

CALL FOR PAPERS ISSUE 6.1: 'Decolonizing the University'

In 2017, Achille Mbembe wrote: '[t]oday, the decolonizing project is back on the agenda worldwide' (36). He was writing in reference to the Rhodes Must Fall protests at the University of West Cape Town, South Africa, where in 2015 protests against a statue of Cecil Rhodes received global attention and saw 'decolonizing' institutions of higher education propelled back into mainstream discourse. Calls for decolonizing classrooms and curricula have abounded across the world since, with especially open letters directed at university boards gaining public momentum.¹ Arguably, the call for decolonising institutions has become even more urgent and overt in 2020, after the Black Lives Matter movement catapulted global anti-racism to the forefront of public consciousness following the murder of George Floyd. Indeed, local calls for decolonizing Utrecht University can be read as a direct result of 'institutionalized racism' as a *concept* being taken up by Dutch politics.²

Decoloniality, and decolonizing institutions, has consistently been a topic of debate within the academy, which has more recently taken issue with the multiplicity of defining decoloniality as a concept and a praxis – as well as the ethical considerations underlying such endeavors. The 'metaphorization of decolonization' has, for instance, been critiqued as a means to 'recenter whiteness' and 'resettle theory', regardless of how anti-racist, or social-justice-oriented critical engagements might be.³ Mbembe, amongst others, highlights the need for decoloniality as praxis from within: a critical reflection amongst disciplines themselves is crucial to enable the decolonizing of both knowledge and the university as an institution. This entails that decoloniality exists in the realm of multiplicities and pluralities, encompassing both form and format. In that vein, this celebratory issue of *Junctions* is also turning inwards; we want to reflect on the university and the practices of the journal, as well as the call to 'decolonizing' itself, open up the dialogue between the stakeholders concerned, and contextualize the university within a larger framework of decolonizing institutions.

We therefore invite graduate and postgraduate students of the Humanities to contribute to the 10th anniversary issue of *Junctions*, titled: '**Decolonizing the University**'. We welcome

¹ See, for instance: Open Letter to the Music Faculty at the University of Cambridge, 'Decolonising Music'. Available at: https://docs.google.com/forms/d/e/1FAIpQLSfWdyJ0iui_gbClkfmsBCvPjwNsilZzdYJyfEEZGz2Ruqy5bQ/viewform?fbclid=IwAR1CZ_q3yr4cJDVpNu19QLHVgjYu2zNGmw7tNUMQOdi3WvCAv5CK-Tn8Bfo

² During *Kamervragen*, which is a set of inquiries made by members of the House of Representatives and the Senate to the Cabinet, the Minister of Education, Culture, and Science was asked to (de)legitimize pro-Black Lives Matter statements made by Prof. dr. James Kennedy, dean of University College Utrecht in August 2020. See: <https://www.rijksoverheid.nl/documenten/kamerstukken/2020/08/17/antwoord-op-kamervragen-over-statement-on-black-lives-matter>

³ Tuck, Eve and Yang, K. Wayne (2012) 'Decolonization is not a Metaphor', *Decolonization: Indigeneity, Education & Society* 1(1): 1–40.

submissions from all fields of the Humanities, and encourage authors to engage with (interdisciplinary) issues, such as:

- **Decolonizing the University as a movement:** has ‘decolonizing’ become a buzzword that encompasses all justice-oriented approaches to education? What are the potential benefits and drawbacks of framing the reorganization and open critique of the academy in terms of decoloniality/decolonizing? This may include analyses and reports on ongoing experiences with decolonizing projects.
- **Decolonizing the classroom:** what could decolonizing curricula look like? Can the inclusion of alternative canons lead to epistemic rigor? How can institutional power dynamics be effectively managed to ‘open up’ educational spaces? How does accessibility feature in decolonizing projects?
- **Decoloniality across disciplines:** how can decoloniality and decolonizing the university be approached? (How) do multiple approaches to decoloniality aid in the praxis of decolonizing knowledges and institutions? What could a transdisciplinary approach look like, and what would the benefits of such an approach be?
- **The urgency of decoloniality/decolonizing the university:** what impact does decoloniality have on the university as an institution with cultural impact and significant power over the valorization of certain types of knowledges and perspectives? What is the positionality of the university in larger frameworks of decolonizing institutions, such as museums? (How) does the university contribute to reproducing the centrality of Eurocentric epistemologies?
- **The loci of decoloniality:** at what levels and in what manner must decoloniality be addressed and engaged with? (How) could a dialogue between the university and other actors in the project of decoloniality be mutually beneficial?

The submission length for original journal articles is **4000–6000 words**, and **1000–2000 words** for book reviews. Submissions should engage with the scholarly literature of the appropriate discipline and clearly identify its contribution to the field(s). A separate call for book reviews will be published at a later time. Manuscripts should be in Chicago author-date referencing style, following the official *Junctions* Word template and the [prescribed author guidelines](#). Please submit a digital copy (as a Word document) via the submission system on our website by **2 February**. Please omit references to the author in manuscripts to ensure anonymous reviews. After double-blind reviewing, accepted articles will undergo a revision process which will conclude with the publication of the journal issue. The journal does not accept manuscripts previously published by or simultaneously submitted to other publications.

In light of this special edition, we also welcome submission formats such as interviews with actors and experts in the field, as well as proposals for roundtable discussions. These submissions will not follow the ordinary peer-review process. For more information on potential project ideas of

this sort, as well as all question regarding the publication process, please contact the managing editors at: editor@junctionsjournal.org. For more informal questions, you can reach out to *Junctions* on social media at: [@junctionsuu](#) on [Instagram](#) and [Twitter](#), or find us on [Facebook](#).

Important Dates

2 February: Deadline manuscripts

16 March: Notification of editor decision

13 April: Deadline first revisions

11 May: Deadline final revisions

1 June: Planned publication of issue on <https://junctionsjournal.org/>

Junctions: Graduate Journal of the Humanities aims to connect the different disciplines of the Humanities by collecting disciplinary and interdisciplinary texts that are accessible to readers from across the Humanities. This gives graduate and postgraduate students the opportunity to gain valuable publishing, editing and reviewing experience. Everyone who submits an article to *Junctions* will receive feedback from our reviewers, and if your work is selected for publication, the editors will guide you through the different stages of editing to produce a professional article and begin your academic CV.