'The abject others': Intercultural research on gender as a site of resistance of white hegemony, Anglo centrism and (neo)colonization

Professor Maria Tsouroufli and
Dr Dori Redai

Decolonizing theories and methodologies for researching Interculturality for Social Justice

Launch of the *Interculturality for Diversity and Global Learning research group*

Department of Education

CBASS

Brunel University London

26th January 2021

Presenter

Maria Tsouroufli PhD

Professor of Education

Director of Research

ESRD Grand Union DTP Education Pathway Lead

Founder and Lead of Interculturality for Diversity and Global Learning research group

Department of Education, Brunel University, Uxbridge, London UK

Email: Maria.Tsouroufli@brunel.ac.uk

Editorial Board Interdisciplinary Perspectives to Equality and Diversity (IPED)

Visiting Professor, Faculty of Economics, Administrative and Social Sciences, Bahçeşehir University, Turkey

Presenter

Dorottya Rédai PhD

Freelance Scholar

Visiting Research Fellow

CEU – Democracy Institute, Budapest, Hungary

Board Member at Labrisz Lesbian Association

Email: redaidori73@gmail.com

The Abject ‘others’

Thinking critically about EU funded research

- Feminist epistemology and gender scholarship hierarchies
- Global/South Inequalities
- Academic (self-)colonization
- Emotional labour (Hochschild, 1983)
- Inter-being

Thinking critically about EU funded research

1. How EU research and research synergies can create new forms of colonization and stabilize gender and racial relations of domination?

2. How feminist politics can get entangled with (neo)colonial and (neo)imperialist politics and traces these connections in the European context?

Contextualising EU funded research on gender and social justice

- Gender as a category and gender studies as a field of knowledge in Europe
- Europeized or Anglicized?
- Global/South, East/West Inequalities within EU and EU funded research
- Intersectional politics (Crenshaw, 1994) within and beyond research teams

Paternalistic care

- Discourses of *'pathology'* (Tsouroufli, 2020; Tsouroufli and Redai, Eds. 2021) and *'rescue'* of the Muslim girl (Censoy and Marshall, 2010) and the second class European girl/woman
- Performances of white Anglo-supremacy
- Hegemonic gender performances (Praechter, 2018)
- 'Supporting' the Central and Southern European gender scholar
- Inter-cultural blindness

Emotional Labour and our Managed Hearts (Hochschild, 1983)

- In betweeners and the burden of resilience
- In the *'zone of nonbeing'* (Fanon, 2008), more objects than subjects of this political and epistemological order.
- European white others
- Colonized selves
- Explaining/justifying conceptions of gender in national language in hostile political environment
- Struggling for acknowledgement of importance of research topic / of researcher's expertise

Academic colonization and self-colonization

- (formerly) accessible gender studies education in HU – reliance on Anglophone scholarship
- Lack of HU scholarship in gender and education - reliance on Anglophone scholarship
- Lack of language of gender studies in HU
- Lack of liveable academic positions in gender studies – reliance on EU-funded research projects
- Hardship of establishing our own academic grounds all the time
- Lack of reflection on colonization in EU research funding

Researchers' different positionings

- Working as academic migrant in English environment vs. working within home context but in hostile environment
- Collaboration with NGO partners – hierarchy, workload – who owns what expertise
- Language used to explain 'gender'

The way forward

How does one survive in the hierarchical world of EU research?

How does one navigate categories and normative ideas that are no longer (or that have never been) helpful?

How does one cross borders that harm, or move beyond binaries that divide? (Sandlin and Letts, 2019)

How do we decolonize methodologies for promoting interculturality in social justice research?

Interbeing as a way of promoting interculturality for social justice

- Moving the focus *from "the marginalized 'other'" to the "examination of the 'self' at the center of the dominant culture"* (Asher, 2003: p. 235)
- Critiquing our own practices – inequalities in them
- Learning from each other rather than setting models to copy
- Drawing on postcolonial and transnational feminism to deconstruct essentialist representations
- Interrogating how colonization, Europeization and Anglocentricism might shape academic identity and culture
- Forge discourses about difference more attuned to the complexities of European research

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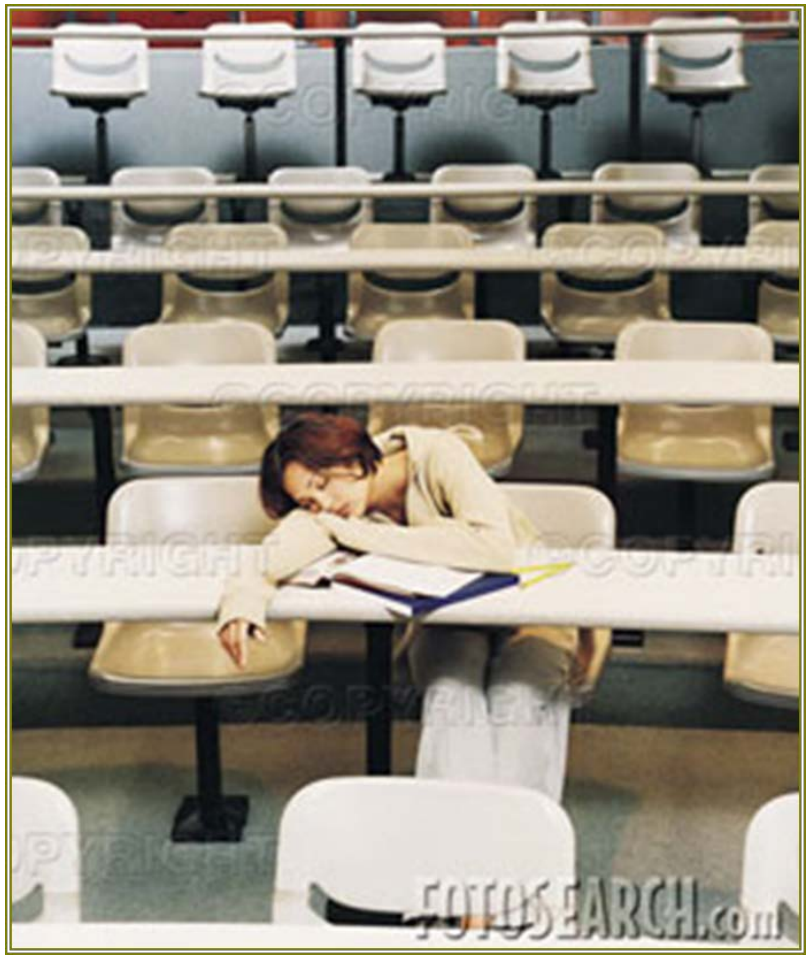
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