COURSE SYLLABUS
Southern and Decolonial Perspectives, 7.5 credits

Dekoloniala perspektiv från det globala syd, 7,5 högskolepoäng

Course Code:	FLDPG32	**Education Cycle:**	Third-cycle level
Confirmed by:	Dean of Research (HLK) May 2, 2022	**Research subject:**	Education
Valid From:	Autumn 2022		
Version:	1		

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
- demonstrate broad knowledge of southern and (anti/post/)decolonial perspectives and intellectual traditions
- demonstrate specific knowledge of southern and (anti/post/)decolonial perspectives in and across the broad areas of language and literature

Skills and abilities
- present, both orally and in writing, key aspects of the course content, as well as reflect on its didactic relevance

Judgement and approach
- discuss and evaluate normative aspects of the course content.

Contents

- Anti-, post-, and decolonial intellectual traditions, specifically those that are connected to South Asia, Africa and Latin America
- Decolonial aspects of applied linguistics
- Theoretical and histsorical perspectives on literatures of the global South, especially with regard to cultural memory and world literary interactions

Type of instruction

Lectures and seminar-based workshops; textual analysis; oral presentations.

The teaching is conducted in English.

Prerequisites

To be admitted to the course, the applicant must meet the general entry requirements for doctoral programmes, i.e. have been rewarded a degree at second-cycle level, or have achieved at least 240 credits, of which a minimum of 60 credits must have been achieved at second-cycle

level.

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 Fail (U) or Pass (G).

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided in a study guide distributed at the beginning of the course.
The students will be examined by way of oral presentations and a final written assignment.

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.

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

Course literature
1. Historical trajectories

Bagga-Gupta, Sangeeta (2022) Editorial introduction: Contemporary issues of languaging, participation and ways-of-being. Bandung Journal of the Global South. 9(1-2), 1v20. doi:10.1163/21983534-09010001

Bagga-Gupta, Sangeeta & Carneiro, Alan (2021) Commentary: Nodal frontlines and multisidedness. Contemporary multilingual scholarship and beyond. Special issue: Advances in the studies of semiotic repertoires. International Journal of Multilingualism. 18(2), 320–335. doi.org/10.1080/14790718.2021.1876700

Chakrabarty, Dipesh (2000) Provincializing Europe: Postcolonial Thought and Historical Difference. Chapter 2, 47–71. Princeton University Press.

Flores, Nelson (2021) Raciolinguistic genealogy as method in the sociology of language. International Journal of the Sociology of Language. 221: 111–115.

Lazarus, Neil (2004) The fetish of "the West" in postcolonial theory. In Bartolovich, Crystal and Lazarus, Neil (eds) Marxism, Modernity, and Postcolonial Studies, 43–64. Cambridge University Press.

Pennycook, Alastair & Makoni, Sinfree (2020) Introduction: Gazing from the South. In Pennycook, A. & Makoni, S. Innovations and Challenges in Applied Linguistics from the Global

South, 1–18. Routledge.

Tuck, Eve & Yang, K. Wayne (2012) Decolonization is not a metaphor. Decolonization: Indigeneity, Education & Society 1(1), 1–40.

West-Pavlov, Russell (2018) Toward the Global South: Concept or chimera, paradigm or panacea? In West-Pavlov, Russell (ed.) The Global South and Literature, 1–17. Cambridge University Press.

2. Languaging perspectives

Adejunmobi, Moradewun (2022) Contextualizing the vernacular: Signposts from African Lanuages. In Kulberg, Christina & Watson, David (eds) Vernaculars in an Age of World Literatures, 25–50. Bloomsbury. DOI 10.5040/9781501374081

Bagga-Gupta, Sangeeta (late 2022) Analytical-methodological entanglements. On learning to notice what, where, when, why and by whom in the re-search enterprise. In Crina Damsa.

Bagga-Gupta, Sangeeta (2022) RE. Vocabularies we live by in the Language and Educational Sciences. In Makoni, Sinfree, Severo, Cristine, Abdelhay, Ashkay, & Kaiper, Anna. (eds.) The Languaging of Higher Education in the Global South, 61–84. Routledge.

Bagga-Gupta, Sangeeta & Messina Dahlberg, Giulia (2019) On epistemological issues in technologically infused spaces. Notes on virtual sites for learning. In Bagga-Gupta, S., Messina Dahlberg, G. & Lindberg, Y. (eds.) Virtual Sites as Learning Spaces. Critical issues on languaging research in changing eduscapes in the 21st century. 3–25. Palgrave Macmillan.

Bagga-Gupta, Sangeeta (2017) Going beyond oral-written-signed-virtual divides. Theorizing languaging from social practice perspectives. Writing & Pedagogy 9(1), 49–75. https://doi.org/10.1558/wap.27046

Kulberg, Christina & Watson, David (2022) Introduction: Theorizing the vernacular. In Kulberg, Christina & Watson, David (eds) Vernaculars in an Age of World Literatures, 1–24. Bloomsbury. DOI 10.5040/9781501374081

Pennycook, Alastair & Makoni, Sinfree (2020) Innovations and Challenges in Applied Linguistics from the Global South. Chapter 5, 82-101. Routledge.

Phyak, Prem, Rawal, Hima, & De Costa, Peter I. (2021) Dialogue as a decolonial effort. In Heugh, K. Stroud, C., Taylor-Leech, K. & De Costa, Peter I. (eds.) A Sociolinguistics of the South, 155–170. Routledge.

Stroud, Christopher & Heugh, Kathleen (2021) Roots and routes. In Heugh, K. Stroud, C., Taylor-Leech, K. & De Costa, Peter I. (Eds.). A Sociolinguistics of the South, 49–63. Routledge.

Yildiz, Yasemin (2012) Beyond the Mother Tongue: The Postmonolingual Condition. Chapter1, 1–39. Fordham University Press.

3. Cultural/literary perspectives

Adwan, Sami, Mattsson, Christer & Johansson, Thomas (2020) Holocaust education and the Palestinian cause: Young Palestinian people in Sweden, and their perceptions of Holocaust education. Intercultural Education 32(1), 17–31.

Conway, Kyle (2012) A conceptual and empirical approach to cultural translation. Translation Studies 5 (3): 264–279.

Helgesson, Stefan (2022) Decolonisations of Literature: Critical Practice in Africa and Brazil after 1945. Chapter 4, 137–162. Liverpool University Press.

Hofmeyr, Isabel (2007) The Black Atlantic meets the Indian Ocean: Forging new paradigms of transnationalism for the Global South – Literary and cultural Perspectives. Social Dynamics 33 (2): 3–32.

Richardson, John & Milani, Tommaso (2021) Politics of commemoration and memory. In Chun, Christian (ed,) Applied Linguistics and Politics, 211–232. Bloomsbury.

Rosen, Alan (1995) The language of survival: English as metaphor in Spiegelman's Maus. Prooftexts 15 (3), 249–262.

Rothberg, Michael (2019) The Implicated Subject: Beyond Victims and Perpetrators. Chapter 1, 1–28. Stanford University Press.

Spivak, Gayatri (2012) How to read a "culturally different" book. In Spivak, Gayatri, An Aesthetic Education in the Era of Globalization, 73–96. Harvard University Press.

Wicomb, Zoë, ([2005] 2018) Setting, intertextuality and the resurrection of the postcolonial Author. In Van der Vlies, Andrew (ed.), Race, Nation, Translation: South African Essays, 1990-2013, pp. 229–240. Yale University Press.

Wicomb, Zoë ([1987] 2000) You Can't Get Lost in Cape Town. The Feminist Press.

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: Jönköping University