

Doctoral project provisional title:

**DeW-SE, Decolonial explorations of Whiteness in Swedish Education. A case-study of identity-positionalities in teacher education through an intersectional lens**

Project abstract:

In the developing project called DeW-SE, I am interested in investigating the ways in which whiteness is articulated and discussed in relation to other identity positions such as gender, race, disability, and class, within adult education in Sweden. In this work, I plan to investigate the influences of whiteness – understood here as a concept as well as a phenomenon – in Swedish academia, with the aim to counter its silencing, support efforts in dismantling structures of inequity, and challenge the dominant status quo. My interest is to further explore the possible implications in the field of education generally, and teacher education specifically, when the issue of whiteness is addressed and discussed, prompting an urgent call for reflection on the power structures that frame, organise, and define education in theory and practice.

The project, as articulated now, includes two theoretical studies and two case studies, and could be organised both as a compilation of articles or a monograph. The theoretical investigation of whiteness is planned through a critical discourse analysis of the policies on equity (Swedish: lika villkor) published by the largest universities in the nation-state of Sweden, with a specific focus on the terminology used to monitor discrimination and promote diversity; in addition to this, a repository will be built in order to undertake an investigation of curricula and syllabi of courses specifically focused on multiculturalism, diversity and social justice in education, within undergraduate programmes in the areas of teacher education, gender studies and global studies. In addition to a nation-state case study through its two policy focused studies, project DeW-SE will include two fieldwork case studies that will focus on the relationships between whiteness, disability, ethnicity and class at Fellingsbro folkhögskola, with the aim of investigating the space occupied by whiteness within pedagogies used by deaf teachers to teach deaf migrants. The other fieldwork framed case study will focus on the relations between Swedish universities and the Swedish Migration Agency (Swedish: Migrationsverket). The interest here is on the role played by race, ethnicity and whiteness in these institutions during admission procedures for international students.

Keywords:

decolonial; whiteness; intersectional; gender; race; disability; class; teacher education; whiteness; migration