



Racialization, whiteness and politics of othering: alternative futures

NORDIC SUMMER UNIVERSITY

Study Circle 5:

“Racialization, Whiteness and Politics of Othering in Contemporary Europe”

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BOOK OF ABSTRACTS

TERESA FAZAN

University of Warsaw

INTERIORITY/EXTERIORITY: SUBJECTIVITY AND THE MAPPING OF EUROPE

In my presentation, I want to look at the notions of interiority and exteriority as both related to the notion of subjectivity (belonging to the realm of European subjects) and the territorial/physical referent of the border (belonging or being invited inside/pushed away from). Understanding Europe as both a conceptual ideal and the actuality experienced differently by differently situated subjects, I wish to explore and 'map' the relationship between evoked concepts. Clearly, issues related to racialization and whiteness will be part of my considerations. In the presentation, I will draw from my philosophical background and local, Polish experiences, but I would also like to use visual representations – photos, plans, and maps.

INDRĖ BALČAITĖ

Vilnius University

WHERE ARE YOU FROM? INTERSECTION OF ETHNICITY, RACE, CLASS, REGION AND EMPIRE

I meet a co-worker in London for the first time. She sounds like a BBC World News presenter when she asks me: “Where are you from? You’ve got an accent.” Later I will overhear her talking to her mother on the phone – in Hindi with a strong British flavour. Although it is

impossible to not have an accent, people from south-east England tend to think they have none. I have lived in the UK for a decade, but being unapologetically asked where I am from by people in our first ever conversation – just so they can label my accent as ‘Lithuanian’ in their mental maps – still agitates me. Lithuanians and Brits themselves might speak English in various ways, London may be cosmopolitan, but the British are preoccupied with pronunciation as an identifier of class, region and ethnicity. While the awareness of the insensitivity of the question when addressed to British people of colour has been growing, racialisation based on class, regional and ethnic cues in pronunciation is going strong.

I propose to run a workshop of 1.5 hours combining a presentation and groupwork to explore the intersections of ethnicity, race, class, region and Empire in modern Britain. As an entry point, I suggest the well-worn ‘where are you from’ question that challenges one’s belonging in a place and to the white middle class. Although the uses of this question have been explored before, there is value added in bringing closer together the popular and academic discussions of race as colour and racialisation based on pronunciation associated with class, regional origin and ethnicity. Whether based on colour or accent, the question aims to identify, place and label the perceived ‘other’. It is a technique of bordering (Anderson, 2013; Jones et al., 2017), ‘migratisation’ (Tudor 2018) and racialisation (Blachnicka-Ciacek and Budginaite-Mackine 2022). To tease out the sites of tension and competing hierarchies of deservingness, I will utilise rich textual and audiovisual sources exploring belonging from its different margins (e.g., Sam Selvon, Evelyn Alsultany, Riz Ahmed, Afua Hirsch, BBC Scotland) in addition to academic literature and personal anecdotes.

JULIJA KEKSTAITE

Ghent University

CREOLIZING DEPARTHEID? THE GEOPOLITICS AND RACIALISATION OF MIGRATION GOVERNANCE IN LITHUANIA

I would present a draft of my paper whose abstract reads as follows: This paper discusses the racialisation of Europe's migration governance by zooming in on the specific case of Lithuania. During the past two years, the latter has seen the arrival of migrants from Africa and the Middle East, along with Belarusian citizens fleeing the Lukashenko regime and Ukrainian citizens escaping Russia's war in Ukraine. While these mobilities occur in parallel, they have evoked a strict 'categorical binarism' in the Lithuanian government's discourse and policy response. Advancing Kalir's concept of Departheid in the new context of Eastern Europe, the paper discusses the country's migration governance at the intersection of race and geopolitics. Wrestling between Western and Russian influences, Lithuania's ambition to belong to the 'European space' is marked by geopolitical manoeuvres aimed at distancing itself from the 'authoritarian East' and reverberations of coloniality delineating the expanding power horizons of Europe. As a result, its migration governance, along with the production of migrant categories, allows it to be interpreted through the lens of creolised Departheid regime. However, if the whole seminar intends to focus more on 'alternative futures,' I could also present another paper in the making which deals with more reconstructive, as opposed to deconstructive critique and the role of activism in instilling society's capacity to grieve racialised migrants deaths ('ungrievable lives' (cf. Butler 2015)) by focusing on ethnographic data collected with Lithuanian grassroots NGO Sienos Grupe.

DMYTRO MAMAIEV

Lithuanian Centre for Social Sciences

AFRICAN IMMIGRANTS' EXPERIENCES AT THE UKRAINE BORDER POINTS DURING RUSSIAN INVASION: META-ANALYSIS OF RACIAL MICROAGGRESSIONS DURING CRISIS

The Russian invasion of Ukraine has provoked socially constructed global peace since the World War II. Coming right after the Covid-19 pandemic, the war has challenged diplomacy as an avenue for resolving border disputes in the contemporary world. The sovereignty of nations has been tested with the EU threatened. The war has led to the forced migration of Ukrainians and Ukraine residents alike. African immigrants that fled Ukraine encountered inhumane challenges and a violation of their human rights in their attempt to cross the Ukraine border points to safety like other Ukrainians. Author`s developments reviews media footage of first-hand experiences by African immigrants at the Ukraine border points as they fled to safety between 24 February 2022 and 30 April 2022. The paper uses qualitative methods to analyse the narratives of African immigrants from international media and deconstructs their experiences using the theory of race and ethnicity. The Africans' experiences are analysed into typologies and deconstructed to illuminate the African immigrants' experiences of racial microaggressions during a global crisis. This paper highlights the conversation of human rights violations and social injustices against Africans in times of crisis and raises the questions of equality and justice treatment towards African immigrants across the world.

SAARA LOUKOLA

University of Helsinki

GUIDED DISCUSSION: REFLECTING RACIALIZED POSITIONS AND POSSIBILITIES FOR DE-COLONIZING APPROACHES IN RESEARCH AND TEACHING PRAXIS

In this guided discussion we are encouraged to share the space to reflect, question and analyse racialized positions and de-colonizing approaches in varying contexts. The discussion can be, but are not limited to, two different sets for discussion. In the first set we discuss racialized positions and de-colonizing approaches in the research conducted. How are differently racialized positions impacting the research conducted and e.g., to trust? How do they intersect with other factors such as class, ability, and language? What can antiracist and de-colonizing research mean from epistemological positions to very practical solutions made during before and during the research?

In the second part participants are invited to learn from one another and to share their questions and best practices for their antiracist and de-colonial teaching praxis, sometimes learned through trial-and-error. This can also be a space to share, in a trustworthy atmosphere, encounters with student and colleagues and recommend material, readings or practical solutions when dealing with these topics. We can also discuss the possible obstacles in the structures impacting our teaching and possible solutions to them. It is also possible to touch the meaning of researcher-activism in relation to aims to promote social justice and antiracism. The guided discussion might be organized as first reflecting the themes in smaller groups and then sharing in a bigger group, but this will be depending on the size and atmosphere of the group. I am planning to provide or request some orientating material, which might be small

written/photographic reflections and/or recommended pre-reading for the discussion to explore these themes. I will confirm the possible orientation task closer to the seminar, but latest by June 2023.

ALICIA BALMACEDA

Roskilde University

STUDENT-MIGRANTS IN THE DANISH LABOR MARKET - A THESIS IN PROGRESS

The master's thesis in progress deals with the lives of student-migrants in Denmark, and how they describe their experiences within the Danish labor market, as well as their immigration and adaptation processes to a new country. The aim is to gain insight into how real-life people navigate the different aspects of being a student, worker and migrant and to hopefully provide useful information for the Danish institutions who welcome them (or not) and deal with them on a regular basis. As a migrant and student myself, I am interesting in contributing to the field of International Student Migration with the hope of one day providing better strategies/policies for this type of migration.

LARS ERSLEV ANDERSEN

Danish Institute for International Studies

INTERNATIONAL RELATION THEORY AND WHITE WORLD ORDER: THE HISTORY OF AMERICAN INTERNATIONAL STUDIES

These years are characterised by a growing discontent with the Transatlantic promotion of a so-called World Order based on universal values rooted in liberalism, individualism, secularism and freedom. These ideas have a history rooted in European enlightenment philosophy which also impacted the founding of USA. The paper explores the relation between US Republicanism and Protestantism arguing that secularism in the US is not a separation of religion and politics as such but instead securing a Christian worldview in American interpretation of USA as an exceptional civilisation with a mission for humanity: The American Mission. Following the imperialistic war throughout 1800 where the USA conquered states and territories in "Winning the West" conducting genocide against indigenous people and racial politics and ethnic cleaning against Black people, Asians and Latinos, the US during the time of presidents Ted Roosevelt and Woodrow Wilson became a global power expressed by the globalization of the Monroe doctrine. The US interpretation was based on a conceptualization as American civilisation as the best with a divine mission to either inspire other civilisations with its shining example (As A City Shining Upon a Hill) or by intervention develop other civilisations with Philippines as an example. During this shift from regionalism to globalism, US American Studies established itself at the universities and with building up institutionalized academic networks including the first academic journal for International Studies with the name Journal of Race Development (Robert Vitalis: White World Order, Black Power Politics.). In other words, American International Studies was founded 50 years before we normally are taught on US and European universities and as phrased by one the founders: "International Relations were Race Relations". How does that still impact Western theories on development and world order?

MILENA BŁAHUTA

University of Warsaw

YOU'RE ALSO FROM THE EAST, RIGHT? POLISH IMMIGRANTS IN CZECH REPUBLIC

In this presentation I would like to share and discuss the initial analysis of the material collected during my fieldwork in the Czech Republic prior to the Summer Symposium. Building on previous presentations and our discussions about my doctoral project, I will focus on the specific case of migration from Poland to the Czech Republic and talk about the ways in which migrants construct their self-identities in the context of this mobility. In particular, I will focus on the categories of nationality, race and class in an intersectional analysis of the individual experiences of the migrants, in the light of the current discussion on the racialisation of Eastern Europeans in the case of East-West migrations. Finally, I would like to reflect on how the category of "Eastness" is constructed in the specific context of this mobility. The presentation will be supported by the visual material gathered in the field.

ANA SVETEL

University of Lubijana

REPRESENTATION OF NORDIC AND BALTIC REGION IN SLOVENE EDUCATIONAL DISCOURSES

The paper will continue the topic presented at the Winter Symposium 2023 in Roskilde. The questions of imageries and discourses of Nordic and Baltic regions within the Slovenian educational system (curricula, textbooks, school materials) will be brought forth, focusing especially on geography in primary and secondary level. The portrayals of these countries, imbued with idealisation but also ambivalence, will be contextualised through other realms of geographical representations (media, public discourses, travelogues, social networks, etc.) and also within the compartmentalisation of Europe within the curricular schemes in Slovenia.