**GHCC Decolonisation Reading Group – suggested readings/sessions**

**2021-2022**

1. **Decolonisation and History**

Behm, Amanda, Christienna Fryar, Emma Hunter, Elisabeth Leake, Su Lin Lewis, and Sarah Miller-Davenport, ‘Decolonizing History: Enquiry and Practice’, *History Workshop Journal* 89 (2020), pp. 169-191. DOI: <https://doi.org/10.1093/hwj/dbz052>

Francis, Hilary, Inge Boudewijn, Antonia Carcelén-Estrada, Juana Francis Bone, Katy Jenkins and Sofia Zaragocin, ‘Decolonising Oral History: A Conversation’, *History* 106 (2021), pp. 265-281.  <https://0-doi-org.pugwash.lib.warwick.ac.uk/10.1111/1468-229X.13141>

1. **Decolonisation and the University**

Gurminder K. Bhambra, Dalia Gebrial and Kerem Nişancıoğlu (eds), *Decolonising the University* (London, Pluto Press, 2018). <https://library.oapen.org/handle/20.500.12657/25936>

Jonathan D. Jansen (ed.), *Decolonisation in Universities: The Politics of Knowledge* (Johannesburg: Wits University Press, 2019). <https://ebookcentral.proquest.com/lib/warw/detail.action?docID=5847191>

Gopal, Priyamvada, ‘On Decolonisation and the University’, *Textual Practice* 35.6 (2021), pp. 873-899. DOI: <https://doi.org/10.1080/0950236X.2021.1929561>

Liyanage, Mia, *Miseducation: Decolonising Curricula, Culture and Pedagogy in UK Universities* (HEPI Debate Paper 23, 2020). <https://www.hepi.ac.uk/wp-content/uploads/2020/07/HEPI_Miseducation_Debate-Paper-23_FINAL.pdf> -

D. Tran, *Decolonizing University Teaching and Learning: An Entry Model for Grappling with Complexities* (London: Bloomsbury, 2021). <https://0-www-bloomsburycollections-com.pugwash.lib.warwick.ac.uk/book/decolonizing-university-teaching-and-learning-an-entry-model-for-grappling-with-complexities/>

Farzana Shain, Ümit Kemal Yıldız, Veronica Poku, and Bulent Gokay, ‘From silence to ‘strategic advancement’: institutional responses to ‘decolonising’ in higher education in England’, *Teaching in Higher Education* (2021), 1-17. <https://www.tandfonline.com/doi/abs/10.1080/13562517.2021.1976749>

1. **Decolonisation and Social Change**

Brian Kwoba, Roseanne Chantiluke, and Athinangamso Nkopo, *Rhodes Must Fall Oxford, Rhodes Must Fall: the Struggle for Justice at the Heart of Empire* (Zed Books, 2018)

<https://ebookcentral.proquest.com/lib/warw/detail.action?docID=5455870>

Eve Tuck and K. Wayne Yang, ‘Decolonization is not a metaphor’, *Decolonization: Indigeneity, Education & Society* 1.1 (2012), pp. 1-40. <https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf>

1. **Epistemic Decolonisation**

Christopher Clapham, ‘Decolonising African Studies?’, *The Journal of Modern African Studies* 58.1 (2020), pp. 137-153. <https://doi.org/10.1017/S0022278X19000612>

Bernard Matolino, ‘Whither Epistemic Decolonization’, *Philosophical Papers* 49.2 (2020), pp. 213-231. <https://doi.org/10.1080/05568641.2020.1779605> See also: <https://0-www-tandfonline-com.pugwash.lib.warwick.ac.uk/toc/rppa20/49/2>

Veli Mitova, ‘How to Decolonise Knowledge without Too Much Relativism’, in: S. Khumalo (ed.), *The South African Epistemic Decolonial Turn: A Global Perspective* (Cape Town: HSRC Press, 2022). <https://www.academia.edu/43696961/How_to_Decolonise_Knowledge_without_Too_Much_Relativism>

Boaventura de Sousa Santos, *The End of the Cognitive Empire: The Coming of Age of Epistemologies of the South* (Duke University Press: 2018). <https://ebookcentral.proquest.com/lib/WARW/detail.action?docID=5452392>

D.A. Wood, *Epistemic Decolonization: A Critical Investigation into the Anticolonial Politics of Knowledge* (Palgrave MacMillan, 2020). <https://0-link-springer-com.pugwash.lib.warwick.ac.uk/book/10.1007/978-3-030-49962-4>

1. **Decolonisation and its critics**

Helen Pluckrose and James Lindsay, *Cynical Theories: How Universities Made Everything About Race, Gender, and Identity - and Why This Harms Everybody* (Swift Press, 2020)

Justin E. H. Smith, ‘The Moral Contortions of the New University: Intellectual curiosity has been replaced by pro forma attention to representation’, *The Chronicle of Higher Education*, Dec 1, 2020. <https://www.chronicle.com/article/the-moral-contortions-of-the-new-university>

Nigel Biggar, ‘Why Shouldn’t the Curriculum be Eurocentric?’, *UnHerd* (9 July 2020). <https://unherd.com/2020/07/why-shouldnt-the-curriculum-be-eurocentric/>

Robert Tombs, ‘’Wokeness’ and the Collapse of Intellectual Freedom in the West’, *The Spectator* (28 August 2021). <https://www.spectator.co.uk/article/-wokeness-and-the-collapse-of-intellectual-freedom-in-the-west/amp?__twitter_impression=true>

Dough Stokes, ‘Decolonising the Curriculum’, *History Reclaimed* (August 2021). <https://historyreclaimed.co.uk/decolonising-the-curriculum/>

1. **Race and Higher Education**

Hanna Atkinson et al, *Race, Ethnicity & Equality in UK History: A Report and Resource for Change* (Royal Historical Society, 2018)

<https://files.royalhistsoc.org/wp-content/uploads/2018/10/17205337/RHS_race_report_EMBARGO_0001_18Oct.pdf> + *RHS Roadmap for Change* [*Update I*](https://files.royalhistsoc.org/wp-content/uploads/2020/11/24094341/RHS-REEWG-Roadmap-Update-Dec-2019-FINAL2.pdf)(2019)*;* [*Update II*](https://files.royalhistsoc.org/wp-content/uploads/2020/11/25110548/RHS_Roadmap_2_25_November_2020_WEB.pdf) (2020).

Jason Arday and Heidi Safia Mirza (eds), *Dismantling Race in Higher Education: Racism, Whiteness and Decolonising the Academy* (Palgrave, 2018).

Shamima Akhtar, ‘Revisiting RHS’s ‘Race, Ethnicity & Equality in UK History: A Report and Resource for Change’, *Transactions of the Royal Historical Society* 31 (2021), pp. 115-122. <https://www.cambridge.org/core/journals/transactions-of-the-royal-historical-society/article/revisiting-rhss-race-ethnicity-equality-in-uk-history-a-report-and-resource-for-change/AEF69DD15B7B21874107DD20C110CB81>