

MARCH/APRIL 2026

RACE & SOCIAL JUSTICE NEWSLETTER

MONTHLY SNIPPETS OF NEWS FOR BUSY PEOPLE



WELCOME

The curation of this newsletter is very much an eclectic personal mix from individuals. In my own case Inspired by articles like this.

[You end up doing the document rather than doing the doing': Diversity, race equality and the politics of documentation](https://www.tandfonline.com/doi/full/10.1080/01419870701356015)

<https://www.tandfonline.com/doi/full/10.1080/01419870701356015>

It aims to cover social justice in terms of 'decolonising', intersectionality and recognises the need for personal reflection and a continuous dialogue to achieve this.



LISTEN TO DOCUMENTARIES WITH BOB

Did you know that Box of Broadcasts also provides access to many radio programmes with transcripts

Witness History, Shirley Chisholm - the black woman who tried to be president, 03:50 28/10/2020, BBC World Service Radio, 10 mins. <https://learningonscreen.ac.uk/on-demand/index.php/prog/173C8C44?bcast=133119166> (Accessed 15 Mar 2026)

an American politician who, in 1968, became the first black woman to be elected to the United States Congress. She served until the 1980s

RACE & SOCIAL JUSTICE BIBLIOGRAPHY

From the social Justice and HE Zotero Library

https://www.zotero.org/groups/4901078/social_justice_and_higher_education
Find useful articles on Social Justice and university/ HE education.

Teaching Methods

Takhar, S. (2024). The Student Voice: Decolonising the Curriculum. *Equity in Education & Society*, 3(2), 114–129.
<https://doi.org/10.1177/27526461231192671>
Uk study emphasizing importance of student involvement

Teaching Methods

Fitton, T., Adewumi, B., Bailey, L. R., Moore, J. W., & Amoah, L. A. (2026). 'It's all very well having a diverse curriculum, but if there is no curriculum, it can be as diverse as you like': Precarity and decolonising in the neoliberal UK higher education system. *British Educational Research Journal*, berj.70128.
Drawing upon interview research

NEW ENTRIES FOR 'DECOLONISING SOCIAL SCIENCE SUBJECTS.'

Anthropology

Stolte, G. (2026). Craft as Pedagogy: De-mythologising the Anthropology Curriculum. *Anthropological Forum*, 1–17.
<https://doi.org/10.1080/00664677.2025.2607583>

Feminism

Gain, K. (2026). Decolonial ecofeminism: A paradigmatic contribution to critical research of gender, ecology and coloniality. *Journal of Gender Studies*, 35(2), 289–300.
<https://doi.org/10.1080/09589236.2025.2489582>



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Management

Henry, E. (2025). Mātauranga Māori: A Case of Incorporating Indigenous Māori Knowledge in a Business School Minor. In E. Fohim (Ed.), *Decolonizing Management and Organization Studies* (pp. 157–172). Emerald Publishing Limited. <https://doi.org/10.1108/S0733-558X20250000093010>



NEW ENTRIES FOR 'DECOLONISING SOCIAL SCIENCE SUBJECTS.'

Research Methods

Sinha, V. (2025). Re-thinking decolonial concepts & practices: Towards critical research and pedagogy. *International Journal of Social Research Methodology*, 28(6), 725–743. <https://doi.org/10.1080/13645579.2025.2569260>

Psychology

Ghazali-Mohammed, Z., Younis, A., Saleh, A., & Mohammed, A. (2025). Student experiences of decolonised psychology curricula. *Equity in Education & Society*, 4(2), 208–222. <https://doi.org/10.1177/27526461251324215>

Loyola-Hernández, L. (2025). Creating scyborg assemblages of hope in UK higher education. *Educational Philosophy and Theory*, 57(14), 1268–1286. This paper examines the geopolitical implications of knowledge production in psychology through two studies that respond to the growing body of work on the 'Decolonisation of Knowledge' and the 'Decolonisation of Psychology' over the past two decades

Selkirk, B., Alexi, J., Gibson, C., Naragon-Gainey, K., Ohan, J. L., Farrell, S., Magiati, I., Kanse, L., Kennedy, B. L., Badcock, N. A., Kurz, T., Derry, K. L., Kashyap, S., Collova, J. R., Chang, E. P., & Dudgeon, P. (2025). Yarning sessions to facilitate cultural responsiveness and decolonising the curriculum in a university psychology setting. *Australian Psychologist*, 60(5), 373–379. <https://doi.org/10.1080/00050067.2025.2492024>



DEVELOPING INCLUSIVE COLLECTIONS: A SELF-PACED GUIDE ON REFLECTIVE PRACTICE

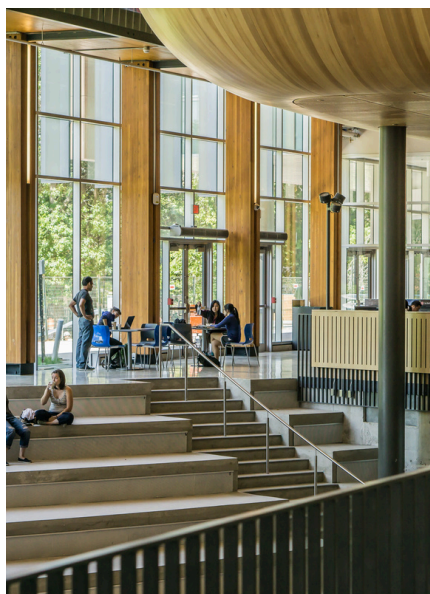
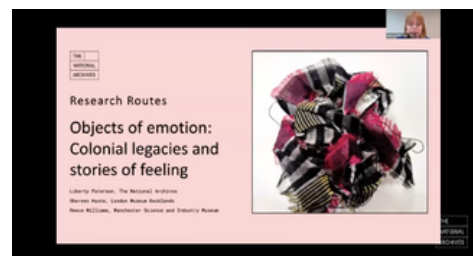
<https://www.rluk.ac.uk/inclusive-collections/#dicg> A useful practical guide developed for library staff in UK academic settings which encourages decolonisation and inclusivity. It covers personal skill development, metadata, developing more diverse reading lists and more practical examples are provided.

RESEARCH ROUTES - OBJECTS OF EMOTION: COLONIAL LEGACIES AND STORIES OF FEELING

I attended this webinar recently and wanted to share its valuable contribution. It contains a presentation from considering the emotions evoked by material culture of archives relating to slavery. The National Archives consider the history of a textile and its links with the trade

The associated resources pack provides insights into how to research the history of slavery and enslavement using archival resources held at the National Archives. This focuses on British colonialism and UK government and empire records

<https://www.nationalarchives.gov.uk/professional-guidance-and-services/our-research-and-academic-collaboration/research-events/research-routes/resource-pack-objects-of-emotion-colonial-legacies-and-stories-of-feeling/>



HOW MULTILINGUAL ARE SCHOLARLY COMMUNICATIONS?

Pradier, C., Céspedes, L., & Larivière, V. (2026). How multilingual is scholarly communication? Mapping the global distribution of languages in publications and citations. *Journal of the Association for Information Science and Technology*, 1-15.

<https://doi.org/10.1002/asi.70055>

Global analysis of multilingualism in science. Using two major bibliometric databases (OpenAlex and Dimensions), 1990-2023.