

“Decolonizing the University”

Outline and Initial Reading List

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This chapter seeks to understand how scholars have understood the relevance of scholarly knowledge to “undeveloped,” vulnerable communities and how this has been shaped, delimited, critiqued and transfigured over time, especially by leaders and scholars during the shift from colonial rule to postcolonial independence. I draw on critical post-colonial scholarship particularly derived from the experiences of former British colonies, especially India and Kenya, in order to examine how the history of colonialism, structural adjustment programs, and more recently, the advent of technology entrepreneurship has shaped expectations of and investments into the “global South” university, and imaginaries of what science and technology can do for socioeconomic development.

Building on theories offered by African philosophers, critical development and university scholars, and Southern theorists, I explore conceptualizations of and investments into the “global South” university by colonial powers, independent postcolonial governments, Bretton Woods institutions and, more recently, technology philanthropists such as the Gates Foundation and Chan-Zuckerberg Foundation. How have perceptions of the ethical and moral dimensions of investing in science and technology training and capacity building in the global South shifted across over time from the 1960s onwards?

Readings from “Decolonizing Science” syllabus to include:

Goldman Michael. *Imperial Nature: The World Bank and Struggles for Social Justice in an Age of Globalization*. New Haven, CT: Yale University Press, 2005.

Prakash, Gyan. *Another Reason : Science and the Imagination of Modern India*. Princeton, N.J.: Princeton University Press, 1999.

Mohanty, Chandra Talpade. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press, 2003.

Amin, Samir. *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism*. Delhi: Oxford univ. pr, 1979

Mitchell, Timothy. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley, Calif: University of California Press, 2012

Amin, Samir. *Delinking: Towards a Polycentric World*. London: Zed Books, 1990.

El Shakry, Omnia. *Great Social Laboratory: Subjects of Knowledge in Colonial and Postcolonial Egypt*. Stanford: Stanford University Press, 2014.

Adas, Michael. *Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance*. Ithaca: Cornell University Press, 1989.

This is an extensive list of additional readings (to be cut with your feedback/suggestions) that I envision going through:

The Politics of Higher Education (“Decolonizing the University”)

Chatterjee, Piya, and Sunaina Maira, eds. 2014. *The Imperial University: Academic Repression and Scholarly Dissent*. Minneapolis: University of Minnesota Press.

- Ferguson, Roderick A. 2012. *The Reorder of Things: The University and Its Pedagogies of Minority Difference*. Difference Incorporated. Minneapolis: University Of Minnesota Press.
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- Yang, K. Wayne. 2017. *A Third University Is Possible*.
- Habib, Adam, Seán Morrow, and Kristina Bentley. 2008. "Academic Freedom, Institutional Autonomy and the Corporatized University in Contemporary South Africa ¹." *Social Dynamics* 34 (2): 140–55. <https://doi.org/10.1080/02533950802280022>.
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- Zezeza, Paul Tiyambe, Adebayo O. Olukoshi, and Codesria, eds. 2004. *African Universities in the Twenty-First Century*. Dakar, Senegal : Oxford, UK: Codesria ; Distributed elsewhere by African Books Collective.
- Kapoor, Dip, ed. 2011. *Critical Perspectives on Neoliberal Globalization, Development and Education in Africa and Asia*. Rotterdam: SensePublishers. <https://doi.org/10.1007/978-94-6091-561-1>.
- Mazrui, Alamin. 1997. "The World Bank, the Language Question and the Future of African Education." *Race & Class* 38 (3): 35–48. <https://doi.org/10.1177/030639689703800303>.
- Ochwa-Echel, James R. 2013. "Neoliberalism and University Education in Sub-Saharan Africa." *SAGE Open* 3 (3): 2158244013504933. <https://doi.org/10.1177/2158244013504933>.
- Reimers, Fernando. 1994. "Education and Structural Adjustment in Latin America and Sub-Saharan Africa." *International Journal of Educational Development* 14 (2): 119–29. [https://doi.org/10.1016/0738-0593\(94\)90017-5](https://doi.org/10.1016/0738-0593(94)90017-5).
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- Court, D. 1980. "The Development Ideal in Higher Education: The Experience of Kenya and Tanzania." *Higher Education* 9 (6): 657–80. <https://doi.org/10.1007/BF02259973>.
- Elyachar, Julia. 2012. "BEFORE (AND AFTER) NEOLIBERALISM: Tacit Knowledge, Secrets of the Trade, and the Public Sector in Egypt." *Cultural Anthropology* 27 (1): 76–96. <https://doi.org/10.1111/j.1548-1360.2012.01127.x>.
- Kennedy, Michael D. 2015. *Globalizing Knowledge: Intellectuals, Universities, and Publics in Transformation*. Stanford, California: Stanford University Press.
- Kleinman, Daniel Lee, and Steven P. Vallas. 2001. "Science, Capitalism, and the Rise of the 'Knowledge Worker': The Changing Structure of Knowledge Production in the United States." *Theory and Society* 30 (4): 451–92.

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Southern and Postcolonial Theory

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Cognitive Justice and "Openness"

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Tech Philanthropy and 21st Century Technology Education for the Global South

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Afrocentric Educational Models and Philosophies

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