

GC-SARA Bibliography

Decolonial Study Abroad Bibliography

The GC-SARA Bibliography seeks to foreground work that advances decolonial approaches to the field of study abroad and student mobility research, with items suggested and sometimes annotated by members. If you have suggestions for inclusion or modification, please email info@gcsara.org or, if you are a member, leave a post in the [Bibliography Discussion Forum](#).

Members also have access to an online shared bibliographical database in Zotero with more references. Some works overlap in different categories and are therefore listed multiple times. Existing bibliographies for research areas that overlap with decolonial study abroad are listed in the first section. Also see the Resources page on the GC-SARA website for relevant journals, organizations, and other repositories.

Click on the link in the list below to jump to a specific section:

1. [Bibliographies](#)
2. [Theory](#)
3. [Methodology](#)
4. [Best Practice](#)
5. [Identities and Contexts](#)
6. [Language Learning](#)

Bibliographies

Critical Internationalization

- [Critical Internationalization Studies Network Bibliography](#) – Includes sections on: Global citizenship, International development, Internationalizing knowledge/curricula, International Students, Postcolonial/decolonial/anti-imperial critiques, Political economic critiques, Service/study abroad and Sustainability

Decolonial Theory

- [Bibliography of Decolonial Theory](#), Max Planck Institute for Comparative and International Private Law. Includes items in English, French, Portuguese and Spanish, up to 2021.

Global Citizenship Education

- [Bibliography: A Review of Theory and Research in Global Citizenship Education](#), by John P. (John Patrick) Myers and Marzia Cozzolino DiCicco, up to 2015

Theory

Adefila, A. et al. (2022). Higher education decolonisation: #Whose voices and their geographical locations? *Globalisation, Societies and Education*, 20(3), 262–276. <https://doi.org/10.1080/14767724.2021.1887724>

This article is very good in that the authors adopted a systematic approach to map out the field. This points up systematic structural impediments that both stalls and affronts the purpose of decolonisation to decentre hegemonic knowledge production and gatekeeping and implicit or explicit delegitimization of non- western forms of knowledge and scholarship. The systematic analysis in the article points up the current landscape of publication of decolonial research. This reveals the enormity of the issues, and work yet undone.

Adkins, R., & Messerly, B. (2019). Toward decolonizing education abroad: Moving beyond the self/other dichotomy. In E. Brewer & A. C. Ogden (Eds.), *Education abroad and the undergraduate experience: Critical perspectives and approaches to integration with student learning and development*. (pp. 73–91). Stylus Publishing.

Kuokkanen, R. (2000). Towards an 'Indigenous Paradigm' from a Sami Perspective. *The Canadian Journal of Native Studies*, 20(2), 411–436.

This article provides an example of a different and culturally authentic viewpoint. It points to possibilities, should we see relearning beyond our default frames of knowing to be an epistemological imperative.

Methodology

Coleman, J. A. (2013). Researching whole people and whole lives. In C. Kinginger (Ed.), *Social and cultural aspects of language learning in study abroad*. (pp. 17–44). John Benjamins Publishing Company. <https://benjamins.com/catalog/lllt.37.02col>

This chapter argues for a biographical framing for research on study abroad experiences, on the basis that treating them as discrete, isolatable phenomena obscures their highly contingent and context-bound character. Important in the context of GC-SARA because Global South sojourners have conventionally been quantified, typologized and homogenized, in stark contrast to the individualized attention often paid to Global North sojourners in the literature.

Fakunle, O. (2021). Developing a framework for international students' rationales for studying abroad, beyond economic factors. *Policy Futures in Education*, 19(6), 671–690. <https://doi.org/10.1177/1478210320965066>

Sharpe, E.K. (2015). Colonialist Tendencies in Education Abroad. *International Journal of Teaching and Learning in Higher Education*, 27(2), 227-234

Sharpe's *Colonialist Tendencies in Education Abroad* is an important article because of its theoretically informed, but practitioner orientated take on colonization in education abroad.

Best Practice

Contreras, Jr., E., López-McGee, L., Wick, D., & Willis, T. Y. (Eds.). (2020). Special issue on diversity, equity, and inclusion in education abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 32(1).
<https://doi.org/10.36366/frontiers.v32i1>

Ficarra, J. M. (2017). Curating Cartographies of Knowledge: Reading Institutional Study Abroad Portfolio as Text. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 29(1), 1–14. <https://doi.org/10.36366/frontiers.v29i1.382>

Curating Cartographies of Knowledge articles does something similar to Sharpe's *Colonialist Tendencies in Education Abroad*. These types of work that attempt to be really theoretically rich but make straight-forward connections to the practice of education abroad are often the most valuable.

Glass, Chris R., and Peggy Gesing, eds. (2021). *Critical Perspectives on Equity and Social Mobility in Study Abroad: Interrogating Issues of Unequal Access and Outcomes*. New York, NY: Routledge.

Mulvey, B. (2020). “Decentring” international student mobility: The case of African student migrants in China. *Population, Space and Place*, 27(1)
<https://doi.org/10.1002/psp.2393>

Ogden, A. (2008). The View from the Veranda: Understanding Today's Colonial Student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 35–55.

Pipitone, J. (2018). Place as pedagogy: Toward study abroad for social change. *Journal of Experiential Education*, 41(1),54–74. <https://doi.org/10.1177/1053825917751509>

Sharpe, E.K. (2015). Colonialist Tendencies in Education Abroad. *International Journal of Teaching and Learning in Higher Education*, 27(2), 227-234

Vodopivec, N. (2012). Challenging global citizenship through interculturality: Crossing borders and practicing solidarity. *Critical Literacy: Theories and Practices*, 6(1), 58–63.

Identities and Contexts

- Castiello-Gutiérrez, S., & Li, X. (2020). We are More Than Your Paycheck: The Dehumanization of International Students in the United States. *Journal of International Students*, 10(3) i-iv. <https://doi.org/10.32674/jis.v10i3.2676>
- Castiello-Gutiérrez, S. (2020). No Fees to Enroll Them All?: The State of College Access in México. *Journal of Comparative and International Higher Education* 12(Spring), 27-38. <https://doi.org/10.32674/jcihe.v12iSpring.1132>
- Castiello-Gutiérrez, S. (2020). *Conscientious Academic Capitalism: Mexican Counternarratives to Anglo-American University Internationalization Practices*. The University of Arizona [Doctoral Dissertation]. <http://hdl.handle.net/10150/656736>
- Craig, I. (2010). Anonymous sojourners: Mapping the territory of Caribbean experiences of immersion for language learning. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 19, 125–149.
- Craig, I. (2016). Overseas sojourning as a socioeconomic and cultural development strategy. *Study Abroad Research in Second Language Acquisition and International Education*, 1(2), 277–304. <https://doi.org/10.1075/sar.1.2.06cra>
- Fakunle, O. (2021). International students' perspective on developing employability during study abroad. *Higher Education Quarterly*, 75(4), 575–590. <https://doi.org/10.1111/hequ.12308>
- Hartman, E., Pillard Reynolds, N., Ferrarini, C., Messmore, N., Evans, S., Al-Ebrahim, B., & Matthias Brown, J. (2020). Coloniality-decoloniality and critical global citizenship: Identity, belonging, and education abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 22(2), 33–59.
- Metzler, J. (2002). Undergraduate study-abroad programs in Africa: Current issues, *African Issues*, 30(2), pp. 50- 56. <https://doi.org/10.1017/S1548450500006491>
- Mulvey, B. (2020). “Decentring” international student mobility: The case of African student migrants in China. *Population, Space and Place*, 27(1) <https://doi.org/10.1002/psp.2393>
- Mulvey, B. (2021). Conceptualizing the discourse of student mobility between “periphery” and “semi-periphery”: the case of Africa and China. *Higher Education*, 81, 437-451. <https://doi.org/10.1007/s10734-020-00549-8>
- Onyenekwu, I., Angeli, J., Pinto, R., & Douglas, T. (2017). (Mis)representation among U.S. study abroad programs traveling to the African continent: A critical content

analysis of a Teach Abroad program. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 29(1), 68–84. <https://doi.org/10.36366/frontiers.v29i1.386>

Plews, J. L., & Jackson, J. (2017). Introduction to the special issue: Study Abroad to, from, and within Asia. *Study Abroad Research in Second Language Acquisition and International Education*, 2(2), 137–146. <https://doi.org/10.1075/sar.17010.ple>

Zemach-Bersin, T. (2007). Global Citizenship & Study Abroad: It's All About U.S. *Critical Literacy: Theories and Practices. 1*, (2)16-28.

Zemach-Bersin, T. (2008, March 7). American Students Abroad Can't Be 'Global Citizens.' *The Chronicle of Higher Education*. <https://www.chronicle.com/article/american-students-abroad-cant-be-global-citizens/>

Language Learning

Taylor, Z.W. & Becton, D. (2021). The Linguistics of English Colonialism in Study Abroad: Translating the Study Abroad Experience for Language Minority Students. In C.R. Glass & P. Gesing (Eds.), *Critical Perspectives on Equity and Social Mobility in Study Abroad: Interrogating Issues of Unequal Access and Outcomes* (pp.135-150). Routledge.