

## Call for Submission of Abstracts

### Handbook on “Doing EU Studies Otherwise: Colonialism, Empire and Race”

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Recent attempts to decenter, diversify and pluralize “EU studies” have failed to take seriously questions of colonialism, empire and race. The handbook aims to close this gap by offering **critiques and alternatives advanced by de/postcolonial scholarship on key aspects of the European Union**. The idea is to create a resource for teaching/doing EU/European studies otherwise as an alternative to dominant Eurocentric narratives that are institutionalist, technocratic and self-referential in kind. It will thus serve as one of the main reference books for scholarly research, for teaching at undergraduate and graduate level and for practitioners working in the field of EU/European Studies.

The handbook intends to expose its readership to alternative epistemologies, ontologies and methodologies to critically evaluate the EU’s place in the world. It aims to be disruptive in formats and invites contributions incorporating both academic forms of knowledge creation and non-academic forms of knowledge creation including poetry, dialogues, manifestos and visual expressions. We strive to have a diverse group of contributors originating from the Global South/Global East in the broadest sense, thus having either origins in these regions, a strong educational background or considerable experience in working in these regions. In addition, we want to carefully combine experienced scholars with emerging scholars on EU/European studies.

We welcome contributions that broadly consider the themes outlined in various sections below:

- The section entitled “**Curriculum**” aims to outline the *problematique* of the curricula across different countries and institutions inside and outside the EU. It delinks from the established colonial understandings of/about the EU. The section seeks to present a more accurate understanding of the present, which is constituted by (and is a product of) the colonial past, and rethinks curricular thought and praxis.
- The section entitled “**Race and Racialization**” departs from the perspective that EU studies constitute/are constituted by a color-blind/race-blind perspective of the world. It section showcases contributions that unpack the institutionalization of this perspective while connecting to contemporary debates on race and racialization.
- The section called “**Europe’s Internal Others**” will feature contributions that unpack and analyse the violent process, through which Europe’s internal others are constituted and hence co-constituted Europe’s self-image as the origin of history, contemporaneity and futurity. This will include questions of ethnicity, gender, faith and class.
- The section on “**History of the European Project**” revisits common narratives on the emergence, evolution and outward projection of the European integration project from a decolonial perspective. It points at the colonial roots of the European project and its historical developments until today. The section also shows how this project that is commonly narrated through notions of European Civilisation/Uniqueness/Superiority is connected to violent and entangled histories of destitution in “non-Europe”.

- The next section on **“Thinking Europe Otherwise”** aims to problematize existing ‘integration theories’ and narratives about the EU and to stimulate thinking about the ‘European project’ from a de/postcolonial perspective. It shows how the latter addresses the ‘continentalist’ and ‘internalist’ fallacies of existing theories through alternative concepts and methods, such as ‘creolizing Europe’, a ‘connected histories’ approach and ‘Provincializing Europe’.
- Subsequently, the section on **“Methodologies and Praxis”** explores the *problematique* of research versus action divide building on the notion of praxis. It incorporates contributions beyond academia and includes practitioners who have tried to engage with the EU on decolonization. Specifically, we intend to include collectives, manifestos, poetry which showcases the (often invisibilised) lived experiences of individuals in Europe, for example by people of Afropean backgrounds, diaspora, migrant networks.
- Finally, the section on **“Disciplining EU studies”** sheds critical lights on the notions of ‘EU’, ‘studies’, and ‘discipline’. It illustrates how ‘disciplining’ happens at multiple levels and layers (ontological, epistemic, institutional, and personal), while decolonial scholars focus on post-disciplinarity. Contributions to this section will highlight the disciplining effect of the ‘EU studies discipline’, while also showing how insights from law, economics, history, literature, and philosophy can contribute to de/postcolonial insights for the study of the EU.

**Alternative proposals** that do not fit neatly within these categories, especially those engaging with non-traditional formats of knowledge creation, are also welcome.

The Handbook proposal is currently under consideration with Routledge, which has shown a clear interest in this publication.

Please send your abstracts (250-300 words) and a short bio (100-150 words) to [doingeuotherwise@gmail.com](mailto:doingeuotherwise@gmail.com) by **March 25, 2024**. Accepted contributions will be informed in mid-April and invited to submit the first draft of the chapters by 1st November, 2024.