

Mobilizing Whiteness: Race, Futurity and Globalization of Higher Education



11 December 2023

00:09:42.130 --> 00:10:08.290

CGHE Webinars: we are. Michigan State University, United States. We have interesting program. It's not only just to talk for other things as well. For about

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00:10:08.350 --> 00:10:29.720

CGHE Webinars: 2 h. Nice conversations, I suppose. Let me tell you a little bit about our research interest. I. Globalization of higher education, policy, temporality and devotion, higher education, cultural studies in higher education and D anti post colonial.

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00:10:29.840 --> 00:10:52.820

CGHE Webinars: Yes, in contacting both theoretical and theoretical research focuses on the role of transnational actors and processes such as international organizations, global in globalizing higher education policy, he has been rethinking the traditional objects of study and practices in higher education, such as temporality, pedagogy, and

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00:10:52.820 --> 00:11:10.399

CGHE Webinars: from global and non Western critical, indigenous perspectives. He's a proper leader for the online master's program of higher adult and lifelong education at Michigan State University. He's also a co-founder of Muslim studies

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00:11:10.510 --> 00:11:38.259

CGHE Webinars: she kind of Latino studies and center for advanced study of international development. We are really delighted to have this session title is Mobilizing Mobilization of Higher Education, based on the recent chapter. I think that was published, which I downloaded. So we can also download for free. Online.

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00:11:38.330 --> 00:11:52.130

CGHE Webinars: Yes, excellent online participants. I hope you hear us alright, and I will be on the chat as well. So I will be monitoring that, and you can come in at any time.

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00:11:52.870 --> 00:11:55.060

CGHE Webinars: We have opportunities to come in

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00:11:55.710 --> 00:12:19.650

CGHE Webinars: alright. Hello! And good afternoon. This is actually my first time ever to visit Oxford. And look how I brought the sun alright. I want to kind of give first. I wanna acknowledge Simon and Maya for inviting me and organizing this, and as well as I wanna acknowledge Chris and Alex for setting this up because I would have no clue what to do here.

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00:12:19.790 --> 00:12:42.449

CGHE Webinars: and thank you for taking the time to be here, and I get to meet some of my colleagues. Many of you probably have saw them virtually in a little box. And so it's nice to actually meet people in person. I just want to give you a quick sense of the agenda. If the keyboard works. Okay, it's not, is not moving.

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00:12:42.530 --> 00:12:51.429

CGHE Webinars: Alright. Let me okay. It's not moving. Sorry

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00:12:52.210 --> 00:13:00.220

CGHE Webinars: the key is not working for somebody just in this. The okay.

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00:13:03.050 --> 00:13:10.660

CGHE Webinars: okay, we've got the agenda. Okay, it's working. It's working alright. Alright. That was not my opening ritual. By the way.

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00:13:10.730 --> 00:13:32.469

CGHE Webinars: So usually, I like to do an embodied exercise. We're gonna do an opening ritual. I'm doing a very mini lecture. Then I'm gonna open up for some group work. And then we're gonna end up with a group discussion, just to give you a sense. And I like to finish with a closing ritual as Maya shared in her introduction. One of my areas work is actually on embodiment.

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00:13:32.620 --> 00:13:39.550

CGHE Webinars: and so embodied learning is very important for me. So I've asked, thanks to my colleagues for people to bring their jackets.

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00:13:39.760 --> 00:14:00.190

CGHE Webinars: And so I'm going to need about 4 or 5 volunteers who are willing to wear and take off their jackets. Can I have 4 or 5 volunteers, maybe 3 on this side? 2 in this side? Can I have some volunteers? Thank you. So we have 1, 2, 3, 4. Can I have some on that side, please? Okay, great. Can I have more

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00:14:00.270 --> 00:14:02.500

CGHE Webinars: any more on this site?

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00:14:03.650 --> 00:14:16.050

CGHE Webinars: Okay, thank you. So just let you know. You're just gonna be taking on and off your jackets. Alright. Alright. So first, please, just where could you please stand up?

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00:14:16.120 --> 00:14:22.390

CGHE Webinars: And yeah, you can take off your jackets for now. Alright, yeah, alright.

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00:14:22.500 --> 00:14:25.520

CGHE Webinars: Now, just just wear your jacket like you normally would.

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00:14:31.140 --> 00:14:33.930

CGHE Webinars: and please others. Just observe.

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00:14:36.490 --> 00:14:38.869

CGHE Webinars: shift. Thank you.

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00:14:39.920 --> 00:14:46.899

CGHE Webinars: Oh, hoodies! Good! Great alrighty! Can we have you take off your jackets?

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00:14:49.180 --> 00:14:53.479

CGHE Webinars: Just hold on to them. Don't need to put it back yet. Just hold on alright.

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00:14:55.670 --> 00:14:56.440

So

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00:14:56.830 --> 00:15:02.020

CGHE Webinars: all right this time I want you to wear the jacket, but this time be conscious of which hand you put in first.

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00:15:07.120 --> 00:15:10.119

CGHE Webinars: and keep conscious of which hand you put in first. Okay.

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00:15:15.070 --> 00:15:25.480

CGHE Webinars: okay, great. Please take off your jacket. You do want to put your hoodie on this time. You could take off your jackets again.

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00:15:33.080 --> 00:15:39.860

CGHE Webinars: Alright! Now I want you to wear your jacket with the other hat. The hand that you normally don't use

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00:15:43.600 --> 00:15:44.290

that

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00:15:48.780 --> 00:15:50.560

CGHE Webinars: it won't do.

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00:15:50.990 --> 00:15:52.060

CGHE Webinars: Okay.

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00:15:52.400 --> 00:16:01.050

CGHE Webinars: alright, thank you. You can take off your jackets one more time. We're gonna do something different this time. Let's see if you can pull this through. Okay.

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00:16:01.600 --> 00:16:03.250

CGHE Webinars: please take off your jackets.

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00:16:08.950 --> 00:16:12.059

CGHE Webinars: Now see if you can wear your jacket with 2 hats.

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00:16:14.900 --> 00:16:17.620

CGHE Webinars: Do what? 2 hands.

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00:16:17.780 --> 00:16:21.500

CGHE Webinars: 2 hats.

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00:16:23.090 --> 00:16:32.010

CGHE Webinars: Okay.

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00:16:32.520 --> 00:16:35.880

CGHE Webinars: I think that's it. Thank you so much.

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00:16:38.740 --> 00:16:47.779

CGHE Webinars: I can use that. So for those who are observing.

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00:16:47.970 --> 00:16:52.059

CGHE Webinars: Oh, okay, great.

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00:16:54.360 --> 00:17:01.370

CGHE Webinars: So this is not for those who are actually taking and wearing their jackets. What did you notice?

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00:17:01.660 --> 00:17:04.170

CGHE Webinars: As they were putting on and off their jackets?

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00:17:07.520 --> 00:17:10.019

CGHE Webinars: Confusion, confusion. When

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00:17:11.480 --> 00:17:17.189

CGHE Webinars: I think there are instructions.

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00:17:18.440 --> 00:17:36.169

CGHE Webinars: Okay, okay. So confusion, because they're not sure what's happening. So some kind of uncertainty.

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00:17:36.610 --> 00:17:39.739

CGHE Webinars: And then I think, like literature that said, What's like, will you be asking.

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00:17:40.790 --> 00:17:45.809

CGHE Webinars: yeah, okay, alright. Others.

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00:17:46.080 --> 00:17:48.100

Confusion, uncertainty.

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00:17:48.330 --> 00:17:49.060

CGHE Webinars: Yeah.

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00:17:49.760 --> 00:18:10.860

CGHE Webinars: yes.

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00:18:11.010 --> 00:18:22.149

CGHE Webinars: And then you said when it was trying to get with 2 hands, right? I'm just curious. Just from just raise your hands. How many actually use 2 hands to wear your jacket?

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00:18:25.130 --> 00:18:34.279

CGHE Webinars: But most of the people using here 1 one. Now. This is very interesting, because

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00:18:34.350 --> 00:18:36.670

CGHE Webinars: my daughter, when she was 2,

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00:18:36.710 --> 00:18:43.309

CGHE Webinars: she learned how to use 2 hats. She didn't learn how to use the first one. It's too complicated.

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00:18:43.500 --> 00:18:48.250

CGHE Webinars: So it's interesting as we grow up. It's easier for us coordinating ourselves with one hat.

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00:18:48.450 --> 00:18:54.249

CGHE Webinars: but she was taught in 2 years old that you throw the jacket at the bottom and lift it up and put it on

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00:18:54.510 --> 00:18:57.570

CGHE Webinars: other things. Anything else you've noticed?

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00:19:01.010 --> 00:19:10.839

CGHE Webinars: Yes, longer. Okay, so confusion difficult. So there's a temporal limit. Something is longer. Okay.

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00:19:14.250 --> 00:19:15.700

CGHE Webinars: Videos.

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00:19:19.630 --> 00:19:23.249

CGHE Webinars: yes. I think also hesitation, hesitation

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00:19:23.280 --> 00:19:25.730

CGHE Webinars: when when changing the

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00:19:31.110 --> 00:19:34.309

CGHE Webinars: I'll send it to

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00:19:35.260 --> 00:19:41.890

CGHE Webinars: okay. Thank you to the audience. Now for those who are actually doing it.

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00:19:42.620 --> 00:19:44.239

CGHE Webinars: What were your observations?

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00:19:46.710 --> 00:20:02.110

CGHE Webinars: You needed more space. Right? Okay, I like that. So in order to do something, you need some form of special configuration.

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00:20:02.270 --> 00:20:15.410

CGHE Webinars: Yeah, other people. Yeah, actually, I wasn't sure if people could pull it up. I was very impressed. Others, yes, like, even when you said to put it on the other end.

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00:20:15.640 --> 00:20:27.090

CGHE Webinars: Okay, okay. So there was something automatic. And so you had to kind of. okay, that's very interesting. So similar to that. But the routine.

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00:20:28.200 --> 00:20:28.960

CGHE Webinars: Thank you.

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00:20:29.280 --> 00:20:36.530

CGHE Webinars: Just thinking about the other way. Okay.

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00:20:36.670 --> 00:20:41.950

CGHE Webinars: And for those who are putting it on, were you aware that you're putting a hand in first excuse.

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00:20:43.200 --> 00:20:47.479

CGHE Webinars: we aware that you put your hands in first. I'm I'm not sure many of

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00:20:48.210 --> 00:20:48.890

no.

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00:20:49.070 --> 00:20:56.680

CGHE Webinars: you weren't even aware of it. Oh, yeah, yeah, that's an interesting exercise, too.

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00:20:56.790 --> 00:20:58.260

CGHE Webinars: Yeah. Yeah.

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00:21:27.620 --> 00:21:29.590

CGHE Webinars: But the material itself

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00:21:29.640 --> 00:21:48.920

CGHE Webinars: mediates. Right? So there's certain types of jackets. Maybe if it's wider. Okay?
Great. Okay, yes. Hi actually takes me a minute. Oh, no, it takes me a second. Think about when you
say change another hand. Because yes. So somehow, it's just

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00:21:49.360 --> 00:21:57.250

CGHE Webinars: brought to surface something that you normally usually just do right? So brought to
surface. Okay? Any other

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00:21:57.310 --> 00:21:59.440

CGHE Webinars: comments or observations?

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00:22:01.010 --> 00:22:17.270

CGHE Webinars: Yes. Hi, yes. So actually seeing others. Oh, interesting. Okay.

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00:22:17.790 --> 00:22:26.120

CGHE Webinars: okay. so there's something about a social aspect of this. 2. Okay.

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00:22:26.400 --> 00:22:27.360

possible?

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00:22:27.610 --> 00:22:43.790

CGHE Webinars: Alright, okay, very interesting. So there's some kind of social problems learning
going on any other comments or observations from this. Jack, if exercise. So you see, I thought this.
I don't even remember when I did this, but I didn't invest.

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00:22:44.770 --> 00:22:51.419

CGHE Webinars: and I forget for which class or was I the one except like I forgot. But I have done this exercise all over the world.

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00:22:51.750 --> 00:23:13.389

CGHE Webinars: It's fascinating. I did it in Japan, and it was very interesting how people responded. And so today I'm doing it at Oxford so hopefully, you will remember this if you don't remember anything else. From this lecture. But thank you again. I want to give a quick kind of, so I mean, I want you to keep those words in mind.

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00:23:13.700 --> 00:23:28.579

CGHE Webinars: Confusion, right? Difficult, something about alternatives. When you try to bring alternatives it becomes difficult. It becomes confusion right? It takes longer temporal elements, too. You need more space.

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00:23:28.710 --> 00:23:32.670

CGHE Webinars: I mean, that's very interesting. Time and space are very interconnect, right?

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00:23:32.850 --> 00:23:37.230

CGHE Webinars: There's a hesitation because it's not routine.

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00:23:38.530 --> 00:23:41.190

CGHE Webinars: And then you talked about the types of material

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00:23:41.700 --> 00:23:47.630

CGHE Webinars: can also mediate how you would wear just something as as casual as wearing a jacket.

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00:23:47.820 --> 00:24:05.129

CGHE Webinars: But there's also social aspect. I found that very fascinating, that it wasn't just an individualistic exercise. It's how you observed with each other that you did something and learn some. Okay? Very interesting. Okay, so you're wondering, what the hell does this have to do with this with this talk? Right?

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00:24:06.250 --> 00:24:09.240

CGHE Webinars: So I think it's really important

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00:24:09.440 --> 00:24:12.730

CGHE Webinars: to think about what orients us.

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00:24:14.160 --> 00:24:18.160

CGHE Webinars: Okay, what organizers? What does that mean? What.

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00:24:18.220 --> 00:24:21.609

CGHE Webinars: in other words, an orientation is where we start

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00:24:22.780 --> 00:24:26.669

CGHE Webinars: by starting from somewhere, we make something reachable

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00:24:27.080 --> 00:24:32.900

CGHE Webinars: right? So many of you probably were not aware. I mean, the jacket is reachable in so many ways.

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00:24:33.150 --> 00:24:39.599

CGHE Webinars: but you oriented yourself in a particular way, and you're unconscious. You've been doing this since childhood.

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00:24:39.670 --> 00:24:45.559

CGHE Webinars: right? You become unconscious of which hand you would put in. So there's an orientation.

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00:24:45.580 --> 00:24:48.469

CGHE Webinars: And what's so powerful about orientations

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00:24:48.590 --> 00:24:54.990

CGHE Webinars: is that it's so invisible until someone comes and ask you to do something different.

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00:24:55.330 --> 00:24:56.260

CGHE Webinars: Right?

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00:24:56.470 --> 00:25:10.769

CGHE Webinars: Okay? And so something about the embodiment is important. Another thing that's really to think about is, I could have told you these things right. I could have said, Oh, you know, if you wore a jacket if you change it. That would be a particular way of knowing.

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00:25:11.180 --> 00:25:16.749

CGHE Webinars: Okay. But I asked you to observe others, but actually to participate.

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00:25:16.810 --> 00:25:19.290

CGHE Webinars: So there's something about the body.

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00:25:19.910 --> 00:25:31.370

CGHE Webinars: That is also important when we think about orientations, bodies orient us in certain ways. So right now, for instance, I'm looking and looking towards, I can't see what's behind.

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00:25:31.800 --> 00:25:38.110

CGHE Webinars: So just like any orientation that helps us to focus on something, it also masks us.

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00:25:38.180 --> 00:25:54.960

CGHE Webinars: So, for instance, by you wearing the jacket with one way you have been obscured that you could wear the jacket with 2 hats like my daughter did 2 year old, right? I mean, I didn't even know until she did that like. Oh, my gosh, what a genius! Because, you know, when you're trying to teach little kids to wear a jacket, they struggle.

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00:25:55.520 --> 00:26:18.750

CGHE Webinars: And so in school, when they did, this was like, Oh, my God! And she felt so liberate! Right? So 2 hands is something we've been doing. But we've been socialized in certain ways for my daughter to now use one hand. Now, when we ask you to use 2 hands, it's like, Oh, my gosh, what is this? I become rocket science to some extent. Right? Okay, so this is what whiteness is all about.

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00:26:19.090 --> 00:26:23.580

CGHE Webinars: Okay, whiteness is a kind of orientation

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00:26:24.020 --> 00:26:33.309

CGHE Webinars: has become so invisible, it stands for the normal right. And so by whiteness. What we're referring to

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00:26:33.420 --> 00:26:38.420

CGHE Webinars: is a narrative, structural position. Rhetoric hopes.

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00:26:38.590 --> 00:26:46.030

CGHE Webinars: historic tropes and habits of perception that stands in the norm just like you putting your hand in

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00:26:46.410 --> 00:26:51.159

CGHE Webinars: right? Not really aware. But it's just so normal. It's around us.

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00:26:51.490 --> 00:26:55.449

CGHE Webinars: Whiteness is a state of knowing and being

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00:26:55.530 --> 00:26:59.750

CGHE Webinars: just like you. Putting your jacket in.

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00:27:00.360 --> 00:27:25.119

CGHE Webinars: It is a way of knowing and being, because you had to first Orient, and you probably didn't even know it. But your body knows it like like some of you were saying. It's so routine that your hand just follows where it needs to go. It's implicit. It's not explicit. It's implicit knowledge that you direct your body in a particular way. And then, when someone asks you, can you explicit that by telling you something else? Then it becomes explicit.

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00:27:25.120 --> 00:27:34.910

CGHE Webinars: So, in other words, it is an implicit form of knowing. That's why it's a way of knowing. But it's a being you actually do something with it. You're just not making sense of it.

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00:27:34.940 --> 00:27:42.030

CGHE Webinars: When you're wearing a jacket you're wearing it. It's not just, you know, through your implicit knowledge, but you're doing something. So it's a way of being

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00:27:42.210 --> 00:27:50.730

CGHE Webinars: and it is this way of knowing and being that creates a superstructure due to the historical coloniality of power.

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00:27:50.830 --> 00:28:05.149

CGHE Webinars: In other words, it is what creates what we have today. Racial capitalism. There is no capitalism. Without modernity there is no capitalism without race and racism.

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00:28:05.150 --> 00:28:25.189

CGHE Webinars: Right? That's the way the whole world has been globally structured, particularly in terms of the labor market, the stratification of labor, the use of labor. Okay? But also it's an orientation. In other words, when we're navigating just like your jacket, I mean, you can. You can replace the jacket with whatever you can replace it with success.

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00:28:25.600 --> 00:28:27.110

Credentials

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00:28:27.830 --> 00:28:37.859

CGHE Webinars: being global, just replace it. There are easy ways to get there because we've been oriented to that, and there are more difficult ways to

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00:28:38.050 --> 00:28:50.800

CGHE Webinars: to get so-called success, because success has been defined in particular ways. Okay? So whiteness is also something that orient environments for the benefit of certain people.

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00:28:50.860 --> 00:28:51.900

CGHE Webinars: Okay.

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00:28:52.250 --> 00:28:59.499

it's an unfinished business that is both structural as well as symbolic. And what do I mean by that.

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00:28:59.510 --> 00:29:26.280

CGHE Webinars: So whiteness is a structure that shapes, as I said, racial capitalism, institutional structures, nation, state legal policies, immigration, things like that. But more importantly, it is symbolic, it is symbolic in terms of what constitutes beauty. Aesthetics, what's fashionable, what stylus, what is prestigious? Okay, it shapes that. So it's got a symbolic dimension. And what's important as we're talking about whiteness

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00:29:26.290 --> 00:29:35.110

CGHE Webinars: is that race and racism is not uniform. It marks and changes globally, but it is a transnational force.

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00:29:35.460 --> 00:29:53.170

CGHE Webinars: And so what I'm talking about is coming from this particular paper that was published. I believe, in 2022 And what I'm going to talk about today is an extension of this work right? But you'll notice it says whiteness as futurity

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00:29:53.700 --> 00:30:05.169

CGHE Webinars: right? What is futurity? So futurity is a state of being whereby you're trying to know and be

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00:30:05.290 --> 00:30:08.270

CGHE Webinars: for an imagined time that is yet to come.

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00:30:08.660 --> 00:30:17.719

CGHE Webinars: So futureity is not about future, like some static thing. It's something you imagine. And it's the way you act with that imagination in mind.

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00:30:17.910 --> 00:30:28.239

CGHE Webinars: Right? So I mean, a great example is graduate. Employability is a discourse we use throughout. Right? What is employability? It's a temporal concept.

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00:30:28.900 --> 00:30:37.389

CGHE Webinars: right? Employability suggests. It is something that you imagine would give you some kind of job or the potential.

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00:30:37.540 --> 00:30:47.459

CGHE Webinars: You see, it's not about the present, it is about future right? So this is what I mean by future. So employability is a great example of futureity.

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00:30:48.060 --> 00:31:01.240

CGHE Webinars: because it's about invoking value, the yet to come in order to do whatever you do right. That's I mean, the whole higher education system itself is built on the notions of charity. Okay, so so this is

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00:31:01.240 --> 00:31:19.370

CGHE Webinars: so we're trying in this paper to interconnect. And the mouse is working and the keyboards working. It's been oriented towards me. Okay, so what's important is whenever we think of race and racism. Often time, race and racism gets conflated about the past.

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00:31:19.940 --> 00:31:39.770

CGHE Webinars: We always talk about race racism as if it's some kind of historical thing that's shaping what we're doing today, right? But in doing so, what does that do is that with that kind of historical trajectory, there is, then, an implicit assumption in it, that as we move in the future, as we move through time, race and racism will dissolve.

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00:31:40.140 --> 00:31:44.709

CGHE Webinars: it will no longer be there right? And so what

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00:31:44.720 --> 00:31:53.469

CGHE Webinars: witnesses futurities trying to do is to invoke the idea that the yet to come is actually colonized by whiteness.

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00:31:54.000 --> 00:32:02.980

CGHE Webinars: Okay, the yet to come is colonized by whiteness. And what do we mean by that? Whiteness shapes our future aspirations.

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00:32:03.040 --> 00:32:15.369

CGHE Webinars: Whenever we're looking for future, it's embedded in whiteness in terms of particularly when we're trying to accrue global subjectivity. And I'll talk a little bit about that in terms of examples, that all sure.

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00:32:15.830 --> 00:32:26.449

CGHE Webinars: because it becomes the way in which we wear the jacket for a future success right? In a particular way we also invest in it.

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00:32:27.230 --> 00:32:37.180

CGHE Webinars: Okay, we invest in it, because by wearing the jacket we will become superman, or whatever you want to be right. And here I'm talking about being global

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00:32:37.820 --> 00:32:49.159

CGHE Webinars: is wearing that jacket. So we invest in it. And the investment is not just material. What's important is it's also affective. In other words, there's emotional investments

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00:32:49.190 --> 00:33:05.699

CGHE Webinars: involved in it. Okay, so it's not just material putting money, putting time, things like that. There's an emotional investment. Hope is a very important one. Right gives you hope. I mean, it's tight to aspiration. But that investment that you do.

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00:33:05.800 --> 00:33:08.870

CGHE Webinars: and what's also important is that

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00:33:09.220 --> 00:33:21.799

CGHE Webinars: whiteness as futurity is also about. And this element is quite different. And I'm gonna spend a little bit of time talking about this more in the next slide is that it's malleable. In other words, it shapes, shifts

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00:33:22.690 --> 00:33:25.470

CGHE Webinars: across the world. It shapes this

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00:33:25.530 --> 00:33:29.400

CGHE Webinars: and reinforces local hierarchies. Okay.

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00:33:29.960 --> 00:33:46.009

CGHE Webinars: so this is based on Michelle Christian's work, which shapes the way we look at whiteness because oftentimes, when you look at questions of race racism in global higher Ed, the discussions tend to be within what I argue about methodological nationalism.

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00:33:46.010 --> 00:34:04.140

CGHE Webinars: In other words, we look at race racism in the context of within a bounded national container, like race racism in the us higher education, race and racism in UK. Higher education, particularly when it comes to race and racism towards international students, international faculty. That's where most of the discourses happen, and that's very important.

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00:34:04.330 --> 00:34:14.239

CGHE Webinars: But what we're trying to do is to show that race racism is actually a transnational phenomena. It's not just bounded in national containers.

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00:34:14.360 --> 00:34:26.249

CGHE Webinars: It transcends that and goes across these bounded, so-called bounded national containers. And in, in, in fact, these national containers reinforce

158

00:34:26.670 --> 00:34:33.170

CGHE Webinars: race and racism within as well as in response to larger

159

00:34:33.219 --> 00:34:42.549

CGHE Webinars: global forces of of whiteness. And and and the reason why I put this diagram there is because there are intensities of whiteness.

160

00:34:43.020 --> 00:34:48.289

CGHE Webinars: Okay? And so here on the top, you'll see that we call the whitest of the white

161

00:34:48.750 --> 00:34:52.800

CGHE Webinars: U.S.A. And the UK. Anglo America.

162

00:34:53.120 --> 00:35:10.600

CGHE Webinars: Okay? Then it's goes down to Western Europe, Australia. Then we go down and at the bottom is sub-sahara, Africa. Okay, just to kind of give you a sense of how the world is operating. And this is a historical

163

00:35:11.270 --> 00:35:14.010

CGHE Webinars: process. It just didn't happen like that.

164

00:35:14.140 --> 00:35:41.129

CGHE Webinars: Okay, but what's also important is when we think of whiteness in terms of nation states. We also have to think about within the how it reinforces local hierarchies. So, for instance, there's white Americans who have access to whiteness and privilege around the world that my African American brothers and sisters might not have you see what I mean. Alright same when you go to white European, white, Australian, white, South African. And now this is where it becomes interesting.

165

00:35:41.970 --> 00:35:46.399

CGHE Webinars: Whiteness is not just something where only predominantly white bodies reside.

166

00:35:46.730 --> 00:35:55.930

CGHE Webinars: It's all over the world. So if you're Han Chinese. which is very interesting, the word Chinese comes up but never hunt Chinese. We use Indian Chinese

167

00:35:56.500 --> 00:35:59.469

CGHE Webinars: nation-state categories that obscures

168

00:35:59.540 --> 00:36:10.459

CGHE Webinars: the dominant group that represents those nation states. And that's how those racial hierarchies get projected. So if you are Han, Chinese, white Brazilian, high caste, Indian

169

00:36:10.660 --> 00:36:13.289

CGHE Webinars: Havashas. Right

170

00:36:13.660 --> 00:36:25.390

CGHE Webinars: then you will have access. or easier to access whiteness because of the ways in which the local hierarchies have been constructed in response

171

00:36:25.680 --> 00:36:47.589

CGHE Webinars: to whiteness. Okay? And this is what many people have a trouble. They get the whole whiteness in Anglo America. But to understand whiteness operating in so called non Western contexts is important. That's what's powerful about the malleable nature of whiteness. It moves from this idea that it is a thing, but rather it's a process, and it's a process that doesn't have to have white bodies there.

172

00:36:48.230 --> 00:36:50.729

CGHE Webinars: because non-white bodies can reproduce it

173

00:36:52.020 --> 00:36:54.840

CGHE Webinars: by the inflection that they have

174

00:36:54.870 --> 00:37:08.159

CGHE Webinars: from local hierarchies. Now, what's so interesting is you might have white privilege as a Han Chinese in China, for instance. But then you move to us, America suddenly that so-called whiteness privilege is gone.

175

00:37:10.160 --> 00:37:16.769

CGHE Webinars: Okay. suddenly you might have access to credentials. Blah blah blah, and then you move

176

00:37:16.940 --> 00:37:27.500

CGHE Webinars: to another predominantly white region. Suddenly your accent comes in your racialized in particular ways. You will not. Even if you are an Asian American, the people will ask you, where are you from?

177

00:37:28.330 --> 00:37:29.410

CGHE Webinars: Okay.

178

00:37:29.700 --> 00:37:48.360

CGHE Webinars: so that's what's so interesting about the malleable nature of whiteness. It is not a constant as you shift, just like many of you talked about the spatial configuration as you shift your

spatial configurations, so does your privilege and your minoritized body relationships evoke itself. Right?

179

00:37:48.400 --> 00:37:57.099

CGHE Webinars: Okay? So you could be Nigerian in a particular way. And then you come to Uk is different. So there's different kinds of hierarchies.

180

00:37:57.350 --> 00:38:07.940

CGHE Webinars: Okay? And that's what I think is so interesting to think about. Whiteness is not just whiteness as just tied to bodies, but rather it's a structure and a symbolic

181

00:38:09.210 --> 00:38:12.600

CGHE Webinars: assemblage that shifts as you move

182

00:38:12.720 --> 00:38:14.930

CGHE Webinars: from place to place. Okay.

183

00:38:15.880 --> 00:38:30.389

CGHE Webinars: couple more things in this thing I wanna talk about. This is not just about individuals. When we talk about global field of whiteness. This is also about nation states institutions who are negotiating their own global racial positioning.

184

00:38:30.610 --> 00:38:31.830

CGHE Webinars: Okay?

185

00:38:31.860 --> 00:38:41.079

CGHE Webinars: And they try to deploy different forms of racial capital, such as symbolic, economic, cultural, social, and aesthetic. In order to go up

186

00:38:41.600 --> 00:38:45.130

CGHE Webinars: the so called racial hierarchy.

187

00:38:47.340 --> 00:38:55.949

CGHE Webinars: The global field of whiteness is refracted and inflected within national, national, local, racial

188

00:38:57.430 --> 00:39:01.550

CGHE Webinars: categories. So, for instance, I mean, I was in India

189

00:39:01.650 --> 00:39:03.270

CGHE Webinars: earlier in February.

190

00:39:03.460 --> 00:39:18.560

CGHE Webinars: and now, with the Hindu-two movement, particular categories are being privileged over others. The legal system is such that those who may come from from a say, Dalit background may not have the kind of security

191

00:39:18.750 --> 00:39:22.300

CGHE Webinars: that those who are coming from majority bodies. High caste Indians do

192

00:39:22.570 --> 00:39:31.330

CGHE Webinars: right? Okay, the same could be said about Eastern Europeans as they're trying to navigate. They're trying to move away from this so-called move towards more Western

193

00:39:31.940 --> 00:39:37.760

CGHE Webinars: in aesthetics and so forth, as they are trying to show themselves as different from the post-soviet.

194

00:39:37.920 --> 00:39:44.750

CGHE Webinars: Okay, so different bodies are trying to navigate whiteness in certain ways.

195

00:39:45.050 --> 00:39:58.180

CGHE Webinars: And as I said, this idea that you know whiteness is not something you just carry everywhere. It's morphs and changes. You might have white privilege in one place, you might not when you go somewhere else. Okay, alright.

196

00:39:59.470 --> 00:40:13.799

CGHE Webinars: So I want to. Again. I wanted to spend time on this particular concept. But people get the aspiration part. they get the investment part. The malleable part is where people get tricky, because then they say, Oh, what's going on with China and so forth. I'm like, wait, wait, wait a minute.

197

00:40:14.140 --> 00:40:16.970

CGHE Webinars: Right? Whiteness operates there, too.

198

00:40:17.750 --> 00:40:24.870

CGHE Webinars: Okay, so whiteness as malleability is an inherent characteristic of whiteness that makes its futureity possible.

199

00:40:25.590 --> 00:40:36.119

CGHE Webinars: Hamburgers go everywhere. You can make Tanguri, chicken hamburgers. You can make other types of Hamburger, but the hamburger is hamburger, and it came from the Germans.

200

00:40:37.120 --> 00:40:38.550

CGHE Webinars: Meat and potatoes

201

00:40:38.810 --> 00:40:43.550

CGHE Webinars: came to North America through the Germans. Right? It's a hamburger.

202

00:40:44.460 --> 00:40:46.980

CGHE Webinars: Okay? So

203

00:40:47.300 --> 00:40:52.040

CGHE Webinars: it's so important to think of white supremacy beyond purple bodies as a process.

204

00:40:52.180 --> 00:40:56.500

CGHE Webinars: But this is another important part that I don't think I talked about.

205

00:40:56.630 --> 00:41:03.500

CGHE Webinars: Why are we adopting whiteness? It's because it allows non-white bodies

206

00:41:03.720 --> 00:41:09.010

CGHE Webinars: to reach something to reach something. It makes things reach a boat.

207

00:41:10.160 --> 00:41:20.540

CGHE Webinars: And, as I said, the metaphor that I, what I was sharing earlier is the jacket. That jacket could be a credential. It could be money, it could be mobility. Whiteness

208

00:41:20.660 --> 00:41:21.960

CGHE Webinars: provides that

209

00:41:23.590 --> 00:41:25.090

CGHE Webinars: it provides

210

00:41:25.670 --> 00:41:32.089

CGHE Webinars: something resources within reach, and I will talk about that in the context of global higher education soon.

211

00:41:32.910 --> 00:41:36.930

CGHE Webinars: So while there are so-called hybrids produced.

212

00:41:37.740 --> 00:41:46.820

CGHE Webinars: you know. Oh, like, you know, we've got hamburger now with tinder chicken in there definitely. Chicken sandwiches right now, and Martha Spencer and all that stuff right? But sandwiches sandwich.

213

00:41:47.620 --> 00:41:54.719

CGHE Webinars: The beginning of that sandwich came from an orientation of abroad put something in between. I believe it's some kind of English.

214

00:41:54.760 --> 00:42:05.660

CGHE Webinars: some lord who was hungry. That's where Sanders came from. The Lord was hungry. And then this cook is like, okay, this guy's hungry. I need to do something. So you just put something on top of bread and give it to him.

215

00:42:06.330 --> 00:42:11.279

CGHE Webinars: That's where sandwiches, from what I understand came from. So it came from a particular place

216

00:42:12.350 --> 00:42:14.120

CGHE Webinars: right now it's everywhere.

217

00:42:14.400 --> 00:42:18.969

CGHE Webinars: but with the sandwich goes the white privileged with it.

218

00:42:19.170 --> 00:42:20.180

CGHE Webinars: Okay.

219

00:42:20.360 --> 00:42:27.259

CGHE Webinars: so while there are amalgamations, they still begin from that. Whatever

220

00:42:27.490 --> 00:42:29.500

CGHE Webinars: dominant hand you put in

221

00:42:30.670 --> 00:42:40.919

CGHE Webinars: that still Orient you and that's the power of whiteness. Okay, it's the orientation. It's where do I start? But where do I want to go?

222

00:42:41.740 --> 00:42:50.549

CGHE Webinars: You can mix whatever you want with that. But the starting point is so powerful. Another great example is, and in my work is on temporality.

223

00:42:50.600 --> 00:43:00.320

CGHE Webinars: And I'm writing a book right now on the relationship between race racism and time in global higher education. And guess what I'm going to. GMT. Greenwich.

224

00:43:01.230 --> 00:43:02.390

CGHE Webinars: Greenwich

225

00:43:03.320 --> 00:43:07.789

CGHE Webinars: is where the so-called world's 0 point of time comes from.

226

00:43:08.720 --> 00:43:12.069

CGHE Webinars: and it wasn't not even a British thing. The Americans is the ones who wanted it

227

00:43:12.180 --> 00:43:15.090

CGHE Webinars: right because they were having railroad

228

00:43:15.480 --> 00:43:23.660

CGHE Webinars: accidents, and that's where the time zones came from, so GMT is the orientation of the whole world like. In other words, that's so powerful.

229

00:43:24.890 --> 00:43:37.169

CGHE Webinars: Time begins in GMT and everything oriented towards that. Does that make sense? So whenever we're trying to synchronize ourselves like here with you on Zoom, what do we use? GMT. Time?

230

00:43:37.580 --> 00:43:42.469

CGHE Webinars: You see the power of that. That's again using a particular hand to wear a jacket.

231

00:43:42.780 --> 00:43:50.839

CGHE Webinars: Now let's start using the Chinese calendar New Year instead of the Gregorian calendar. Let's see how that messes up things. Right?

232

00:43:51.010 --> 00:44:02.620

CGHE Webinars: Okay? So the fact that we are starting it, you see what I mean by whiteness being an orientation. you start from where and then we synchronize ourselves according to that 0 point. Okay.

233

00:44:04.270 --> 00:44:26.949

CGHE Webinars: so what I'm gonna present today is, I kind of gave you a sense of the framework right? What I'm gonna present today is a chapter that just came out where we, instead of looking at the earlier article, was looking at the trend of the ways in which liberal education is going around the world and global university ranking. This is looking at more contemporary mobility trends

234

00:44:27.050 --> 00:44:46.079

CGHE Webinars: the mobility of imaginaries through popular culture, people, students, bodies moving. And, more importantly, the way resources are moving around the world. And we're using a whiteness. As for charity, and I don't want us to think whiteness. As for charity, as this general theory are deterministic.

235

00:44:46.370 --> 00:45:03.030

CGHE Webinars: it's meant to be a soft theory to help to explain, or a starting plane space to explain some of the app trends that are going on. Okay. So I have not lost all any of you by now. No, we're still oriented towards me. Okay, alright.

236

00:45:08.290 --> 00:45:12.550

CGHE Webinars: alright! This is one of my areas that I'd love.

237

00:45:13.780 --> 00:45:31.180

CGHE Webinars: I don't know how many courses have you taken to Oxford that teaches you how to analyze popular culture, you know. No, I mean, this is something I've been doing. And the reason I started looking at popular culture is because I see I teach in a graduate school what do you call postgraduate school? And I have to teach undergrads

238

00:45:31.260 --> 00:45:46.900

CGHE Webinars: in Msu and Michigan State, and I was having a hard time getting undergrads to pay attention to me suddenly when I started to bring Youtube and movies. And it was about diversity and higher. Ed, I started to show legally blonde and class.

239

00:45:47.220 --> 00:45:50.590

CGHE Webinars: Everyone was engaged. And I was like, Wow.

240

00:45:50.820 --> 00:46:00.900

CGHE Webinars: popular culture. Now, every single class, even if it's doctoral to master. They have to analyze some kind of popular culture. And the reason is, it is so powerful.

241

00:46:01.510 --> 00:46:08.800

CGHE Webinars: When I asked students, where did you learn about higher education. Where did you learn about the world? Guess where? They said they didn't say I got it from the University.

242

00:46:09.090 --> 00:46:23.460

CGHE Webinars: They learned from what they watched at home. Okay. they learned what they did about the world of other people. not from parents and families. It's the public pedagogy of popular culture.

243

00:46:23.610 --> 00:46:25.740

CGHE Webinars: right. And so

244

00:46:26.150 --> 00:46:32.919

CGHE Webinars: it's not surprising that much of the whiteness, privilege that is around higher education.

245

00:46:33.000 --> 00:46:39.759

CGHE Webinars: from popular culture. It mediates the way we see the world and our aspirations.

246

00:46:40.360 --> 00:46:43.539

CGHE Webinars: Okay, aspirations to go to particular places.

247

00:46:43.890 --> 00:46:53.219

CGHE Webinars: So I don't know how many people talk about when they come to Oxford. I don't know how many use the Harry Potter reference here. I know they do that in Glasgow, right?

248

00:46:53.320 --> 00:47:10.980

CGHE Webinars: So again, these are popular culture imaginaries that people are aspiring and moving towards that makes that familiar certain regions. So global media generates aspirations to go with. Now here, I'm not talking about Hollywood. I'm also talking about Bollywood. I'm also talking about Nollywood.

249

00:47:11.280 --> 00:47:23.010

CGHE Webinars: Right? I mean, I don't know how many people here watch Bollywood movies. You'll see how they again symbolize people increasingly who lived diasporas who live in the West

250

00:47:23.860 --> 00:47:26.389

CGHE Webinars: right or high credentials.

251

00:47:28.830 --> 00:47:38.250

CGHE Webinars: each the same with Hollywood. Right that that generates these aspirations of oh, you want to solve your precarity in your life and

252

00:47:38.290 --> 00:47:46.419

CGHE Webinars: family. Let's move there, right? That's what that does. So again, you see what I mean. Whiteness is not something with buddies.

253

00:47:47.120 --> 00:47:59.200

CGHE Webinars: It is something that is transmitted through the medias that we that we consume. and I love the word public pedagogy are people familiar with what the word public pedagogy means.

254

00:48:00.130 --> 00:48:06.210

CGHE Webinars: So you know, when we think in higher Ed, we think of higher education, teaching and learning as something happening here

255

00:48:06.430 --> 00:48:21.719

CGHE Webinars: in the classroom, we often think that's where teaching and learning is happening. Yes, now, universities have learning communities, spaces and so forth. But what we don't realize, and our children will tell you. This is, they learn more from television than the time they spend in schools.

256

00:48:22.220 --> 00:48:41.840

CGHE Webinars: That's a form of public headlines. In other words, the teachers are not necessarily inside the institutional containers. They are in what you're surfing on your cell phones and so forth. That's what public pedagogy is to move this idea, that teaching and learning doesn't happen in a particular space. It happens everywhere. And it happens in non formal environments.

257

00:48:41.840 --> 00:48:52.439

CGHE Webinars: Okay? And so that's why I think it's so important to think about public pedagogy now because of its public pedagogical role, it mediates cultural familiarity.

258

00:48:52.930 --> 00:48:58.290

CGHE Webinars: And what's interesting is now we're seeing some growing trends of what they call eastward movement.

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00:48:58.820 --> 00:49:18.870

CGHE Webinars: Right? So we people have been always talking about. Okay, you know, all these international students, they go to the west. So the global north, so forth. But now we're starting to see people going towards East Asia. Well, one of my colleagues arriving there, sit through, and Miami Shikawa wrote a wonderful piece about hospitality and Asia mobility. And they talk about the role of Hayu.

260

00:49:19.720 --> 00:49:22.760

CGHE Webinars: This is the K-pop culture

261

00:49:22.790 --> 00:49:27.279

CGHE Webinars: that is dominating that is, making people now want to move. K-pop.

262

00:49:27.850 --> 00:49:42.520

CGHE Webinars: manga. anime. Japanese. Chinese soap operas. In other words, by watching things you become more familiar. Okay, this is another reason why people are now moving. Students are moving eastward.

263

00:49:42.660 --> 00:49:45.240

CGHE Webinars: Okay? So

264

00:49:46.980 --> 00:49:56.090

CGHE Webinars: so that just shows again the malleable nature of whiteness that even now East Asia provides whiteness as something reachable.

265

00:49:57.920 --> 00:50:04.289

CGHE Webinars: Okay? And I'll talk a little bit about that. I mean, beyond just the media. Then you have institutions branding.

266

00:50:04.750 --> 00:50:14.360

CGHE Webinars: How do they brand? There have been studies on East Asian universities, how they again use white bodies in order to attract and symbolize that they're global.

267

00:50:15.970 --> 00:50:17.170

CGHE Webinars: Okay.

268

00:50:17.230 --> 00:50:30.849

CGHE Webinars: the the branding efforts even here and the global north towards the global south, that through English and so forth, you will have this kind of success. Right? So the branding efforts, the cultural familiarity. So

269

00:50:31.560 --> 00:50:42.989

CGHE Webinars: media projects the idea that the grammar of success is embedded in whiteness by attaching positive feelings and aspirations to certain regions

270

00:50:43.410 --> 00:50:50.209

CGHE Webinars: right well prepare, and the idea that you can solve your precarity by moving to those reaches. Okay.

271

00:50:50.220 --> 00:50:52.900

so that's very important for us to think about

272

00:50:52.910 --> 00:50:57.340

CGHE Webinars: is, you know, when, when those who have do not have the privilege to travel.

273

00:50:57.680 --> 00:51:08.200

CGHE Webinars: they think we're living, or some people think we live in the US. Or whoever milk and honey pouring right? There's these expression, though, that's been complicated now with Netflix and all that stuff. Right?

274

00:51:08.440 --> 00:51:11.540

CGHE Webinars: So I think it's really important to think about

275

00:51:12.390 --> 00:51:21.699

CGHE Webinars: higher education is not something that's mediated by institutions. There are other players, transnational actors. And that's why I talk about global media as a very important site

276

00:51:21.830 --> 00:51:30.059

CGHE Webinars: in which masses of people are making sense of higher education. And what I'm arguing is those imaginaries again help to

277

00:51:30.370 --> 00:51:31.950

CGHE Webinars: let me go back here

278

00:51:32.420 --> 00:51:36.010

CGHE Webinars: to show what's desirable and what's not.

279

00:51:36.860 --> 00:51:48.180

CGHE Webinars: I don't know how many movies have you seen about higher education in sub Sahar Africa? I'm just curious how many movies are up there about sub Saharan, Africa and college going life.

280

00:51:48.770 --> 00:51:51.879

CGHE Webinars: Okay? I mean, I'm just showing that to make it things

281

00:51:52.050 --> 00:51:55.080

CGHE Webinars: that make it dubious. Okay.

282

00:51:56.260 --> 00:52:23.259

CGHE Webinars: next, mobility of people. This is something that many of us are familiar with in terms of movements of bodies going to certain directions. To imp improve their employment opportunities, both locally. And and this is where we see the movement of the global South to the global north, particularly to the Anglo-wide regions. And the idea is that by getting those credentials, by going there, we can access global resources and subjectivity

283

00:52:23.520 --> 00:52:30.189

CGHE Webinars: which allows them to be mobile. So there's a difference between getting a degree from University of Daca versus Oxford

284

00:52:31.860 --> 00:52:50.699

CGHE Webinars: Oxford degree provide. You know the blue. Whatever is it blue? I think it's blue trending helps you be mobile in certain ways. Hence the aspiration and makes makes perfect sense. There's resource behind that. There's a reason why Harvard and I don't know if any of you read ebony and ivy.

285

00:52:50.980 --> 00:52:59.860

CGHE Webinars: Have anybody read Ebony Iv. By Chris Wilder, I mean, this is another thing. My American colleagues need to talk more about slavery was the reason why Harvard is where it is today.

286

00:53:01.850 --> 00:53:10.419

CGHE Webinars: Okay. Ebony Iv talks about the historical relationship between slavery and transnational transatlantic economy.

287

00:53:10.980 --> 00:53:19.649

CGHE Webinars: That privilege and allowed Harvard and all the so-called Yale and all these universities to be and have the endowments they have. They have resources

288

00:53:20.910 --> 00:53:23.319

CGHE Webinars: on the exploitation of black and brown bodies.

289

00:53:23.420 --> 00:53:28.380

CGHE Webinars: By the way, the first international students come to United States. Guess who they were?

290

00:53:28.620 --> 00:53:35.370

CGHE Webinars: Does anyone know who the first international students who came to the United States. Anyone? Wanna guess?

291

00:53:37.040 --> 00:53:37.810

CGHE Webinars: No.

292

00:53:40.130 --> 00:53:47.480

CGHE Webinars: So the first set of international students who came to the Us were slave owners, sons from the Caribbean.

293

00:53:49.050 --> 00:53:59.019

CGHE Webinars: and they were the the Us. Higher education folks were trying to convince the slave owners. Why are you sending your kids to UK. And Europe? We're nearby.

294

00:53:59.370 --> 00:54:00.730

CGHE Webinars: Send them to us.

295

00:54:00.860 --> 00:54:17.350

CGHE Webinars: and not only did they send those kids, they also sent the slaves with them, so in Harvard there were not just dormitories for the children, the sons there were also slave quarters, so that those sons would be taken care of.

296

00:54:18.100 --> 00:54:21.930

CGHE Webinars: Another history. We don't talk about Harvard's great today.

297

00:54:21.970 --> 00:54:36.330

CGHE Webinars: but this history again obscures the privilege, right? So global resources and subjectivity. I know I am going all over the tangent, but I'm here from the United States, and I. Sometimes we have these very rosy images of us higher education.

298

00:54:36.680 --> 00:54:54.099

CGHE Webinars: you know, and there are a lot of historical inequities that often people aren't talking about right now, what's interesting is now Asian. Our education has become this affordable whiteness. So as the mobility is moving towards East Asia in terms of Korea, Japan as well as China.

299

00:54:54.100 --> 00:55:10.819

CGHE Webinars: It also highlights how they they've been able to mimic whiteness, in other words, to project whiteness through their international crew. Recruitment of faculty through the internationalization initiatives. They've done through English, through through the kind of resources as well as collaboration, right? So, in other words.

300

00:55:10.890 --> 00:55:32.100

CGHE Webinars: whiteness becomes reachable in certain regions. The same thing. And I'm going to talk about helps like the Middle East has become a new hub to attract students because they have invested in whiteness, in certain ways that will attract students. Another way in which the mobility of people that privileges white whiteness is movement of faculty.

301

00:55:32.600 --> 00:55:41.230

CGHE Webinars: white faculty moving around the world globally right. But, more importantly, those who may not be white but have white credentials

302

00:55:41.820 --> 00:55:51.569

CGHE Webinars: can be recruited as superstars and so forth. Right now, what's interesting? Burford did this study on looking at global north faculty moving to Thailand.

303

00:55:52.170 --> 00:56:03.490

CGHE Webinars: So moving to the global north, certain places is exotic, it's freeing. But if you move to the global south. It was interesting how they were sharing narratives of stuckness.

304

00:56:04.600 --> 00:56:15.019

CGHE Webinars: Remember, I talked about emotional investments. So moving to the global north angle north means success. If you move to the global South as a faculty, you're considered a failure.

305

00:56:15.340 --> 00:56:17.720

CGHE Webinars: And that's what these narratives are talking about.

306

00:56:18.080 --> 00:56:24.840

CGHE Webinars: moving and studying or working in Thailand, for instance, right? So again.

307

00:56:24.920 --> 00:56:28.600

CGHE Webinars: that just highlights again, how certain regions

308

00:56:28.680 --> 00:56:40.079

CGHE Webinars: there are certain aspirations investments put, that if you do not reach that. You then evaluate yourself as being someone who's not successful. So you might wear the jacket with 2 hands.

309

00:56:41.510 --> 00:56:47.110

CGHE Webinars: but it may not accrue you the same feelings you would with wearing the what dominant hat. Okay.

310

00:56:47.910 --> 00:56:58.110

CGHE Webinars: mobility of resources. And this is where we talk about how countries around the world are investing in whiteness because they're anticipating something.

311

00:56:58.180 --> 00:57:06.909

CGHE Webinars: They're anticipating that they might lag behind. So we're here. We're talking about the Middle East in terms of the Middle East, for instance, they're concerned. I grew up in Kuwait

312

00:57:07.270 --> 00:57:13.629

CGHE Webinars: oil-rich country and Saudi Arabia, you've probably heard how they're shifting away from an oil

313

00:57:13.920 --> 00:57:25.050

CGHE Webinars: economy towards a more knowledge, economy. and they're trying to reach that through what? Through creating hubs of higher education throughout the Middle East.

314

00:57:25.660 --> 00:57:34.950

CGHE Webinars: in order to project their image as being a powerful knowledge economy player. Right? That's number one. But number 2. They're not doing that by getting universities from Nigeria

315

00:57:35.550 --> 00:57:47.710

CGHE Webinars: are partnering. They're getting it from the UK. America and particular universities to build their branch campuses there. And now this is the other thing that's interesting. UK. American universities love that

316

00:57:48.630 --> 00:58:07.389

CGHE Webinars: because then they can put their branch campuses there, which allows whiteness to be something that is accessible. But guess what? It's not the Us. Higher education and the UK universities paying all of it. It's the local players who are paying for these branch campuses to be erected. In other words.

317

00:58:07.400 --> 00:58:18.910

CGHE Webinars: local non-white regions are investing in having these branch compasses there, because one they want to curb the flow of students outside to keep them within. Right?

318

00:58:19.220 --> 00:58:43.169

CGHE Webinars: So the discourse around internationalization at home right? But 2. They're trying to attract the market of international students toward them. By arguing, you can get what you want, just like what I talked about. That's why I gave you the example of the Transla Atlantic slave owners, kids. There's a similar argument that's being made. Now, other global frontiers that you can send your kids to

319

00:58:43.230 --> 00:58:47.310

CGHE Webinars: cheaper close by, close to your family things like that, right?

320

00:58:47.330 --> 00:59:05.839

CGHE Webinars: But in order to do that, you are partnership in with particular types of institutions right? And then, finally, we see the resurgent of education. Hubs, hubs are happening in in Middle East, in Singapore, in certain regions where again, they're trying to create a knowledge city

321

00:59:06.890 --> 00:59:10.590

CGHE Webinars: again, to attract investments, attract people.

322

00:59:11.210 --> 00:59:17.340

CGHE Webinars: And again, this is where racial capitalism plays a role here in terms of

323

00:59:19.110 --> 00:59:24.840

CGHE Webinars: constructing spaces where whiteness can be consumable. Okay.

324

00:59:25.400 --> 00:59:28.159

CGHE Webinars: so with that, I'm going to end

325

00:59:28.930 --> 00:59:50.229

CGHE Webinars: I just wanted to give you a quick overview of how I mean. I don't know if anyone read this our chapter, but now it's going to be available. But you've been probably a been able to read our whiteness's fee charity piece on looking at global rankings as well as liberal education. But this is something that we see also, and you know

326

00:59:50.310 --> 01:00:12.809

CGHE Webinars: I would be interested in. How else you you see this manifesting? We could say same thing about scholarly production knowledge production many areas. That I'm not gonna go into. But I think what we're trying to S do here is this is not a paper that's going to give you Monday solutions like tomorrow. Next Monday we'll know how to fix up whiteness. Okay?

327

01:00:12.840 --> 01:00:24.900

CGHE Webinars: Because, as you saw how difficult it was just to put 2 hands into a jacket, you weren't even aware. Right? So I mean, just even cognitively thinking

328

01:00:25.010 --> 01:00:28.320

CGHE Webinars: that there is such a thing is even hard.

329

01:00:28.580 --> 01:00:43.299

CGHE Webinars: because most of the time when we think of whiteness. We just think of white bodies and being racist and saying racial slurs. That's what we think of whiteness or whatever right. But we're not thinking about a structure we're not thinking about. Epistemologically, we're not thinking about ontologically.

330

01:00:43.310 --> 01:00:48.029

CGHE Webinars: right? And so I think it's really important to see it in its complexity.

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01:00:48.340 --> 01:01:00.759

CGHE Webinars: And I think higher education and global higher. Ed gives us an objective analysis where we can see the assemblage and how it operates in similar and different ways. And so I think for us, it's really important

332

01:01:01.080 --> 01:01:06.029

CGHE Webinars: to think about racialization as not something that's bounded in a national container.

333

01:01:06.220 --> 01:01:15.879

CGHE Webinars: That that is is a transnational process number one, number 2, look at the future facing policies and practices. So when governments say, we want to be world class.

334

01:01:16.590 --> 01:01:21.610

CGHE Webinars: what do they mean by world class what is included in that

335

01:01:21.660 --> 01:01:33.559

CGHE Webinars: yet to come when you become world class. So, looking at those kinds of policies and practices, and also to look at complicity to whiteness because of the malleable nature

336

01:01:33.610 --> 01:01:46.129

CGHE Webinars: of whiteness. So with that, this is my mini lecture part done, and I am on time clock time. By the way, it's clock time. So I'm done with time. And so what I want to do is

337

01:01:46.140 --> 01:01:52.670

CGHE Webinars: give you about. Maybe you know I'm I'm going to ask you to stretch, because how much can our bodies take by just sitting? Come on.

338

01:01:52.820 --> 01:02:05.720

CGHE Webinars: maybe take a little, 2, 5 min break, and then we can come back. Is that okay? And then we do silent reflection, because I also need to drink some water, too. All right. So maybe walk around round, and then we'll come back. Okay, 5 min.

339

01:02:38.440 --> 01:03:02.309

CGHE Webinars: No, no, this is good. Thank you so much, man. I hope this was useful.

340

01:03:26.800 --> 01:03:54.440

Good, for you know 40 min

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01:06:37.240 --> 01:07:02.120

like in us.

342

01:07:02.120 --> 01:07:25.920

I was complaining.

343

01:11:06.270 --> 01:11:29.700

CGHE Webinars: Thank you.

344

01:11:54.240 --> 01:12:23.409

CGHE Webinars: Alright. So you had some embodied action going on right moving around, stretching a little bit, eating fantastic alright. So what I'm gonna do is kind of do a more like a meditative practice. Now. So you have I'm going to count you off

345

01:12:23.410 --> 01:12:41.819

CGHE Webinars: to 3 groups. Okay? And the 3 groups are for you to first do silent reflection, and then maybe get together and share your responses. And I'm assuming the the professors and the other are also going to be involved. So Simon will start with you as being 1, 2,

346

01:12:42.630 --> 01:12:48.569

CGHE Webinars: 3, one, we're gonna have to be. So. One. Okay.

347

01:12:49.860 --> 01:12:53.730

CGHE Webinars: 2, 2, me, one.

348

01:12:54.630 --> 01:12:55.300

thanks.

349

01:12:56.460 --> 01:12:57.790

CGHE Webinars: 3,

350

01:13:02.970 --> 01:13:07.199

CGHE Webinars: 3, 3, 3. That's alright. One.

351

01:13:07.330 --> 01:13:08.240

CGHE Webinars: thanks.

352

01:13:08.340 --> 01:13:12.400

CGHE Webinars: 1, one.

353

01:13:12.560 --> 01:13:13.380

CGHE Webinars: 2,

354

01:13:13.500 --> 01:13:15.270

CGHE Webinars: 3, one.

355

01:13:19.370 --> 01:13:25.690

CGHE Webinars: Okay, so group one. Whoever has been numbered one. You're gonna answer the first question.

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01:13:26.410 --> 01:13:35.369

CGHE Webinars: Group 2, you're gonna answer the second question and Group 3, you're gonna answer the third question. So I'm gonna put a timer on for 5 min

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01:13:35.380 --> 01:13:51.240

CGHE Webinars: in silence. Notebook in your head, whatever it is, just individually, not in your groups right now, just individually, it's a very pet peeve of mine with teaching, people need alone. Time, then get together.

358

01:14:00.660 --> 01:14:01.400

CGHE Webinars: thank you.

359

01:14:19.000 --> 01:14:19.670

CGHE Webinars: okay.

360

01:17:50.450 --> 01:18:03.899

CGHE Webinars: we have a minute left.

361

01:18:46.760 --> 01:18:47.530

scotch.

362

01:18:52.060 --> 01:18:53.970

CGHE Webinars: same person.

363

01:19:01.170 --> 01:19:06.700

CGHE Webinars: okay, so group ones come to this corner. Okay?

364

01:19:07.170 --> 01:19:33.139

CGHE Webinars: And if you have to just turn around the table assuming you can move the chairs around as a circle. Oxford allows that. Yes. Okay. Group 20, yeah, please. And group 2 here, alright and group 3, maybe at the back corner. Group 3. So let's have group one here, 2 here.

365

01:19:33.560 --> 01:19:38.979

CGHE Webinars: Thank you.

366

01:20:21.600 --> 01:20:26.509

CGHE Webinars: Yeah. Yeah.

367

01:20:34.010 --> 01:21:01.350

CGHE Webinars: And all I'm asking you to do is quickly share, because a lot of people share and notice any similarities or different. Okay? And by the way, you have about 20 min.

368

01:21:01.710 --> 01:21:11.730

CGHE Webinars: so have you all have the chance to reflect a bit of how your personal experience is present with the

369

01:21:11.750 --> 01:21:36.259

CGHE Webinars: no, no, no, not from the racial perspective, but in my country and the regions around it.

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01:21:36.260 --> 01:21:45.329

CGHE Webinars: I have seen the practice Martin dancing in the communities where the minorities, especially the religious minorities.

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01:21:45.330 --> 01:22:02.199

CGHE Webinars: they have this tendency to migrate from from from one country to another where they can find, like their people. Who you know, who are from the same religion. Who, you know, leave, you know, you know, leave

372

01:22:02.220 --> 01:22:26.430

CGHE Webinars: in a majority of number. So what happened is that that there was like after after independence from Bangladesh, I think, after 71 it has been a there has been a culture of ofundancy that people who are religiously minority. They have. They tend to migrate to India just to feel that, you know. Okay, we are, we actually belong to a majority group. And

373

01:22:26.430 --> 01:22:49.009

CGHE Webinars: and so that we can access to other privileges. And you know, social privileges and economic privileges that that the majority people get. So there's a tendency that I have I have come across, especially in my region and in in my country. And also this only question that that was asked is that He

374

01:22:49.010 --> 01:23:02.279

CGHE Webinars: problem of framing whiteness. I think whiteness. If you just, if you just look at the racial perspectives of not a whiteness or or or, you know, blackness or particular. But I think that

375

01:23:02.280 --> 01:23:27.250

CGHE Webinars: just you know, if you just go beyond the ratio perspective. I think there's a little limitation of identifying racial ideologies as well, because you can find whiteness. You know. Black men, too, you know brown women, too, because sometimes what happens is that when they try to fitting in a certain community or

376

01:23:27.250 --> 01:23:51.510

CGHE Webinars: certain society, sometimes they actually adapt to the adapt to the, you know, popular culture, or adapt to the popular whiteness in this, in themselves, and sometimes what happens is that they, you know they? They tried to think, think about like, okay, if we have to fit in in this, in this society, we have to think about, think like, think like the white people, or think like the people who are

377

01:23:51.550 --> 01:24:00.339

CGHE Webinars: who are in majority. Now. So yeah.

378

01:24:23.500 --> 01:24:40.730

CGHE Webinars: and also that what research is

379

01:24:40.770 --> 01:24:51.889

CGHE Webinars: around the world

380

01:26:28.860 --> 01:26:48.450

CGHE Webinars: a lot of things, really. Well, I think one of the things to explain this

381

01:26:48.450 --> 01:27:12.000

CGHE Webinars: us, the Uk and

382

01:27:29.160 --> 01:27:53.839

CGHE Webinars: and

383

01:27:53.840 --> 01:28:03.590

CGHE Webinars: mobility.

384

01:28:03.820 --> 01:28:28.479

CGHE Webinars: And then I suppose the other thing, so that intellectual explanation always struck me is really convincing. But the other thing is, and and and and and it's it's so easy for us to do that kind of work. You know you're on

385

01:28:28.480 --> 01:28:40.070

CGHE Webinars: and then we're available commodity, you know why people are like join to us and link to us. And now sort of and that

386

01:28:40.070 --> 01:29:04.100

CGHE Webinars: experiences I guess that you've got to be able to do that. And the fact that I was married to someone who was.

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01:29:28.500 --> 01:29:41.250

CGHE Webinars: we have multi polarity in terms of political economy. I mean, China is very important, economically, politically. It is arising. Iran.

388

01:29:41.250 --> 01:30:06.130

CGHE Webinars: Indonesia

389

01:30:06.130 --> 01:30:31.019

CGHE Webinars: and doesn't seem to change very much.

390

01:30:31.020 --> 01:30:54.369

CGHE Webinars: And how do you do you do you do you have to do? You have to do. You have to do. You have to do you have to do? You have to do, you have to do, you have to do you have to do you have to do you have to do, you have to do. You have to do it.

391

01:30:54.400 --> 01:30:55.999

How do we break this down?

392

01:30:56.110 --> 01:30:59.589

CGHE Webinars: I think this is very, very difficult problem.

393

01:34:10.410 --> 01:34:28.359

CGHE Webinars: There is no other option. Where should I go?

394

01:34:28.360 --> 01:34:52.909

CGHE Webinars: There are no information available.

395

01:35:26.190 --> 01:35:50.930

CGHE Webinars: Collaboration, even though received a lot of information.

396

01:36:40.210 --> 01:37:04.869

CGHE Webinars: Curriculum also set up in a form that actually resonates the British curricula. We have also English medium schools and and and also the private universities who actually follow the British curricula. So also the thing is when the general education system has been emerging in Bangladesh, we tried to, you know, send our students to the To to get hired.

397

01:37:04.870 --> 01:37:13.940

and also the people who are, you know, who are in the government service just to understand what is happening in in the modern modern West.

398

01:37:13.940 --> 01:37:38.850

CGHE Webinars: We are, you know. The government is now promoting. Government is now giving funding and scholarships to send their officials to get knowledge from here too, and just to inject them in in our country, in Bangladesh, in that society. So yeah, this training is also happening because we know that maybe we have. We don't have any other options, otherwise

399

01:37:38.850 --> 01:38:03.350

CGHE Webinars: Canada.

400

01:38:50.890 --> 01:39:14.860

CGHE Webinars: Only real option like that came from social perspective, to go up, if it was possible, where you go from a well respected university in the Us.

401

01:43:02.830 --> 01:43:26.830

CGHE Webinars: Acknowledging.

402

01:43:26.830 --> 01:43:51.430

CGHE Webinars: okay, folks, I know we can be here forever. But I can be here forever.

403

01:43:51.430 --> 01:43:58.940

CGHE Webinars: 7 year.

404

01:44:23.870 --> 01:44:38.049

CGHE Webinars: Okay, so this is group one, right, I forgot which year this group was alright. So let's start with. Group One. What are some of the teams that emerge in terms of

405

01:44:38.050 --> 01:44:53.619

CGHE Webinars: experience, resonance as well as it's limitations as a frame. So let's start with experience. And then limitation. Okay? And I know we can go on forever. But let's just start with like 2 or 3 points, and then we can go from there.

406

01:44:54.240 --> 01:44:59.250

CGHE Webinars: Alright. Experience.

407

01:44:59.370 --> 01:45:03.120

CGHE Webinars: How does it resonate anyone

408

01:45:19.030 --> 01:45:27.760

CGHE Webinars: as well as what we're stuck? Does that make sense? Yes, what? And why we stay perfect.

409

01:45:28.210 --> 01:45:29.700

CGHE Webinars: Okay.

410

01:45:29.840 --> 01:45:36.180

CGHE Webinars: alright. Anything else. So we talked about where? So where you're gonna go right

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01:45:36.210 --> 01:45:56.259

CGHE Webinars: and what you study. And while you study, okay, perfect anything else from experiences? Yes. So again, the question of

412

01:45:56.350 --> 01:46:18.050

CGHE Webinars: what constitutes valid knowledge. Right? So we talked about what and why. But that's also tied to knowledge production. What? Okay? Alright. So citations. Anything else. I used to be a language teacher. Whiteness in the field of teaching English as a second language.

413

01:46:18.090 --> 01:46:32.599

CGHE Webinars: holding this native speaker expert what counts as expert knowledge, expert language, things like, okay.

414

01:46:32.730 --> 01:46:37.000

CGHE Webinars: are we good with the experiences? Yes, limitations.

415

01:46:37.400 --> 01:46:39.359

CGHE Webinars: limitations of the spring.

416

01:46:39.600 --> 01:46:56.170

CGHE Webinars: Maybe we could frame on this additions we wanted to. That's very kind.

417

01:46:56.230 --> 01:47:07.669

CGHE Webinars: That is such an acid base of looking at things. Oh, just like we don't have to subtract from what do you mean like

418

01:47:07.670 --> 01:47:31.850

CGHE Webinars: as another? Another equally powerful framework, like the imaginary mobility being a good Christian versus bad Christian. What's a good Muslim

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01:47:31.850 --> 01:47:40.669

CGHE Webinars: to show that, and demonstrate the kind of lifestyle choices you have to demonstrate. Actually, we have a colleague Edwards.

420

01:47:40.860 --> 01:47:46.729

CGHE Webinars: who's looking at the relationship between Christian privilege being propagated to globalization

421

01:47:47.090 --> 01:48:11.310

CGHE Webinars: right? And one cannot ignore whiteness with Christianity ideologies that you have in your mind, maybe very clear. We're not talking about whiteness.

422

01:48:11.490 --> 01:48:20.449

CGHE Webinars: Okay, it is a set of assumptions. It's a setup orientation. But I hear you that in terms of racial ideologies can morph in different ways. Okay.

423

01:48:20.700 --> 01:48:32.410

CGHE Webinars: are we good with Group one, or is there? Okay? Alright, yes, yes. I mean, I mean class I mean a lot of these things is is is very much in tackle

424

01:48:32.520 --> 01:48:35.860

CGHE Webinars: right? Because when we talk about whiteness

425

01:48:35.990 --> 01:48:40.739

CGHE Webinars: and anytime we're talking about political economy class is a big part of it.

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01:48:40.860 --> 01:48:45.640

CGHE Webinars: Because when you look at the stratification of labor throughout the world.

427

01:48:45.810 --> 01:48:51.360

CGHE Webinars: it is a very much a class orientation that's racialized. Okay? But yeah, absolutely

428

01:48:51.410 --> 01:49:09.420

CGHE Webinars: so. The generational ideology class anything else from this, and maybe also intersectionality

429

01:49:09.450 --> 01:49:12.539

CGHE Webinars: imaginaries of the future. How it shapes our life

430

01:49:12.650 --> 01:49:32.650

CGHE Webinars: present, if we're thinking there's no alternative future. Then we're scripting a feature towards the whiteness. And

431

01:49:33.260 --> 01:49:38.289

CGHE Webinars: okay, imaginary versus imagination. Okay, are we good with this group?

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01:49:38.740 --> 01:49:40.640

CGHE Webinars: Good alright goof. 2.

433

01:49:41.580 --> 01:49:51.820

CGHE Webinars: How else does it manifest that we didn't discuss right? And what are its constraints? So what examples do you have? And how is it constrained? Let's go

434

01:50:14.410 --> 01:50:28.939

CGHE Webinars: and then we spoke about syllabi.

435

01:50:29.200 --> 01:50:32.119

CGHE Webinars: Certain methods are said in.

436

01:50:56.810 --> 01:51:09.449

CGHE Webinars: and then we spoke of and I think the I think the last

437

01:51:10.170 --> 01:51:23.769

CGHE Webinars: or disparities in Southern institutions. If if faculty from the north, going to into the South of paying prestige, and so on.

438

01:51:25.790 --> 01:51:28.609

CGHE Webinars: So that's

439

01:51:28.770 --> 01:51:33.369

CGHE Webinars: how it manifests. What are its constraints?

440

01:51:34.310 --> 01:51:36.950

CGHE Webinars: Another constraints were.

441

01:51:38.110 --> 01:51:58.559

CGHE Webinars: Why, we're seeing reducing everything for whiteness.

442

01:51:58.590 --> 01:52:12.689

CGHE Webinars: Could this lens of looking at things take away agency from people. and then we spoke of groupings in this sense.

443

01:52:12.850 --> 01:52:15.460

CGHE Webinars: That could

444

01:52:15.790 --> 01:52:23.730

CGHE Webinars: some work as a constraint. In ethical agency again, and sort of push people to.

445

01:52:24.400 --> 01:52:26.880

CGHE Webinars: Hi, I'll whatever

446

01:52:26.910 --> 01:52:37.080

CGHE Webinars: way could go to try and respond to that. The global south institutions being constrained from including their profiles, because

447

01:52:37.170 --> 01:52:39.939

CGHE Webinars: it will not institution without question

448

01:52:40.260 --> 01:52:41.520

CGHE Webinars: creating it

449

01:52:41.610 --> 01:52:47.119

CGHE Webinars: startup writing, teaching, and learning.

450

01:52:47.370 --> 01:52:51.259

CGHE Webinars: that's sometimes or not sometimes always is.

451

01:52:52.180 --> 01:53:04.589

CGHE Webinars: We also talked about imaginary message imagination, how it might be sort of difficult to

452

01:53:04.920 --> 01:53:20.810

CGHE Webinars: negotiate those 2, and the fact that sometimes resistance to whiteness meaning, for example, make an example of some faculty and scholars in Latin America

453

01:53:20.900 --> 01:53:30.909

CGHE Webinars: engaging with in English, and how that also can sort of create the position where we are not even.

454

01:53:31.000 --> 01:53:37.850

CGHE Webinars: There's no compensation team because of that resistance. And I think one of the

455

01:53:38.690 --> 01:53:40.979

CGHE Webinars: oh, I didn't know I was

456

01:53:42.170 --> 01:53:45.449

CGHE Webinars: It's easy looking at all of this to be very pessimistic.

457

01:53:45.850 --> 01:53:54.569

CGHE Webinars: but to look at Oxford now this is, and that things can change, and people can impact institutions.

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01:53:54.770 --> 01:53:58.900

CGHE Webinars: But I think one of the most powerful things I was thinking was that whiteness elusive.

459

01:53:58.970 --> 01:54:03.029

CGHE Webinars: And so that is sort of, I think, the biggest question that

460

01:54:04.460 --> 01:54:13.110

CGHE Webinars: institutions people can continue to try and get to it. But it is elusive. And we'll continue to try and

461

01:54:14.040 --> 01:54:17.019

CGHE Webinars: and and get to it. And then.

462

01:54:17.110 --> 01:54:31.609

CGHE Webinars: okay, okay.

463

01:54:31.630 --> 01:54:37.379

CGHE Webinars: future research. Okay, thank you. Thank you. Both. Team one and team 2,

464

01:54:37.420 --> 01:54:47.230

CGHE Webinars: team 3, please. And you're our hope. Yes, go ahead

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01:54:47.500 --> 01:54:54.050

CGHE Webinars: because

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01:54:54.060 --> 01:54:57.720

CGHE Webinars: but when we came to was the first

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01:54:58.080 --> 01:55:15.050

CGHE Webinars: everyone's recognition of what whiteness is. And how do we like inform perspective on that? Because we can talk representation?

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01:55:15.980 --> 01:55:17.719

CGHE Webinars: how do we kind of

469

01:55:17.890 --> 01:55:20.320

CGHE Webinars: recognize whiteness?

470

01:55:21.070 --> 01:55:25.100

CGHE Webinars: That's something that needs to be minimized, resisted, or passive.

471

01:55:25.230 --> 01:55:26.720

CGHE Webinars: Hmm.

472

01:55:26.890 --> 01:55:37.369

CGHE Webinars: We talked a little bit about kind of personal self-actualization, self-deflection.

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01:55:37.420 --> 01:55:42.470

CGHE Webinars: upon that kind of recognition, and how that can

474

01:55:42.600 --> 01:55:46.029

CGHE Webinars: through to reflection, to reprioritizing.

475

01:55:46.240 --> 01:55:51.140

CGHE Webinars: based off, change your own mindset.

476

01:55:52.660 --> 01:56:02.509

CGHE Webinars: We talked about a little bit about the power of which and how it's very difficult to divorce

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01:56:02.730 --> 01:56:10.539

CGHE Webinars: political power and historical kind of momentum.

478

01:56:12.070 --> 01:56:19.710

CGHE Webinars: that kind of underlying base of racial capitalism, and how it's kind of embedded in, how our

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01:56:20.050 --> 01:56:29.739

CGHE Webinars: society operates, and how? Because, like this is shifting our centers towards East Asia

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01:56:29.860 --> 01:56:35.190

CGHE Webinars: will like this, become something different in my platform.

481

01:56:35.330 --> 01:56:44.060

CGHE Webinars: How does whiteness transform in terms of like solutions? We talked about like

482

01:56:44.210 --> 01:56:45.570

CGHE Webinars: things such as like

483

01:56:46.170 --> 01:56:50.550

CGHE Webinars: presentation, of course, whether that be a media in higher education

484

01:56:50.670 --> 01:56:55.799

CGHE Webinars: through curriculum and

485

01:56:55.970 --> 01:57:01.299

CGHE Webinars: perhaps, like the value structures which kind of uphold aspects of witness live.

486

01:57:01.310 --> 01:57:05.300

CGHE Webinars: What about institutional ranking? And how

487

01:57:05.560 --> 01:57:09.010

CGHE Webinars: in this education.

488

01:57:09.870 --> 01:57:15.119

CGHE Webinars: knowledge, economy. before I know people ranking is

489

01:57:15.310 --> 01:57:21.350

CGHE Webinars: very much and racial capitalism. And

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01:57:21.410 --> 01:57:25.650

CGHE Webinars: if you kind of

491

01:57:26.110 --> 01:57:27.910

CGHE Webinars: essentially D platform.

492

01:57:28.060 --> 01:57:30.350

CGHE Webinars: that method of.

493

01:57:35.790 --> 01:57:38.750

CGHE Webinars: and then I think, questions a lot more like

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01:57:38.980 --> 01:57:44.209

CGHE Webinars: language of research, of knowledge, and how each foundation and

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01:57:46.880 --> 01:57:49.430

one of those things which

496

01:57:49.740 --> 01:57:57.340

CGHE Webinars: calls when is the country I don't know. No, we discussed too much about how to use. This

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01:57:57.420 --> 01:58:00.539

CGHE Webinars: is, we will need to talk about what protects the meeting

498

01:58:00.660 --> 01:58:02.480

CGHE Webinars: language and new, integral.

499

01:58:03.290 --> 01:58:04.560

sure. And

500

01:58:05.090 --> 01:58:06.520

CGHE Webinars: wow!

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01:58:06.670 --> 01:58:11.120

CGHE Webinars: My goodness, look at all that. It's a lot

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01:58:15.150 --> 01:58:17.880

CGHE Webinars: What's interesting is, there's so much similarities.

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01:58:19.300 --> 01:58:28.919

CGHE Webinars: right? I'm just curious, like, you know, and you know you you have brought. I'm just opening up a discussion. You don't have to talk to me. You can talk to each other now right is.

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01:58:29.630 --> 01:58:34.929

CGHE Webinars: you've answered the questions. It's in front of you in terms of one.

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01:58:35.310 --> 01:58:37.720

CGHE Webinars: How else it manifests right?

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01:58:37.820 --> 01:58:41.400

CGHE Webinars: How mouth is in your everyday life.

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01:58:41.750 --> 01:58:46.930

CGHE Webinars: What are its limitations? Right that we could add to?

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01:58:47.140 --> 01:58:50.779

CGHE Webinars: We talked about what else it manifests

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01:58:51.220 --> 01:59:03.740

CGHE Webinars: right and the constraints that it provides. And then, finally, we talked about how else we could maybe try to transcend. but also the challenges in doing so. Right? So

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01:59:03.900 --> 01:59:08.020

CGHE Webinars: questions comments to each other as well as what you have on the board.

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01:59:11.830 --> 01:59:17.979

CGHE Webinars: Maybe maybe one question. If you are still here, would you like to come in?

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01:59:20.270 --> 01:59:21.200

Aliya Khalid: The

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01:59:21.880 --> 01:59:27.450

Aliya Khalid: yes, thank you. Just a lot of the things that have already been said

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01:59:27.450 --> 01:59:52.280

Aliya Khalid: have addressed that. Just thank you so much for your talk, and your paper was is really inspiring, and I think the temporality and the way that you make us think about the futurity of oppression is actually very valuable. I had a bit of a question, and I completely understand that you approach this from a very decolonial kind of lens. So my question was, and it's quite interesting that as you talk about futurity. You also talk about

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01:59:52.280 --> 02:00:18.289

Aliya Khalid: aspirations. And that has been my personal experience as well working with, you know, communities vulnerable groups that are they who's inter intellectual contributions have been marginalized. So I wondered. And perhaps it's the kind of the question that Edward said was posed when he talked about these issues. I just wonder whether in your line of work and the way that you're theorizing it now.

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02:00:18.290 --> 02:00:45.919

Aliya Khalid: How are you? Or is there any space for looking at how futurity is being like the the imagination bit of it, because we know that the world is changing and the field, you know, in terms of history, says we're seeing that the field is kind of disrupting. And in these new frameworks we're seeing that there are different kinds of prospects emerging. The reason why I say this is because there is no stability coming from the government.

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02:00:45.920 --> 02:01:08.559

Aliya Khalid: The field has been deconstructed, and a lot of times we see that young people vulnerable groups. They come out, and we're seeing very different kinds of, you know, imaginations and agency as well. That is coming out of that we know from like you mentioned popular culture. We know from social media and how movements are going. So my question is, do you think now, is there any space for this

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02:01:08.590 --> 02:01:21.650

Aliya Khalid: agency driven idea of futurity, understanding that there is something that is oppressing the whole, and there's a structure in place. But how these little pockets are coming out! Is there any kind of space for that that you're seeing now?

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02:01:22.070 --> 02:01:30.230

CGHE Webinars: Yeah. So where do I speak? Is it here, anyway? Any hair cause I'm not got it. Alia, can you hear me?

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02:01:31.670 --> 02:01:39.000

CGHE Webinars: Okay? Alright, I think this is a very important question. So first of all.

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02:01:39.010 --> 02:01:49.580

CGHE Webinars: I want to kind of complicate the notion of agency. It's used a lot right, and oftentimes agency is conflated with some form of resistance.

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02:01:49.600 --> 02:02:04.380

CGHE Webinars: This idea that you can resist through collectively, through subversion. I've written about transformational resistance as forms of agency. Right? But one thing we don't talk about when we talk about agency is also conformity

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02:02:04.770 --> 02:02:10.030

CGHE Webinars: agency most of the time. The kind of agency we have

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02:02:10.180 --> 02:02:11.899

CGHE Webinars: is to conform

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02:02:12.530 --> 02:02:37.150

CGHE Webinars: for whatever reasons, survival whatever many communities. Right? So I think the question that Alia is raising to me is the former forms of resistance. In other words, how do we subvert? How can we imagine otherwise? Right? And I think there's definitely many examples of that and myself who does work around decolonizing curriculum and pedagogy

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02:02:37.180 --> 02:02:43.960

CGHE Webinars: was one of the places where, I would say, has been happening within and outside

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02:02:44.020 --> 02:02:51.450

CGHE Webinars: of these institutional containers. But having said that, it's so interesting, how whiteness then co-ops

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02:02:52.090 --> 02:02:56.140

CGHE Webinars: these so-called alternative imaginaries, and then commodify it

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02:02:56.510 --> 02:03:17.039

CGHE Webinars: to then attract or to say that they have now become diverse and have multiple missions. Right? So that's a slippery soap of alternatives. So and this, there's a whole history around this. And one of my colleagues, Venice Andrewoathy, writes a lot about this in terms of thinking about how we need to think about alternatives in an alternative perspective.

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02:03:17.420 --> 02:03:18.909

CGHE Webinars: What do I mean by that?

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02:03:18.930 --> 02:03:30.090

CGHE Webinars: You can take alternatives, but then commodify it. which is what has happened, or you could take alternatives and suggest, it's no different. So why are we gonna consider it?

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02:03:30.880 --> 02:03:36.679

CGHE Webinars: Or you can take alternatives and assimilate it in the similar structure, right?

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02:03:36.940 --> 02:03:41.729

CGHE Webinars: Or alternatives could be to actually jump

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02:03:41.910 --> 02:03:49.660

CGHE Webinars: and not have any solutions. What I mean by that is that you're jumping into uncertainty.

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02:03:51.080 --> 02:04:05.630

CGHE Webinars: Okay, and that is where it is very hard. So when I, when we talk about whiteness as futurity and resisting it, is an ontological project. What we mean by that is, you are having to let go of the terms of conditions

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02:04:05.920 --> 02:04:14.860

CGHE Webinars: and the terms of your existence. and then to imagine something is very, very scary. So are we willing

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02:04:15.170 --> 02:04:27.010

CGHE Webinars: to jump to things that doesn't provide secure. Okay? And certain communities are doing that because their lives were precarious to begin with, anyway.

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02:04:27.940 --> 02:04:41.709

CGHE Webinars: So, Alia, when you give me the examples, you'll see that oftentimes it is the most precarious who are doing the most decolonial work, not because they're theorizing because they're trying to survive.

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02:04:42.320 --> 02:04:43.540

CGHE Webinars: Right?

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02:04:43.610 --> 02:04:53.720

CGHE Webinars: So that's something important for us to think about is that it is not a question of privilege to do the colonial work. It's actually a survival. Make it so

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02:04:54.150 --> 02:05:11.469

Aliya Khalid: right? And so, yeah, I would like to argue that they also theorize absolutely. I mean, that is another thing is, we often and I have this issue, too. We, we separate thinking and being as if they're separate things.

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02:05:11.550 --> 02:05:13.559

CGHE Webinars: Thinking is also a form of action.

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02:05:13.920 --> 02:05:25.649

CGHE Webinars: I mean, I don't know about you anytime you write. I feel like I felt like I worked out okay or thinking, I'm serious. But there's this false dichotomy, Cartesian dualism.

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02:05:25.780 --> 02:05:28.769

CGHE Webinars: That thinking is separate and doing is separate.

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02:05:28.870 --> 02:05:45.420

CGHE Webinars: and that is also a very problematic idea. I'm not saying we should only be thinking. But, Alia, your point about when people are taking action, they are also theorizing. Right is a very important point. Okay, I hope that answers your question, Alia. Thank you. Thank you very much.

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02:05:45.690 --> 02:05:46.680

CGHE Webinars: Others.

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02:05:46.910 --> 02:05:53.150

CGHE Webinars: I know we're out of time. But I'm around. So maybe 5 more minutes. Yeah.

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02:05:54.550 --> 02:05:56.110

CGHE Webinars: Comments, questions.

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02:06:00.750 --> 02:06:27.440

CGHE Webinars: Yes, Hi.

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02:06:27.440 --> 02:06:35.459

CGHE Webinars: but I can say that there have been a lot of literature coming out from the global south. Talking exactly about this.

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02:06:35.490 --> 02:06:52.979

CGHE Webinars: The question of ethics is very important in research collaborations in terms of publishing. You, you know, as I was working on my book, there was this article I don't know the name, but I can share it with my colleagues later. Talking about are you willing to wake up at 5 am. To pick me up.

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02:06:53.900 --> 02:07:04.689

CGHE Webinars: And basically what these are are African scholars situated in Africa talking about the disparities of time. In other words, when they come to the West. No one picks them up

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02:07:05.170 --> 02:07:15.989

CGHE Webinars: right, but when they have to go from the North, people are so concerned about their security issues that they're picked up taken and the disparities, disparities in time investments.

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02:07:16.770 --> 02:07:20.020

CGHE Webinars: and who puts who opens a rep card and who doesn't

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02:07:21.000 --> 02:07:31.320

CGHE Webinars: right? So that's just one example of. And and then they give a pull list. I can share that with the colleagues, and they can send, and they give a whole list of what could you do

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02:07:31.350 --> 02:07:43.929

CGHE Webinars: as someone who is from the global South. And your collaborate, what can global north callers do? Right? So collaborate writing things like that? I mean, it's not the solution. But is this a starting point? Yeah. But thank you for that question.

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02:07:49.280 --> 02:07:56.260

CGHE Webinars: Yes. What's your initial thoughts about those? The challenges that have been sent to the Mobile.

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02:07:56.490 --> 02:08:00.410

CGHE Webinars: You know you can miss this model. It's it's great to think with. It's great to work with.

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02:08:00.620 --> 02:08:14.599

CGHE Webinars: Are we talking about here, or are you talking about that? Yeah, no, I think that's a that's a a very important point. So

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02:08:14.810 --> 02:08:24.939

CGHE Webinars: well. So I think to to answer your question. Let me start with why we did this right. I think that might be help. So some of you may be aware that I've been writing about metal logical nationals.

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02:08:25.000 --> 02:08:42.360

CGHE Webinars: This idea that when we think about social phenomena in higher education, we tend to conflict society with a national container model. And therefore, when we want to come up and articulate solutions. We do it in relation to the nation, state and structures. Similarly.

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02:08:42.510 --> 02:09:02.059

CGHE Webinars: critical race discussions in higher education tend to also perpetuate this notion of mathematical political nationalism whereby we look at race and race relations as embedded and maybe inform by outside, but mostly what's embedded in terms of the racial hierarchies within the national container. So for me, who grew up and

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02:09:02.060 --> 02:09:27.010

CGHE Webinars: lived trans nationally, I experience race and racism like many of you across the board. It wasn't like, Oh, I gave this data. And now I feel this, you know. So it it it started to ask questions about where are the more globally oriented, more transnational, that transcends this kind of national boundary, and it what hit me is most of the time. Colonialism was never a nation State acting thing. It was always a transnational.

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02:09:27.010 --> 02:09:37.349

CGHE Webinars: The idea of race emerged because of encounters, not because someone stayed in one national container and just stated right. So the transnational mobility evoked

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02:09:37.350 --> 02:09:43.180

CGHE Webinars: questions of race and racism, and so to some extent this is just the starting point

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02:09:43.260 --> 02:10:06.780

CGHE Webinars: to help, maybe gauge with these transnational dimensions, and perhaps it is definitely reductions, because, as anyone who writes any paper knows, there's so much limited spaces. Right? So, for instance, the first paper was on rankings and curriculum this time. It's about mobility. But you've given me a huge agenda, right? And not me, but everybody else. This whole thing about agency, I think, is a very important.

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02:10:06.780 --> 02:10:17.489

CGHE Webinars: and I know to some extent we want to talk about agency. But for me, one of the areas that I I've been exploring is other constraints that we're not considered.

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02:10:17.630 --> 02:10:32.399

CGHE Webinars: That also shapes our agency. And so for me, I tend to look at temporality is a very so we talk about the charity. We haven't even talked about clock time like. Look at me talking fast because I'm looking at the clock time right? But clocks shape our lives

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02:10:32.880 --> 02:10:57.020

CGHE Webinars: and clocks also shape the kind of agency we can even consider right? And so so that's another thing that and also affect affect is the kind of encounters we make through the intensities of feelings. That is another issue that I don't think we've gone into, but I think agency is very much tied to that. So, David, I don't know if, but it's a place to start

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02:10:57.910 --> 02:11:10.820

CGHE Webinars: any other comments. I don't wanna take up more time, or whatever I can be here all all day. But I do know that clock time tells me at 4 40. I have to take the train from Oxford station. Okay?

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02:11:11.370 --> 02:11:22.050

CGHE Webinars: And actually, that's where the clocks were really started with was trains because there were no, there were different times. So it was creating clashes between trains. It was a safety issue.

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02:11:22.250 --> 02:11:23.170

CGHE Webinars: Nope.

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02:11:23.640 --> 02:11:28.349

CGHE Webinars: thank you. Thank you. Fantastic. Thank you so much.