



## Call for Papers

### *Beyond Decolonisation: Bridging Disciplines, Rethinking Futures*

Editors: Jonathan Jansen (University of Stellenbosch), Shireen Motala (University of Johannesburg), Marcina Singh (University of Johannesburg)

Whether we are looking at the seminal work of Quijano from Peru, the Martinicans Cesare and Fanon, Maldonado-Torres from Puerto Rico or the great Argentinian scholar Mignolo, we understand more emphatically that the process of decolonisation is not a homogenous one. Geographical location, colonial power, local culture and resistance movements, the period of colonisation and the social and economic context impact the experiences of colonisation and, subsequently, decolonisation. All-encompassing and overwhelming as it is, dismantling colonialism and colonality requires an understanding of its politics and manifestations. As such, an interdisciplinary and multi-disciplinary approach to realising decolonisation is necessary.

Over the last three decades, and arguably before, it has become apparent that theorising and understanding decolonisation in a (South) African context has aligned itself with experiences, descriptions, and understandings that do not necessarily reflect our own history, experiences, and realities. Why did this particular discourse emerge in South Africa when decolonisation was never part of historical struggles in this country's past? The intellectual discontent with the discourse was heightened and exacerbated by the historic student protests on campuses demanding decolonisation in South Africa and parts of Europe in 2015. This discontent emerges out of two growing concerns in the discourse. First, can South American and North African experiences speak for South Africa? Second, is the world really divided into binaries between an all-dominant North and a weak South as described in centre-periphery models of the 1970s? Jansen (2025) raises important epistemological questions about how we pursue new knowledge and suggests that we must interrogate "What does that concept mean? Where does it come from? Who is pushing the idea behind that particular concept? Who is it for? What is it against?" etc. You do not just swallow a concept because it is in the media or a radical movement advances it. You ask questions about that concept, its meanings, operations, and consequences" (p, 44). As such, we should not just jump on the decolonisation "bandwagon... out of pure evangelical fervour..." (ibid). Instead, we need to understand the essence of this movement by unpacking its intentions, meanings, and politics.

This compilation seeks to understand and investigate what new theories, approaches and methods are now needed---beyond the established ways of examining decolonisation---to understand and revitalise intellectual thought and social action beyond the terms of this important moment. Most importantly, how can deep thinking about and beyond decolonisation enable the transformation of universities after colonialism/apartheid? Using a multidisciplinary approach, the aim is to rethink the orthodoxies in higher education in the Global South, the roots of these, how knowledge is produced, disseminated, and utilised, and what knowledge is privileged and not. The argument that Northern systems disproportionately inform knowledge and standards of thought continues to be relevant, but recent research shows that there is a plurality of practices in the implementation of a decolonised curriculum, even if it is

not acknowledged as such. There is now some solid empirical work to advance our analysis. The binaries between global North and global South thinking are becoming less evident and more fluid in their influence.

In addition, this contribution also highlights the discontent about the domination of Western knowledge over African-centredness in disciplinary curricula, the neglect of important intellectual works of Southern scholars in the institutional curriculum, the racial skewness in the production of recognised knowledge and the funding and control of research-based knowledge that continues to privilege agencies and authorities in the global North.

The book project will use the following questions to guide submissions, but not exclusively:

- Do we have a theory of what decolonised knowledge looks like, what preceded decolonisation and have these important contributions been considered, especially those that emerged from other disciplines, including the humanities?
- Is a cross-disciplinary perspective sufficiently evident, and what new evidence is present from the current research on decolonisation?
- As the global South, how do we move to equitable knowledge sharing, including understanding a range of disciplinary perspectives, from Law, Economics, Sociology, Anthropology, Science, Engineering and others? Have we understood the richness of the development of specific disciplinary perspectives in the range of contexts and countries in the Global South?
- How have these disciplinary perspectives informed the debates on decolonisation and beyond, which is increasingly focusing on a new discourse of knowledge and theory building and curriculum and institutional change?

Submissions are invited from scholars across all disciplines and contexts. Papers will be compiled into a scholarly book using the requisite peer review processes.

### **Timelines:**

Abstract Submissions	15th March 2025
Abstract Feedback	30th March 2025
Full chapters due	10th June 2025
Review Process	15th June 2025 – 30th August 2025
Final Drafts Due	30th September 2025
Submission to Publisher	30th October 2025
Publication	2026

### **Chapter Guidelines:**

The chapters must be written in accordance with the author guidelines stipulated by CODESRIA (see: <https://journals.codesria.org/index.php/codesriabulletin/guideforauthors>)

Book chapters should be between 8000- 10 000 words, including references using Arial 12pt font and the Harvard Referencing Convention. No centre headings should be used, and the spelling should be consistent (i.e., do not toggle between UK and US spelling).

### **All Abstracts Should Include:**

- Title
- Names, affiliations and contact details of contributors

- 3- 5 keywords
- Should not be longer than 500 words, excluding references

Submission should be sent to Marcina Singh: [marcina.research@gmail.com](mailto:marcina.research@gmail.com) with the subject line: *Beyond Decolonisation Submission*

Queries can also be directed to any of the editorial members:

Professor Jonathan Jansen: [jonathanjansen@sun.ac.za](mailto:jonathanjansen@sun.ac.za)

Professor Shireen Motala: [smotala@uj.ac.za](mailto:smotala@uj.ac.za)

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### **References:**

Jansen, J. (2025). How Institutions Defang Radical Curriculum Ideas: The Fate of Decolonization in South African Universities. In Makoni, S & van der Merwe, C. (Eds.) (2025). Decolonial Options in Higher Education: Cracks and Fissures. Multilingual Matters, USA (forthcoming)