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| **Ali Mazrui Centre for Higher Education Studies**  **Call for Chapters** |

The Ali Mazrui Centre for Higher Education Studies (AMCHES) at the University of Johannesburg is delighted to announce the call for chapters for the upcoming book project, titled ‘Agents of Knowledge Producers in Southern Africa’. The details of the call and important dates are stated below.

**Title of the Book**: ‘Agents of Knowledge Producers in Southern Africa’

**Editors:** Prof Michael Cross & Prof Morgan Ndlovu

**Introduction**

There are limited academic works on the generations of African scholars that examine their intellectual, scholarly, and leadership contributions to knowledge production. The challenge partly stems from the old Eurocentric notion that marginalises the African subject as people without legacy, history, or agency. When Hamid Dabashi posed an ironic question about whether non-Europeans can think in his book, *Can non-Europeans think?*, Walter Mignolo was quick to respond: “Yes, we can”, in a foreword that he wrote for the same book. What is interesting about both the question and the response is the manner in which the authors effectively debunked the myth of a people without history or human agency. Characterisation of the non-Western subjects as ‘people without a soul’— a foundational colonial discourse that has preceded other characterisations of non-Western subjects as lacking intellectual capabilities – emanates from the assumption of classical Eurocentrism. The decolonialist Ramon Grosfoguel (2007) summarises how the colonial discourse portrayed the non-Western subject as people without legacy:

We went from the sixteenth-century characterisation of ‘people without writing’ to the eighteenth and nineteenth-century characterisation of ‘people without history’, to the twentieth-century characterisation of ‘people without development’ and more recently, to the early twenty-first century of ‘people without democracy’ (p. 214).

The colonial discourse also projects the non-Western subject as a ‘people without knowledge’ and thus ‘without intellectual history’. It is the characterisation of the non-Western subject as mere consumers of knowledge as Western scholars are the only authentic producers of knowledge. Such deliberate side-lining of African knowledges and intellectual legacy in several centres of knowledge production, such as higher education institutions and research centres, has led to recent calls for the decolonisation of knowledge, curricula, and the entire epistemology in South Africa and elsewhere. This decolonial debate also inspires the urgency of critically analysing the nature and contributions of African scholars, intellectuals, leaders, and institutions to the creation of identifiable knowledge bases in which other ways of knowing and sensing the world can be extrapolated. This urgency has also led to several questions, among others, what does it mean to be an African knowledge producer? Is there any automatic relationship between the social and epistemic location of the African subject that produces knowledge? Or is there any relationship between the social and epistemic location of the knowledge producers who claim various forms of African identities and their consciousness? These are some of the critical questions that the book aims to interrogate during the process of examining the contributions of African scholars, intellectuals, leaders, and institutions to knowledge productions.

**Objective**

The objective of the book is to critically analyse the intellectual legacies of African scholars, intellectuals, leaders, and institutions. It aims at analysing the nature of their contribution to knowledge production with specific reference to influencing and/or shaping the higher education landscape, discourse, policy, and practice in Southern Africa. The reason for focusing on higher education landscape, discourse, policy, and practice is informed by the important role that this sector plays in producing both progressive and critical thinkers and leaders in Africa or on African issues.

In addition, higher education was recently a subject of focus in the #RhodesMustFall and #FeesMustFall student protests where students eloquently expressed their discontent with the role that the Westernized African university institutions plays in reproducing coloniality. In other words, there is an urgent need for a systematic examination of both the *generations of African scholars and leaders* and *generations of African institutions*, especially the higher education sector.

This call for papers is aimed at compiling a series of not fewer than six edited volume book projects on the theme of *Generation of African scholars and universities* by academics associated with the Ali Mazrui Centre for Higher Education Studies at the University of Johannesburg in South Africa. Each volume will focus on the contribution of African scholars, intellectuals, leaders and institutions to knowledge production, in general, and the development of the higher education discourse, policy and practice in one of the identified African regions: (i) Southern Africa, (ii) Central Africa, (iii) East Africa, (iv) West Africa, (v) North Africa, and (vi) Global Africa.

In this call for chapters, we solicit papers that examine the nature of the contributions and the intellectual legacy of prominent scholars, intellectuals, and institutions in the Southern Africa region or whose origins are traceable to countries in Southern Africa. Here the researcher and his/her subject of research may not necessarily be in Southern Africa, but the paper can still be relevant to this call through tracing the genealogy of the subject of research, be it the scholar, intellectual, leader, or institution. The paper can focus on one or a combination of the following themes:

* Mapping the processes of emergence, development, and intellectual contribution of a prominent scholar from the Southern African region.
* Critically examining the biographies, identities, and the knowledge contributions (e.g. epistemological, theoretical, policy related and methodological) made by an intellectual from the Southern African region.
* Discussing critical institutional spaces within or outside universities in the Southern African region that have significantly contributed to the production of African scholars, African scholarship, and knowledge.
* Developing profiles of the leadership role played by scholars from Southern Africa in politics, policy, academia, and society at large.

**Target audience**

The target audience of this book consists of professionals and researchers working in the field of education, African intellectual history, sociology of knowledge, etc. The book will be a pioneer, not only in documenting and examining the intellectual contributions and historic past of generations of African scholars, but also in preserving the legacies of their intellectual capital.

**Submission procedure**

Researchers are invited to submit on or before **December 15, 2020,** an abstract of 300 to 500 words clearly explaining the topic, objectives, method, and contribution of his or her proposed chapter. Authors will be notified by **December 31, 2020**, about the status of their abstract and will be sent chapter guidelines. Full chapters are expected to be submitted by **February 28, 2021**. All submitted chapters will be peer reviewed on a double-blind review basis. Please send your abstract to: Ms Loria Mokwena at [loriam@uj.ac.za](mailto:loriam@uj.ac.za) or Prof Morgan Ndlovu at [morgan@highveldmail.co.za](mailto:morgan@highveldmail.co.za) or Prof Emnet Tadesse Woldegiorgis at [emnetw@uj.ac.za](mailto:emnetw@uj.ac.za).

**Publisher**

This book is scheduled to be published by Brill Publisher as a book series, ‘African Higher Education: Developments and Perspectives’ see https://brill.com/view/serial/AFHE.

\*Note: The AMCHES will cover the editorial expenses for all accepted chapters.

**Important Dates**

December 15, 2020: Abstract Submission Deadline  
December 31, 2020: Notification of Acceptance  
February 28, 2021: Full Chapter Submission

**Enquiries**

Prof Morgan Ndlovu at [morgan@highveldmail.co.za](mailto:morgan@highveldmail.co.za) , Prof Michael Cross at [mcross@uj.ac.za](mailto:mcross@uj.ac.za) or Prof Emnet Tadesse at [emnetw@uj.ac.za](mailto:emnetw@uj.ac.za).