



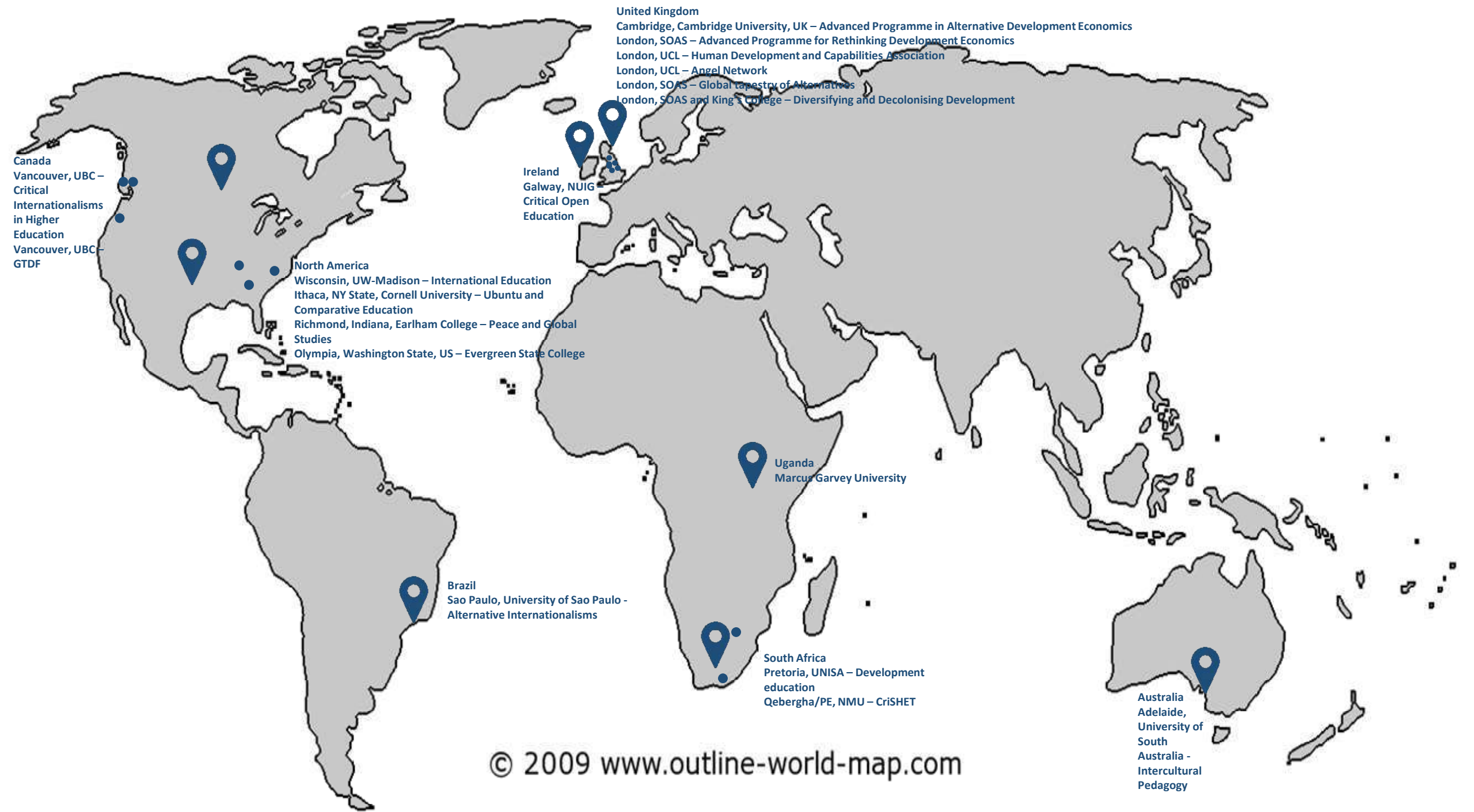
SUSTAINING DISRUPTION

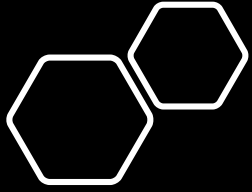
Crain Soudien

AIM OF TALK

To explore the conditions for building and sustaining 'sustainable cross-border' praxes in the university – epistemic practices which disrupt dominant knowledge producing cultures.

I use Bonnie Honig's idea of 'holding cultures' and Lovisa Bergdahl and Elisabet Langmann's exploration of what these cultures consist of to suggest ways of sustaining 'cross-border praxes'. I also keep in mind Howard Richard's discussion of culture in sustaining dominance.





Sustainability Barometer – 'In health'

- Alternative programmes and initiatives are in varying states of health.
- Many have succumbed – Marcus Garvey, as an example.
- Many teeter and are under threat
- Some continue strategically – Peace Program, Earlham College
- Almost none stand in full confidence of being able to reproduce themselves.
- Threat everywhere of dominant regimes of accountability – impact metrics.

Sustaining
cross-border
praxes:
Honig,
Bergdahl and
Langmann,
Richards

Honig

- Seek out or establish democratic contexts, collectivities, movements, congresses, transnational alliances, to constitute a democratic holding environment that operates 'in health'.
- Catachresis – managing ordinary relations of hierarchy

Bergdahl & Langmann

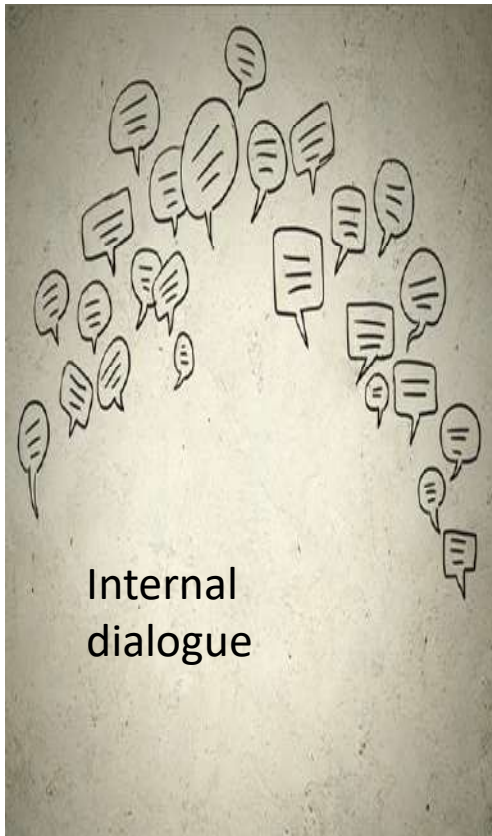
- Pedagogical publics
- Gathering around issues of public/common concern
- Balance between urgency and hesitation, action and inaction

Richards

- Nurture consciousness raising which produces conflict between cultural values and social structure

Sustaining Practices

Reform and staying in



C
O
N
T
E
S
T

CONTEST THE SYSTEM!

Eliminate/get out,
start over



Epistemic diversity and inequity in global research

Xin Xu

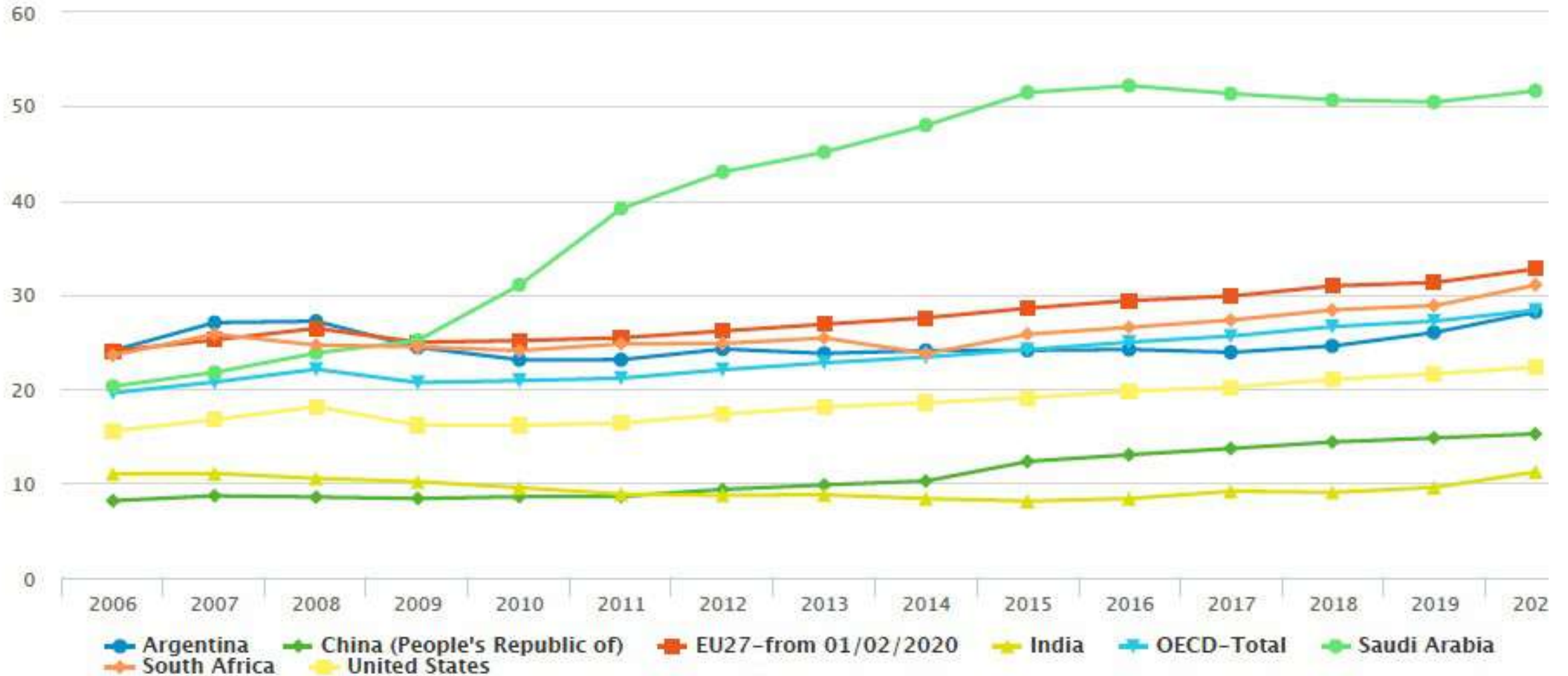
Department of Education
University of Oxford
May 2022



Epistemic diversity in global research

- In academic research, ‘epistemic diversity allows for different hermeneutical horizons of experience and reservoirs of knowledge to inform scientific production’ (Dübgen, 2020, p. 79).
- Global research is an open and shared space not owned by any single agent.
- There are manifests diversified languages, cultures, ontologies, epistemologies, agendas, paradigms, etc.
- Global research consists of open networks and ‘invisible colleges’ (Wagner, 2009) involving diverse knowledge agents.
- Agents can collaborate and connect freely beyond visible and invisible borders (not only national borders).

Percentage of scientific publications involving international collaboration



OECD calculations based on Scopus Custom Data, Elsevier, Version 5.2021, September 2021.

Epistemic homogeneity, hierarchy, inequity and injustice

- The global research system includes not only knowledge and agents, but also **power**, which are intimately associated with each other (Foucault, 1980).
- Power acts not *on* knowledge and agents as a coercive force, but **through knowledge** – the *capillary* power pervades and circulates throughout the entire social body (Foucault, 1980), ‘defining what counts as knowledge’ (Mumby, 1997, p. 18).
- In global research, power acts in **hegemonic forms** (Gramsci, 1971; Marginson and Xu, 2021), which privilege certain cultural forms and epistemic traditions at different facets: structure, knowledge, and agents.



Structure

- Scholarly indices
- Publishers*
- Research universities, institutions, centres*
- Research funding and infrastructure
- Policies and regulatory frameworks
- Research cultures
- Doctoral education
- Scholarly associations*

...

* Indicates collective agents; Adapted from Xu (2022).



Knowledge

- Languages
- Episteme
- Publications and citations
- Translations
- ...



Agents

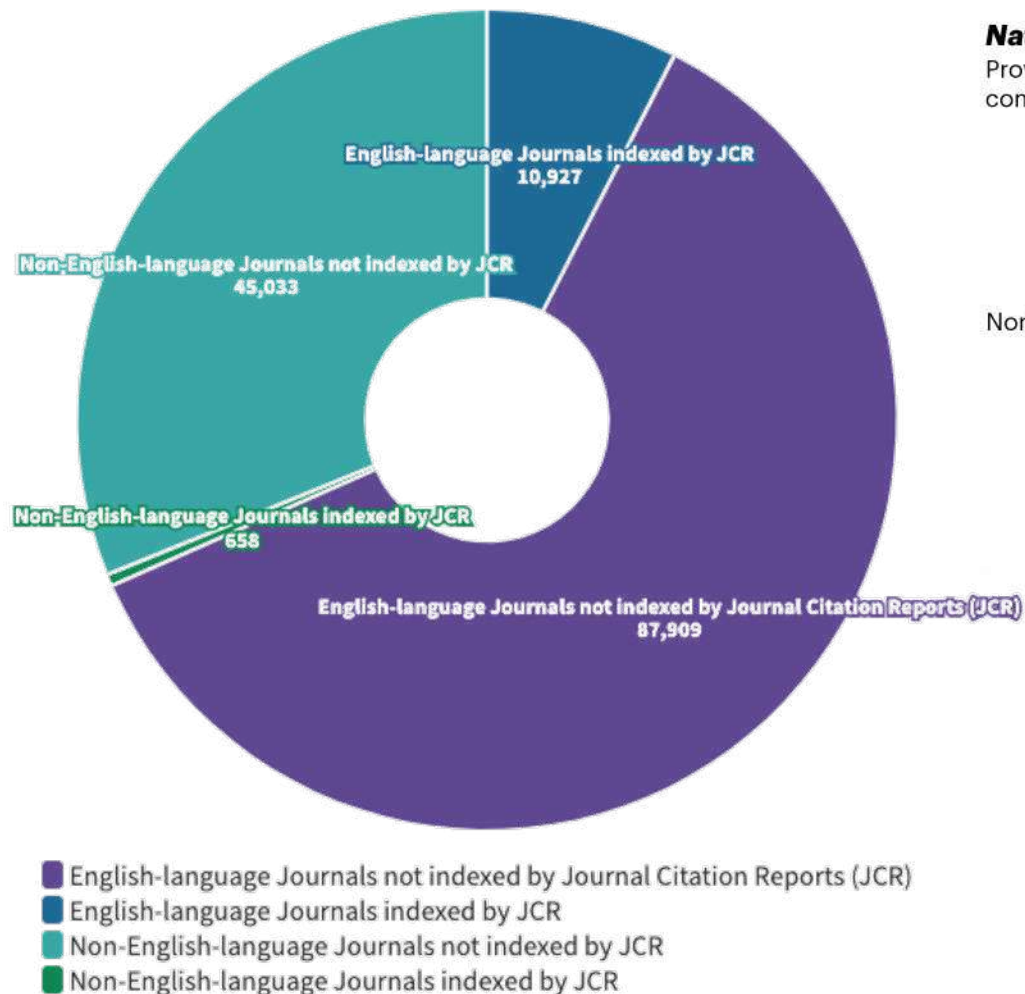
- Authors
- Co-authors
- Editors
- Peer reviewers
- (Global mobility of) researchers (including students)
- Research professionals
- Research participants
- ...

Top publishers of English-language journals

- Routledge
- Elsevier BV
- Elsevier Ltd
- Springer
- Tylor & Francis

Top publishers of non-English-language journals

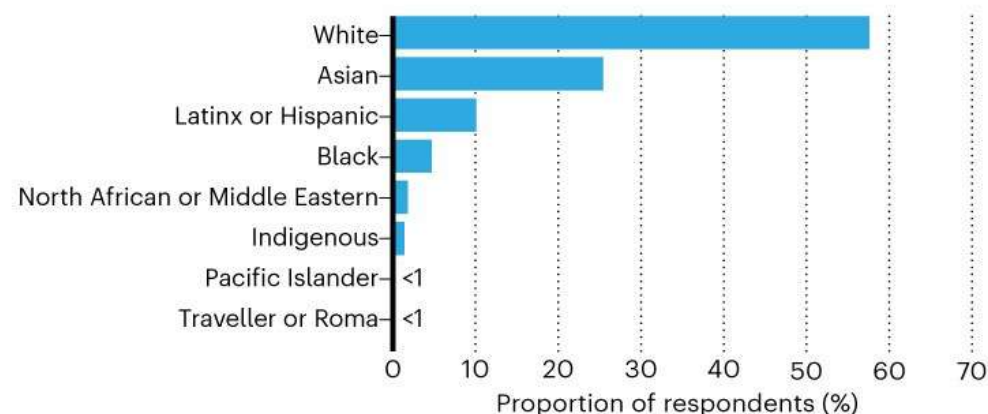
- Izdatel'stvo Nauka
- Elsevier Masson
- Georg Thieme Verlag
- Springer
- Fabrizio Serra Editore



Academic and scholarly journals indexed by UlrichsWeb (May 2022)

Nature

Provided gender and race or ethnicity data for staff across entire company (Springer Nature), for 62% who took part in survey†.



Else and Perkel (2022)

The regional averages for the share of female researchers (UNESCO 2016)

- **29.3% for World**
- 48.2% for Central Asia
- 45.1% for Latin America and the Caribbean
- 41.5% for Arab States
- 39.3% for Central and Eastern Europe
- 32.7% for North America and Western Europe
- 31.8% for Sub-Saharan Africa
- 23.9% for East Asia and the Pacific
- 18.5% for South and West Asia



‘Global’ research and knowledge?

- For knowledge(s) in the world, *who* to decide the following, *on which grounds*?
 - Visibility
 - Recognition
 - Legitimation
 - Accessibility
 - Respect
 - Value
 - Trust
 - Uses
 - ...

Epistemic homogeneity, hierarchy, inequity and injustice

- The dominance of certain power and consequent epistemic injustice (Fricker, 2007), related to ‘epistemic positioning’ (Bacevic, 2021) are intersectional (Crenshaw, 1991)
- Some (intertwined) examples:
 - Domination of ‘the West’, ‘Global North’, ‘Centres’, Anglo-Europe
 - (Neo)Imperialism and (neo)coloniality
 - (Global) Whiteness, racism
 - (Academic) capitalism, neoliberalism
 - Domination of English
 - Patriarchy and sexism
 - Scientism
 - Other discrimination (ableism; ageism; homophobia, etc.)
- ...



Structure

- Scholarly indices
- Publishers*
- Research universities, institutions, centres*
- Research funding and infrastructure
- Policies and regulatory frameworks
- Research cultures
- Doctoral education
- Scholarly associations*
- Rankings and evaluations
- ...



Knowledge

- Languages
- Episteme
- Publications
- Citations
- Translations
- ...



Agents

- Authors
- Collaborators
- Editors
- Peer reviewers
- (Global mobility of) researchers (including students)
- Research professionals
- Research participants
- ...

...
* Indicates collective agents; Adapted from Xu (2022).

Epistemic homogeneity, hierarchy, inequity and injustice



Structure

- Scholarly indices
- Publishers*
- Research universities, institutions, centres*
- Research funding and infrastructure
- Policies and regulatory frameworks
- Research cultures
- Doctoral education
- Scholarly associations*
- Rankings and evaluations

...

* Indicates collective agents; Adapted from Xu (2022).



Knowledge

- Languages
- Episteme
- Publications
- Citations
- Translations
- ...



Agents

- Authors
- Collaborators
- Editors
- Peer reviewers
- (Global mobility of) researchers (including students)
- Research professionals
- Research participants
- ...

- Santos (2007, p. 45) pointed out the pitfalls of ‘abyssal thinking’ in the modern Western tradition, which suppresses, excludes and denies the possibility of copresence of different forms of reality.

- ‘The mainstream has been self built on the supposition that outside there is backwardness and lack of academic value.’ (Beigel, 2014 p. 619)

‘A frog in a well cannot be talked with about the sea – it is confined by its space;
An insect of the summer cannot be talked with about ice – it knows nothing beyond its season;

A scholar of limited views cannot be talked with about the Dao – one is bound by the teaching which one has received.’

井蛙不可以语于海者，拘于虚也；
夏虫不可以语于冰者，笃于时也；
曲士不可以语于道者，束于教也。

—— Zhuang Zi 庄子 (n.d.)



The pluralisation and diversification of knowledge(s)

- Epistemic/cognitive decolonisation, justice, democratisation, and diversification:
 - a ‘radical’ proposal, that ‘Eurocentric thought must be transcended and new concepts developed starting from different epistemological foundations’;
 - a ‘moderate’ proposal, that Eurocentric thought can be critically appropriated and scrutinized to contribute towards the ends of decolonization’ (Posholi, 2020, p. 330)
- ‘We don’t want another system of intellectual dominance... What we ask northern intellectuals to do, more than anything else, is start learning in new ways, and in new relationships’ (Connell, 2014, p. 218-9).
- The ‘ecology of knowledges’ - radical copresence of knowledges (Santos, 2007)
- Fruitful mutual learning grows out of ethical grounds, nurtured with intellectual humility and humbleness, mutual respect, and an open mindset (Church & Samuelson, 2017; Whitcomb et al., 2017).

References

- Bacevic, J. (2021). Epistemic injustice and epistemic positioning: towards an intersectional political economy. *Current Sociology*. <https://doi.org/10.1177/00113921211057609>
- Beigel, F. (2014). Introduction: Current tensions and trends in the world scientific system. *Current Sociology*, 62 (5): 617-25.
- Blackmore, J. (2021). Governing knowledge in the entrepreneurial university: a feminist account of structural, cultural and political epistemic injustice. *Critical Studies in Education*, 1–17. <https://doi.org/10.1080/17508487.2020.1858912>
- Church, I. M., & Samuelson, P. L. (2017). *Intellectual humility: an introduction to the philosophy and science*. Bloomsbury Academic.
- Connell, R. (2014). Using southern theory: Decolonizing social thought in theory, research and application. *Planning Theory*, 13(2), 210–223.
- Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), 1241–1299.
- Dübgen, F. (2020). Scientific Ghettos and Beyond. Epistemic Injustice in Academia and Its Effects on Researching Poverty. In V. Beck, H. Hahn, & R. Lepenies (Eds.), *Dimensions of Poverty: Measurement, Epistemic Injustices, Activism* (pp. 77–95). Springer International Publishing.
- Else, H. and Perkel, J. (2022). The giant plan to track diversity in research journals. *Nature*, 2022 Feb 23.
- Fricker, M. (2007). *Epistemic Injustice*. Oxford: Oxford University Press.
- Foucault, M. (1980). *Power/knowledge: selected interviews and other writings, 1972-1977* (C. Gordon (Ed.)). Pantheon Books.
- Gramsci, A. (1971). *Selections from the Prison Notebooks* (Q. Hoare & G. Nowell-Smith (Eds.)). Lawrence and Wishart.
- Lyotard, J.-F. (1984). *The postmodern condition: a report on knowledge* (Vol. 10). Manchester University Press.
- Marginson, S., & Xu, X. (2021). *Moving beyond centre-periphery science: Towards an ecology of knowledge* (No. 63; Centre for Global Higher Education Working Paper Series).

References

- Medina, J. (2017). Epistemic injustice and epistemologies of ignorance. In P. C. Taylor, L. M. Alcoff, & L. Anderson (Eds.), *The Routledge companion to the philosophy of race* (pp. 247–260). Routledge.
- Moosavi, L. (2020). The decolonial bandwagon and the dangers of intellectual decolonisation. *International Review of Sociology*, 30(2), 332–354.
- Mumby, D. K. (1997). Modernism, postmodernism, and communication studies: A rereading of an ongoing debate. *Communication Theory*, 7(1), 1–28.
- OECD. (2021). OECD Science, Technology and Innovation Scoreboard. OECD calculations based on Scopus Custom Data, Elsevier, Version 5.2021, September 2021.
- Posholi, L. (2020). Epistemic Decolonization as Overcoming the Hermeneutical Injustice of Eurocentrism. *Philosophical Papers*, 49(2), 279–304.
- Santos, S. (2007). Beyond abyssal thinking: from global lines to ecologies of knowledges. *Review (Fernand Braudel Centre)*, 30(1): 45-89.
- Tlostanova, M. V., & Mignolo, W. D. (2012). *Learning to unlearn: decolonial reflections from Eurasia and the Americas*. The Ohio State University Press.
- UNESCO. (2019). *Women in Science*. <http://uis.unesco.org/en/topic/women-science>
- Wagner, C. S. (2009). *The new invisible college: Science for development*. Brookings Institution Press.
- Whitcomb, D., Battaly, H., Baehr, J., & Howard-Snyder, D. (2017). Intellectual Humility: Owning Our Limitations. *Philosophy and Phenomenological Research*, 94(3), 509–539.
- Xu, X. (2022). Epistemic diversity and cross-cultural comparative research: ontology, challenges, and outcomes. *Globalisation, Societies and Education*, 20(1): 36-48.
- Zhuang Zi. (n.d.). Qiushui 秋水. In *Zhuangzi Waipian* 《庄子·外篇》.

CHSE Conference

SESSION: Broadening the epistemic agenda: Widening Web of Science and Scopus, and beyond

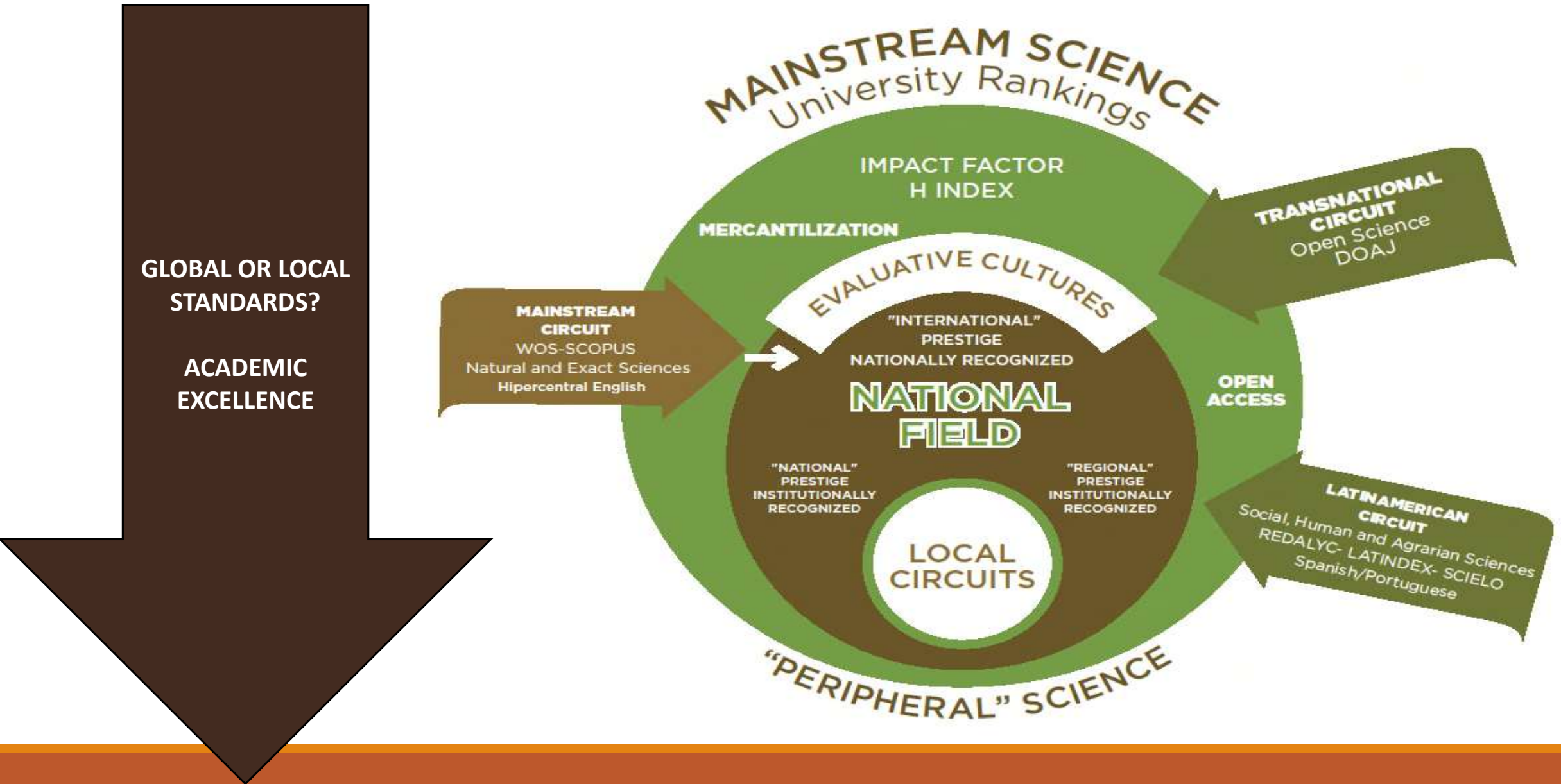
*The circulation of knowledge
beyond the mainstream landscape*

Fernanda Beigel

CONICET-Universidad Nacional de Cuyo

Mendoza 13 Mai 2022

DIVERSE CIRCUITS AND RESEARCH AGENDAS IN THE PRODUCTION OF KNOWLEDGE



Is English hyper-central in our region?

In Latin America and the Caribbean, Spanish and Portuguese continue to be languages of publication thanks to a regional infrastructure based on repositories and indexing systems (Latindex, SciELO, Redalyc, Biblat, etc.),



THE LATIN AMERICAN CIRCUIT

NATIONAL INFORMATION SYSTEMS

DEVELOPED SINCE
1950s
National scientific
agencies;
Documentation
Centers,
professionalized
librarians and indexing
systems
CLASE (1975)
PERIODICA (1978)

Regional indexing systems and diamond journals

BIREME (1967)
CLACSO (1967)
↓
LATINDEX 1995
SCIELO 1998
REDALYC 2003
BIBLAT

25% of the total
diamond journals

Dynamical book publishing industry

FCE 1934
Siglo XXI 1966

Open access
publishers
↓
CLACSO
UNAM, SciELO books

143 University
publishers

Open Access national laws and regional network of repositories

Legislation
↓
Perú (2013)
Argentina (2013)
México (2014)
Uruguay (2013)

LA Referencia
↓
Federation of 10
countries, harvesting 790
institutions
3.115.141 documents

Citizen and Participatory science

Regional tradition of
University Extension with
long-existing social
interactions and co-
production of knowledge

Third Mission
↓
Major public universities
since 1900

Language balance in repositories

LA Referencia harvests 1,255,468 articles with language information, with an important input from the production of Brazil. There are 531,981 articles in Portuguese, almost five times the number of articles available in Scopus. It also has 367,517 articles in Spanish and 353,318 in English.



Total number of articles in selected databases and indexing services, by language and database

Language	Scopus	%	WoS	%	OLIVA (SciELO and Redalyc)	%	BIBLAT	%	LA Referencia	%
Spanish	373,419	1.53%	270,632	0.92%	345,391	43.70%	344,666	58%	367,517	29%
Portuguese	120,613	0.49%	131,204	0.5%	253,648	32.09%	136,533	23%	531,981	42%
English	20,600,733	84.35%	28,142,849	95.86%	188,979	23.91%	88,157	14%	353,318	28%
Other languages	3,328,831	13.63%	812,134	2.77%	2,286	0.30%	No info	5%	2,652	1%
Total	24,423,596	100%	29,356,819	100%	790,304	100%	593,738	100%	1,255,468	100%

A stack of books is shown at the bottom of the page. Above the books, various mathematical symbols and icons are floating in the air, including a plus sign, a zero, a question mark, a magnifying glass, a pencil, and a bar chart. The background is a blurred image of a bookshelf.

Language balance in journals

In Redalyc and SciELO (OLIVA Project) we found a total of 908,982 published documents with the participation of almost three million authors. If we consider only the articles, 43% are in Spanish, 32% are in Portuguese and 24% are in English.

It is interesting to note that the total number of articles in Spanish in these two regional databases adds up a total of 345,391 similar to the total number of articles in Spanish available in Scopus (373,419) and is frankly higher than the number of articles indexed in WoS (270,632).

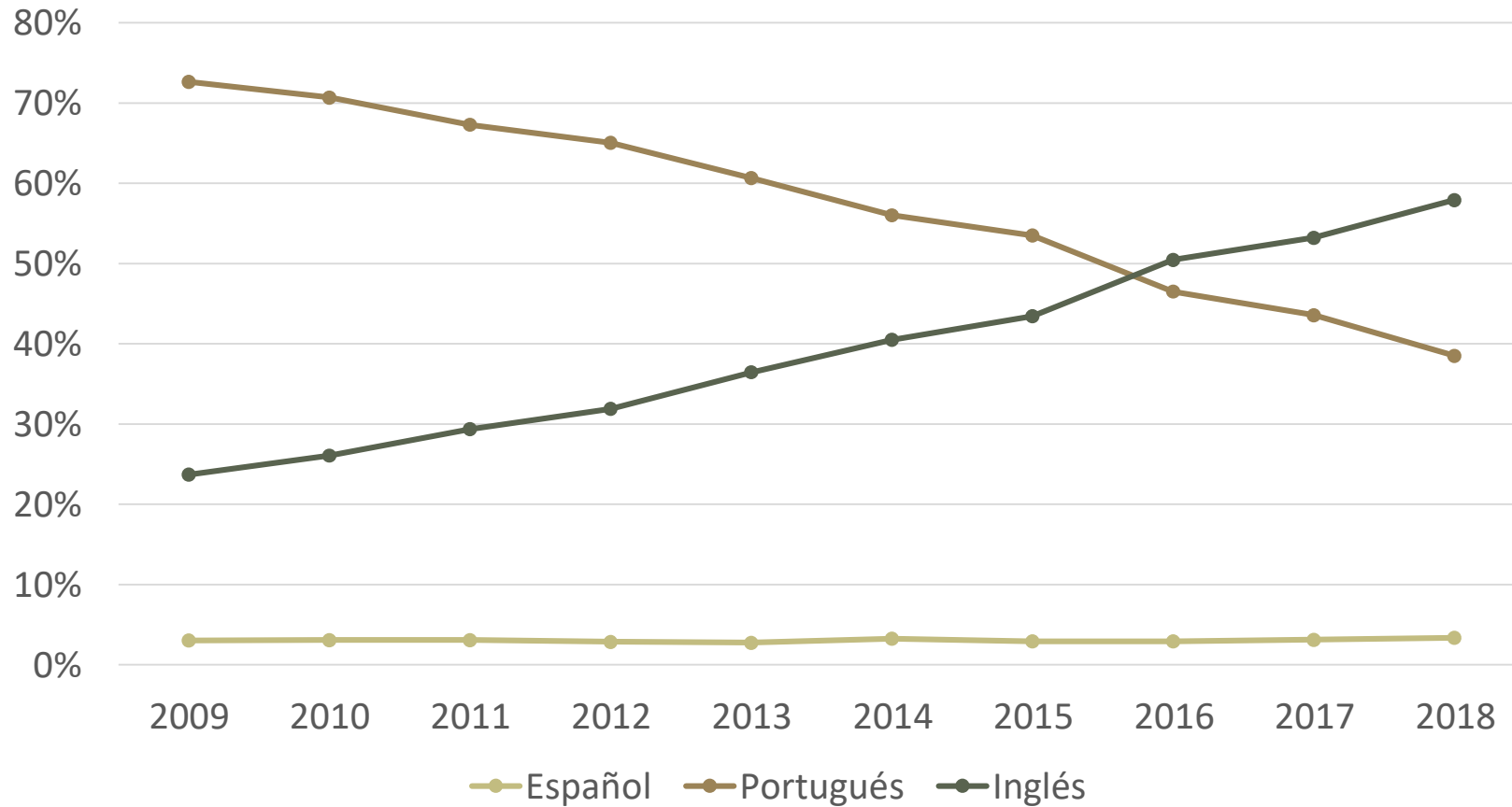
The case of Portuguese is even more striking due to the low incidence of this language in the mainstream circuit. Portuguese accounts for only 0.49% of the total in Scopus (120,613) and 0.45% in WoS (131,204). Scielo y Redalyc, on the other hand, double this production with 253,648 articles in Portuguese.

In Biblat, of the total of 713,265 documents with information in the original language, 593,738 are articles, of which 58% (344,666) are in Spanish, 23% (136,533) in Portuguese and only 14% (88,157) in English.

OLIVA. Total Articles by language (N=790.304).

Language	Articles [%]
Spanish	43,7%
Portuguese	32,09%
English	23,91%
French	0,2%
No data	0,12%
Total	100,0%

OLIVA. Evolution of articles in Brazilian journals by language, 2009-2018.



Actions needed to stimulate multilingualism and bibliodiversity



- Change the evaluation systems**, abolishing the impact factor as an evaluation criterion, promoting publication in quality journals indexed in Latin-America (regionalization is also internationalization).
- Open the discussion on national quality journals**, usually identified with endogamy.
- Promote translation policies** for simultaneous publication in several languages and to offer specific support to journals that migrated to English helping them to become multilingual journals.
- Public policies to provide financial support for DIAMOND university journals** published in Spanish and Portuguese and indexed in Latin-America.

◦ Thank you
Gracias

