



***CHALLENGING
COLONIALITY IN
POSTGRADUATE
EDUCATION***

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UNIVERSITY OF THE
SUNSHINE COAST**

**UK COUNCIL FOR GRADUATE
EDUCATION ANNUAL
CONFERENCE 2025**

Acknowledgement of Country



We acknowledge the Elders, families and forebears of the Kabi Kabi peoples who are the custodians of the land that we are standing on. We acknowledge that this land is Aboriginal land - always was, always will be and that Aboriginal sovereignty was never ceded. This land on which we meet is the place of age-old ceremonies of celebration, education, initiation and renewal. The Kabi Kabi people's living culture has a unique role in the life of this region.

Overview

- What is your own standpoint?
- Deep history of doctoral education
- Defining decolonisation
- Deep listening
- Engaging in the 'cultural interface'
- Deconstructing knowledges from the Global North
- Critical Whiteness Studies
- Valuing Southern knowledges
- South-South and South-North dialogues
- Conviviality
- New web resources on decolonial doctoral education

Feminist



Irish - Australian

Woman working with
• Foucauldian Genealogy
• Postcolonial / decolonial
• Poststructural feminist] theories on :-

• Transcultural
doctoral
education

• Academic
identities

• University histories

Celtic
Knot on
Aboriginal
land



Yäri - speak
Dadirri
- deep listening



Labhair - speak
(lower)

Eist - listen
(Eascht)



Brisbane



Doctoral Education has a long history

- Al-Azhar in Cairo (Egypt) established in 970 C.E. (Assié-Lumumba, 2006)
- Early doctoral degrees awarded in China and Vietnam - palace examinations (*tien-shih*) (Reagan, 2000)

DEFINING DECOLONISATION

- Decolonisation is one of the major 'responses to the violences of modernity' (Andreotti et al., 2015, p. 21)
- complex term that encompasses a whole spectrum of different definitions and approaches
- propose a social cartography of decolonisation that incorporates a range of philosophies, desires, contradictions and tensions
- spectrum of decolonial approaches as ranging from:
 - Soft reform - 'everyone can win once we all know the rules and emphasises 'dialogue, consensus and entrepreneurship'
 - Radical reform - 'the game is rigged so if we want to win we need to change the rules' and involves 'antagonistic conflict'
 - Beyond reform - the 'game is harmful and makes us immature but we're stuck playing' and focuses on 'agonistic conflict' (Andreotti et al., 2015, 25)
- My work on decolonisation sits across the radical reform and beyond reform spaces and has a 'high investment in liminality, self-implication and pluriversality' (Andreotti et al., 2015, 25)





1. DEEP LISTENING

- listening to and acknowledging black pain and anger throughout the postcolonial world
- white people, including myself, need to learn about truly effective deep listening techniques from Asian and Indigenous cultures
- Thai culture raises their children to appreciate the importance of listening
- Australian Aboriginal concept of Dadirri or deep reflective listening is a technique that white people could benefit greatly from
- Developing listening techniques will assist white people to move beyond our unconscious experience of privilege so that we can come to understand more about the impact of centuries of oppression on black people throughout the world





DADIRRI: DEEP AND REFLECTIVE LISTENING

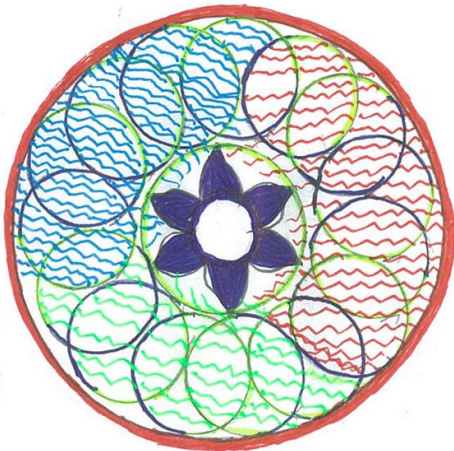
- a form of deep listening and reflection from the heart where you are still, seek to build community by listening carefully to others and to build peace and silent awareness by listening to nature (Ungunmerr-Baumann, 2002 <http://www.ultrakulture.com/2015/10/15/dadirri-australian-aboriginal-spiritual-practice-of-deep-listening-for-trauma-release-healing/>)
- from the work of Miriam-Rose Ungunmerr from the Nauiyu (Daly River, Northern Territory) region
- being used around Australia to facilitate healing from generations of trauma
- Aboriginal academic Judy Atkinson (2000) has transformed *Dadirri* into a research methodology:
 - ‘a non-intrusive observation ... a deep listening and hearing with more than the ears; a reflective non-judgemental consideration of what is being seen and heard and, having learnt from the listening, a purposeful plan to act’ (Atkinson, 2000, p. 16).

2. ENGAGING IN THE 'CULTURAL INTERFACE' AND HISTORY

- importance of avoiding essentialism
- engage meaningfully with the multiple 'cultural interfaces' (Nakata, 2007) that each of us represent
- moving on from essentialised positions in ways that acknowledge and appreciate difference but also seek to build commonality and trust
- Nyamnjoh's (2016) call to embrace our identities as 'amakwerekwere' or as outsiders with mobile, hybrid identities that shift and change across time and space
- fluid mobile identities offer creative possibilities for new alliances and ways of being.
- 'the challenge of being or becoming African or anything else is not so much identifying with people, places and spaces one is familiar with but especially with spaces, places and people one is yet to encounter or become familiar with' (Nyamnjoh, 2015, p. 257)
- important corrective to the worrying xenophobia that Fanon warned about (Mbembe, 2016)

藍山
祁靜

myseious
unexplored
bush walks-
potential for
intellectual
development



紅山
祁靜

Creativity the
Passion for

靜湖

Still Waters that can't
don't run deep

- circles &
- Centre:
- petals
- embro
wav.



3. DECONSTRUCTING NORTHERN THEORY AND KNOWLEDGE

- seek to critically re-read the canon and the archive *against the grain* to highlight exactly *how* black, cultural minority, Eastern, Middle Eastern, Latin and South American, Indigenous peoples, and indeed women have been and continue to be systematically ‘misrecognised’ and marginalised in universities (Lockett and Naicker, 2016)
- Chakrabarty (2007) - Western theory is both necessary *and* insufficient in postcolonial contexts
- involves both discursive and non-discursive or material critical deconstruction of Northern/Western texts
- If the Western canon was simply removed, it would not be possible to identify, analyse and critique the *colonial* and *neoliberal* operations of power that have caused and continue to cause black pain and anger
- This history and these texts matter because they have created and perpetuated the unjust conditions of the present
- unless these histories and texts are systematically critiqued and deconstructed, their effects will continue to remain unresolved in the future



4. CRITICAL WHITENESS STUDIES

- assist white students to begin to appreciate the privileges they have been accorded simply because of the colour of their skin
- This is vital decolonisation work
- McLaughlin and Whatman (2011, p. 365) argue in the Australian context, 'the success of decolonisation of education depends upon the efforts of non-Indigenous peoples to re-examine their positions and the control they exert over curriculum decision-making and reform'

Antipode

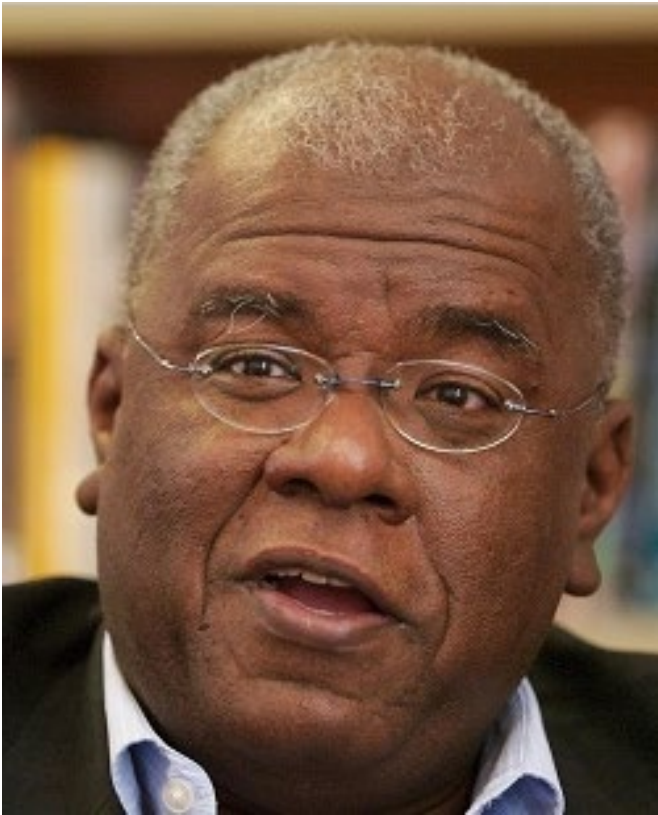
A Radical Journal of Geography

5. RECONSTRUCT AND VALUE SOUTHERN KNOWLEDGE AND THEORY

- reconstruct Southern, Eastern, African, Latin American, Middle Eastern, Pacific and Indigenous cultural histories, languages, knowledge systems and theories
- core components of the university curriculum
- ‘both-ways transculturation’
- Epistemic justice
- Discussed earlier in examples from doctoral education



6. RETHINKING CENTRE-PERIPHERY DISCOURSES: SOUTH-NORTH AND SOUTH-SOUTH COLLABORATION



- Jansen (2019) provides 3 examples from South Africa in the fields of cardiology, infectious diseases and history where research initiatives have started in South Africa and now involve active and reciprocal collaboration with scholars in the North
- The common features of each of these projects are that they:
 - Are being led intellectually by South African scholars
 - The content is decidedly African in terms of subjects of study
 - Their work reflects a rich and reciprocal collaboration with scholars in the West [North]
 - Attract postgraduate scholars and students from the West [North]
 - Affects curriculum transformation across other university departments (ie. transdisciplinary) (Jansen, 2019, p. 71).



7. 'CONVIVIALITY' (NYAMNJOH, 2015)

- beyond notions of collegiality
- Jackson (2016, p. 5) argues that Nnyamnjoh's call for conviviality is 'more contentious but no less respectful' than term collegiality
- takes us beyond some of the elitist exclusions lurking beneath the traditional university concept of collegiality which really meant collegiality for white male middle class professors only
- involves emphasising our relationality and interdependence and the need for a dialogue between knowledge systems (Nyamnjoh, 2015)
- 'conversation [which] is privileged over conversion, and ritual influences are more amenable to the logic of conviviality than is coercive [or indeed symbolic] violence' (Nyamnjoh, 2015, pp. 146-147).

FOR MORE INFORMATION SEE:

- Manathunga, C. (2018). Decolonising the curriculum: Southern interrogations of time, place and knowledge. *SoTL in the South*, 2:1, 95-111.
- Manathunga, C. (2020). Decolonising higher education: creating space for Southern sociologies of emergence. *SoTL In the South*, 4:1, 4-25.



A journal dedicated to the scholarship of teaching and learning in the 'global South'

DEADLY RESEARCH TEAM

- Catherine Manathunga
- Maria Raciti
- Jing Qi
- Kathryn Gilbey
- Aunty Sue Stanton
- Jiao Tuxworth (Mengjiao Wang)
- Uncle John Whop
- With: Aotearoa NZ Colleagues
Hinekura Smith and South
African colleagues: Shireen
Motala, Moyra Keane &
Beatrice Akala



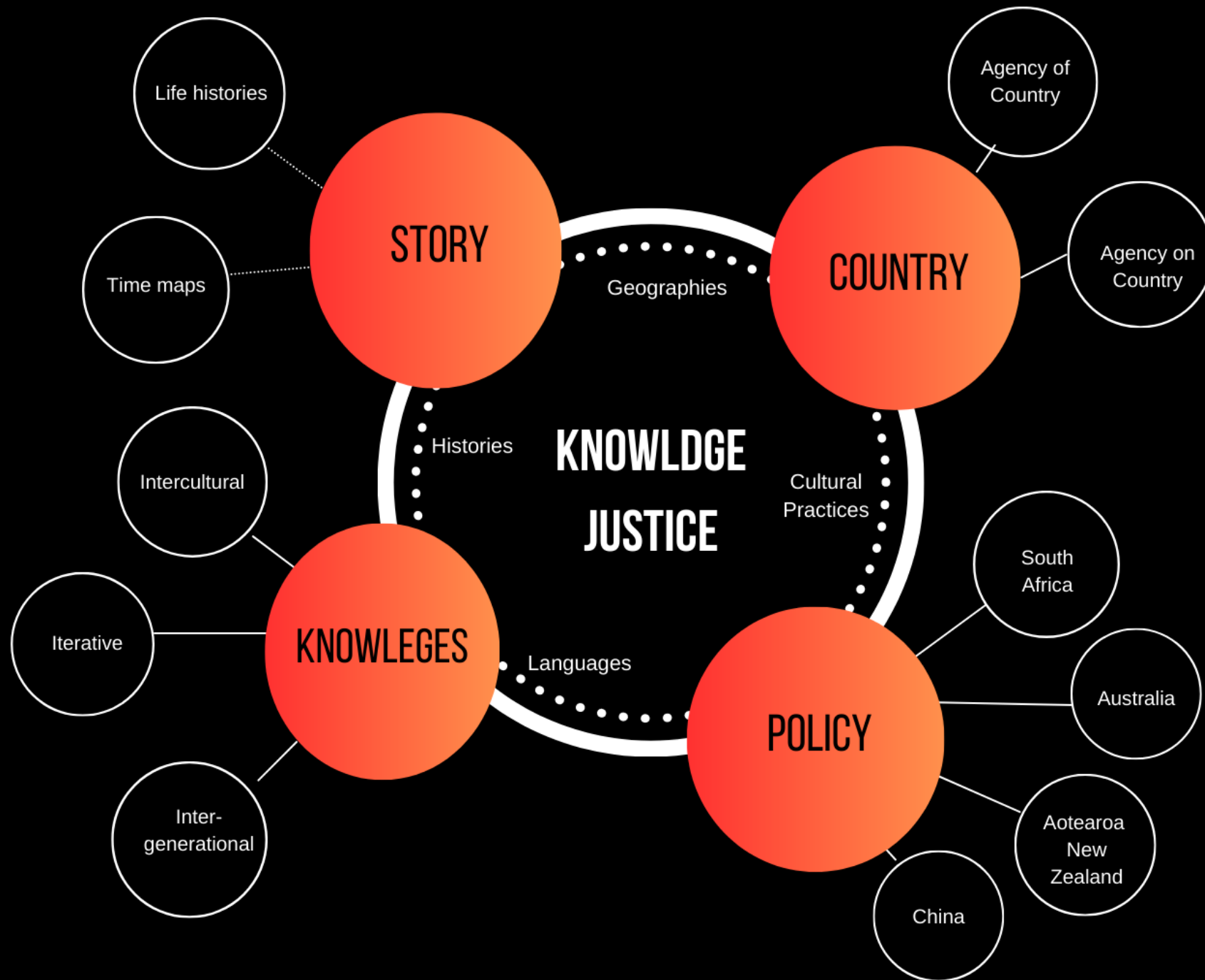
Prof. Sue Stanton: Elder on the project

- Kungarakan Traditional Owner-Custodian
- Adjunct Professor
University of the Sunshine Coast
- Sends all attendees her best wishes



ARC-DP

- + Why we are doing this...**
To achieve knowledge justice for Indigenous and Transcultural doctoral students studying in Australia.
- + What we are going to do...**
Decolonise and dehomogenise Australian doctoral education.
- + How we are going to do it...**
Develop supervision and examination protocols that recognise and value Indigenous and transcultural knowledges, histories, geographies, languages and cultural practices.



Project Website: Launch

- <https://deadlydosed.wordpress.com/>



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