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Introduction to *De-centre: Journal of Interdisciplinary Studies*

Oluwatobi Alabi 

University of Johannesburg, SA 

De-centre: Journal of Interdisciplinary Studies (DJIS) is launched at a critical juncture in global scholarship. For much of its history, the publishing ecosystem functioned on the assumption that legitimate knowledge is defined and validated primarily in Euro-Western, Anglophone, and Global North contexts. Alonso-Yanez et al. (2019) describe this phenomenon as a "monoculture of rigour" that privileges some epistemologies while ignoring others. As a result, scholarship from the Global South has been systemically marginalised, creating what Collyer (2016) describes as "global patterns of exclusion" in knowledge dissemination. Against this backdrop, De-centre's mission of improving contextual relevance, challenging dominant narratives, and promoting inclusion is more than a publishing initiative; it constitutes an intervention into deeply entrenched structures of knowledge production to reconfigure who gets to be heard, whose voices are amplified, and what constitutes legitimate scholarship. Academic publishing continues to reproduce inequalities because of metrics-obsessed evaluation systems, prestige-driven hierarchies, and profit-driven models. As a result of these mechanisms, not only do publishers place more weight on "impact factors" than on social impact, but they also consolidate the power of elite publishing houses located in the North (Köbli et al., 2024; Ampofo, 2024). Dutta (2016) argues persuasively that such structures "prioritise the global over the local," eclipsing indigenous, situated, and community-based knowledge. Furthermore, English-language scholarship remains disproportionately visible and rewarded, leaving non-Anglophone intellectual labour structurally disadvantaged (Alonso-Yanez et al., 2019; Pang and Li, 2017). The persistence of these inequities demonstrates the inadequacy of simply "inviting" marginalised voices to participate in existing systems. As Piller (2024) warns, if we do not fundamentally reimagine publishing itself, we will perpetuate a "textocalypse," a deluge of articles that multiply in quantity without pluralising knowledge.

An encouraging development is the emergence of alternative publishing networks. New platforms and transnational collaborations are shifting authority from Eurocentric hubs to more distributed, community-driven models in the Global South (Andrew et al., 2024). De-centre exemplifies this momentum: its open-access model, interdisciplinary reach, and commitment to challenging hegemonic paradigms signals a decisive break from exclusionary gatekeeping practices. Furthermore, its embrace of special issues, collaborative authorship, and dialogic rebuttals allows for scholarship that places a high value on conversations and processes. This resonates with Blank's (2025) call for co-writing "with research partners from the field," where epistemic justice is not an abstract principle but a methodological commitment. Likewise, Khuder and Petrić (2022) demonstrate how collaborative authorship itself becomes a mechanism for redistributing epistemic authority, disrupting the myth of the solitary scholar that has long dominated Western academia. This shift has more than academic implications. As Andrew, Baker, Cooper, and Gendron (2024) argue, knowledge equity is a matter of social justice, inextricably linked to broader struggles for recognition and access. Publishing is not a neutral conveyor belt of ideas; it is a site of power, inclusion, and exclusion. The De-centre positions itself as a platform of resistance, disrupting visibility asymmetries that keeps Global South scholarship at the margins. However, nuance and critical thinking are required. The process of decentring knowledge production is ongoing and unfinished. This requires a systemic change rather than a cosmetic inclusion. De-centre represents more than just a venue for articles; it is also a node in a larger reconfiguration of global scholarship. In this view, research's value is not centred on its proximity to a metropole, but instead on its ability to serve communities, highlight lived experiences, and amplify voices often excluded. To de-centre is to unsettle the centre. It is to recognise that knowledge, like justice, must be plural, situated, and dialogic.

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