



CENTRE
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IMPLICATIONS OF SITUATED SOLIDARITY BUILDING FOR RETHINKING THE GEOPOLITICS OF HIGHER EDUCATION

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CGHE WEBINAR SERIES ON HE AND GEOPOLITICS

30 JULY 2024

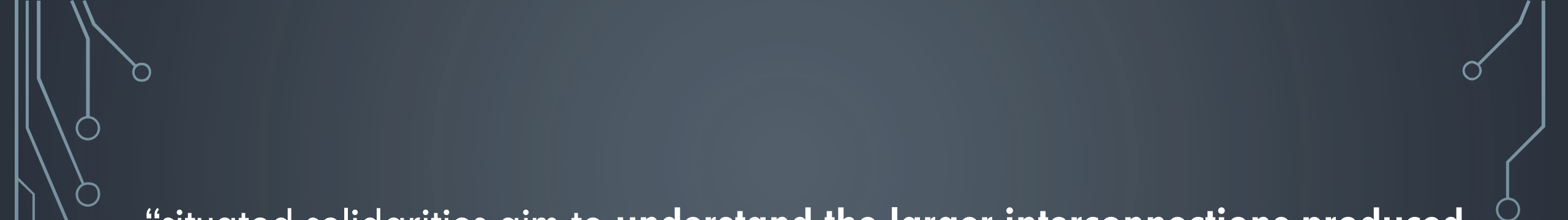
OVERVIEW

- I. Defining Situated Solidarities
- II. Situated Solidarities and Higher Education
- III. Situated Solidarity Building in Practice



DEFINING SITUATED SOLIDARITIES

- Emerged from the need to rethink reflexivity, identity and positionality to produce more politically transformative knowledge(Nagar & Geiger, 2007)
- A collaborative approach to doing feminist fieldwork and goal and a strategy for doing scholar-activist work (Nagar, 2014; Routledge & Derickson, 2015)
- The objective of situated solidarity building is to refigure hegemonic models of knowledge production so that knowledge is not reproduced for the benefit of the privileged (Houston & Lange, 2018; Nagar & Geiger, 2007)



“situated solidarities aim to **understand the larger interconnections produced by globalization of economies and labor forces** while challenging the colonialist prioritizing of the West. They are attentive to the ways in which **our ability to evoke the global in relation to the intimate**, to configure the specific nature of our alliances and commitments, and to **participate in processes of social change are significantly shaped by our geographical and socio-institutional locations**, and the particular combination of processes, events, and struggles underway in those locations” (Nagar, 2014, p. 87-89)

WHAT DOES SITUATED SOLIDARITY BUILDING INVOLVE?

- **Situated understanding** of place (Sztandara, 2021)
- Recognizes that **solidarity is not homogeneous** and involves critical convergences as well as divergences (Houston & Lange, 2018; Nagar & Shirazi, 2019)
- **Reflexivity**
 - Discuss economic, political, and institutional processes and structures shaping the research context (Routledge & Derikson, 2015; Sztandara, 2021)
 - Processural reflexivity – recognize that researchers can bring something of value to research participants (Routledge & Derikson, 2015)
- **Radical Vulnerability** – for building trust (Nager & Shirazi, 2019)

SIX PRACTICES OF SITUATED SOLIDARITY BUILDING (ROUTLEDGE & DERICKSON, 2015)

1. Being moved by the mission of the collective
2. Dispersing power
3. Resourcing potential
4. Resourcing solidarity
5. Challenging assumptions and norms
6. Sustaining collaboration

SIGNIFICANCE OF SITUATED SOLIDARITY BUILDING AND HIGHER EDUCATION

- Demonstrate **research impact** for community benefit (Routledge & Derickson, 2015)
- Stronger **community-university partnerships** and **collective and collaborative international research** (Nagar & Geiger, 2007)
- Rethink or **dismantle barriers and binaries** of real-world vs. university; learning vs. doing and community vs. classroom (Houston & Lange, 2018; Routledge & Derickson, 2018)
- Help students and scholars **improve skills in reflexivity and place-based knowledge** (Houston & Lange, 2018; Sztandara, 2021)
- **Disrupt knowledge hierarchies** and the geopolitics of knowledge production (Nagar & Geiger, 2007; Two Convivial Thinkers, 2024)
- Greater **valuation of community-based work and knowledge** in academia (Houston & Lange, 2018; Nagar & Geiger, 2007)

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SITUATED SOLIDARITY BUILDING IN PRACTICE

PROJECT OVERVIEW

- Feminist and Decolonial Qualitative Research Project (Mohanty, 2003; Smith, 2021).
- Research Objective: To reflect upon processes that support scholar-activism in building situated solidarities.
- 3 Data Sources:
 - I) One-on-one semi-structured interviews
 - II) Embodied ethnographic fieldnotes and reflections
 - III) Participant journals
- Analysis Method: Reflexive Thematic Analysis (Braun & Clark, 2021)

PARTICIPANTS

- 9 participants
- 4 different regions of the world
 - Asia
 - South America
 - Caribbean
 - Middle East
- Time in Canada: 10 months – 3 years





PROCESSES THAT SUPPORTED SITUATED SOLIDARITY BUILDING

Workshop Design:

- Feminist collective organizing principles
- Indigenous research and community-building methods
 - Witnessing (Hunt, 2018)
 - 5 Rs of Indigenous Research (Tersaro et al, 2018)
 - Sharing Circle Pedagogy (Kovach, 2010)

Group Activities:

- Group Check-ins
- Reflective Discussion Sharing Circle
- Journaling
- Collective Agreement

FINDINGS: OUTCOMES AND IMPLICATIONS

- Collective understanding solidarity is not homogeneous
- Strong bonds formed between participants, encouraging intercultural community building and connections.
- Developed more confidence to speak and engage in discussion with others.
- Practicing deep listening, respect, and sharing feelings encouraged the development of trust among everyone.
- Recognizing the power of knowledge co-creation and limits of individual knowledge.
- Greater appreciation for land, sense of connection to place and respect for Indigenous peoples and knowledges.

CHALLENGES AND OPPORTUNITIES FOR FUTURE RESEARCH



The need for more time



Challenges of sustaining collaboration

CONCLUDING THOUGHTS

- Situated solidarities have enormous potential for building partnerships and fostering relationships between higher education and community with on-the-ground impact.
- Situated solidarity building offers a different and innovative approach to building global networks and alliances that is flexible and adaptable.
- Reflexivity, situated understanding of context, and radical vulnerability are processes of situated solidarity building that are significant for rethinking our practices in higher education.
- Expanded opportunities for learning and more ethical knowledge sharing and production that directly impact communities.

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THANK YOU! QUESTIONS?

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Let's Connect!

