

Reflecting on Pedagogic Practice and Curriculum Transformation in Sociology in the Context of Calls for Decolonisation and Africanisation

This paper reflects on the misperceptions, experiences, and learnings in navigating a journey to engage with pedagogic and curriculum transformation, decolonisation, and Africanisation in the sociology undergraduate curricula I teach at my institution and site of delivery. The first section of the paper asserts that self-study is one of the indispensable reflexive tools to demonstrate transformed practice and thinking. The subsequent discussion focuses on the resistance and reluctance towards a scholarship on teaching and learning. Two broad ideas are developed. Firstly, the idea of recontextualising disciplinary knowledge for pedagogic practice and reflection. Secondly, that the philosophical strands foundational to sociology are congruous with the call to transform, reflect on, decolonise and Africanise the curriculum and pedagogic practice in higher education. This reflection raises a number of questions. (a) What aspects and how an 'African worldview' can contribute to a pedagogic shift and disruption in the teaching and learning of sociology? (b) Are we not creating a univocal and singular understanding of the notion 'African worldview'? Diverse voices? (b) What comprises a transformed, decolonised and Africanised curriculum in sociology? (c) In the selecting of some voices and themes, are we perpetuating the very actions and behaviours we are claiming (male streaming, marginalising, invisibility, and muting) to disrupt and unsettle?