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## **Lecture – Decolonising the university curriculum: Insights from a semi-systematic literature review**

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### **Abstract**

Since the 2015 student protests in South Africa, university curriculum decolonising (UCD) has become a rapidly growing field of study and praxis globally. Based on the argument that the historical exclusion and othering of non-Western knowledges, cultures and people are perpetuated through the racial, patriarchal capitalist regime of global coloniality, UCD assumes centrality in intersectional (class:gender:race) struggles for social and epistemic justice, inclusiveness, and liberation. This presentation presents insights from my semi-systematic review of the global UCD literature, conducted within my research project #WillPortugalFallBehind? Portuguese Public Universities' Responses to the Global Challenge of Decolonising the Curriculum (FCT 2022.04609.CEECIND). Three major themes will be touched upon: theoretico-conceptual framings of UCD; the politics of UCD; and challenges in empirical decolonial university curriculum analysis.

### **Biographical note**

Since the award of his PhD by the University of Bristol (UK) in 2009, Thomas has held research and teaching appointments at universities in Austria, Germany, the Netherlands, Pakistan, Portugal, and the UK. He has received PhD and post-doctoral funding from the UK Economic and Social Research Council, and has been consultant for the Open Society Initiative for Southern Africa (OSISA). Since 2015, he has been Honorary Assistant Professor at the University of Nottingham Centre for International Education Research (CIER, UK). He approaches the interdisciplinary field of Global Development and Education through theories and methodologies of Political Sociology, Human Geography and International Relations, with interests in global justice, South-South cooperation and decolonisation.