

**Offord, Baden**, Southern Cross University, Australia

### **Cultural Studies Pedagogy as a Cosmopolitan Educational Space**

Recent thinking on the cosmopolitan commitment to the Other by Paul Gilroy, Anthony Appiah and Jonathan Ong, has re-affirmed cultural studies praxis as an approach that is foundational and deeply ethical. Thus, at the heart of cultural studies pedagogy is an imperative of principled exposure, where structures and practices of power, identity and knowledge are scrutinised and interrogated.

Following this line of thought this paper makes the argument that cultural studies pedagogy is based on ethical enquiry that is underpinned by an openness, and a process of negotiation, encounter and engagement with the Other that is axiological, transformative and instrumental. This characterises the central and powerful tensions that exist within cultural studies. How can cultural studies pedagogy remain true to its ethical imperative? How can cultural studies as a discipline be sustained within higher education and valued for its intrinsic role as a space for honest and transformative, self reflexive communication that is based on empirical knowledge and understanding of the Other? What kind of cosmopolitan education is required for cultural studies to work effectively? I will argue that cultural studies creates a dynamic ethical space that is activated by a concern for what ultimately enables *or* disables the Other.