Journal	Decolonization: Indigeneity, Education & Society 1(1): 1-40
Abstract	<p>“Our goal in this article is to remind readers what is unsettling about decolonization. Decolonization brings about the repatriation of Indigenous land and life; it is not a metaphor for other things we want to do to improve our societies and schools. The easy adoption of decolonizing discourse by educational advocacy and scholarship, evidenced by the increasing number of calls to “decolonize our schools,” or use “decolonizing methods,” or, “decolonize student thinking”, turns decolonization into a metaphor. As important as their goals may be, social justice, critical methodologies, or approaches that decenter settler perspectives have objectives that may be incommensurable with decolonization. Because settler colonialism is built upon an entangled triad structure of settler-native-slave, the decolonial desires of white, non-white, immigrant, postcolonial, and oppressed people, can similarly be entangled in resettlement, reoccupation, and reinhabitation that actually further settler colonialism.</p> <p>The metaphorization of decolonization makes possible a set of evasions, or “settler moves to innocence”, that problematically attempt to reconcile settler guilt and complicity, and rescue settler futurity. In this article, we analyze multiple settler moves towards innocence in order to forward “an ethic of incommensurability” that recognizes what is distinct and what is sovereign for project(s) of decolonization in relation to human and civil rights based social justice projects. We also point to unsettling themes within transnational/Third World decolonizations, abolition, and critical space-place pedagogies,</p>

	which challenge the coalescence of social justice endeavors, making room for more meaningful potential alliances.»
Keywords	Decolonization; Settler Colonialism; Settler moves to innocence; Incommensurability; Indigenous land; Decolonizing education
URL	https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554
Annotation	One of the main articles, often referred to in other articles regarding decolonizing methods or decolonization of education. The article problematizes how decolonization is being metaphorized on the premise of the settlers. The authors argue decolonization cannot be grafted onto pre-existing discourses or frameworks, even if they are critical, anti-racist or justice focused. For indigenous peoples, decolonization is more than a metaphor.

2013

Forfatter	Beck, Christian W.
Tittel	Jakten på kritisk pedagogikk
År	2013
Tidsskrift	Norsk pedagogisk tidsskrift
Sammendrag	«Hvor ble det av den kritiske pedagogikken? Dagens pedagogikk er blitt byråkratisk og instrumentell. Med utgangspunkt i kritisk realisme og annen teori gis en kritikk av den byråkratiske og instrumentelle pedagogikken. Til slutt blir et mulig utgangspunkt for en fornyet kritisk pedagogikk presentert.» (Forfatteren)
Nøkkelord	Critical Pedagogy; Critical Realism;
URL	https://www.idunn.no/npt/2013/04-05/jakten_paa_kritisk_pedagogikk
Annotasjon / Kommentar	

Author	Chibber, Vivek
Title	Postcolonial Theory and the Specter of Capital
Year	2013
Publisher	London: Verso
Description	Postcolonial theory has become enormously influential as a framework for understanding the Global South. It is also a school of thought popular because of its rejection of the supposedly universalizing categories of the Enlightenment. In this devastating

	critique, mounted on behalf of the radical Enlightenment tradition, Vivek Chibber offers the most comprehensive response yet to postcolonial theory. Focusing on the hugely popular Subaltern Studies project, Chibber shows that its foundational arguments are based on a series of analytical and historical misapprehensions. He demonstrates that it is possible to affirm a universalizing theory without succumbing to Eurocentrism or reductionism.
Keywords	Imperialism; Postcolonialism; Capitalism; Developing Countries
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	
Author	Hunt, Sarah
Title	Ontologies of Indigeneity: the politics of embodying a concept
Year	2013
Publisher / Journal	SAGE Publications Ltd Cultural geographies 21(1):27-32
Abstract	This paper asks how Indigenous ways of being and knowing can become legitimized within western theorizations of ontology, given the ongoing (neo)colonial relations that shape geographic knowledge production. My analysis emerges within my narrative accounts of being a Kwakwaka? Wakw scholar in two spaces of knowledge production: a geography conference and a potlatch. Through these stories, I engage with the individual embodied scales at which we reproduce geography as a discipline and reproduce ourselves as geographers. I argue that making ontological shifts in the types of geographic knowledge that is legible within the discipline requires destabilizing how we come to know Indigeneity and what representational strategies are used in engaging with Indigenous ontologies, as differentiated from western ontologies of Indigeneity.
Keywords	Colonialism; Conferences; Indigeneity; Indigenous geographies; Ontology; Storytelling
URL DOI	https://doi.org/10.1177/1474474013500226 DOI: 10.1177/1474474013500226
Annotation	

Author	Mählck, Paula
Title	Academic women with migrant background in the global knowledge economy: Bodies, hierarchies and resistance
Year	2013
Journal	Women's Studies International Forum 36: 65-74
Abstract	<p>Across the globe, academic work is changing in order to meet the demands of the global knowledge economy. This process of change is characterised by the dominant discourses of competition, accountability and excellence, which produce an imaginary of a seemingly disembodied researcher. Departing from a Swedish higher education and research policy landscape, the aim of this article is to explore how, in comparison with their Swedish colleagues, women academics with a migrant background make representations of the good researcher in their work practices. This involves exploring how processes of racialisation – including processes of whiteness – are at work when different layers of migration are read through a white Swedish normality. The results indicate that whiteness is an attributed quality and contributes to constructing success, and that racialised researchers stand out as being particularly invisible representations within a Research Excellence framework. In this article I suggest that this visibility/invisibility paradox (Mirza 2009) can be interpreted not only as a reflection of the number of racialised researchers in Swedish higher education, but also as a general discourse of colour-blindness and Swedish white privilege.</p>
Keywords	Higher Education; Academia; Knowledge; Racialisation
URL	Scencedirect
DOI	DOI: 10.1016/j.wsif.2012.09.007
Annotation	
Author	Tuck, Eve
Title	Commentary: Decolonizing Methodologies 15 years later
Year	2013
Journal	AlterNative : an international journal of indigenous peoples, 2013, Vol.9 (4), p.365-372

Abstract	The following commentary is based on discussant remarks in response to a lecture given by Linda Tuhiwai Smith in New York in April this year. The lecture anticipated/commemorated the 15th anniversary of Smith's <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> , published in 1999 by Zed Books. It also marked the release of the second edition of <i>Decolonizing Methodologies</i> in 2012. The lecture took place on the traditional homelands of Lenee Lenape peoples - land called Manahatta, now called Manhattan - at The Graduate Center of The City University of New York.
Keywords	Decolonizing Methodology; Ethnology; Civil rights; Research Methodology; Indigenous peoples
URL	https://journals.sagepub.com/doi/abs/10.1177/117718011300900407
DOI	10.1177/117718011300900407
Annotation	
Author	Villanueva, Silvia Toscano
Title	Teaching as a Healing Craft: Decolonizing the Classroom and Creating Spaces of Hopeful Resistance through Chicano-Indigenous Pedagogical Praxis
Year	2013
Journal	The Urban Review 45(1): 23–40
Abstract	“This paper builds upon the edict for self-determination in El Plan de Santa Bárbara: a Chicano plan for higher education (1969), which calls for “strategic use of education,” by placing value on needs of the community (La Causa, p. 9). For me, this passage translates into valuing needs of community-college students entering my classes and life. I believe it is my obligation, as an educator, to problematize ways in which knowledge has been defined, framed, presented, and researched by dominant ideologies informing institutions of learning at all levels. In essence, this work is a meditation allowing readers to witness how I am weaving together various strands of myself including the personal, emotional, professional, intellectual, and spiritual. It captures how my participant-observation of MAS-Tucson educators, while describing their use of barrio pedagogy and critically compassionate intellectualism, has been enhanced by my re-reading

	of Elena Avila's (2000) Woman who Glows in the Dark: A Curandera Reveals Traditional Aztec Secrets of Physical and Spiritual Health. This paper represents an ongoing epistemological exercise about my own teaching and scholarship, resulting in an emergence of my own modality as an apprenticing practitioner of Chicano-Indigenous pedagogy»
Keywords	Coloniality of power in education; Teaching-healing; Decolonizing the classroom; Chicano-Indigenous pedagogies; Embodied living indigenous knowledge; Classrooms as spaces of hopeful resistance
URL	SpringerLink
DOI	10.1007/s11256-012-0222-5
Annotation	

Author	Zavala, Miguel
Title	What do we mean by decolonizing research strategies? Lessons from decolonizing, Indigenous research projects in New Zealand and Latin America
Year	2013
Journal	Decolonization: Indigeneity, Education & Society 2(1):55-71
Abstract	While Indigenous and Chicano scholars have articulated sound critiques of the colonizing agendas shaping what counts as legitimate research, their arguments for alternative methodologies are generally silent on the role grassroots research collectives play in forming a strategic response to colonialism in the present. Here, the author develops a positional review of existing bodies of work, in particular participatory action-research (PAR) projects, focusing on what can be learned from these experiments in community self-determination. Building from PAR projects in North America, the author argues for a renewed understanding of the primacy of grassroots structures in decolonizing, Indigenous research projects as they have taken form in New Zealand and Latin America. These lessons suggest that decolonizing research strategies are less about the struggle for method and more about the spaces that make decolonizing research possible.

	The review concludes with a discussion of the possibility inresearch undertaken by Chicano and Indigenous scholars, who find themselves as “outsiders-within” university spaces.
Keywords	Analytic review; Decolonizing Research; Grassroots research; PAR
URL	URL
Annotation	

2014

Author	Ahenakew, Cash, Andreotti, Vanessa De Oliveira, Cooper, Garrick & Hireme, Hemi
Title	Beyond Epistemic Provincialism: De-provincializing Indigenous resistance
Year	2014
Publisher / Journal	SAGE Publications Ltd 10(3):216-231 AlterNative: An International Journal of Indigenous Peoples
Abstract	This article is part of a transnational collaboration between Indigenous scholars concerned about the provincialization of Indigenous struggles within modern metaphysics. This can be seen at work in notions of land as property, tribe as (modern) nation, and sovereignty as anthropocentric agency grounded on rational choice. Drawing on critiques of modernity articulated by Latin American scholars, as well as Indigenous scholars exploring the limits of current forms of political resistance, we argue that this modern metaphysics generates a form of politics that neglects an important existential dimension of Indigenous heritages. We use Indigenous education as an example to affirm that epistemic provincialization has been both necessary and problematic in the current context. We argue that the limitations of strategies for recognition, representation and redistribution need to be complemented by existential insights that can revitalize possibilities of existence based on ancestral wisdom and on the urgency of considering our shared fate in a finite planet facing unprecedented challenges.
Keywords	Modernity; Decolonization; Epistemic Provincialism; Resistance
URL	Sagepub

DOI	DOI: 10.1177/117718011401000302
Annotation	
Author	Editor: Bhambra, Gurminder K.
Title	Connected Sociologies
Year	2014 (online 2015, open access)
Publisher	Bloomsbury Academic
Abstract	<p>“This book outlines what theory for a global age might look like, positing an agenda for consideration, contestation and discussion, and a framework for the research-led volumes that follow in the series.” (from the publisher’s website)</p> <p><u>Chapter 1. Modernization Theory, Underdevelopment and Multiple Modernities</u></p> <p><u>Chapter 2. From Modernization Theory to World History</u></p> <p><u>Chapter 3. Opening the Social Sciences to Cosmopolitanism?</u></p> <p><u>Chapter 4. Global Sociology: : Indigenous, Subversive, Autonomous?</u></p> <p><u>Chapter 5. Global Sociology: : Multiple, Southern, Provincial?</u></p> <p><u>Chapter 6. Postcolonial and Decolonial Reconstructions</u></p> <p><u>Chapter 7. Sociology for an ‘Always-Already’ Global Age</u></p>
Keywords	Geopolitics of knowledge, epistemological dominance, enslavement, postcolonialism, decoloniality,
URL	https://www.bloomsburycollections.com/book/connected-sociologies
DOI	10.5040/9781472544377

Annotation	
Author	Chatterjee, Piya & Maira, Sunaina
Title	The Imperial University : Academic Repression and Scholarly Dissent
Year	2014
Publisher	Minneapolis: University of Minnesota Press
Abstract	<p>“At colleges and universities throughout the United States, political protest and intellectual dissent are increasingly being met with repressive tactics by administrators, politicians, and the police—from the use of SWAT teams to disperse student protestors and the profiling of Muslim and Arab American students to the denial of tenure and dismissal of politically engaged faculty. The Imperial University brings together scholars, including some who have been targeted for their open criticism of American foreign policy and settler colonialism, to explore the policing of knowledge by explicitly linking the academy to the broader politics of militarism, racism, nationalism, and neoliberalism that define the contemporary imperial state. The contributors to this book argue that “academic freedom” is not a sufficient response to the crisis of intellectual repression. Instead, they contend that battles fought over academic containment must be understood in light of the academy’s relationship to U.S. expansionism and global capital. Based on multidisciplinary research, autobiographical accounts, and even performance scripts, this urgent analysis offers sobering insights into such varied manifestations of “the imperial university” as CIA recruitment at black and Latino colleges, the connections between universities and civilian and military prisons, and the gender and sexual politics of academic repression.”</p>
Keywords	Education; Public schools; Social Sciences; Theory & Practice of Education; United States
URL	EbookCentral
Annotation	
Author	Gressgård, Randi & Harlap, Yael

Title	Spenninger i klasserommet: Mikroagresjon som pedagogisk utfordring
Year	2014
Journal	Uniped 3(37):23-33
Abstract	«Når spenninger eller konflikter oppstår i klasserommet, oppleves det gjerne som et hinder for læring. Mange undervisere betrakter konfliktsituasjoner som et problem som må håndteres for å reetablere ro og orden. Vi vil imidlertid hevde at ønsket om kontroll over situasjonen kan forsterke mekanismene som utløste konflikten. En del klasseromskonflikter er ikke situasjonsbetinget i snever forstand, men er resultat av maktmekanismer som knytter seg til den akademiske institusjonen og samfunnsformasjonen generelt. Trangen til å begrense problemet til situasjonen og gjenopprette harmoni kan stenge for muligheten til å problematisere mekanismer som markerer et sosialt hierarki. Vi bruker begrepet mikroagresjon til å belyse slike uformelle maktmekanismer. For å illustrere hvordan mikroagresjon kan komme til uttrykk i klasserommet, presenterer vi to caser fra egen undervisning. Vi avrunder med en diskusjon av hva som skjer med læringsbetingelsene når en tar hensyn til såkalte utenomfaglige faktorer i læringssituasjonen.»
Keywords	Konflikt; maktmekanismer; mangfold; hierarki; identitet; marginalisering
URL	Idunn
DOI	DOI: 10.3402/uniped.v37.23779 ER
Annotation	

Author	Harlap, Yael & Riese, Hanne (Eds.)
Title	Hva skjer når vi ser farge innen utdanning?: mulighetene ved å teoretisere rase i skolen i et "fargeblindt" Norge I kompetanse for mangfold : om skolens utfordringer i det flerkulturelle Norge
Year	2014
Publisher	Bergen: Fagbokforlaget: 190-216

Abstract	<p>«I dag er skolen kanskje den ene store felles og fellesskapende institusjonen vi har i Norge. Det ligger en stor utfordring i skulle skape en skole med rom for alle, uavhengig av sosial bakgrunn, kjønn, etnisitet og religion. Samtidig som det anerkjennes at vi er forskjellige skal alle ha et felles sett med verdier. Har dagens skolepersonale god nok kompetanse til å takle flerkulturelle utfordringer?</p> <p>Boken har som hensikt å peke på ulike behov som samfunnet, elevene og ulike skoler har, og å presentere et kunnskapsmessig analyse- og diskusjonsgrunnlag som kan bidra i arbeidet med å heve kompetanse på det flerkulturelle området. Den retter seg mot fagpersoner og studenter som jobber med flerkulturelle problemstillinger og mangfold i vid forstand. Bokens bidragsytere er hentet fra ulike fagområder, blant annet sosiologi, juss, medievitenskap og pedagogikk.»</p>
Keywords	Education; Knowledge; Multicultural Pedagogy;
Availability	Book available from UiT, Kultur- og samfunnsfagsbiblioteket
Annotation	

Author	Orupabo, Julia
Title	Interseksjonalitet i praksis: Utfordringer med å anvende et interseksjonalitetsperspektiv i empirisk forskning
Year	2014
Publisher	Universitetsforlaget
Journal	Sosiologisk tidsskrift (4) 329-351
Abstract	<p>«Interseksjonalitet er betraktet både som et akademisk motefenomen og som en radikal forståelse av sosial ulikhet i sosiologien. I denne artikkelen skal jeg undersøke hvilke utfordringer det knytter seg til å bruke et interseksjonalitetsperspektiv i empirisk forskning. Med utgangspunkt i tidligere forskning argumenterer jeg for at en utfordring med perspektivet er at en betydelig del av arbeidene ikke er forankret i empiriske data. Videre kjennetegnes de empiriske arbeidene av at de ikke undersøker betydningen av interseksjonalitet på ulike nivåer. Få adresserer interseksjonalitet gjennom å undersøke hvordan</p>

	<p>ulikhet virker gjennom representasjoner, identifikasjoner og strukturer. Gjennom å vise hvordan sosiologer kan undersøke betydningen av interseksjonalitet på ulike nivåer i et datamateriale, bidrar denne artikkelen til den voksende litteraturen om interseksjonalitet.</p> <p>Intersectionality is both understood as an academic buzzword and a radical understanding of social inequality. In this article I examine the challenges in applying an intersectional perspective in empirical research. Based on previous research, I argue that a significant part of the literature is not grounded in empirical research. Furthermore, much of the empirical research has conceived identities, representations and structures as mutual exclusive categories. This article contributes to the growing literature on intersectionality by proposing an analytical framing which attends to different levels of analysis.”</p>
Keywords	Intersectionality; Empirical Research; Multi level analysis
URL	Idunn
Annotation	Ikke direkte relevant til demokratisering av akademien, men er interessante relevante problemstillinger Orupabo løfter frem knyttet til etniske og kjønnsmessige ulikhetsstrukturer. Eksempelvis diskuteres faktorer til kjønnssegregerte utdanninger.
Author	Tyagi, Ritu
Title	Understanding Postcolonial Feminism in relation with Postcolonial and Feminist Theories
Year	2014
Journal	International Journal of Language and Linguistics 1(2)
Abstract	“Postcolonial feminist theory is primarily concerned with the representation of women in once colonized countries and in western locations. While postcolonial theorist struggles against the maiden colonial discourse that aims at misrepresenting him as inferior, the task of a postcolonial feminist is far more complicated. She suffers from “double colonization” as she simultaneously experiences the

	oppression of colonialism and patriarchy. She has to resist the control of colonial power not only as a colonized subject, but also as a woman. In this oppression, her colonized brother is no longer her accomplice, but her oppressor. In his struggle against the colonizer, he even exploits her by misrepresenting her in the nationalist discourses. Not only that, she also suffers at the hand of Western feminists from the colonizer countries who misrepresent their colonized counterparts by imposing silence on their racial, cultural, social, and political specificities, and in so doing, act as potential oppressors of their “sisters”. In this article, I explore these struggles of a postcolonial feminist, for it is in her struggle against the “postcolonial” and “feminist” theorists that she can assert her identity as a “postcolonial feminist.”
Keywords	Postcolonial; Third World Feminism; Western Feminism; Nationalism; Identity; Postcoloniality
URL	http://ijllnet.com/journals/Vol_1_No_2_December_2014/7.pdf
Annotation	

2015

Author	Mbembe, Achille
Title	Decolonizing Knowledge and the Question of the Archive
Year	2015
Publisher	“Published in “Africa is a country” (e-book, 2018)
Abstract	This document was deliberately written as a spoken text. It forms the basis of a series of public lectures given at the Wits Institute for Social and Economic Research (WISER), University of the Witwatersrand (Johannesburg), at conversations with the Rhodes Must Fall Movement at the University of Cape Town and the Indexing the Human Project, Department of Sociology and Anthropology at the University of Stellenbosch. The nature of the events unfolding in South Africa, the type of audience that attended the lectures, the nature of the political and intellectual questions at stake required an entirely different mode of address – one that could speak both to reason and to affect.”
Keywords	Decolonization; South Africa; University of Cape Town; Decolonizing knowledge

URL	Africaisacountry Pece
Annotation	
Author	Rasch, Astrid
Title	A Postcolonial Education: Using End of Empire Autobiographies to Introduce Postcolonial Studies
Year	2015
Publisher / Journal	University of Groningen Press The European journal of life writing (4)
Abstract	<p>“This article reviews the experiences with teaching Jill Ker Conway’s autobiography <i>The Road From Coorain</i> (1989). The two weeks of lectures and seminars were part of a six-week introductory course to Postcolonial Studies for first year undergraduates at the English Department at the University of Copenhagen. The lectures provided a theoretical and historical framework and the seminars consisted of close reading and discussion of the texts. I describe how four concepts which are central to postcolonial theory, discourse, identity, representation and agency, were used in readings of the text. The article takes its point of departure in discussions about the post-imperial time of writing, the creation of individual identity in dialogue with one’s context, the ambiguous representation of Aboriginal people and the agency involved in writing a life story which goes against the expected narrative. I discuss the difficulties of the course and provide recommendations for improvements for future iterations of the course. Despite occasional difficulties, I argue that autobiographies are useful sources for an introduction to Postcolonial Studies.”</p>
Keywords	Postcolonial studies; teaching; autobiography; discourse
URL	https://ejlw.eu/article/view/31454
DOI	DOI: 10.5463/ejlw.4.169
Annotation	

2016

Author	Ahenakew, Cash
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Title	Grafting Indigenous Ways of Knowing onto Non-indigenous Ways of Being: The (Under-estimated) Challenges of a Decolonial Imagination
Year	2016
Publisher	Los Angeles, CA: University of California Press
Journal	International Review of Qualitative Research 9 (3): 323–40
Abstract Introduction Description	“This article examines issues that arise when Indigenous epistemologies are interpreted through non-Indigenous ontologies in research settings. I use the concept of grafting to refer to the act of transplanting ways of knowing and being from a context where they emerge naturally to a context where they are artificially implanted. I start exploring this context through a poem that outlines the difficulties Indigenous people tend to face when inhabiting academic spaces whose architecture is built on the violent historical foundations of modernity. Next, I briefly outline critiques of recognition and inclusion in political and educational spheres to highlight how liberal discourses have tended to offer only conditional forms of integration that support dominant ways of thinking by presenting them as benevolent and inclusive. I then turn to a discussion of the implications of this analysis for Indigenous research methodologies. I conclude with tentative suggestions for further work in this area.”
Keywords	Indigenous; Knowledge; Methodology; Onto-epistemology; Grafting; Imaginary; Academia; Decolonial; Assimilation; Racism; Eurocentrism
URL	https://journals.sagepub.com/doi/abs/10.1525/irqr.2016.9.3.323
DOI	10.1525/irqr.2016.9.3.323
Annotation	

Author	Kennedy, Dane Keith
Title	Decolonization: a very short introduction
Year	2016
Publisher	Oxford University Press 472

Abstract	“Decolonization is the term commonly used to refer to this transition from a world of colonial empires to a world of nation-states in the years after World War II. Decolonization: A Very Short Introduction demonstrates that this process involved considerable violence and instability. It highlights three themes: first, that global war between empires precipitated decolonization, creating the economic and political crises that gave colonial subjects the opportunity to seek independence. Second, that the nation-state was not the only option pursued by anti-colonial activists; and the third, that the struggle to escape imperial subjugation and create nation-states generated widespread violence and produced huge refugee populations, leading to political problems that persist today.” (Oxford University Press)
Keywords	Decolonization
URL	https://www-veryshortintroductions-com.mime.uit.no/view/10.1093/actrade/9780199340491.001.0001/actrade-9780199340491
DOI	10.1093/actrade/9780199340491.001.0001
Annotation	Short introduction to decolonization and the three ‘waves of decolonization’. Decolonization defined as the acts of Not directly related to higher education or academia.

Author	Le Grange, Lesley
Title	Decolonising the university curriculum
Year	2016
Journal	South African Journal of Higher Education 30, pp. 1-12
Abstract	The student protests of 2015 precipitated a renewed interest in the decolonisation of the university in South Africa, and by association the decolonisation of the university curriculum. The decolonisation of the curriculum is an important conversation, and long overdue, given that the Western model of academic organisation on which the South African university is based, remains largely unchallenged. In this article I add to the conversation by discussing what decolonisation entails, why the need for decolonisation, the

	importance of rethinking how curriculum is conceived, and outlining some possible ways of decolonising the university curriculum. The purpose is not to provide a set of answers but to open up ways of (re)thinking the university curriculum.
Keywords	Decolonisation; university curriculum; higher education transformation; student protests
URL	https://www.journals.ac.za/index.php/sajhe/article/view/709e
DOI	ResearchGate 10.20853/30-2-709
Annotation	
Author	Mackenthun, Gesa
Title	Coloniality of Knowledge
Year	2016
Publisher	University of Rostock
Abstract	<p>“Coloniality of knowledge” is a theoretical concept adapted from the Latin American intellectual Aníbal Quijano into recent decolonial thinking in North America. It is based on the insight that colonial societies have systematically banished indigenous forms of knowledge from their archives, together with rejecting the media in which this knowledge was (and is) transported. Our project is particularly concerned with the coloniality of archaeological knowledge about the ancient human presence in North America – with the ways in which the formation of knowledge in the space-related sciences was (often unwittingly) inflected by the colonial relationships between the Anglo-Saxon majority and indigenous peoples. The purpose of the decolonial project is to bring together new evidence from various fields – such as visual studies, material studies, and oral studies – to help reinstall epistemologies that were formerly hidden due to the colonial dominance. One such area of knowledge is the growing field of Traditional Ecological Knowledge (TEK).</p>
Keywords	
URL	https://www.iaa.uni-rostock.de/forschung/laufende-
DOI	forschungsprojekte/american-antiquities-prof-mackenthun/project/theories/coloniality-of-knowledge/
Annotation	

Author	Maximova-Mentzoni et al. <i>Maximova-Mentzoni, Tatiana; Egeland, Cathrine; Askvik, Tanja; Drange, Ida; Støren, Liv Anne; Røsdal, Trude; Vabø, Agnete</i>
Title	"Å være utlending er ingen fordel" : Karriereløp og barrierer for innvandrere i norsk akademia
Year	2016
Publisher	Arbeidsforskningsinstituttet, 2016:3
Abstract	<p>"I løpet av de siste årene er høyere utdanning og forskning preget av større etnisk, kulturelt og språklig mangfold. Flere studenter har innvandrerbakgrunn, og det er flere utenlandsfødte vitenskapelig ansatte. Norsk høyere utdanning preges også av et stigende antall internasjonale studenter som tar hele eller deler av sin utdanning her. Komiteen for kjønnsbalanse og mangfold i forskning (Kif-komiteen) har i mange år jobbet med likestilling mellom kjønnene. Komiteens mandat ble i 2014 utvidet til å omfatte etnisk mangfold. I den anledning ønsket Kif-komiteen i 2015 å få gjennomført en utredning for å fremskaffe kunnskap om mangfold og karriereløpet til personer med innvandrerbakgrunn i høyere utdanning og forskning i Norge. Prosjektet skulle omfatte 1) en oversikt over relevant nordisk forskning om etnisk mangfold blant vitenskapelig ansatte, 2) kunnskap om mulige karrierehemmende barrierer relatert til innvandringsbakgrunn og kjønn, 3) innspill til policyforslag og tiltak på nasjonalt og institusjonelt nivå, og 4) identifisering av problemstillinger for videre forskning.</p>
Keywords	Minoritetsstudenter; minoriteter; mangfold; høyere utdanning; universitets- og høgskolesektoren; Norge; instituttsektoren
URL	PDF
Annotation	<p>Rapport utformet for Arbeidsforskningsinstituttet.</p> <p>Asvik, T. & Drange, A. Har skrevet en artikkel basert på funnene fra rapporten, «Etnisk mangfold i akademia» (2019)</p> <p>https://doi.org/10.18261/iss.1505-7989-2019-03-06</p>

Author	Mendoza, Breny (Ed: Hawkesworth, Mary & Disch, Lisa)
Title	Coloniality of Gender and Power: From Postcoloniality to Decoloniality In The Oxford handbook of Feminist Theory, Vol. 1
Year	2016
Publisher	Oxford University Press
Abstract	Anticolonial theories analyze complex power relations between the colonizer and the colonized to promote the political project of decolonization. This chapter situates anticolonial feminist theories in relation to two schools of anticolonial thinking, postcolonial and decolonial theory, particularly the strand of decolonial theory developed by the modernity/coloniality school of thought of Latin America. It compares key theoretical arguments and political projects associated with intersectionality, postcolonial feminism, and the decolonial feminism that Maria Lugones has advanced with her notion of the coloniality of gender. The chapter explores the reception of Lugones work in Latin America and the critical insights that decolonial theory offers contemporary social justice projects.
Keywords	Postcolonial feminism; Decolonial feminism; Decolonial option; Intersectionality; Coloniality of gender; Coloniality of power
URL	Oxford handbook
DOI	10.1093/oxfordhb/9780199328581.013.6
Annotation	

Forfatter	Olsen, Torjer A.
Tittel	Kjønn og urfolksmetodologi
År	2016
Forlag	Universitetsforlaget
tidsskrift	Tidsskrift for kjønnsforskning, 40(2): 3-20
Sammendrag	Innafor forskningen på urfolkstematikk har en lang rekke forskere begynt å kreve at forskningen skal skje på egne metodologiske premisser. På norsk er «urfolksmetodologi» blitt betegnelsen på en

	egen form for tankesett og refleksjon rundt forskningens metoder. Sentrale trekk er at forskningen skal skje på urfolks egne premisser, støtte urfolks interesser og – så langt det lar seg gjøre – bruke urfolks egne språk og begreper. Viktige idealer er respekt, gjensidighet, ydmykhet og en relasjonell tilnærming. Betoning av urfolk og urfolksidentitet kan se ut til å gi mindre plass til andre størrelser, som kjønn. Jeg argumenterer for at et uttalt kjønnsperspektiv for en stor del mangler, og for at det vil berike og utfordre urfolksforskningen og dermed også urfolksmetodologiene. Uten at kjønn er en faktor er det vanskelig å la forskningen fullt ut skje på «egne premisser» og ut fra «egne interesser». (Forfatteren)
Nøkkelord	Urfolksstudier, urfolkmetodologi, interseksjonalitet, kjønn, privilegier, forskningsmetoder
URL	https://www.idunn.no/tfk/2016/02/kjoenn_og_urfolksmetodologi
DOI	10.18261/issn.1891-1781-2016-02-02
Annotasjon	

Author	Paraskeva, João M.
Title	Curriculum Epistemicide: Towards An Itinerant Curriculum Theory <i>Routledge Studies in Education, Neoliberalism, and Marxism</i>
Year	2016
Publisher	Routledge
Description	Around the world, curriculum - hard sciences, social sciences and the humanities - has been dominated and legitimated by prevailing Western Eurocentric Anglophone discourses and practices. Drawing from and within a complex range of epistemological perspectives from the Middle East, Africa, Southern Europe, and Latin America, this volume presents a critical analysis of what the author, influenced by the work of Sousa Santos, coins <i>curriculum epistemicides</i> , a form of Western imperialism used to suppress and eliminate the creation of rival, alternative knowledges in developing countries. This exertion of power denies an education that allows for diverse epistemologies, disciplines, theories, concepts, and experiences.

	The author outlines the struggle for social justice within the field of curriculum, as well as a basis for introducing an Itinerant Curriculum Theory, highlighting the potential of this new approach for future pedagogical and political praxis.
Keywords	Education; Curriculum; Curriculum Theory; Epistemology; Social justice; Critical Approaches; Coloniality; Science
URL	https://books.google.no/books?id=GR24CwAAQBAJ
Annotation	

Author	Pete, Shauneen
Title	100 Ways: Indigenizing & Decolonizing Academic Programs
Year	2016
Publisher / Journal	University of Alberta Aboriginal Policy Studies 6(1): 81-89
Abstract	“This tool is designed to guide faculty who are searching for ways to re-center Indigenous voices in their academic programming. But I am not advocating for simply adding Indigenous scholarship; academic programs also need to be decolonized. I hope that these 100 ways will ignite a conversation between post-secondary instructors about the ways in which contemporary courses are rooted in colonization and require a movement toward transformation.»
Keywords	Decolonizing; Academia; Indigenous Knowledge; University Policy; Indigenization; Curriculum
URL	https://journals.library.ualberta.ca/aps/index.php/aps/article/view/27455/pdf
DOI	10.5663/aps.v6i1.27455
Annotation	

Author	Smith, Linda Tuhiwai, Maxwell, Te Kahautu, Puke, Haupai & Temara, Pou
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Title	Indigenous knowledge, methodology and mayhem: What is the role of methodology in producing indigenous insights? A discussion from mātauranga maori
Year	2016
Publisher	Addleton Academic Publishers
Journal	Knowledge Cultures 4(3):131-156
Abstract	The emergence of an academic discourse called Indigenous knowledge internationally, and mātauranga Maori in Aotearoa New Zealand, presents some substantive challenges to concepts of knowing and being, of knowledge creation, knowledge work and the making of meaning. These challenges engage us across philosophical, disciplinary, institutional, inter-generational, territorial and community boundaries, presenting an opportunity to imagine this field anew, and the theories and methodologies that inform contemporary Maori or Indigenous Studies. This article raises some discussion about 'research methodologies' being used when discussing mātauranga Maori and Indigenous knowledge (hereafter referred to as IK mātauranga). Research methodologies are often associated with specific disciplines of knowledge and viewed as the primary if not singular way in which knowledge is generated. Arguably, IK mātauranga occupies a different knowledge space from traditional academic disciplines, including their transdisciplinary interstices. This article speaks to a gnawing sense that mayhem is at play, as the academic work around IK mātauranga begins to consolidate and become institutionalised away from its indigenous communities and contexts, where it began and where it still informs identities, ways of living and being.
Keywords	Native epistemologies; Indigenous knowledge; Aboriginal studies; Traditional ecological knowledge; Traditional knowledge
URL	Proquest
Annotation	
Author	Todd, Zoe

Title	An Indigenous Feminist's Take On The Ontological Turn: 'Ontology' Is Just Another Word For Colonialism
Year	2016
Publisher / Journal	John Wiley & Sons, Ltd Journal of Historical Sociology 29(1):4-22
Abstract	Abstract In this article, I ask how anthropology can adopt a decolonial approach that incorporates and acknowledges the critical scholarship of Indigenous thinkers whose work and labour informs many current trends in Euro-Western scholarship, activism and socio-political discourse. I also query how to address ongoing structural colonialism within the academy in order to ensure that marginalised voices are heard within academic discourses.
Keywords	Indigenous feminism; Ontology; Colonialism
URL DOI	https://doi.org/10.1111/johs.12124 DOI: 10.1111/johs.12124
Annotation	
Author	Ulvestad, Jorun
Title	Myter i omløp - Det annet kjønn i akademia
Year	2016
Publisher / Journal	Universitetsforlaget Uniped (1): 24-36
Abstract	«I denne artikkelen løfter jeg fram en rekke myter om kvinnelige forskeres kompetanse- og karriereløp til toppnivå i akademia, og trekker linjer til kjønnsforskning, politisk historie og filosofi. Implisitt i artikkelen ligger påstanden om at myten er et budskap som historien bærer med seg og som er sann og uvirkelig på en og samme gang. Gjennom mytenes naturaliserende budskap skjer det en avpolitisering, der samfunnsutfordringene forsvinner og den enkelte kvinnelige forsker selv blir gjort ansvarlig for å overskride det kulturen har definert som kvinnens egen natur. To av mytene blir deretter tematisert i lys av den franske sosialfilosofen Michel Foucaults begreper om makt og motmakt - og danner i neste omgang ansatsen til en generativ teori om nødvendigheten av

	<p>samspill mellom kvinnelige forskere og ledere i akademiske institusjoner.»</p> <p>“In this article, I present a number of myths concerning female scientists’ competence and career paths towards the top level of academia and draw lines to gender research, political history, and philosophy. Implicitly, I claim that a myth is a message brought on by history, being both real and unreal at the same time. The naturalizing message of myths has a depoliticizing function, which makes societal challenges disappear. Consequently, the individual female scientist gets responsible for exceeding what culture has defined as the female nature. Two of the myths are themed in light of the French social philosopher Michel Foucault’s concepts of power and resistance. The discussion results in a generative theory that emphasizes the need for cooperation between female researchers and leaders in academic institutions.”</p>
Keywords	Democracy; Power; Career paths; Gender balance; Generative theory; Institution feminism; Foucault
URL	https://www.idunn.no/uniped/2016/01/myter_i_omloep_-_det_annet_kjoenn_i_akademia
DOI	10.18261/issn.1893-8981-2016-01-03
Annotation	

2017

Author	Cyganik, Jagna
Title	Indigenous Research in Academia: Methodologies, Identities, Relations
Year	2017
Publisher / Journal	Krakow: Wydawnictwo Uniwersytetu Jagiellońskiego Ethnographic Works 45(2):145-159
Abstract	“Since the publication of Decolonizing Methodologies by Linda Tuhiwai Smith in 1999, a deconstructing discussion around the role and character of indigenous research in Western academia has gained momentum. This paper provides a general overview of an indigenous research paradigm which is an umbrella term for various

	theoretical and methodological approaches privileging indigenous worldviews in scholarship. While recognizing a possibility to define foundational assumptions for indigenous studies, many scholars notice an inherent risk of essentialization that comes with such attempts. The development of Diné (Navajo) studies provides a specific example of how indigenous scholars construct culturally-relevant theoretical frameworks, implement culturally-appropriate methods, and negotiate their identities as members of academia and of their respective communities. The paper concludes with a brief discussion about the relations between indigenous studies and anthropology, the use of indigenous research methods in anthropology, and questions about future collaborations.”
Keywords	Sociology; Anthropology; Native peoples; Native studies; Decolonization; Research methodology; Indigenous methodology; Indigeneity
URL	https://www.ceeol.com/search/article-detail?id=707061
DOI	10.4467/22999558.PE.17.007.7902
Annotation	

Author	Datta, Ranjan
Title	Decolonizing both researcher and research and its effectiveness in Indigenous research
Year	2017
Publisher	SAGE Publications
Journal	Research Ethics Review 14(2): 1-24
Abstract	How does one decolonize and reclaim the meanings of research and researcher, particularly in the context of Western research? Indigenous communities have long experienced oppression by Western researchers. Is it possible to build a collaborative research knowledge that is culturally appropriate, respectful, honoring, and careful of the Indigenous community? What are the challenges in Western research, researchers, and Western university methodology research training? How have ‘studies’ – critical anti-racist theory and practice, cross-cultural research methodology, critical perspectives

	<p>on environmental justice, and land-based education – been incorporated into the university to disallow dissent? What can be done against this disallowance? According to Eve Tuck and K Wayne Yang’s (2012) suggestion, this article did not use the concept of decolonization as a substitute for ‘human rights’ or ‘social justice’, but as a demand of an Indigenous framework and a centering of Indigenous land, Indigenous sovereignty and Indigenous ways of thinking. This article discusses why both research and researcher increasingly require decolonization so that research can create a positive impact on the participants’ community, and conduct research ethically. This article is my personal decolonization and reclaiming story from 15 years of teaching, research and service activities with various Indigenous communities in various parts of the world. It presents a number of case studies of an intervention research project to exemplify the challenges in Western research training, and how decolonizing research training attempts to not only reclaim participants’ rights in the research but also to empower the researcher. I conclude by arguing that decolonizing research training creates more empathetic educators and researchers, transforming us for participants, and demonstrating how we can take responsibility for our research.</p>
Keywords	Decolonization; Indigenous research; Researcher responsibilities; Western research; Interdisciplinarity; Empowerment
URL	https://journals.sagepub.com/doi/epub/10.1177/1747016117733296
DOI	10.1177/1747016117733296
Annotation	The article discusses decolonization in research specifically in an indigenous context. In the author’s view, decolonization of research and the researcher is necessary due to the history of harm western research have caused for indigenous peoples, using themselves as one example of how decolonization process may be carried out.
Author	Hall, Budd L. & Tandon, Rajesh
Title	Decolonization of knowledge, epistemicide, participatory research and higher education
Year	2017

Publisher	London: Institute of Education Press
Journal	Research for All 1(1):
Abstract	This article raises questions about what the word 'knowledge' refers to. Drawn from some 40 years of collaborative work on knowledge democracy, the authors suggest that higher education institutions today are working with a very small part of the extensive and diverse knowledge systems in the world. Following from de Sousa Santos, they illustrate how Western knowledge has been engaged in epistemicide, or the killing of other knowledge systems. Community-based participatory research is about knowledge as an action strategy for change and about the rendering visible of the excluded knowledges of our remarkable planet. Knowledge stories, theoretical dimensions of knowledge democracy and the evolution of community-based participatory research partnerships are highlighted.
Keywords	Killing; Participatory research; Higher education; Research partnerships; Community based action research; Democracy; Partnerships; Knowledge; Decolonization
URL	https://www.scienceopen.com/document?vid=402538a1-354c-486e-a4df-
DOI	b2cb26135164 10.18546/rfa.01.1.02
Annotation	
Author	Hall, Budd L. & Tandon, Rajesh
Title	Decolonization of knowledge, epistemicide, participatory research and higher education
Year	2017
Publisher / Journal	London: Institute of Education Press Research for All, 1 (1), 6–19.
Abstract	This article raises questions about what the word 'knowledge' refers to. Drawn from some 40 years of collaborative work on knowledge democracy, the authors suggest that higher education institutions today are working with a very small part of the extensive and diverse knowledge systems in the world. Following from de Sousa Santos, they illustrate how Western knowledge has

	<p>been engaged in epistemicide, or the killing of other knowledge systems.</p> <p>Community-based participatory research is about knowledge as an action strategy for change and about the rendering visible of the excluded knowledges of our remarkable planet. Knowledge stories, theoretical dimensions of knowledge democracy and the evolution of community-based participatory research partnerships are highlighted.</p>
Keywords	Decolonization of knowledge; Epistemicide; Community-based participatory research; knowledge democracy
URL	ProQuest
DOI	10.18546/rfa.01.1.02
Annotation	

Author	Lid, Inger Marie
Title	Forestillinger om medborgerskap i lys av kjønn og funksjonsevne
Year	2017
Publisher / Journal	Universitetsforlaget Tidsskrift for kjønnsforskning (3): 187-202
Abstract	<p>“Hensikten med denne artikkelen er å belyse hvordan medborgerskapet kan tenkes som allment inkluderende. Artikkelen tar utgangspunkt i utviklingen av nye forståelser av medborgerskap inspirert av feministisk kritikk av synet på borgeren som fri mann. Imidlertid har feministiske bidrag i mindre grad inkludert medborgerskap for personer med funksjonsnedsettelse. Dette temaet vies derfor oppmerksomhet her. Artikkelen begynner med å presentere kjønn og funksjonsevne som kategorier. Deretter viser jeg eksempler på analyse av funksjonshemming som komplekst fenomen. Jeg framhever noen likheter mellom kjønn og funksjonshemming, og konkretiserer deretter dilemma som oppstår i berøringsflatene mellom disse to kategoriene. Siste del gir et forslag til et universelt inkluderende medborgerskap inspirert av Martha Nussbaums «capabilities approach». Innenfor rammen av en</p>

	<p>demokratisk velferdsstat er omsorg, støtte og tilrettelegging for medborgerskap viktig. Artikkelen konkluderer med at medborgerskap, for å være universelt, må forstås som relasjonelt, med en forståelse av/aksept for at borgerne lever i gjensidig og ofte asymmetrisk avhengighet til mennesker og samfunn.”</p> <p>“This article discusses citizenship in a disability perspective. Today, the term citizen is understood as universal. All human beings are recognized as citizens with rights and duties. However, feminists have argued that the conception of citizen is heavily influenced by male stereotypes. Next, feminism has been criticized for not including disability as a dimension of the critique. Thus, the term citizenship must be reconsidered and reformulated in light of human plurality. In this article I discuss how citizenship can be understood as universal. I begin with a short historical overview of citizenship in a western contexts and then focus on gender and impairment/(dis)ability as categories. Next I unfold gender and (dis)ability as complex phenomena and identify two dilemmas in relation to the intersection of these categories, selective abortion and the need for care. In the last part of the article, I offer an understanding of universal citizenship inspired by Martha Nussbaum’s Capabilities Approach. Care, support and accommodation for citizenship are crucial for practicing citizenship. I argue that citizenship as universal should be understood and practiced as relational. Citizens live in relations characterized by often asymmetrical interdependency.”</p>
Keywords	(Dis)ability; Gender; Capabilities approach; Citizenship; Intersectionality; Relational citizenship
URL	Idunn
DOI	10.18261/issn.1891-1781-2017-03-03
Annotation	

Author	Lorentzen, Åse & Røthing, Åse
Title	Demokrati og kritisk tenkning i lærebøker
Year	2017
Journal	Norsk pedagogisk tidsskrift 101(2):119-130

Abstract	I denne artikkelen drøfter vi hvordan demokrati adresseres i lærebøker for historie og samfunnskunnskap for ungdomstrinnet, og vi undersøker i hvilken grad og hvordan demokrati og kritisk tenkning knyttes sammen. Våre analyser viser at lærebøkene primært tilbyr kunnskap om demokrati og i langt mindre grad bidrar til at elevene utvikler en breiere demokratisk kompetanse knyttet til kritisk tenkning og demokratisk praksis. På denne bakgrunnen spør vi hvilke typer medborgere lærebøkens framstillinger legger til rette for at skolens undervisning skal fremme. Vi argumenterer for at skolens lærebøker ikke i tilstrekkelig grad bidrar til at elevene utvikler den kritiske kompetansen de trenger i dagens komplekse og mangfoldige samfunn.
Keywords	Demokrati; Kritisk tenkning; Kritisk pedagogikk; Lærebøker
URL	Idunn
DOI	https://doi.org/10.18261/issn.1504-2987-2017-02-02
Annotation	

Author	Mendoza, Breny
Title	Colonial Connections
Year	2017
Journal	Feminist studies 43(3):637-645
Abstract	“Colonial Connections” explores historical connections and patterns between Iberian and British colonialism that have been ignored by conventional anti-Eurocentric and postcolonial narratives. At issue are the erasure of inter-imperial linkages and the omission of the Iberian empires of Spain and Portugal and the colonization Abya Yala/Latin America as well as the importance that Iberian colonialism and indigenous civilizations had in the shaping of the modern world such as capitalism, racism and the coloniality of gender. The article provides a brief examination of anti-Eurocentric literature that rescues Asia, foremost China, from the dustbin of history while ignoring the importance of Iberian colonialism in the fall of China and the role that indigenous and African slave labor played in the development of capitalism and the triumph of the West. It also

	explores the artificial separation between Iberian and British colonialism that minimizes the role of religion in British colonialism and the commonalities that emerge once religion is accounted for. Finally, the article addresses the coloniality of democracy or the expulsion of the colony from the polity that emerges from conquest and the dehumanization of indigenous women and men of Abya Yala and notes the unevenness and divergences that surface when British and Iberian colonialisms are compared.
Keywords	Christian history; Silver; World history; Politics; Chinese culture; Colonialism; Democracy; Social contract; Capitalism; Indigenous peoples; Speeches, lectures and essays; History; Criticism and interpretation
URL	Full text URL
DOI	10.15767/feministstudies.43.3.0637
Annotation	

Author	Olsen, Torjer A.
Title	Gender and/in indigenous methodologies: On trouble and harmony in indigenous studies
Year	2017
Publisher / Journal	SAGE Publications Ethnicities 17(4): 509-525
Abstract	Gender and indigeneity themselves are contested terms and fields of conflict. In this article, I bring the fields of gender studies and indigenous studies into conversation with each other. Starting from indigenous studies, I aim to let insights and perspectives from gender studies challenge and shed light on the methodology of indigenous studies. An outspoken gender perspective would contribute to, as well as challenge, the research on indigenous issues and thus, also, indigenous methodologies. I argue that gender and, following gender, also intersectional perspectives, are important in order to bring difference and disharmony to the table.
Keywords	Gender; Indigenous people; Indigenous Studies; Indigenous methodology; Research methods; Gender studies

URL	https://journals.sagepub.com/doi/10.1177/1468796816673089
DOI	10.1177/1468796816673089
Annotation	

Author	Shahjahan, Riyad A., Ramirez, Gerardo Blanco & Andreotti, Vanessa de Oliveira
Title	Attempting to Imagine the Unimaginable: A Decolonial Reading of Global University Rankings
Year	2017
Publisher / Journal	University of Chicago Press Comparative education review 61(1):51-73
Abstract	This article presents a collaboration among critical scholars of color grappling with the challenges of reimagining global university rankings (GURs) in an effort to rethink the field of comparative education from a decolonial perspective. We start with an empathetic review of scholarship on rankings. This effort evidenced that rankings are embedded and sustained within a broader dominant imaginary of higher education, circumscribed by what is deemed possible and desirable within modern institutions. Seeking inspiration to explore beyond the current limits of our modern imagination, we turned to the teachings of the Dagara as a mirror that cast a different light on our investments in the very onto-epistemic structures that sustain the GURs. Being taught by Dagara's teachings led us to realize that rankings are symptomatic of a much broader crisis shaking the ontological securities of modern institutions and that it is only through the loss of our satisfaction with these securities that we can start to imagine otherwise.
Keywords	Decolonial perspective; Global University Rank; Higher Education; Universities; Decolonial Interventions; Academia;
URL	JStor
DOI	10.1086/690457
Annotation	

Author	Takayama, Keita, Sriprakash, Arathi & Connell, Raewyn
Title	Toward a Postcolonial Comparative and International Education
Year	2017
Publisher / Journal	University of Chicago Press Comparative education review 61(1):1-24
Abstract	<p>“This article, which serves to introduce the special issue on “Contesting Coloniality: Rethinking Knowledge Production and Circulation in Comparative and International Education,” brings to the fore the rarely acknowledged colonial entanglements of knowledge in the field of comparative and international education (CIE). We begin by showing how colonial logics underpin the scholarship of one of the field’s founding figures, Isaac L. Kandel. These logics gained legitimacy through the Cold War geopolitical contexts in which the field was established and have shaped subsequent approaches including the much-debated world-culture approach to globalization in education. The article then reviews decolonial, postcolonial, and southern theory scholarship as an intellectual resource upon which CIE scholars and practitioners can draw to tackle these active colonial legacies. We situate the contribution of this special issue within this larger intellectual movement and call for a major collective rethinking of the way CIE knowledge is produced and circulated on a global scale.”</p>
Keywords	Knowledge Production; Education; Comparative Education; International Education; Southern Theory
URL	ResearchGate
DOI	10.1086/690455
Annotation	

2018

Author	Almeida, Shana & Kumalo, Siseko H.
Title	(De)coloniality through Indigeneity: Deconstructing Calls to Decolonise in the South African and Canadian University Contexts

Year	2018
Publisher / Journal	UNISA Press Educ. as change 22(1):1-24
Abstract	<p>The ways in which Africanisation and decolonisation in the South African academy have been framed and carried out have been called into question over the past several years, most notably in relation to modes of silencing and epistemic negation, which have been explicitly challenged through the student actions. In a similar vein, Canada's commitments to decolonising its university spaces and pedagogies have been the subject of extensive critique, informed by (still unmet) claims to land, space, knowledge, and identity. Despite extensive critique, policies and practices in both South African and Canadian academic spaces remain largely unchanged, yet continue to stand as evidence that decolonisation is underway. In our paper, we begin to carefully articulate an understanding of decolonisation in the academy as one which continues to carry out historical relations of colonialism and race. Following the work of Eve Tuck and Wayne Yang (2012), we begin the process of "de-mythologising" decolonisation, by first exposing and tracing how decolonising claims both reinforce and recite the racial and colonial terms under which Indigeneity and Blackness are "integrated" in the academy. From our respective contexts, we trace how white, western ownership of space and knowledge in the academy is reaffirmed through processes of invitation, commodification, and erasure of Indigenous/Black bodies and identities. However, we also suggest that the invitation and presence of Indigenous and Black bodies and identities in both academic contexts are necessary to the reproduction and survival of decolonising claims, which allows us to begin to interrogate how, why, and under what terms bodies and identities come to be "included" in the academy. We conclude by proposing that the efficacy of decoloniality lies in paradigmatic and epistemic shifts which begin to unearth and then unsettle white supremacy in both contexts, in order to proceed with aims of reconciliation and reclamation.</p>

Keywords	Humanities; Multidisciplinary; Social Sciences; Interdisciplinary
URL	
DOI	10.25159/1947-9417/3023
Annotation	

Author	Andersson, Mette
Title	Kampen om vitenskapeligheten: forskningskommunikasjon i et politisk betent felt
Year	2018
Publisher / Journal	Universitetsforlaget
Abstract	Som vitenskapelig tema er migrasjon og integrasjon blant de mest sensitive temaer i vårt samfunn. Hvordan klarer forskerne formidle sine analyser til ulike grupper av publikum, og hvordan ser de på forholdet mellom medborger- og ekspertrollen? Hva betyr erfaring, arbeidssted, disiplinbakgrunn og mediekanal, og endrer kommunikasjonen seg i takt med at forskningsfelt modnes? Boken består av åtte kapitler og tar for seg temaer som ulike tolkninger av begreper og metoder, vitenskapelig troverdighet, offentlig intellektuelle, debatt deltakelse, kommunikasjonsidealer, politisering, og identitetsarbeid. Andersson konkluderer med at politisk betente forskningsfelt kan sammenlignes med magnetiske felt; forskere og forskningsresultater blir trukket mot eller assosiert med ytterpolene og politisert i tråd med den allmenne samfunnsdebatten på feltet. Grensene mellom politikk, media og vitenskap blir utydelige, med det resultat at flere forskere ønsker å trekke seg tilbake fra samfunnsdebatten.
Keywords	Sosiologi; Forskningspolitikk; Forskningsformidling; Migrasjon; Innvandring; Integrering; Forskning; Vitenskapelighet; Forskningskommunikasjon
URL	https://www.idunn.no/kampen-om-vitenskapeligheten
Annotation	

Author	Burner, Tony, Nodeland, Tuva Skjelbred & Aamaas, Åsmund
Title	Critical Perspectives on Perceptions and Practices of Diversity in Education
Year	2018
Publisher / Journal	Nordic Journal of Comparative and International Education (NJCIE) 2(1)
Abstract	The term diversity has been a topic of discussion in educational research and has received increased attention in recent years. Often, the focus has been on the use of the term at policy level. In this article, teacher educators' and school teachers' perceptions of diversity in education and self-perceived practices of work with diversity are explored. Five teacher educators and 87 school teachers participated in the study. Interviews and questionnaires were used to collect data. The findings indicate that teacher educators and school teachers discuss and reflect on diversity at different levels of operationalization, that they rarely associate socioeconomic and structural issues with the topic of diversity, and that they hardly mention national minorities and the Norwegian indigenous people as part of their understanding and work with diversity. This study suggests stable and long-term arenas for discussion and reflection for both teacher educators and school teachers. Further, the need for a more critical perspective on diversity in education, and an emphasis on learning from historical experiences with education and minorities is needed.
Keywords	
URL	https://journals.hioa.no/index.php/nordiccie/article/view/2188
DOI	10.7577/njcie.2188
Annotation	

Author	Hart, Keith
Title	Decolonizing Cambridge University
Year	2018

Publisher / Journal	Oxford: Berghahn Books and Journals Cambridge anthropology 36(2):92-106
Abstract	I dwell here on my own experience of working at Cambridge University for methodological reasons. Anthropologists could make more of the humanities tradition of going deeply into particular personalities, places, events and relations in search of wider truths. Ethnography exemplifies this, but the discipline's assimilation into the social sciences and academic bureaucracy counteract this impulse. I draw selectively on my anthropological education and academic work to interrogate the political relationship between western societies and their former colonies. Cambridge University is reactionary for sure, but its decentralized organization makes room for a minority sometimes to change the world. The historical example of the abolition movement illustrates this. Anthropology ought to be a way of rethinking the world, and I conclude with how and why I introduced students to the anti-colonial intellectuals who did just that when they led the liberation (not 'decolonization') movements that overthrew European empires.
Keywords	Assimilation, Ethnography, Humanities, Academic work, Social sciences, Colleges & universities, Anthropologists, Imperialism, Anthropology, Bureaucracy, Decolonization, Academic disciplines, Abolition, Decentralization, Discipline
URL	Berghahn
DOI	10.3167/cja.2018.360208
Annotation	
Author	Mignolo, Walter D. & Walsh, Catherine E.
Title	On Decoloniality: Concepts, Analytics, Praxis
Year	2018
Publisher	Duke University Press
Abstract	"In <i>On Decoloniality</i> Walter D. Mignolo and Catherine E. Walsh explore the hidden forces of the colonial matrix of power, its origination, transformation, and current presence, while asking the crucial questions of decoloniality's how, what, why, with whom, and

	what for. Interweaving theory-praxis with local histories and perspectives of struggle, they illustrate the conceptual and analytic dynamism of decolonial ways of living and thinking, as well as the creative force of resistance and re-existence. This book speaks to the urgency of these times, encourages delinking from the colonial matrix of power and its “universals” of Western modernity and global capitalism, and engages with arguments and struggles for dignity and life against death, destruction, and civilizational despair.” Duke University Press
Keywords	Power; American Indian Studies; Imperialism; Postcolonialism; Civilization; History; Decolonization; Philosophy; Postcolonialism-Philosophy; Decolonization-Philosophy
URL DOI	Duke University Press 10.1215/9780822371779
Annotation	The first book in the <i>Decoloniality</i> series, divided into two main parts. The book presents different perspectives from colonial and decolonial experiences, and discusses concepts such as the colonial matrix of power and global capitalism.

Author	Ndlovu-Gatsheni, Sabelo J.
Title	The dynamics of epistemological decolonisation in the 21st century: towards epistemic freedom)
Year	2018
Publisher / Journal	University of Pretoria Strategic Review for Southern Africa 40(1):16-45
Abstract	The problem of the 21st century in the knowledge domain is best rendered as the 'epistemic line'. It cascades directly from William E B Dubois's 'colour line' which haunted the 20th century and provoked epic struggles for political decolonisation. The connection between the 'colour line' and the 'epistemic line' is in the racist denial of the humanity of those who became targets of enslavement and colonisation. The denial of humanity automatically disqualified one from epistemic virtue. This conceptual study, therefore explores in an overview format, how Africa in particular and the rest of the Global

	<p>South in general became victims of genocides, epistemicides, linguicides, and culturecides. It delves deeper into the perennial problems of ontological exiling of the colonised from their languages, cultures, names, and even from themselves while at the same time highlighting how the colonised refused to succumb to the 'silences' and fought for epistemic freedom. The article introduces such useful analytical concepts as 'epistemic freedom' as opposed to 'academic freedom'; 'provincialisation'; 'deprovincialisation'; 'epistemological decolonisation'; 'intellectual extroversion'; and 'epistemic dependence'. It ends with an outline of five-ways-forward in the African struggles for epistemic freedom predicated on (i) return to the base/locus of enunciation; (ii) shifting the geo-and bio-of knowledge/moving the centre; (iii) decolonising the normative foundation of critical theory; (iv) rethinking thinking itself; and finally (v) learning to unlearn in order to relearn.</p>
Keywords	<p>Political Science; International Relations; Morality; African literature; 20th century; Epistemology; Ontology; Victims; Politics; Decolonization; Cultural studies; Racism; 21st century; Colonialism; Social sciences; Academic freedom; Native peoples; Europeanization; Knowledge; Languages; Critical theory; Values; Denial; Learning; Freedoms</p>
URL	<p>https://search.proquest.com/docview/2216734317?accountid=17260</p>
Annotation	

Author	Omarjee, Nadira
Title	Reimagining the Dream : decolonising Academia by putting the last first
Year	2018
Publisher	African Studies Centre Leiden (ASCL) African Studies Collection;72
Abstract	University of Colour in Amsterdam demonstrated against the neoliberal university and the perpetuation of coloniality in the curricula. Rhodes Must Fall in Cape Town specifically focused on the

	Fanonian concept of 'putting the last first'. Both <i>Rhodes Must Fall</i> and the University of Colour centred historically marginalised voices as an aim of the decolonised university. The book argues that epistemic justice requires an unlearning and relearning of being/becoming that is the decolonised self-reimagining the relationship between pedagogy and community, theory and lived experience. It attempts to rethink theoretical frames such as Freudian psychoanalysis from a decolonial feminist perspective. This book seeks to share and encourage more dialogue towards achieving decolonised universities.
Keywords	Academics; Colonialism; South Africa; African identity; Universities
URL	Leiden University Repository
Annotation	

Author	Rodríguez, Clelia O.
Title	Decolonizing academia: poverty, oppression and pain
Year	2018
Publisher	Fernwood Publishing
Abstract	<p>«Poetic, confrontational and radical, <i>Decolonizing Academia</i> speaks to those who have been taught to doubt themselves because of the politics of censorship, violence and silence that sustain the Ivory Tower. Clelia O. Rodríguez illustrates how academia is a racialized structure that erases the voices of people of colour, particularly women. She offers readers a gleam of hope through the voice of an inquisitorial thinker and methods of decolonial expression, including poetry, art and reflections that encompass much more than theory.</p> <p>In <i>Decolonizing Academia</i>, Rodríguez passes the torch to her Latinx offspring to use as a tool to not only survive academic spaces but also dismantle systems of oppression. Through personal anecdotes, creative non-fiction and unflinching bravery, Rodríguez reveals how people of colour are ignored, erased and consumed in the name of research and tenured academic positions. Her work is a survival guide for people of colour entering academia»</p>
Keywords	Education; Decolonizing academia;

URL	Google Books
Annotation	

Author	Runyan, Anne Sisson
Title	Decolonizing knowledges in feminist world politics
Year	2018
Journal	International Feminist Journal of Politics 20(1):3-8
Introduction	<p>“Decolonizing Knowledges in Feminist World Politics” was the theme of the fifth <i>International Feminist Journal of Politics (IFJP)</i> conference held at the University of Cincinnati in May 2016 and is the theme of this special issue arising from it. The continuing annual conferences of this journal seek to identify and coalesce research on emergent and major currents in feminist International Relations (IR) and transnational feminist thought and action. The theme of the 2016 conference and this special issue refers to both sighting decolonizing knowledges already present in feminist world politics inquiry and seeking ways to further decolonize it.</p>
Keywords	Decolonial feminism; Decolonial knowledges; Feminist International Relations; Decolonial turn
URL	ResearchGate
DOI	10.1080/14616742.2018.1414403
Annotation	

Author	Smith, Linda Tuhiwai, Tuck, Eve & Yang, K. Wayne
Title	Indigenous and Decolonizing Studies in Education: Mapping the Long View
Year	2018
Publisher	Taylor & Francis
Abstract	<p>Indigenous and decolonizing perspectives on education have long persisted alongside colonial models of education, yet too often have been subsumed within the fields of multiculturalism, critical race theory, and progressive education. Timely and compelling, <i>Indigenous and Decolonizing Studies in</i></p>

	<i>Education</i> features research, theory, and dynamic foundational readings for educators and educational researchers who are looking for possibilities beyond the limits of liberal democratic schooling. Featuring original chapters by authors at the forefront of theorizing, practice, research, and activism, this volume helps define and imagine the exciting interstices between Indigenous and decolonizing studies and education. Each chapter forwards Indigenous principles - such as Land as literacy and water as life - that are grounded in place-specific efforts of creating Indigenous universities and schools, community organizing and social movements, trans and Two Spirit practices, refusals of state policies, and land-based and water-based pedagogies.
Keywords	Indigenous perspective; Decolonizing perspectives; Decolonizing Studies
URL	https://books.google.no/books?id=K2JgDwAAQBAJ
Annotation	

Author	Silva, Janelle M.
Title	WEWANTSPACE: Developing Student Activism Through a Decolonial Pedagogy
Year	2018
Journal	American Journal of Community Psychology, Vol.62 (3-4): 374-384
Abstract	“Highlights An example of decolonial pedagogy connected to community psychology values. Illustrates the potential outcome of praxis assignments connected to social justice. An example of how class projects can raise student awareness and activism. This article explores how decolonial pedagogy can develop a sense of student activism (Portillo, 2013; Tejada & Espinoza, 2003; Villanueva, 2013). Decoloniality in the classroom requires decentering dominant groups to make space for marginalized voices and experiences (Cruz & Sonn, 2011). Aligned with community psychology values (Amer, Mohammed, & Ganzon, 2013), this paper argues for the importance of employing decolonial pedagogy in undergraduate learning through praxis projects. Centering the analysis on one college course in

	United States, the author showcases how a large-scale class project can engage students in decolonial thinking and foster an interest in social action. The Practical Activism Project, a 45 student collaborative project, explores how class projects can work to decolonize the classroom environment and further push students toward social action and activism. Co-authored with some undergraduate students from this course, this article will examine how decolonizing-informed class projects can lead to campus activism that has spearheaded institutional change for marginalized students. Integrating both perspectives, the authors conclude with lessons learned from this project and advice for future educators“
Keywords	Decolonial pedagogy, Decolonization, Group projects, Social justice, Community-based learning
URL	https://onlinelibrary.wiley.com/doi/pdfdirect/10.1002/ajcp.12284
DOI	10.1002/ajcp.12284
Annotation	

2019

Author	Bangstad, Sindre
Title	Viktig vitenskapsteoretisk bidrag
Year	2019
Publisher	Universitetsforlaget
Journal	Tidsskrift for samfunnsforskning (1):88-90
Abstract	
Keywords	Vitenskapelighet; Forskningskommunikasjon;
URL	https://www.idunn.no/tfs/2019/01/viktig_vitenskapsteoretisk_bidrag
DOI	DOI: 10.18261/issn.1504-291X-2019-01-08
Annotation	Bangstad kommenterer i artikkelen Mette Anderssons <i>Kampen om vitenskapeligheten: Forskningskommunikasjon i et politisk betent felt</i> (Universitetsforlaget, 2018).

Author	Behari-Leak, Kasturi
Title	Decolonial Turns, Postcolonial Shifts, and Cultural Connections: Are We There Yet?
Year	2019
Journal	English Academy review 36(1):.58-68

Abstract	«Academics and students are grappling with what it means to decolonize the curriculum and the university. Through the 2015 colonial disruptions, we caught glimpses of a re-imagined, socially just, and inclusive curriculum. This article problematizes the sincerity of these efforts towards intentional change and questions whether, given the current decolonization hype, we are indeed where we need to be, as we turn, shift, and connect through the decolonial gaze. Drawing mainly on her role as co-chair on a Curriculum Change Working Group (CCWG), the author provides an auto-ethnographic analysis of how individuals and collectives at different university sites and spaces react and respond to decolonization. These insights are aimed at identifying opportunities to be strengthened and pitfalls to be avoided as we decolonize our thinking, minds, knowledge, curricula, and practices. The author maps out different approaches within the university to see if we can initiate sustainable change in the sector. The article concludes that conceptualizing decolonization as a movement might protect the decolonial process from being captured or appropriated by those who unconsciously or consciously reduce and essentialize it to mean either this or that. By being vigilant and committed, decolonial actors and agents can remain true to their modus vivendi.»
Keywords	Marginalization; Academic Disruption; Decoloniality; Social justice
URL	https://www.tandfonline.com/doi/full/10.1080/10131752.2019.1579881
DOI	10.1080/10131752.2019.1579881
Annotation	

Author	Boonzaire, F. & van Niekerk, Taryn (eds.)
Title	Decolonial Feminist Community Psychology
Year	2019
Publisher	Springer, Cham
Introduction	This edited volume seeks to critically engage with the diversity of feminist and post-colonial theory to counter hegemonic Western

	<p>knowledge in mainstream community psychology. In doing so, it situates paradigms of thought and representation that capture the lived experiences of those in the global South. Specifically, the book takes an intersectional approach towards its reshaping of community psychology, centering African, black, postcolonial, and decolonial feminist critiques in its 1) critique of existing hegemonic Euro-American community psychology concepts, theories, and practice, 2) proposal of new feminist, indigenous, and decolonial methodological approaches, and 3) real-life examples of engagement, research, dialogue, and reflexive qualitative psychology practice. The book concludes with an agenda for theorization and research for future practice in postcolonial contexts. The volume is relevant to researchers, practitioners, and students in psychology, anthropology, sociology, public health, development studies, social work, urban studies, and women's and gender studies across global contexts.</p>
Keywords	Feminist perspectives; Intersectionality; Student experiences; University; Decolonial feminist method; Decolonial feminist praxis; Knowledge
URL	Springer
Annotation	Relevant to the topic of democratization of academia in terms of presenting a new methodological approach focusing on feminism, indigenous knowledge and decolonization.

Author	Gressgård, Randi
Title	Politisk korrekthet, identitetspolitikk og ytringsfrihet
Year	2019
Publisher / Journal	Universitetsforlaget Tidsskrift for samfunnsforskning 60(1): 91-95
Abstract	Mette Andersson nevner flere likhetstrekk mellom feltene migrasjons- og kjønnsforskning, der den kanskje viktigste likheten er de sterke følelsene forskning om kjønn og migrasjon kan vekke blant andre forskere og ikke-forskere. Siden mine forsknings- og formidlingserfaringer er fra begge disse «magnetiske» feltene, vil jeg

	belyse et aktuelt tema som knytter dem sammen: den retoriske sammenhengen mellom politisk korrekthet, identitetspolitikk og ytringsfrihet. Dette temaet berører flere overordnede diskusjoner i boken, slik som forholdet mellom vitenskapelige og hverdagslige begreper, eller legitimiteten til ekspertkunnskap versus «vanlig sunt folkevett». Andersson understreker at på magnetiske felt vil kunnskap som ikke stemmer overens med synet til sterke meningsbærere i samfunnsdebatten, ofte stemples i negative ordelag, for eksempel som politisk korrekt, elitistisk eller naiv og kunnskapsløs. Et konkret spørsmål i boken er da: Hvordan opplever og håndterer forskere beskyldninger om dårlig og politisert forskning, og hva betyr egentlig uttrykket politisk korrekthet for forskerne på dette feltet?
Keywords	Identity politics;
URL	Idunn
DOI	10.18261/issn.1504-291X-2019-01-09
Annotation	
Author	Harvey, Arlene & Russell-Mundine, Gabrielle
Title	Decolonising the curriculum: using graduate qualities to embed Indigenous knowledges at the academic cultural interface
Year	2019
Publisher	Informa UK Limited
Journal	Teaching in Higher Education 24(6): 789-808
Abstract	The context of this paper is a strategy at a large Australian university that involves embedding a new graduate quality 'cultural competence' and lifting the profile of Aboriginal and Torres Strait Islander cultures, experiences and histories. It has been argued that the inclusion of Indigenous knowledges is essential for the decolonisation of our higher education institutions. Decolonisation involves removing the barriers that have silenced non-Western voices in our 'multi-cultural' higher education system and combatting the epistemic injustices of a system dominated by Western thought. In this paper, we suggest that our university's suite of graduate qualities can provide a locus for work at the cultural interface between Indigenous and non-Indigenous

	<p>knowledges. While these qualities may be firmly embedded within Western ways of knowing, being and doing, they can nonetheless be used to interrogate and revisit Western disciplinary knowledge construction and pedagogy so as to help bring about institutional change.</p>
Keywords	<p>Cultural competence; Critical thinking; Indigenous knowledges; Critical reflection; Graduate qualities; Decolonisation</p>
URL	<p>Tandfonline</p>
DOI	<p>10.1080/13562517.2018.1508131</p>
Annotation	
Author	<p>Held, Mirjam</p>
Title	<p>Decolonizing Research Paradigms in the Context of Settler Colonialism: An Unsettling, Mutual, and Collaborative Effort</p>
Year	<p>2019</p>
Journal	<p>International Journal of Qualitative Methods 18</p>
Abstract	<p>All research is guided by a set of philosophical underpinnings. Indigenous methodologies are in line with an Indigenous paradigm, while critical and liberatory methodologies fit with the transformative paradigm. Yet Indigenous and transformative methodologies share an emancipatory and critical stance and thus are increasingly used in tandem by both Western and Indigenous scholars in an attempt to decolonize methodologies, research, and the academy as a whole. However, these multiparadigmatic spaces only superficially support decolonization which, in the Canadian context of settler colonialism, is a radical and unsettling prospect that is about land, resources, and sovereignty. Applying this definition of decolonization to the decolonization of research paradigms, this article suggests that such paradigms must be developed, from scratch, conjointly between Indigenous and Western researchers.</p>
Keywords	<p>Cross-cultural research; Decolonizing methodologies; Decolonizing paradigm; Indigenous paradigms; Knowledge system; Methodological bricolage; Paradigm Proliferation; Radical Decolonization; Way of knowing; Worldview</p>

URL	https://journals.sagepub.com/doi/10.1177/1609406918821574
DOI	10.1177/1609406918821574
Annotation	
Author	Herbjørnsrud, Dag
Title	Beyond decolonizing: global intellectual history and reconstruction of a comparative method
Year	2019
Journal	Global Intellectual History
Abstract	<p>This article proposes to use the three terms complexity, connection, and comparison as part of a possible method for the discipline of global intellectual history. Taking the 1993 presidential address by anthropologist Anette Weiner as its starting point, the paper argues that the discipline of history of ideas is facing a challenge similar to that confronted by social anthropology a quarter of a century ago: It needs to reject the constrictions of 'cultural boundaries' and demonstrate 'a commitment to a global comparative perspective' instead. A global intellectual history of this nature would also be consistent with Arthur B. Lovejoy's statement that 'ideas are the most migratory things in the world'. The text proposes a method for global intellectual history based on the three aforementioned terms – exemplified by cases from Asia, Africa, Europe, and America. Scholars within several disciplines are increasingly arguing for the Academy to 'decolonize' and to offer a less ethnocentric narrative. By proposing a methodological draft for a global intellectual history, this paper argues that we can move beyond deconstruction and decolonization and focus instead on 'reconstruction' of a global and comparative perspective as a fruitful way forward for the discipline in the twenty-first century.</p>
Keywords	Global intellectual history; method; comparative; decolonizing; postcolonial
URL	Tandfonline
DOI	10.1080/23801883.2019.1616310
Annotation	

Author	Higgins, Marc & Kim, Eun-Ji Amy
Title	De/colonizing methodologies in science education: rebraiding research theory–practice–ethics with Indigenous theories and theorists
Year	2019
Journal	Cultural Studies of Science Education 14(1):111-127
Abstract	The purpose of this article is to differentially engage in the work of thinking with Indigenous theorists and theories with decolonizing science education research methodologies in mind. As a rejoinder to Tracey McMahon, Emily Griese, and DenYelle Baete Kenyon’s Cultivating Native American scientists: An application of an Indigenous model to an undergraduate research experience, we extend the notion of educationally centering Indigenous processes, pedagogies, and protocols by considering methodology a site in which (neo-)colonial logics often linger. We suggest that (re)designing methodology with Indigenous theorists and theories is an important act of resistance, refusal, and resignification; we demonstrate this significance through braiding together narratives of our engagement in this task and provide insights as to what is produced or producible.
Keywords	Decolonizing research methodologies; Relationality; Research Design; Decolonizing Science Education; Research Institutes; Research Methodology; Research Design, Thinking with Theory
URL	https://doi.org/10.1007/s11422-018-9862-4
DOI	10.1007/s11422-018-9862-4
Annotation	
Author	Ulenya, Chinaza, Rugbeer, Yasmin & Olaniran, Sunday Olawale
Title	Decolonization of education: exploring a new praxis for sustainable development
Year	2019
Journal	African Identities 17(2): 94-107
Abstract	«The study investigated the causes of poor quality learning experienced by undergraduate students in a South African

	<p>university considering the implication of foreign practices on the learning abilities of the students. Survey research design was employed to carry out the study. The population of the study comprised undergraduate students and academic staff members of the selected institution. 400 undergraduate students and 8 academic staff members were randomly selected as sample for the study. Data analysis indicated that language of Instruction, high school education background of students, education policies and curriculum of the institution contribute to the poor academic performance of the sampled students. Based on the findings, the study recommends the decolonization and restructuring of the type of education being offered to students in African universities and partnership between universities and corporate establishments to enhance productivity and innovation, as well as meeting the Sustainable Development Goals (SDGs) in Africa»</p>
Keywords	Sustainable development; Participatory Access; Decolonization;; Access with success; Globalization
URL	https://www.tandfonline.com/doi/full/10.1080/14725843.2019.1659752
DOI	10.1080/14725843.2019.1659752
Annotation	

Author	Maistry, Suriamurthee Moonsamy
Title	The higher education decolonisation project: negotiating cognitive dissonance
Year	2019
Journal	Transformation: Critical Perspectives on Southern Africa, 100(1): 179-189
Introduction	The return to vogue in South Africa of the decolonisation agenda and higher education curriculum transformation presents a dissonant scenario especially for colonially schooled university academics tasked with giving effect to 'newly' institutionalised (policy) efforts aimed at these resurgent imperatives. <u>Grosfoguel (2013)</u> reminds us of the western Eurocentric in all of us, instilled by five centuries of western imposed civilisation and modernity's

	epistemological and ontological hegemony. This hegemony that derives from Descartes often cited declaration 'Cogito, ergo sum' ('I think, therefore I am') inscribed western science and rationality as de facto knowledge framework.
Keywords	South Africa; Higher Education; Study and teaching; Decolonization
URL	https://muse.jhu.edu/article/745587/pdf
DOI	10.1353/trn.2019.0027
Annotation	

Forfatter	Pharo, Helge Øystein
Tittel	Terje Tvedts historier
År	2019
Forlag / tidsskrift	Universitetsforlaget Historisk tidsskrift 98(2): 191-202
Sammendrag	Høsten 2017 publiserte Terje Tvedt sin versjon av norsk historie fra 1960-tallet frem til i dag, Det internasjonale gjennombruddet. Han har skrevet en fagbok, som tar for seg de store linjene i landets utvikling, og hans tilnærming er globalhistorisk: «Det finnes bare en virkelig historie, og det er menneskehetens felles historie.» En slik tilnærming til et lands historie krever store kunnskaper både om det enkelte lands historie og globalhistorien. Som vi skal se, strekker ikke Tvedts kunnskaper eller innsikt til på noen av disse to feltene.
Nøkkelord	Historie
URL	https://www.idunn.no/ht/2019/02/terje_tvedts_historier
DOI	10.18261/issn.1504-2944-2019-02-05
Annotasjon	

Author	Thornton, Simone; Graham, Mary & Burgh, Gilbert
Title	Reflecting on place: environmental education as decolonisation
Year	2019

Publisher	Cambridge University Press
Journal	Australian Journal of Environmental Education 35(3):
Abstract	We argue that to face climate change, all education, from kindergarten to tertiary, needs to be underpinned by environmental education. Moreover, as a site of reframing, education when coupled with philosophy is a possible site of influencing societal reframing in order to re-examine our relations to nature or our natural environment. However, we contend that as philosophy has been largely absent from curricula, it is vital to redress this issue. Further, the environment cannot be viewed simply as subject matter for study but, reconceptualised in the Indigenous sense as Place. Only in this way can we overcome the human-nature divide. We conclude that educators must look for what Plumwood calls 'experiences that do not fit the dominant story' to disrupt an important link in the chain of climate change by developing 'traitorous identities' able to challenge the dominant culture.
Keywords	Climate change; Eco-feminism; Environmental philosophy; Indigenous knowledge; Philosophy; Place, Environmental education
URL	Cambridge University Press
DOI	10.1017/aee.2019.31
Annotation	

Forfatter	Tvedt, Terje
Tittel	Om verdien av besinnelse og uavhengighet i vitenskapen
År	2019
Forlag	Universitetsforlaget
Tidsskrift	Historisk tidsskrift, 2019 98(3): 265-273
Sammendrag	«Historisk tidsskrift nr. 2, 2019 publiserte en artikkel med overskriften «Terje Tvedts historier», skrevet av Helge Pharo og markedsført av ham i VG som en omtale av Det internasjonale gjennombruddet: Fra «ett-partistat» til multikulturell stat. Teksten viser seg imidlertid å være noe annet og svært uvanlig i tidsskriftets historie.»
Nøkkelord	Historifortelling; Historifaget; Vitenskap; Diskusjon

URL	Idunn
DOI	10.18261/issn.1504-2944-2019-03-05
Annotasjon	

Author	Riyal, A. L. M.
Title	Post-colonialism and Feminism
Year	2019
Publisher	Canadian Center of Science and Education
Journal	Asian Social Science, 15(11)
Abstract	<p>Since the 1980s, feminism and post-colonialism began to exchange and dialogue, forming a new interpretation space, that is, post-colonial feminist cultural theory. There is a very complicated relationship between post-colonialism and feminism, both in practice and theory. It was obvious that they have always been consistent as both cultural theories focus on the marginalization of the "other" that is marginalized by the ruling structure, consciously defending their interests. Post-structuralism is used to deny the common foundation of patriarchy and colonialism—the thinking mode of binary opposition. However, only in the most recent period, Postcolonialism and feminism "Running" is more "near", it is almost like an alliance. (The factor contributing to this alliance is that both parties recognize their limitations.) Furthermore, for quite some time there have been serious conflicts between these two equally famous critical theories. They have been deeply divided on issues, such as how to evaluate the third world women's liberation, how to view the relationship between imperialism and feminism, and how to understand that colonialists use the standards of feminism to support their "civilization mission." This article has greatly benefited from the perspectives and materials of Leela Gandhi's Postcolonial Theory; A Critical Introduction.</p>
Keywords	Post-colonialism; Feminism; Colonialism; Woman; Western
URL	ResearchGate
DOI	10.5539/ass.v15n11p83
Annotation	

Author	Ruud, Lise Camilla & Ween, Gro B.
Title	«En trængslernes historie»: en antologi om museumsmannen og historikeren Yngvar Nielsen
Year	2019
Publisher	Orkana akademisk
Abstract	Med utgangspunkt i museumsmann og historiker Yngvar Nielsens mangfoldige og ofte kontroversielle akademiske verk tegner denne boken et bilde av kulturvitenskapenes plass og betydning i Norge gjennom noen tiår. Yngvar Nielsen var en sentral og omstridt figur i norsk kulturvitenskap og politikk fra 1870-tallet og frem til sin død i 1916. Han var utdannet historiker, og ble professor i etnografi og geografi. I nesten 40 år var han bestyrer ved Etnografisk Museum ved universitetet i hovedstaden. Han var også en viktig figur i etableringen av Den Norske Turistforening, Det norske Geografiske Selskab og Norsk Folkemuseum. Kulturvitenskapenes samfunnsformende kraft er et overordnet tema for boken. Nielsen bedrev strategisk historieskriving, og han ordnet det norske folk og andre folkeslag hierarkisk. Han kartla naturen som industri- og turistlandskap, og han etablerte kulturhistoriske og etnografiske samlinger. Hans tilsynelatende fragmenterte virksomhet har sine sammenhenger, og disse blir utforsket i boken.
Keywords	History; Cultural Science; Ethnography; Museums
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	

Author	Røthing, Åse
Title	Ubehagets pedagogikk
Year	2019
Publisher	FLEKS – Scandinavian Journal of Intercultural Theory and Practice 6(1): 40-57
Abstract	“Pedagogy of discomfort” was first introduced by Boler in 1999 as a teaching practice that invites educators and students to engage in critical inquiry regarding values and norms, and to examine

	<p>constructed self-images and perceptions of others (1999, p. 177). The concept has later been further developed by Boler and Zembylas (2003) as a pedagogical framework to engage students and teachers with issues of difference, race and social justice by challenging their emotional comfort zones. This pedagogical approach is grounded in the assumption that discomfoting emotions are important in challenging dominant beliefs, social habits and normative practices that sustain stereotypes and social injustice and in creating openings for empathy and transformation. (Zembylas & Papamichael, 2017, p. 3). This article explores how pedagogy of discomfort may contribute to critical reflections and inclusive education, by asking what educators may gain from dwelling with discomfort rather than trying to escape it. I argue that discomfort may function as an approach to critical reflections and new knowledge, and a resource for transformation, not as something to fear and avoid. However, the ideas of pedagogy of discomfort have raised concerns for what might happen when students are challenged and become uncomfortable in educational settings. One might argue that the concept of “classroom safety” could imply that educators first and foremost should offer comfort in classrooms. My main interest in this article is what educators may gain from engaging with discomfort as a resource for critical reflections and inclusive education.</p>
Keywords	Pedagogy of discomfort; Diversity; Anti-oppressive and inclusive education
URL	https://journals.hioa.no/index.php/fleks/article/view/3309
DOI	10.7577/fleks.3309
Annotation	

Forfatter	Røthing, Åse & Engebretsen, Elisabeth L.
Tittel	Maktkritiske perspektiver i høyere utdanning?
År	2019
Forlag / tidsskrift	Universitetsforlaget Uniped, (3), 251-261

Sammendrag	<p>Kritisk tenkning og demokratifremmende læring er definert som sentrale ambisjoner i utdanningsfeltet. I denne artikkelen undersøker vi hvordan disse ambisjonene kommer til uttrykk i høyere utdanning. Med utgangspunkt i strategiplaner og programplaner fra åtte norske høgskoler og universiteter, drøfter vi hvorvidt og hvordan maktkritiske perspektiver kommer til uttrykk i disse dokumentene. Vi har gjort en undersøkelse basert på elektroniske søk, hvor vi legger vekt på både omfang og innhold. Basert på dette argumenterer vi for at det er lite eksplisitt fokus på gjennomgående maktkritiske perspektiver i utdanningene som sådan, samtidig som det er gjentakende fokus på at studenter skal tilegne seg kritisk tilnærming. Vi anbefaler at maktkritiske perspektiver må adressere maktforhold med intensjon om å forstå, kritisk drøfte, og eventuelt utfordre disse. Dette forutsetter en konkretisering ved at kritiske perspektiver knyttes til for eksempel rasisme eller kjønnsmakt-forhold. Våre søk indikerer at dette ikke er tilfellet i de undersøkte programplanene. Dette indikerer at det betydelige fokuset på kritikk/kritisk i flere av programplanene, ikke eksplisitt knyttes til maktkritiske perspektiver. Trening i kildekritikk eller et uspesifisert fokus på «kritikk», er etter vårt syn ikke tilstrekkelig for å utvikle og utdanne rettferdighetsorientert studenter, medborgere og profesjonsutøvere.</p>
Nøkkelord	Maktkritikk; høyere utdanning; programplaner; medborgerskap
URL	Idunn
DOI	10.18261/issn.1893-8981-2019-03-02
Annotasjon / Kommentar	Kanskje den mest relevante artikkelen knyttet til prosjektet, med tilsvarende perspektiv på maktkritiske tilnærminger i høyere utdanning. En av programplanene som ble analysert er fra UiT, fagplanen i bachelor for sosialt arbeid.

Author	Sollid, Hilde & Olsen, Torjer A.
Title	Indigenising Education: Scales, Interfaces and Acts of Citizenship in Sapmi
Year	2019

Publisher / Journal	Otago Polytechnic Junctures: the journal for thematic dialogue (20):29
Abstract	As Indigenous people reclaim their position after centuries of oppression, the tensions between Indigenous needs and national demands surface. This is also the case of the Indigenous Sámi in Norway. After a long period of colonisation, recognition of the indigenous Sámi people and their language and culture is replacing the politics of erasure. In this process, the educational system is the institution where this new direction can reach the farthest. Rather than seeing Indigenous education as static endpoint in opposition towards mainstream education, we theorise that indigenising education is better understood as a process and as a continuum where citizens with different subject positions engage and interact in a cultural interface. The theorising is based on a case study from Gáivuotna-Kåfjord-Kaivuono on the Norwegian side of Sápmi.
Keywords	Social science; Demography; Indigenous; Sápmi
URL	https://junctures.org/index.php/junctures/article/view/365/623
DOI	10.34074/junc.20029
Annotation	

Author	Staunæs, Dorte & Raffnsøe, Sverre
Title	Affective Pedagogies, Equine-assisted Experiments and Posthuman Leadership
Year	2019
Publisher / Journal	SAGE Publications Body & Society 25(1):57-89
Abstract	Responding to Guattari's call for a 'mutation of mentality', the article explores unconventional horse-assisted leadership learning as promising ways of embodied learning to be affected and response-able. By drawing on and continuing the work of Guattari and posthuman feminist scholars, we aim to show that studying the affective pedagogics of opening up the senses and learning to be affected is of vital importance. We analyse a posthuman auto-

	ethnography of developing capabilities to live and breathe together that allow us to relate in alternative ways. Experiments with affective pedagogy are conducted as they affect bodies through indeterminate and liminal contact zones and use aesthetics to evoke transformation in senses and thoughts, care and response. Since they are both domesticated and non-human, horses are promising companions in this endeavour of entrainment. However, these sensorial experiments also call for an ethics of cutting connections and, not least, of permitting refusals of refusals.
Keywords	Matters of Care; Affective contact zones; Auto-affection; Senses; Attunement; Affective pedagogies; Human–animal intra-action; Leadership; Feminism; Experiments; Teaching
URL	https://journals.sagepub.com/doi/10.1177/1357034X18817352
DOI	10.1177/1357034X18817352
Annotation	

2020

Author	Batra, Poonam
Title	Echoes of ‘coloniality’ in the episteme of indian educational reforms
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Introduction	The international education project that drives neoliberal reforms is entwined with ideas of modernity and development embedded in coloniality. Instead of learning from decolonized and subaltern knowledges, what we see is a disruption of diverse post-colonial processes via a reform policy transfer – constructed in decontextualized abstraction, rationalized by a target driven universal agenda. This paper draws attention to a possible continuity between colonialism – viewed not just as a geopolitical reality located in the past but an organised epistemological order – and the neoliberal agenda of internationalising education. Control over knowledge production and practices have characterised processes of colonisation that used education to subjugate people of the colonised world. It is suggested that a ‘coloniality’ characterised by

	patterns of power “constituted in culture, inter-subjective relations and knowledge production” (Ndlovu-Gatsheni, 2013, p. 30) has striking similarities with contemporary processes of internationalisation.
Keywords	International education
URL	OnEducation
DOI	10.17899/on_ed.2020.7.3
Annotation	
Author	Culp, Julian
Title	Provincializing ‘the west’ by essentializing ‘the east’?
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Introduction	<p>Postcolonial theorists illuminate the ways in which colonial powers’ practices of education functioned as tools of domination. They highlight that a school education that presented colonial powers’ knowledge as superior to that of colonized societies formed subjectivities that were susceptible to colonial rule. In that way postcolonial theorists offer an intriguing critique of schools’ involvement in the ideology of colonial powers’ epistemic and moral superiority. Thus, they reveal the nexus between knowledge, interests and power that crystallizes at the intersection of colonial and educational practices.</p> <p>To illustrate, consider that Helen Tiffin (1995, p. 98) has suggested with reference to the work of <i>Robinson Crusoe</i>, that the study of “a canonical text at the colonial periphery [...] continually displays and repeats for the colonized subject [...] the processes of its annihilation, marginalization, or naturalization as if this were axiomatic, culturally ungrounded, ‘universal,’ natural.”² Likewise, Bill Ashcroft (1995, p. 55) has highlighted for the case of colonial India that “the ‘universal’ discourse of English literature [...] was consciously adopted as the vehicle for educating the Indian élites in tenets of civilized morality.” In these ways the postcolonial theorists uncover the ideology of an education that presents itself as objective but serves the power and</p>

	interests of the already more powerful and privileged actors within the colonial context.
Keywords	Postcolonial theorists; Provincializing the West; Educational practice
URL	OnEducation
DOI	10.17899/on_ed.2020.7.2
Annotation	

Author	Cuthbert, Sehgal Alka
Title	Decolonising discourses as symptoms of morbidity
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Abstract / Introduction	The central argument in this paper is that the claims of decolonising discourses are a morbid symptom of a theoretical and political impasse. By decolonising discourses in education, I refer to those theories and practices that are premised on the idea that political decolonisation in the post-war era has been insufficient to establish equality or justice. The socio-political power relationships from the past are, it is claimed, imprinted in the knowledge and knowledge practices of the West and, as such, strategies of reparative purification need to be constructed and implemented. Intellectually, the roots of decolonising theories can be traced at least to the disenchantment with western liberalism and modernity, eloquently voiced by Marcuse in <i>Repressive Tolerance</i> (1965), and in the subsequent development of southern/global/post-colonial theories that seek to establish contemporary effects of colonialism in former colonized societies (Athyal, 2015).
Keywords	Decolonizing discourses; Education; Knowledge
URL	OnEducation
Annotation	

Author	DIKU, Direktoratet for internasjonisering og kvalitetsutvikling i høyere utdanning
Title	Tilstandsrapport for høyere utdanning 2020

Year	2020
Publisher	DIKU
Abstract	Diku utarbeider Tilstandsrapport for høyere utdanning på oppdrag fra Kunnskapsdepartementet. Rapporten er en del av grunnlaget for departementets etatsstyring av statlige universiteter og høyskoler, for dialogen med de private institusjonene og kan være et grunnlag for departementets budsjettarbeid og politikktutvikling. Tilstandsrapporten retter seg også mot lærestedene og andre aktører i sektoren.
Keywords	Higher Education
URL	https://vedlegg.diku.no/TRHU/2020
DOI	
Annotation	Kan være interessant å se på kjønnsfordeling, fordeling blant innvandrergupper osv. i statistikken
Author	Editorial Team <i>Schinkel, Anders, Rohstaock, Anne, Brüggemann, Christian, Drerup, Johannes, Geiss, Michael, Sowada, Mortiz, Hogrebe, Nina & Szakács-Behling, Simona</i>
Title	Provincializing 'Western Education' (Editorial)
Year	2020
Journal	On Education. Journal for Research and Debate, 3(7)
Intro	Theories of 'education' (broadly construed) have traditionally relied on premises and frameworks that may be called Euro- or Western-centric. Allegedly universal theories of education or the educated person in most cases did not and do not sufficiently take into account the existing global plurality of culturally, religiously and socially embedded conceptions of education. To provide an example from the German debate, which may certainly also be applied to other contexts as well: Until recently, scholars in the German tradition of Bildung did not systematically start thinking about the possibility of translating 'Bildung' into other languages as well as about potential functional and semantic equivalents of the term (see e.g., Mattig, Mathias & Zehbe 2018; Tenorth 2020; Terhart, 2006). This is somewhat surprising, given the universal scope of the conceptual,

	<p>normative and epistemic validity claims traditionally associated with 'Bildung', and also in light of the obvious fact that the German tradition itself presents only one, very specific and thus perhaps 'provincial' set of approaches in the immensely rich 'world' of educational traditions. Likewise, histories of education as well as histories of childhood have been criticized for ignoring pretty much all other educational traditions around the world. Similar criticisms have been developed with respect to the established canon of 'great thinkers' (of predominantly dead white men) in older and newer histories of philosophy of education, in which the assumption that the history of 'education as such' starts with Plato and Aristotle and then goes on with Comenius, Locke, Rousseau, Kant etc. has seldom been questioned until recently. In this way histories of education and of the philosophy of education for a long time and still today reproduce problematic Eurocentric views (see also the critiques of Blaut, 1993; Chakrabarty, 2008; Conrad, 2019). This also holds for the way colonialism and imperialism have been (and still are) dealt with in schools in Western countries (see e.g., Bantrotato & Van Nieuwenhuys, 2019). (....)</p>
Keywords	Colonial Education; Decolonization; Eurocentrism; Westerncentrism; Pedagogy; Colonialism; Education
DOI	10.17899/on_ed.2020.7.0
Annotation	

Author	Eriksen, Kristin Gregers & Svendsen, Stine Helena Bang
Title	Decolonial options in education – interrupting coloniality and inviting alternative conversations
Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)
Introduction	With the call for papers to this special issue of the <i>Nordic Journal of Comparative and International Education</i> , the purpose was to initiate a conversation on decolonial options in education. This might not be an expected focus for an education journal based in

	<p>the Nordics, in light of the strong and tenacious denial of coloniality as at all relevant in the genealogy of the nation-states as well as educational systems in this context (Eidsvik, 2012; Eriksen, 2018a; Fylkesnes, 2019; Gullestad, 2002; Keskinen et al. 2009; Loftsdottir & Jensen, 2012; Mikander, 2014). We wanted to explore what and how a conversation on decolonial options from the Nordics could hear, feel, and look like. We are truly grateful for the contributions included in this special issue. The texts represent different and rich perspectives on decoloniality and illustrate the complexity of this conversation across varied contexts. They provide contributions that address and interrupt the coloniality of educational theory, practice, and research, and explore ways of thinking, doing, and materialising education otherwise. Although the decolonial critique powerfully shows us that location matters, we have also included several contributions from outside the Nordic context, including what is currently known as Canada, Argentina, and Australia. These contributions remind us how we can learn from each other and think collectively, and how the conversation on decoloniality must be at once local and global. This is fundamental when starting from the field of Comparative and International Education (CIE), which while aiming at celebrating the diversity of education around the world is still embedded in colonial logics and Eurocentric perspectives (Takayama et al., 2017).</p>
Keywords	Decolonial education; Decolonial options; Decoloniality;
URL	https://journals.hioa.no/index.php/nordiccie/article/view/3859
DOI	10.7577/njcie.3859
Annotation	

Author	Fimreite, Anne Lise & Ivarsflaten, Elisabeth
Title	Den store demokratidebatten - da og nå
Year	2020
Publisher	Universitetsforlaget
/ Journal	Tidsskrift for samfunnsforskning (1):30-37

Introduction	<p>«Den store demokratidebatten» var Ottar Helleviks karakteristikk av diskusjonen mellom Willy Martinussen og William Lafferty i etterkant av at førstnevntes bok Fjerndemokratiet ble publisert i 1973 (Hellevik, 1983). Boken var basert på analyser av Valgundersøkelsen fra 1969. Martinussen beskriver selv bokens hovedinnhold og analyser slik: Vi har altså den situasjonen at samfunnsborgerne tillegger de offentlige myndighetene stor makt, og at et stort flertall mener denne makten utøves noenlunde upartisk, samtidig som en tredjedel av velgerne mener politikken har liten betydning for deres egen livssituasjon, og mange mener den bare har en viss betydning. Informasjonen om og interessen for samfunnsliv og politikk er da rimeligvis også middelmådig, og flertallet oppfatter politikken som komplisert og uforståelig, og vurderer forholdene slik at de selv har liten mulighet for å øve innflytelse over den. «Fjerndemokratiet» synes å være en rimelig karakteristikk av denne situasjonen (Martinussen, 1973, s. 116).</p> <p>Konklusjonen om det fjerne demokratiet og de passive innbyggerne ble kraftfullt imøtegått av William Lafferty i flere arbeider, bl.a. i boken Participation and Democracy in Norway. The «Distant Democracy» Revisited, utgitt i 1981. Lafferty reanalyserer undersøkelsen Martinussen bygger på, men har også egne data innsamlet i tre industrikommuner. Laffertys konklusjon er at Martinussens bilde av den politiske deltakelsen i Norge ikke stemmer med virkeligheten. Det norske demokratiet er ikke fjernt og passivt, men tvert imot et av verdens mest velfungerende med høy og ikke minst ganske lik deltakelse mellom samfunnsgrupper. Det er ikke til å undres over at to så motstridende funn ut fra (delvis) det samme datamaterialet førte til oppmerksomhet og debatt. I dette essayet vil vi se nærmere på denne debatten slik den utspilte seg på 1980- og 90-tallet. Men vi vil også rette søkelyset mot dagens demokrati og se nærmere på hva som kan sies å være den store debatten som reises nå</p>
Keywords	Democratic debate;
URL	Idunn
DOI	DOI: 10.18261/issn.1504-291X-2020-01-03

Annotation	
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Author	Gaudelli, William
Title	The Trouble of Western Education
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Introduction	<p>Western education is paradoxically a progenitor of the contemporary global moment and a foil to the continuation of the world that it helped create. This might seem to be a hyperbolic claim yet the evidence grows more abundant as time passes. The litany of troubles that can be laid at the doorstep of Western education, in part, include the environmental catastrophe in all its manifestations, the growing anomic sense of alienation that besets Western societies, chasmic economic inequalities, and related displacement of people from their polities, or the absence of any legal citizenship that besets millions, to name just a few. Each of these conditions are drawn from the same root trouble, that being the deep alienation that is found within the contents and processes of Western education, that disciplines thinking into narrow and disconnected slices of being, which leads to a form of educated myopia, a system that begs for an overhaul. Half-hearted efforts to be more ‘interdisciplinary’ are an intervention in search of a problem within Western education since to name the enormity of the real problem – the education and the society that issues from it – is too abyssal to fully contemplate. We are left then with an enormous challenge that calls for serious consideration by the upcoming generation and foreseeable future ones – <i>What would a new order, both social and educational, look like?</i></p>
Keywords	Western education; Curriculum; Anthropocentrism
URL	OnEducation
DOI	10.17899/on_ed.2020.7.8
Annotation	

Author	Gannaway, Jessica
Title	Knocking, Unsettling, Ceding

Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)
Abstract	This paper explores a reflexive decolonizing framework, arising from a teachers` first four years of teaching practice in an Indigenous community in the North of what is commonly known as Australia[A1]. The paper seeks to frame a connection between the already-established field of teacher self-reflection, and a need for decolonizing ways of knowing in education, to respect and recenter othered knowledge systems. Autoethnography and open-ended interviews are implemented with Indigenous elders, to explore the self-reflection that a non-Indigenous teacher must embrace to begin to decolonize their practice. Drawing on theories of whiteness (Moreton-Robinson, 2000), othering (Staszak, 2009) and the Cultural Interface in settler-Indigenous discursive spaces (Nakata, 2007), this work documents an extended process of teacher self-reflection. Reflecting on Karen Martin`s (2008) work Please Knock Before You Enter, and in response to Laenui`s Processes of Decolonisation (2000), starting points are proposed from which teachers can think deeply about their practice concerning ongoing coloniality. The epistemological underpinnings of teachers` practice are explored as the place where decolonizing work must occur across all educational spaces.
Keywords	Decolonial; Post-colonial; Indigenous; Reflection; Teacher Education
URL	https://journals.hioa.no/index.php/nordiccie/article/view/3553
DOI	10.7577/njcie.3553
Annotation	

Author	Hagatun, Kari
Title	Silenced Narratives on Schooling and Future: The Educational Situation for Roma Children in Norway
Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)

Abstract	<p>This article explores how Roma pupils in Norway experience school. Using portraiture methodology, I narrate the experiences of Leah, Hannah and Maria, focusing on their situation before and after the transition from elementary to lower secondary school. The article demonstrates how children negotiate and are negotiated by, intersecting racializing and gendering structures, using decolonial perspectives. One key finding is the complexity in how the schools' knowledge discourses, and subsequent practices and attitudes, play out in the girls' agency. I emphasize the need to produce counter-narratives by identifying agency, rather than depicting Roma in positions as either exotic or marginalized. Overall, the article addresses how coloniality still produces and upholds structures of inequality that render groups like Roma as non-existent in education. Turning the lens towards the inadequacy of an educational system that struggles to recognize the need for radical structural change, the article challenges a strong metanarrative within research and public debate that depicts "the different Roma culture" as the main explanation to low educational attainment among Roma pupils. I argue that the agency of Roma in Norway, who historically have resisted formal education experienced as forced assimilation, represents a unique opportunity to critically examine and rethink how inclusion is understood and operationalized in schools. Thus, knowledge about how school is experienced by Roma pupils today constitutes a vital contribution to the needed effort to decolonialize the educational system.</p>
Keywords	Roma pupils; Formal Education; Portraiture; Intersectionality; Decolonial perspectives
URL	https://journals.hioa.no/index.php/nordiccie/article/view/3578
DOI	10.7577/njcie.3578
Annotation	

Author	Havea, Jione
Title	People and land: decolonizing theologies

Year	2020
Publisher / Journal	Lexington Books : Fortress Academic Series: Theology in the age of empire
Abstract	"Empires rise and expand by taking lands and resources and by enslaving the bodies and minds of people. Even in this modern era, the territories, geographies, and peoples of a number of lands continue to be divided, occupied, harvested, and marketed. The legacy of slavery and the scapegoating of people persists in many lands, and religious institutions have been co-opted to own land, to gather people, to define proper behavior, to mete out salvation, and to be silent. The contributors to People and Land, writing from under the shadows of various empires-from and in between Africa, Asia, the Americas, the Caribbean, and Oceania-refuse to be silent. They give voice to multiple causes: to assess and transform the usual business of theology and hermeneutics to expose and challenge the logics and delusions of coloniality to tally and demand restitution of stolen, commodified and capitalized lands to account for the capitalizing (touristy) and forced movements of people and to scripturalize the undeniable ecological crises and our responsibilities to the whole life system (watershed). This book is a protest against the claims of political and religious empires over land, people, earth, minds, and the future»
Keywords	Land tenure; Religious aspects; Christianity; Postcolonial theology
URL	Google Books
Annotation	

Author	Horsthemke, Kai
Title	The Provincialization of Epistemology: Knowledge and Education in the Age of the Postcolony
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Introduction	Education is a prime terrain for the transmission, facilitation, development and production of knowledge. This is a truism bordering

	<p>on platitude. Universities, in particular, are literally defined in terms of the generation of knowledge. Given the intimate relationship between education and educational institutions, on the one hand, and epistemology and knowledge, on the other, it should come as no surprise that the decolonization discourses around provincialization of (Western) education should have come to include talk of provincialization of (Western) epistemology. My aim in this short contribution is to interrogate assertions regarding the '(de)provincialization' and/or '(de)colonization' of knowledge and epistemology in education and educational research and to investigate whether the postcolonial ideas of diverse and local epistemologies do not involve a mistaken sense of 'epistemology'. I argue for an applied epistemology for the real world: that there are good reasons for an unequivocal and context-sensitive (albeit not context-relative) understanding of knowledge and epistemology in education and educational research – and for being able to distinguish between knowledge and non-knowledge. Geographic, ethnic, racial and gender-based differences do not constitute relevant criteria for any such demarcation. Instances in which they are cited as criteria raise questions not of epistemological relevance but rather of social justice.</p>
Keywords	Education; Provincialization; Epistemology
URL	OnEducation
DOI	10.17899/on_ed.2020.7.6
Annotation	

Author	Høiskar, Sunniva Folgen
Title	Decolonization of education from the perspective of a Norwegian solidarity organisation for students and academics
Year	2020
Publisher	Oslo and Akershus University College of Applied Sciences
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1):156-161

Introduction	For us in SAIH it's not the daily fare that one of our policy papers becomes the centre of a huge public debate. That was the case in the summer and fall of 2018 when we adopted a resolution calling for decolonization of higher education, questioning the exceptionality of Western academia. Along with a seminar held at PRIO (the Peace Research Institute in Oslo), this sparked a debate with quite harsh criticism from parts of Norwegian academia (Lie, 2018). We called for more visibility of perspectives that are overlooked due to colonial structures still present in academia, and by many this was perceived as a threat to the status quo (Nilsen, 2018). We experienced being ascribed opinions that lay far from SAIH's work and policies - ranging from populism, anti-science, political correctness, and being compared with anti-vaxxers (Solberg, 2018). One thing was the criticisms that were built on straw man arguments (Sæbø, 2018) or misinterpretations, but what also took us by surprise was the scepticism, and fear that decolonization would harm the quality of education and research (Saugstad et al., 2018). To us, this seemed like a paradox, as decolonial perspectives could in our opinion open up for a chance to critically revisit curricula and teaching practices, and by that strengthen academia as a consequence.
Keywords	Decolonization; Higher Education; Debate; NGO; SAIH
URL	https://dx.doi.org/10.7577/njcie.3903
DOI	10.7577/njcie.3903
Annotation	

Author	Isling, Pär Poromaa
Title	Tornedalian Teachers' and Principals' in the Swedish Education System: Exploring Decolonial Pockets in the Aftermaths of 'Swedification'
Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)

Abstract	<p>This article explores decolonial pockets among Tornedalian teachers and principals by scrutinising the pre-requisites for school staff to integrate Tornedalen’s minority culture and practise the Meänkieli language in ordinary teaching and learning. It also investigates the challenges and opportunities aligned with such endeavours. The data collection is based on qualitative focus-group and individual interviews with teachers, principals and pupils at upper secondary schools in two Tornedalian municipalities, in Northern Sweden. The findings reveal a practice in which teachers’ and principals’ Tornedalian cultural background is either more or less prominent, depending on the occasion. Particularly in the classroom context, teachers are obliged to mute and put aside their minority language, Meänkieli. Thus, they transform their behaviour and adopt a Swedish manner of conduct in their contacts with pupils. Consequently, teachers’ Tornedalian cultural identity becomes less prominent. Simultaneously, Swedish school culture takes precedence, and its authority controls what can be seen as proper educational subjects as well as the classroom’s social interactions. The analysis, guided by decolonising perspectives, reveals that minority language and cultural practices are mainly alive and active in the unofficial settings of the schools. These manifestations of resistance against the Swedish language and Swedish culture’s dominance of school practices, which remain alive in these decolonial pockets, is not organised and not part of official school practice. However, the conversations with school staff and pupils revealed that the competence, desire and strategies exist to ignite a pedagogy more inclusive of minority perspectives that can facilitate the transfer of Tornedalian minority knowledge and perspectives to pupils. This could empower decolonial Meänkieli practices and revitalise Tornedalian culture among young Tornedalians.</p>
Keywords	National Minority; Tornedalians; Meänkieli; Decolonisation; Swedish Education System
URL	https://journals.hioa.no/index.php/nordiccie/article/view/3535

DOI	10.7577/njcie.3535
Annotation	

Author	Jivraj, Suhraiya
Title	Decolonizing the Academy - Between a Rock and a Hard Place
Year	2020
Publisher / Journal	Routledge Interventions: Decolonial Trajectories 22(4):552-573
Abstract	I draw on my own experience facilitating a student-led "decolonizing the curriculum" project within an English university critical law school. I reflect upon how such initiatives - predicated on collaboration between staff and students in particular - can constitute "liberatory" spaces from which to resist different structural forms of coloniality and racism or racialization within the western academy. I draw on the work of scholars of colour who expose the coloniality and racialization underpinning the current trend within higher education institutions' (HEIs) equalities initiatives that "gaze" upon bodies of colour through the phenomenon of the "BME attainment gap". This same scholarship also facilitates scholars and students of colour to theorize the possibilities for (re-)existing within the academy by calling for a refocusing of attention and "gaze" back onto institutional racism within HEIs.
Keywords	Anti-racism; Re-existence; Relationality; Decolonizing the university; Student-staff collaboration; Institutional racism/whiteness
URL	Tandfonline
DOI	10.1080/1369801X.2020.1753559
Annotation	

Author	Kirloskar-Steinbach, Monika
Title	Bodies and Publics in two discourses
Year	2020
Publisher	On Education Journal for Research and Debate 3(7)

Introduction	The recent call for a conceptual and intellectual decolonization in the humanities critiques the conventional, all-white, largely male philosophical canon. Its critique is directed at the centering of the experiences of this specific group in global knowledge transmission practices. Its proponents focus on the canon's implicit claim, namely that only one social group is able to think thoroughly and accurately about all problems of philosophical significance across varying spatiotemporal contexts. In this short article, I will use two different debates to make some aspects of this call more meaningful: the US-American discourse in academic philosophy on deracializing the knowing subject and the post-Holocaust German understanding of public intellectual spaces (sections 2 and 3 respectively). Notably, there is no principle reason to delimit the application of these discourses to their respective contexts. In fact, Jim Tully's work, which is briefly sketched in section 3, can serve as a conduit between both debates (see Kirloskar-Steinbach, 2019).
Keywords	Discourse; Intellectual decolonization; Conceptual decolonization; humanities
URL	OnEducation
DOI	10.17899/on_ed.2020.7.4
Annotation	

Author	Knobloch, Phillip D. T.
Title	On the Epistemic Decolonization of 'Western' Education: Reflections on the History of Pedagogy
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Introduction	In German-speaking educational discourses, voices are increasingly being raised, which are calling for an overcoming of Eurocentric perspectives. This, however, not only raises the question of how such perspectives can be overcome, but also what it is exactly that needs to be overcome. Only when the matter of what is to be overcome has been clarified, can we discuss how this may be achieved. In what follows, these questions will be discussed with respect to the

	educational genre called history of pedagogy (Geschichte der Pädagogik), which has played, and still does play, a central role in the tradition of German pedagogy (cf. Knobloch, 2018).
Keywords	Eurocentric perspectives; Decolonial theory; Pedagogies; Coloniality; Epistemic Decolonization
URL	OnEducation
DOI	10.17899/on_ed.2020.7.5
Annotation	<p>An introduction to the specific journal edition, connecting the history of (german) pedagogy to colonialism and eurocentrism.</p> <p>Brings up the following questions for reflection:</p> <ul style="list-style-type: none"> - Is a critical discussion of history enough to overcome Eurocentric perspectives? - Can the criticism of European colonialism really be Eurocentric? - “For modern European thinking is characterized by being both power-critical and self-critical. If that is true however, we need to then ask, ‘Where is the problem?’” - Aren’t there any historical-systematic works on pedagogy in the colonial and post-colonial context? Or was pedagogy neither ‘invented’ nor ‘discovered’ in these contexts?

Author	<p>Meyerhoff, Eli</p> <p><i>Edited by Gurminder K. Bhambra, Dalia Gebrial and Kerem Nisancioglu Reviewed</i></p>
Title	Decolonising the University
Year	2020
Publisher	Routledge
Journal	Identities 27(4):500-504
Introduction	<p>How we imagine alternatives to the university as-we-know-it shapes our horizons for transforming it. The authors assembled in the important volume, <i>Decolonising the University</i>, present different ways of envisioning decolonisation of the world and, particularly, of the university. In the introduction, the editors emphasise that the term ‘decolonising’ holds different meanings for different people, calling for us to grapple with this complex, contested concept. This is seen</p>

	<p>throughout the volume in how the authors have both overlapping and diverging views on the contents and conditions of possibility for their visions of decolonisation. They vary with respect to the revolutionary aspirations of their visions, the level of nuance in their accounts of the limiting and enabling conditions for realising their visions, and the degree of detail in their strategies for overcoming the limits. From a historical perspective, we need to distinguish people’s desires for decolonisation – which varied from reformist to revolutionary – and the actual outcome of decolonisation, which was generally not very revolutionary, since it was a diplomatic negotiation between states (some imperial, some formerly colonial). Reading the chapters contrapuntally with each other, I found a partial explanation for the differences between them through examining the links they draw between, on the one hand, their historical accounts of colonialism and decolonisation and, on the other, their imaginations of possibilities for further, deeper decolonisation today. From this angle, I see a key difference in how some authors reproduce the valorisation of education, while others examine colonialism’s entanglements with education and, conversely, envision decolonisation as necessarily tied with modes of study alternative to education.</p>
Keywords	Decolonization; University; Higher Education
URL	Tandfonline
DOI	10.1080/1070289X.2020.1753414
Annotation	

Author	Nyamnjoh, Anye-Nkwenti Jonathan D. Jansen (ed)
Title	Decolonisation in universities: the politics of recognition
Year	2020
Journal	Higher Education 80(3):601-603
Introduction	While the South African student protests demanding “free decolonised education” have since calmed, intellectual engagement with this rallying call continues. This edited volume interrogates decolonization as an epistemic project in relation to university

	curricula. Comprising 12 chapters divided across four sections, it responds to three main questions: what (a) is the imperative to decolonize (part I)? (b) are the problems with how decolonization gets articulated (part II); (c) constitutes a praxis of decolonization both in relation to curricula and the inheritances of the past? (parts III and IV).
Keywords	Decolonization; University; Higher Education
URL	https://doi.org/10.1007/s10734-020-00499-1
DOI	10.1007/s10734-020-00499-1
Annotation	

Author	Pashby, Karen & Sund, Louise
Title	Decolonial options and foreclosures for global citizenship education and education for sustainable development
Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)
Abstract	This article builds from scholarship in Environmental and Sustainability Education and Critical Global Citizenship Education calling for more explicit attention to how teaching global issues is embedded in the colonial matrix of power (Mignolo, 2018). It reports on findings from a study with secondary and upper secondary school teachers in England, Finland, and Sweden who participated in workshops drawing on the HEADSUP (Andreotti, 2012) tool which specifies seven repeated and intersecting historical patterns of oppression often reproduced through global learning initiatives. Teachers reacted to and discussed the tool and considered how it might be applied in their practice. The paper reviews two of the key findings: a) the relationship between formal and nonformal global education and mediation of mainstream charity discourses, and b) emerging evidence of how national policy culture and context influence teachers' perceptions in somewhat surprising ways.

Keywords	Global Citizenship Education; Decoloniality; Education for sustainable development; Teacher pedagogy
URL	https://journals.hioa.no/index.php/nordiccie/article/view/3554
DOI	DOI: 10.7577/njcie.3554
Annotation	

Author	Røthing, Åse
Title	Mangfoldskompetanse og kritisk tenkning: perspektiver på undervisning
Year	2020
Publisher	Cappelen Damm akademisk
Abstract	Mangfoldskompetanse og kritisk tenkning belyser hvordan innenforskap og utenforskap etableres, opprettholdes og utfordres. I første del av boka skisseres ideer til en kritisk mangfoldskompetanse. I bokas andre del drøftes kjønns mangfold i skole og samfunn, med vekt på hvordan skolens undervisning kan bidra til større mulighetsrom for barn og unge. Boka er et viktig bidrag til økt kompetanse på kjønn i utdanningsfeltet. Mangfoldskompetanse og kritisk tenkning er sentrale idealer i utdanningsfeltet, noe som blant annet gjenspeiles i Fagfornyelsen. Mangfold er noe vi alle er del av og bidrar til å skape, og boka utfordrer tenkemåter som reproducerer stereotypier. Den stimulerer til kritisk refleksjon og utvikling av inkluderende praksiser. Mangfoldskompetanse og kritisk tenkning. Perspektiver på undervisning er aktuell for studenter innen pedagogikk og lærerutdanning og for lærere og lærerutdannere.
Keywords	Flerkulturell pedagogikk, Kritisk tenkning; Undervisning; Pedagogikk; Flerkulturell kommunikasjon; Mangfoldskompetanse; mangfold; Migrasjonspedagogikk; Multikulturell pedagogikk
Availability	Book available from UiT Kultur- og samfunnsfagbiblioteket
Annotation	

Author	SAIH, Norwegian Students' and Academics' International Assistance Fund
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Title	An Introduction to decolonization and how you can contribute
Year	2020
Publisher	SAIH, LNU, FOKUS
Description	This document is a toolkit for reflection. It is a starting point for questioning, investigating, discussing and considering what the decolonization of Norwegian academia might mean in practice. It does not offer final solutions to what decolonization entails, as this will differ between various disciplines. Rather, the toolkit is meant to be an introduction to anyone who wishes to learn more about the topic and how you can practically contribute to the decolonizing of your work as a student or academic at your university or other institution for education and research.
Keywords	Decolonization; Guidelines; Framework; Higher Education; University
URL	https://saih.no/assets/docs/Avkolonisering/Avkolonisering-ENG.pdf
Annotation	

Author	Salinas, Cecilia
Title	The Pedagogy of Detachment and Decolonial Options
Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)
Abstract	This article deals with a critical perspective on modern schooling based on my own experience as a child and young adult. I illustrate the effects of what I call pedagogic of detachment and argue for a decolonial option of the modern school system. I will start with my personal history as a minority pupil in Argentina and will also use cases from my experiences as an immigrant in the Norwegian school system and from my ethnographic work among Mbya-Guaraní in Northern Argentina.
Keywords	Decolonial Thinking; Schooling; Structural Racism; Argentina; Norway

URL	https://journals.hioa.no/index.php/nordiccie/article/view/3563
DOI	10.7577/njcie.3563
Annotation	

Author	Stein et al. <i>Stein, Sharon; Andreotti, Vanessa; Suša, Rene; Amsler, Sarah; Hunt, Dallas; Ahenakew, Cash; Jimmy, Elwood; Cajkova, Tereza; Valley, Will; Cardoso, Camilla; Siwek, Dino; Pitaguary, Benicio; D'Emilia, Dani; Pataxó, Ubiracy; Calhoun, Bill; Okano, Haruko</i>
Title	Gesturing Towards Decolonial Futures
Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)
Abstract	In this article we review learnings from our collaborative efforts to engage with the complexities and challenges of decolonization across varied educational contexts. To do so, we consider multiple interpretations of decolonization, and multiple dimensions of decolonial theory and practice – in particular, the ecological, cognitive, affective, relational, and economic dimensions. Rather than offer normative definitions or prescriptions for what decolonization entails or how it should be enacted, we seek to foster greater sensitivity to the potential circularities in this work, and identify opportunities and openings for responsible, context-specific collective experiments with otherwise possibilities for (co)existence. Thus, we emphasize a pedagogical approach to decolonization that recognizes the role of complexity, complicity, and uncertainty.
Keywords	Decolonization; Modernity; Colonialism; Pedagogy
URL	https://journals.hioa.no/index.php/nordiccie/article/view/3518
DOI	10.7577/njcie.3518
Annotation	

Author	Țișteea, Ioana
Title	“Reflexivity of reflexivity” with Roma-related Nordic educational research

Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)
Abstract	In this article, I reflect on the various uses of reflexivity in Roma-related educational research focusing on the Nordic context, in my own and other authors' writings. I respond to the call of the recently founded Critical Romani Studies journal for reflexivity, which has been raised since mostly non-Romani scholars produce Roma-related research. I purposefully selected 34 academic texts, which I closely read in relation to various research paradigms and their typologies of reflexivity, after which I further reflected on my own readings. The article contributes to recent debates arguing for reflecting on uses of reflexivity, or for a reflexivity of reflexivity, as a strategy to address the reproduction of epistemic privileges in research.
Keywords	Reflexivity; Roma; Nordic; Education; Coloniality; Epistemic Racism
URL	https://journals.hioa.no/index.php/nordiccie/article/view/3579
DOI	10.7577/njcie.3579
Annotation	

Author	Varela, Castro Mar do María
Title	Fundamental Education and Decolonization of the Mind
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Introduction	Education is a key topic in anticolonial and postcolonial scholarship and activism. There are several reasons for this: Firstly, education was a crucial element of imperialism, as colonial rule without an educational program, which enabled epistemic violence, is almost unthinkable. As Edward Said outlines in <i>Orientalism</i> (1978), it was as vital for colonial powers to teach the 'other' as to study the 'other' (see also Castro Varela & Dhawan, 2020). Only through colonial education, it was possible to produce a colonized population that relied on and trusted European knowledge and internalized specific Eurocentric norms of knowledge production. Colonial education was part and parcel of the civilizational mission, which is why it finds itself

	in an ambivalent position via-à-vis mass education. As Spivak reminds us, “Colonialism was committed to the education of a certain class. It was interested in the seemingly permanent operation of an altered normality.” (Spivak, 2004, p. 524) This commitment had far-reaching consequences. Postcolonial educational studies not only investigate the legacies of colonialism but also work on strategies towards the decolonization of the minds – on both sides of the colonial divide.
Keywords	Postcolonial education; Anti-colonialism; Education; Fundamental Education; Deconstruction
URL	OnEducation
DOI	10.17899/on_ed.2020.7.10
Annotation	

Author	Yemini, Miri
Title	The religion, globalization and education triangle – provincializing the contemporary discourse
Year	2020
Journal	On Education Journal for Research and Debate 3(7)
Introduction	This essay deals with the role of religion in globalised, national educational spaces. I argue that religion, which in Western education milieus is generally perceived as a marginal component of contemporary schooling and detached from the wider educational contexts of state schools, is becoming more relevant in many educational institutions. This is happening both as a result of the increasing mobility of families generating a presence of sustainable diaspora communities and as an outcome of globalised communities seeking new anchors for their ever-changing realities (Agbaria, 2019). Since much of the writing on religious education is critical of its incorporation into state schooling (e.g., Sabbagh, 2019; Elgad-Klonsky & Tamir, 2019), and occupies the hegemonic Western stance, I hereby discuss some empirical findings that show how religion may actually integrate with global processes and even lead them by re-framing the existing system of values and reshaping

	spatial and social settings in schools. Religion has always been a common source of self-identification that enables the sharing of worldviews and values, and the development of solidarity in large communities. Religion has functioned for centuries as the maker and designer of relationships; but it has been argued that globalisation is reorganising the global sphere and consequently also the way people practice religion.
Keywords	Globalization; Decolonization; Worldviews; Education; Religion
URL	OnEducation
DOI	10.17899/on_ed.2020.7.9
Annotation	

Author	Yumagulova et al <i>Yumagulova, Lilia; Woman-Munro, Darlene Yellow Old; Gabriel, Casey; Francis, Mia; Henry, Sandy; Smith, Astokomii; Ostertag, Julia</i>
Title	Preparing Our Home by reclaiming resilience
Year	2020
Journal	Nordic Journal of Comparative and International Education (NJCIE) 4(1)

Abstract	<p>Indigenous communities in Canada are faced with a disproportionate risk of disasters and climate change (CIER, 2008). Indigenous communities in Canada are also at the forefront of climate change adaptation and resilience solutions. One program in Canada that aids in decolonizing curriculum for reclaiming resilience in Indigenous communities is Preparing Our Home (POH). Drawing on three POH case studies, this article seeks to answer the following question: How can community-led decolonial educational processes help reclaim Indigenous youth and community resilience? ThDee three communities that held POH workshops, which this article draws upon, include: The Líl'wat Nation, where Canada's first youth-led community-based POH Home curriculum was developed at the Xetólacw Community School; The Siksika Nation, where the workshop engaged youth with experienced instructors and Elders to enhance culturally informed community preparedness through actionable outcomes by developing a curriculum that focused on hazard identification, First Aid, and traditional food preservation; and Akwesasne Mohawk Nation, where political leaders, community members, and community emergency personnel gathered together to discuss emergency preparedness, hazard awareness and ways to rediscover resilience.</p>
Keywords	<p>Indigenous Knowledge; Decolonizing curriculum; Disaster resilience; Youth; Community-led education</p>
URL	<p>https://journals.hioa.no/index.php/nordiccie/article/view/3626</p>
DOI	<p>10.7577/njcie.3626</p>
Annotation	