

Dreaming of a Pluriversity: Collective Approach to Decolonial Knowledge Cultivation

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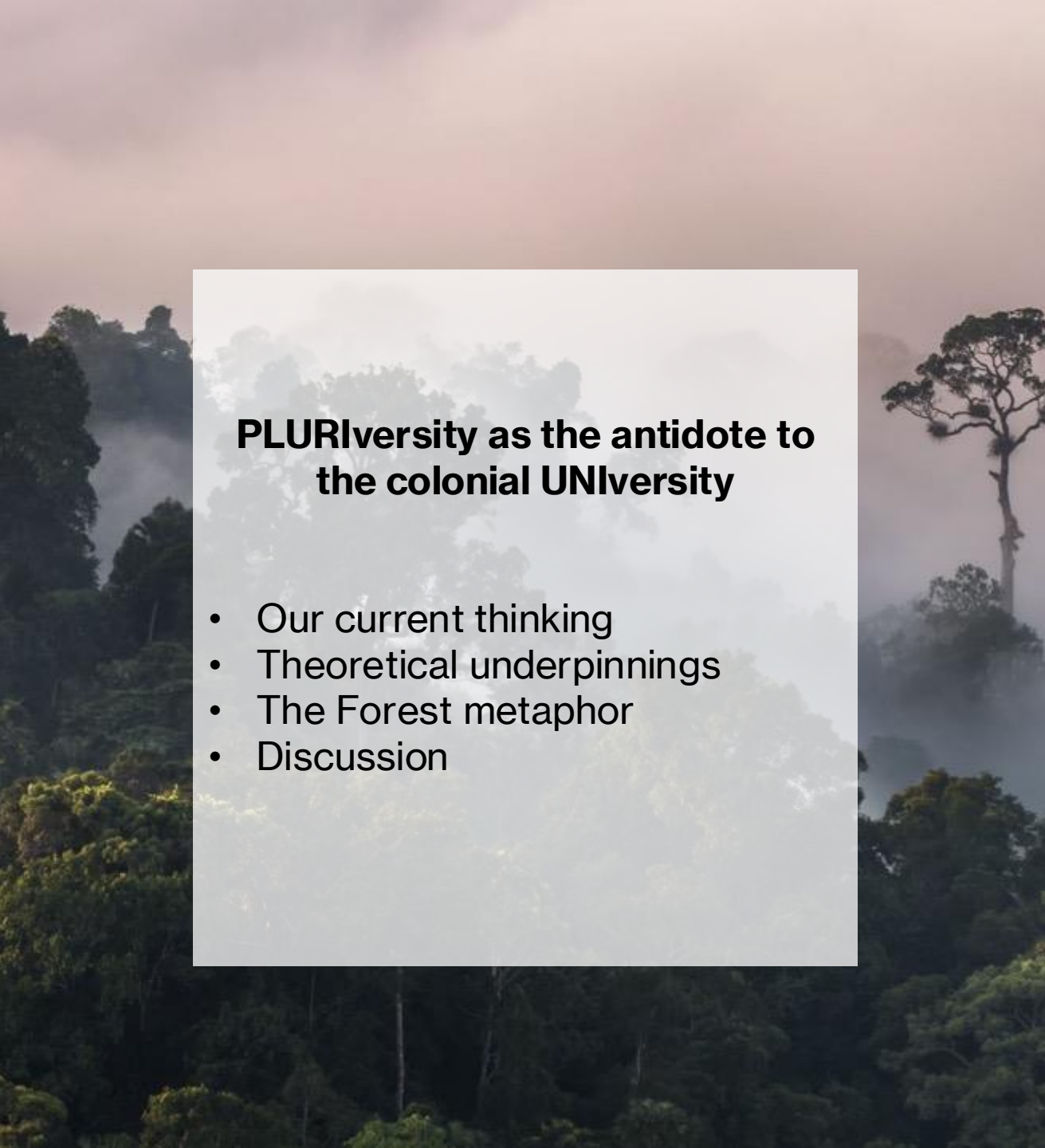


***Decolonial Dreaming: Building a Pluriversity beyond Western Higher Education.* New York: Lived Places Publishing. (forthcoming)**

The mantra of university as a force for good has been challenged by decolonial scholars asking: “Good, for who?”. Applying a decolonial lens, higher education can be seen as a tool of coloniality, which for centuries has actively contributed to the current global crises. For those incarcerated inside Western university, dreaming of a different institution feels almost impossible. This book brings together a collective of activists, artists and educators from across place and space to move past this inertia. Beyond the critique of the current state, it offers anti/de/post-colonial students, activists and academics alternative ways of conceptualising higher education. Weaving together a multimodal dialogue of the authors’ lived experiences, expertise, knowledges, and research, this collective advances the concept of Pluriversity as the antidote to colonial higher education.



The Constellation of Decolonial Dreamers



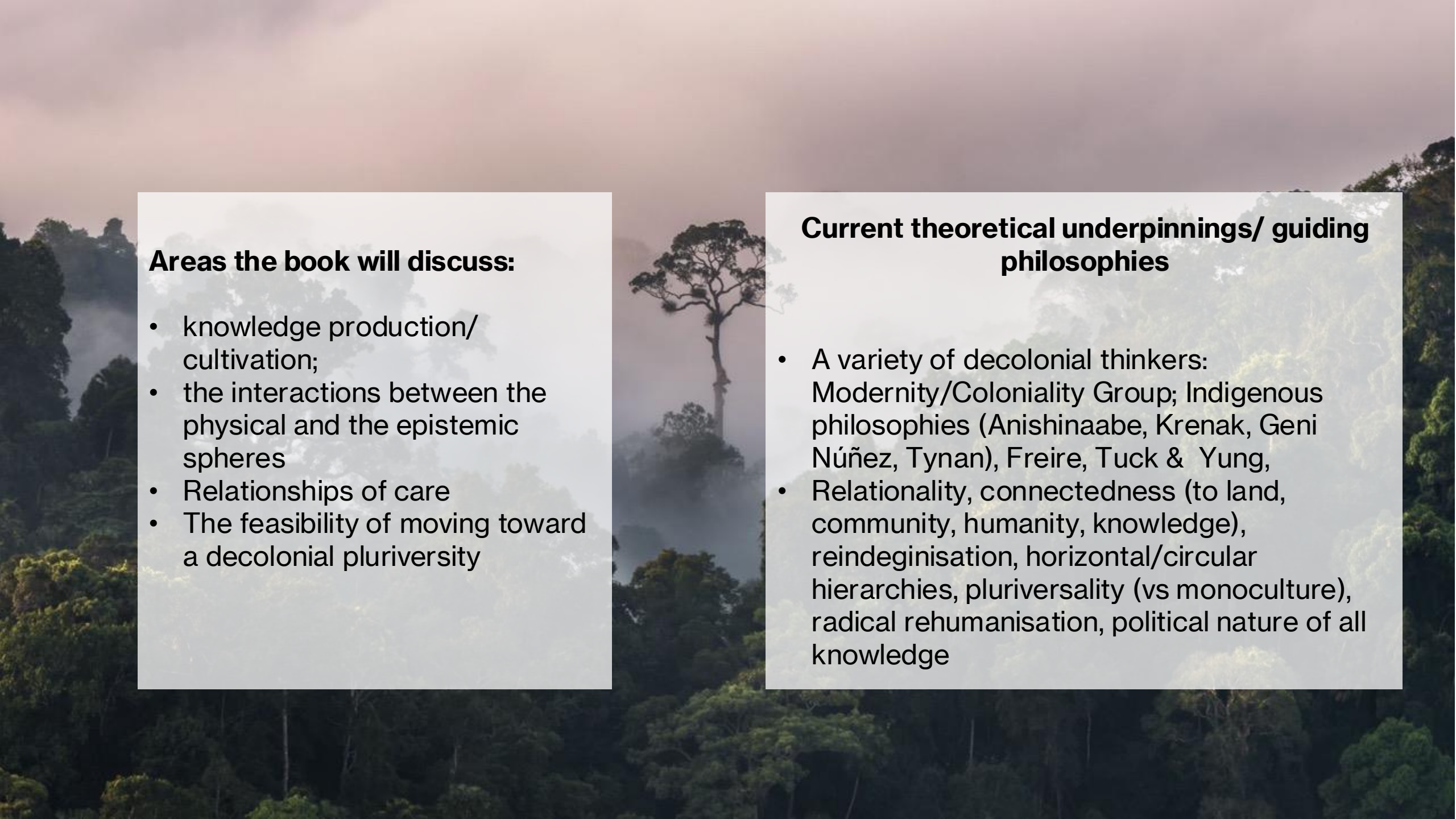
PLURiversity as the antidote to the colonial UNiversity

- Our current thinking
- Theoretical underpinnings
- The Forest metaphor
- Discussion



Decolonial ways of working

- How we are approaching the creative process
- Building a collective
- Writing with one voice
- Discussion

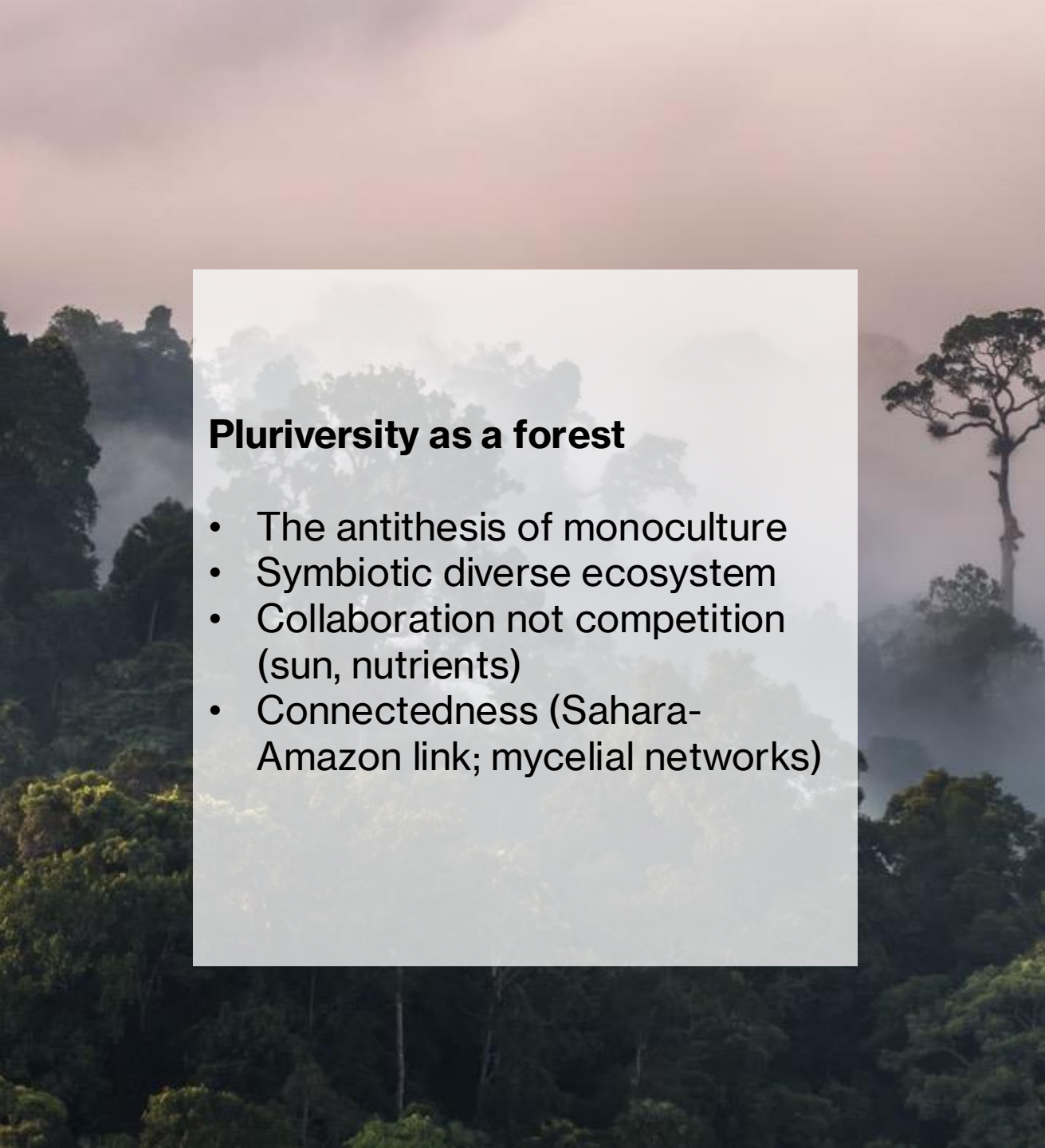
The background of the slide is a photograph of a dense forest. In the center, a tall, slender tree with a dark, gnarled trunk and a full, dark canopy stands out against a hazy, misty background. The forest floor is covered in lush green vegetation, and the overall atmosphere is serene and somewhat ethereal due to the mist.

Areas the book will discuss:

- knowledge production/ cultivation;
- the interactions between the physical and the epistemic spheres
- Relationships of care
- The feasibility of moving toward a decolonial pluriversity

Current theoretical underpinnings/ guiding philosophies

- A variety of decolonial thinkers: Modernity/Coloniality Group; Indigenous philosophies (Anishinaabe, Krenak, Geni Núñez, Tynan), Freire, Tuck & Yung,
- Relationality, connectedness (to land, community, humanity, knowledge), reindeginisation, horizontal/circular hierarchies, pluriversality (vs monoculture), radical rehumanisation, political nature of all knowledge



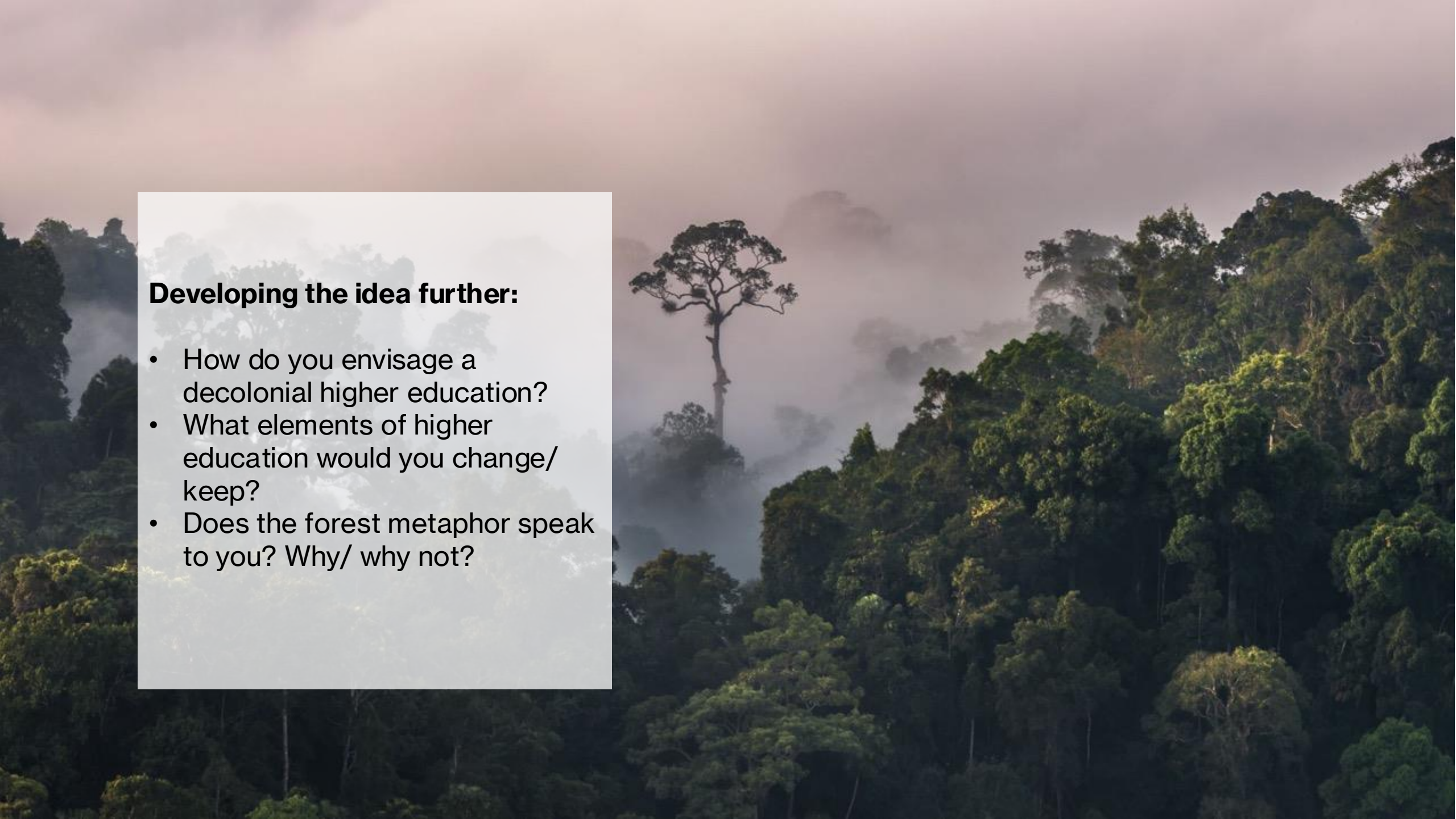
Pluriversity as a forest

- The antithesis of monoculture
- Symbiotic diverse ecosystem
- Collaboration not competition (sun, nutrients)
- Connectedness (Sahara-Amazon link; mycelial networks)



Monoculture

- Crop fields serve capital production – often disregarding local needs
- Leave the earth exploited and exhausted
- Maintenance is resource intensive

A photograph of a dense forest with a thick layer of mist or fog. In the center-left, a tall, slender tree with a wide, flat canopy stands out against the hazy background. The foreground and middle ground are filled with lush green foliage, with sunlight filtering through the leaves, creating a dappled light effect. The sky is overcast and grey.

Developing the idea further:

- How do you envisage a decolonial higher education?
- What elements of higher education would you change/ keep?
- Does the forest metaphor speak to you? Why/ why not?



Decolonial ways of working

- Co-creation of proposal
- Creating a community - getting to know one another
- 'Working-together' document
- Monthly meetings
- Writing with one voice
- Creative freedom – traditional academic writing, storytelling, poetry, drawings, any other artistic expressions
- What hasn't worked

Reflections for your practice:

- Would that model be beneficial for you? Could you adopt this model?
- What challenges and opportunities do you foresee?
- What would you change if you were to adopt this model?
- What other ways of decolonial academic working could you think of?