

# Community Identity & Displacement Research Network

in collaboration with Moondani Balluk Indigenous Academic Unit /Colleges of Education and Sport and Exercise Science

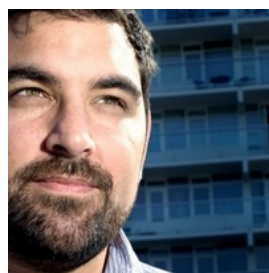
Wednesday 2 December at 6.00pm-7.00pm

Theatre 1101, 11<sup>th</sup> Floor, City Flinders Campus, 300 Flinders Street  
(followed by light refreshments)

***Dealing with disadvantage: From confusion about disciplining and ethnicization to clarity on what is to be done***

***Professor Bowen Paulle, University of Amsterdam***

**Abstract:** Gaps in life chances between the privileged and the disadvantaged are widening in many post-industrialized settings. Educational systems around the world are reinforcing broader socio-economic inequalities rather than mitigating them. As developments in the U.S. over the past 40 years demonstrate, allowing inequalities to spiral out of control leads to massive suffering—especially among the putatively undisciplined communities left behind—and polarization. As the rise of social nationalist (and openly xenophobic) parties across Europe indicates, ethno-political entrepreneurs can easily channel class-based resentment into dangerous voting blocks. Against this backdrop, Paulle argues that a great deal of conceptual confusion hinders discussions related to disciplining and ethnicisation. Informed by continuing research on high poverty, emotionally toxic (educational) environments and genuinely innovative efforts to protect those most immediately at risk of chronic exposure to them, Paulle argues that building on two major sociologists' work can help us achieve greater clarity and outcomes from which all of us stand to gain.



**Bio:** Bowen Paulle teaches at the University of Amsterdam, and is presently principal investigator of a five-year, mixed method evaluation project funded by a Rotterdam-based philanthropic foundation Stichting De Verre Bergen. Initiated and largely managed at the grassroots level by a voluntary organization, the primary aim is to achieve measurable increases in the cognitive and socio-emotional development of roughly 1000 students attending four different primary school students in one of the poorest neighborhoods in Rotterdam. A secondary aim is to facilitate social cohesion and collective efficacy among residents living in, and organizations operating in, this challenged neighborhood.

Paulle's main research interests include urban marginality, educational inequality, process evaluation, embodiment, ethnographic fieldwork and social theory.

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