|  |
| --- |
| **Ali Mazrui Centre for Higher Education Studies (AMCHES)** **Book project: Call for proposals** |

The Ali Mazrui Centre for Higher Education Studies at the University of Johannesburg is delighted to announce the call for a monograph book project on the theme ‘Generation of African Scholars’ focusing on one of the sub-regions of Africa. The book is intended to be written by one or a few co-authors. The details of the call and important dates are stated below.

**Tentative theme of the Book**: ‘Generation of African Scholars’ (focusing on either the Southern/Northern/Eastern/Western/Central African region).

The AMCHES will commission accepted book projects with the condition that the monograph is peer-reviewed, and the publisher issues a certificate of peer review.

**Thematic Overview of the Book**

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. This will be a single monograph book project on the theme ‘Generation of African Scholars’, focusing on one of the sub-regions of Africa. The book is intended to be written by one or a few co-authors.

**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 one of the sub-regions of Africa. The reason for focusing on the higher education landscape, discourse, policy, and practice is informed by the critical role that this sector plays in producing both progressive and problematic 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 institution 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 a monograph book is aimed at compiling a series of not fewer than five single-authored 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 various sub-regions of Africa. Each book 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, (vi) Global Africa.

We solicit proposals that examine the nature of contributions and intellectual legacy of prominent scholars, intellectuals, and institutions in one of the sub-regions of Africa or whose origins are traceable to countries in Africa. Here the researcher and his/her subject of research may not necessarily be in 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 one of the sub-regions of Africa.
* Critically examining the biographies, identities, and the knowledge contributions (e.g. epistemological, theoretical, policy related and methodological) made by an intellectual from one of the sub-regions of Africa.
* Discussing critical institutional spaces within or outside universities in one of the sub-regions of Africa that have significantly contributed to the production of African scholars, African scholarship, and knowledge.
* Developing profiles of the leadership role played by scholars from one of the sub-regions of Africa in politics, policy, academia, and society at large.

**Target audience**

The target audience of this book will be composed 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**

Authorare invited to submit on or **before December 15, 2020**, a **book proposal of 500 to 700 words** clearly explaining the topic, objectives, method, contribution, and structure of his or her proposed book a**s well as an updated CV.** The authors will be notified by **December 31, 2020**, about the status of their proposals and will be sent book guidelines. Selected authors will be invited to sign a contract by **January 15, 2021.** The final submission of the monograph will be discussed with the author during the preparation of the contract agreement. All submitted proposals and monographs will be reviewed on a double-blind review basis. Please send your proposal to Ms Loria Mokwena at loriam@uj.ac.za or Prof Morgan Ndlovu at morgan@highveldmail.co.za or Prof Emnet Tadesse Woldegiorgis at emnetw@uj.ac.za.

**Publisher**

Commissioned books are scheduled to be published by Brill Publisher on a book series ‘African Higher Education: Developments and Perspectives’ see https://brill.com/view/serial/AFHE.

**Important Dates**

December 15, 2020: Proposal Submission Deadline
December 31, 2020: Notification of Acceptance
January 15, 2021: Contract signing

**Enquiries**

Prof Morgan Ndlovu at morgan@highveldmail.co.za, Prof Michael Cross at mcross@uj.ac.za or Prof Emnet Tadesse Woldegiorgis at emnetw@uj.ac.za.