

Editorial / Editorial

This thematic edition of *World Tensions* is dedicated to the papers presented at the 4th Ventana Conference of Latin America: “Decolonial Dialogues from Within and Beyond Global Margins”. The conference was held in person and online from October 5 to 7, 2022 at the University of York, United Kingdom. The legacies of colonial empires are still present in different areas in the daily processes of accumulation, segregation, oppression, one-dimensionality, extraction and more. This means that the independence of colonies did not imply the end of colonialism. The colonial system and its intrinsic logic of modernity and Western thought produced epistemic dynamics and violence, outlining, and influencing the way we perceive the world.

The Ventana team, comprising of academics from the University of York, UECE, and UNAM, prioritized proposals that would expand the way we understand and interact from and with global margins. During the organization of the event, we sought to establish a solid articulation between thinkers, professionals, researchers, and people interested in the experiences of Latin America and Africa.

The articles published here invite critical reflection on the persistence of colonial structures and practices, as well as the alternatives of resistance and struggle of marginalized communities, building bridges between different geographical and thought spheres. Thus, the reader can follow the discussion about different decolonial perspectives from the world margins.

We begin with the results of investigations developed by the Observatory of Nationalities. Recently, new empirical research and conceptual approaches have challenged our understanding of the never-finished process of constructing nationalities. We enrich our readings with some publications (novels, essays and academic articles), many of which are from African and Latin American

authors. They not only critically question hegemonic literature on nations and nationalisms, but also contribute ideas about the interrelations of themes that interest us: literature, nationalities, and colonialism.

In this sense, we learned from the project on the social cartography of the imagined communities of Brazil, Cape Verde, and Guinea-Bissau. Using the concepts of imagined community (Benedict Anderson) and social cartography (Gilles Deleuze and Félix Guattari), we sought to establish a theoretical-methodological grid capable of guiding our investigations solidly and renewed, deepening the confluences and affinities between these authors. Ronaldo de Souza Lima, Natalia Monzon Montebello and Alana Aline Pinheiro sign the first article that brings a synthesis of analytical experimentation in the study of the idea of Nation, breaking formal disciplinary boundaries.

In addition, we have reflected on the ties between the different regions and the nation that are almost always delayed by those who focus on the origins and consolidation of national communities. Gramsci (Southern Question) and Anderson (Imagined Community) help us to think, in a historical and comparative perspective, about aspects that are decisive to the perception of Northeast Brazil in the national imaginary. This is the objective of the work presented by Caroline do Socorro da Silva Gomes, Luiz Felipe de Sousa Gomes, Larissa Januário de Castro, Mônica Dias Martins, whose theoretical-methodological perspective is the insurrections in the northeastern space, the cultural representations and the political fragmentations that tension the Brazilian nation.

The article by Henrique Gomes, a PhD student in Latin American Studies at the University of Hong Kong addressed the representation of racial prejudice against populations in Northeast Brazil. He discusses, through the film *Bacurau* (2019), the conflicting feelings of whiteness: one opposing Southeast and Northeast of Brazil and supported by the Global South/North dichotomy. Young art teacher Luciane Benites Hersing critically read the feature film *A que horas ela* (2015), directed by filmmaker Anna Muylaert. The narrative highlights the social relations between boss and maid

that reveals the continuity of colonialist ideology still present today in the processes of class discrimination.

In the same perspective, the insightful article of Monica Mastrantonio sheds light on the often-overlooked literary achievements of three Brazilian remarkable female writers: Maria Carolina de Jesus, Hilda Hilst, and Clarice Lispector. The visiting professor at the University of York explored how these women defied societal limitations; despite their conditions of repression, injustice, and lack of opportunities, they were able to produce ground-breaking literature that continues to inspire and empower readers today. Her paper highlights how they refused to be confined by their backgrounds, instead delving deeply into their inner selves to produce narratives that give voice to those who have been silenced in society. Their innovative and multi-faceted works go beyond traditional literary models, building new systems and bringing enlightenment to readers seeking to understand the world and themselves. Moreover, the article shows us the importance of decolonizing curricula, using these authors' works to teach readers about the struggles and pain faced by those who have been marginalized. The writers' banned voices from the South have been set aside for not fitting in or not being fully understood, but their work continues to rise and teach us that it is possible to produce new languages, dare, and decolonize oneself.

Madeline Soiney addresses the problem of marginalization and discrimination experienced by Haitian immigrants and Haitian-Dominicans in the Dominican Republic. Her paper examines the link between language and domination as a mark of racism and exclusion, discussing how language has been used as a tool to reinforce power dynamics and maintain the status quo of those deemed to be "true Dominicans." The author provides a critical analysis of the concept of "dominicanidad", which is the cultural and legal identity of being Dominican. Madeleine shows how the use of Spanish, as the official language of the Dominican Republic, and the rejection of Haitian Creole have been used to deny Haitian immigrants and their descendants citizenship rights.

The following article by Rachel Augusto shift the narrative slightly towards colonialism, showing a more active face of decolonized

perspectives. The PhD candidate at Nova University of Lisboa uses sailing boat imagery in two artworks, the Monument to the Discoveries and The Boat by Grada Kilomba, to depict opposing views on colonialism and its consequences, such as slavery. She analyses how the public responds to these artworks, and how they challenge the Eurocentric power structures perpetuated by colonialism. This paper also discusses the role of art in voicing political and social beliefs and the significance of (de)colonial theories in discussions on national identities or “Artivism”. Rachel argues that these artworks represent the ongoing struggle to reconcile the colonial past and present, and challenge dominant narratives that perpetuate Eurocentric perspectives. Her article provides a nuanced analysis of how these artworks provoke discussions on identity, history, and power dynamics, and highlights the importance of art in shaping public discourse.

The next article, by Laura Revilla, explores different notions of the concepts of heritage and security in Mexico through a decolonial lens. The author criticizes the hierarchy of knowledge and power imposed by the Eurocentric views. The paper provides a new understanding of these topics from a ‘bottom-up’ methodology within anthropology, which takes into consideration other forms of knowledge that have been pushed aside or discredited by modernity, such as local communities. This study examines the connections between these two topics in a conversational relationship between empirical and conceptual sources of information. Revilla proposes a different framework for knowledge creation using decolonial practices, critical perspectives, and constructivism.

The colonialist perspectives of gender in French textbooks, focusing on the representation of Algerian masculinity, is the subject approached by Lynda Zeroukhi. She raises attention to the limited scholarly attention given to masculine identity in postcolonial and decolonial lenses in textbooks. The visiting postdoctoral researcher at the University of Leeds observes that textbooks glorify Algeria’s (pre-) colonial past, presenting a narrow view of masculinity that reinforces patriarchal power structures. Her article highlights the need to challenge the colonial emasculation

of Algerian men and to promote a more inclusive and diverse representation of masculinity in education. Lynda offers a critical analysis of the power dynamics at play in the representation of masculinity in French foreign-language textbooks. In addition, the paper contributes with valuable insights into the intersections of masculinity, colonialism, and education, and encourages ongoing discussions on decolonization and the promotion of diverse gender representations in education.

We closed this varied and rich edition with a work of the Doctoral Student in History at the Federal University of Espírito Santo. Hamilton Ernesto Matsimbe investigates the presence of international NGOs in his native Mozambique trying to understand its proliferation since the 1980s. The author points to factors such as civil war and natural disasters (cyclones, floods, droughts, etc.) that have had a strong impact on the national economy, enabling multilateral organizations, such as the World Bank and the International Monetary Fund, to introduce privatization policies and facilitate the penetration of foreign capital. Thus, in the context of a global crisis, international cooperation marks the beginning of an endless cycle of indebtedness and dependence, aggravated by the intervention of non-governmental organizations developing humanitarian and welfare activities in food security, agricultural production, health, and education.

We wish you a good read!