

COURSE SYLLABUS

Thinking Coloniality and Decoloniality in the contemporary world, 7.5 credits

Att tänka kolonialitet och dekolonialitet i en samtida värld, 7.5 högskolepoäng

Course Code: FL3ATKO

Education Cycle: Third-cycle level

Confirmed: Feb 19, 2026

Valid From: Aug 31, 2026

Intended Learning Outcomes (ILO)

The student shall meet the following learning outcomes, which cover knowledge and understanding, skills and abilities as well as judgement and approach. On completion of the course, the student should be able to:

Knowledge and understanding

- identify and describe key concepts within decolonial, southern perspectives
- describe and explain fundamental aspects of coloniality in contemporary societies generally and educational institutions specifically
- identify decolonial issues in relation to different research areas within the humanities and social sciences generally and the educational sciences and language sciences specifically

Skills and abilities

- apply decolonial, southern perspectives to existing educational and research areas in general and the educational sciences and language sciences specifically
- reflect on the colonial dimensions of education and research within ones own research area
- reflect on and motivate a decolonial ethos in relation to ones own research area
- display adequate applications of key decolonial concepts to ones own research area

Judgement and approach

- critically discuss, problematise and evaluate decolonial, southern considerations and challenges
- critically reflect on the epistemic sustainability of decolonial, southern perspectives in general and in relation to ones own research work in particular.

Content

- Concepts related to coloniality and decoloniality
- Historical trajectories of southern thinking across spaces
- Decolonial considerations during epistemic work
- Colonial/decolonial impact on outcomes of research work and processes
- Scholars responsibilities in relation to epistemic and methodological sustainability
- Participants topics/concerns

Type of instruction

Introductory lecture, Dialogical lectures, Seminars, Group work.

Entry requirements

The applicant must meet the general entry requirements for third-cycle courses and programmes.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

Examination and grades

The course is graded Pass (G) or Fail (U).

Further information concerning assessment of specific intended learning outcomes and grading criteria are provided in a study guide that will be distributed at the beginning of the course.

The course is examined through individual tasks, presentations through oral/written/signed modalities in groups and participation in seminars.

Registration of examination:

Name of the Test	Value	Grading
Group work	1 credit	G/U
Individual written assignment	5 credits	G/U
Seminar engagement	1.5 credits	G/U

Other information

See separate attachment for a detailed schedule and information about the application procedure.

The course is offered to participants from the Social Sciences and Humanities broadly, and Media and Communication Sciences and Educational Sciences in particular.

Course evaluation

The instruction is followed up throughout the course, and a course evaluation is performed at the end of the course. The course coordinator collates and comments on the evaluation before submitting it to the associate dean of doctoral programmes at the School of Education and Communication. The evaluation is to function as a basis for future improvements to the course.

Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Alatas, Syed Farid. 2025. The decolonization of research: structures of inquiry and theory. *International Journal of Social Research Methodology*. 28:6, 759-776. 17 pp.

Bagga-Gupta, Sangeeta. Editor. 2025. *The Palgrave Handbook of Decolonising the Educational and Language Sciences* | SpringerLink. London: Palgrave Macmillian. Chapters 1 (1-26), 37 (1039-1068) and 8 chapters participants will choose from the handbooks sections 1-5. approximately 300 pp.

Bagga-Gupta, Sangeeta. 2023. Epistemic and Existential, E2-Sustainability. On the need to un-learn for re-learning in contemporary spaces. *Frontiers in Communication*. 8. 1-13. <https://doi.org/10.3389/fcomm.2023.1081115>. 13 pp.

Bagga-Gupta, Sangeeta and Almén, Lars. 2025. Transcending north/south-centric epistemic work. Towards global-centric knowledge regimes. *Kuckuck. Notizen zur alltagskultur. Special issue on Decoloniality*. 1/25. 38-41. 4 pp.

Bosch, Tanja. 2025. Decolonisation is not a vibe: On anti-capitalist praxis, citation politics and epistemic refusal. *Media, Culture and Society*. 1-11. DOI:10.1177/01634437251360382. 11 pp.

Gabi, Josephine. 2026. Unruly legacies: Black male academics' survivance, embodied refusal as praxis and pedagogical imaginaries in the UK Higher Education. *Journal of Equity in Education and Society*. 24 pp.

Mignolo, Walter & Walsh, Catherine. 2018. *On Decoloniality. Concepts, Analytics, Praxis*. Durham: Duke University Press. Introduction (1-12), Chapter 4 (81-98), Chapter 6 (135-152), Chapter 9 (194-210). 62 pp.

Moosavi, Leon. 2025. The false promise of decolonial research: the complexities and liminations of decolonising methods and methodologies. *International Journal of Social Research Methodology*. 28:6, 651-673. 22 pp.

Mumford, Densua. 2025. A pluriversal conversation about decolonial research methods and methodologies. *International Journal of Social Research Methodology*. 28:6, 745-757. 12 pp.

Ndlovu-Gatsheni, Sabelo. 2025. Epistemic Freedom: Itineraries of a Concept. *The Thinker*. 104:3. 69-78. 9 pp.

Phipps, Alison. 2019. *Decolonising Multilingualism. Struggles to Decreate. Writing without borders*. Bristol: Multilingual Matters. 101 pp.

Shafi, Adeela Ahmed, Twyman-Ghoshal, Anamika, Afriyie, Acheampong Charles, Copland, Samuel Robert & Masri, Omar El. Editors. 2025. *Innovations in Decolonising the Curriculum. Multidisciplinary Perspectives*. Chapter 1 (1-10), Chapter 2 (11-22), Chapter 15 (179-188), Chapter 16 (189-191). 33 pp.

Sinha, Vineeta. 2025. Re-thinking decolonial concepts & practices: towards critical research and pedagogy. *International Journal of Social Research Methodology*. 28:6, 725-743. 18 pp.

Open Access online videos & Podcasts:

The PSU African Studies YouTube collection (3 videos)

NCRM, National Center for Research Methods. 2021 Webinar series (3 videos)

https://www.youtube.com/watch?v=n_WVnTRRfuw&list=PLzv58M2GAfm43IeW5iiDrjNUK3BrXWXC0;

<https://www.youtube.com/watch?v=EFQ09rPQFyA>; https://www.youtube.com/watch?v=5d-h_-Hrph8;

<https://www.youtube.com/watch?v=BZfXSs8FioE>; <https://www.youtube.com/watch?v=MrHXUIWmeTU>;

<https://www.youtube.com/watch?v=oXvjxGPVfGA>

On the necessity of major and minor synvändor in the Educational Sciences. UN-learning to RE-learn for epistemic-sustainability. EARLI 2023. Education as a hope in uncertain times. Aristotle University of Thessaloniki and the University of Macedonia, Greece, 22-26 August 2023. <https://www.earli.org/news/earli-2023-keynote-prof-gale-sinatra-3>

2024: On Decoloniality and Language <https://open.spotify.com/episode/6xkUhv7bpu8PvQjpsrCc5c>

Other resources:

The Interactive Anti-Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). Citing sources - how to create literature references. University Library: Applies from 5 May 2021 Jönköping University

Asante, Molefi Kete & Dove, Nah. 2021. *Being Human Being. Transforming the Race Discourse*. New York: Sage.

Bhambra, Gurinder. 2007. *Rethinking Modernity. Postcolonialism and the Sociological Imagination*. New York: Palgrave Macmillian.

Gandhi, Leela. 1998. *Postcolonial Theory - A critical introduction*. Australia: Allen&Unwin. 210 pp

Hira, Sandew. *Decolonizing The Mind. A guide to decolonial theory and practice*. The Hague: Amrit Publishers. 572 pp.

Léglise, Isabelle, Bagga-Gupta, Sangeeta & Deumert, Ana Editors. 2023. *Journal of Multicultural Discourses*. Special issue: Transcending circulations of southern and northern concepts. Towards mobile and dialogic perspectives on language. 17(4). <https://www.tandfonline.com/toc/rmmd20/17/4>

Mamdani, Mahmood. 2012. *Define and Rule. Native and Political Identity*. Cambridge: Harvard University Press. 154 pp.

McEachrane, Michael & Faye, Louis. 2025. *Decolonial Sweden. Routledge Studies on African and Black Diaspora*. London: Routledge. 318 pp.