



Mobilizing Whiteness: Race, Futurity, and Globalization of Higher Education

Dr. Riyad A. Shahjahan, Michigan State University





Whiteness as futurity and globalization of higher education

Riyad A. Shahjahan¹ · Kirsten T. Edwards²

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- Whiteness as a state of knowing and being that a) creates a superstructure and b) orients environments to benefit White life
- Unfinished business that has structural and symbolic dimensions
- Race and racism not uniform globally, but a transnational force
- Futurity: state of being tied imagined time that is “yet to come”, or how “yet to come” is invoked



Whiteness as Futurity



Whiteness constrains pasts & presents while producing White futurity in three pathways:

- Whiteness shapes future aspirations of HE subjects
- Demands continual investment in Whiteness
- Malleable across multiple contexts, and reinforces local racial hierarchies



Mobility of Imaginaries

Popular culture & public pedagogy shape social imaginaries of whiteness

- Global media generates aspirations for certain regions
- Mediates cultural familiarity
- Institutional/regional branding efforts



Mobility of People



Whiteness as futurity mobilizes bodies

- Access to global resources and subjectivity
- Asian HE as “affordable” whiteness: China, Japan, & South Korea trends
- White bodies in non-Western regions: Global North Faculty

Mobility of Resources

Whiteness as futurity also creates anticipatory logics around resources

- Programs and institutions become mobile: International Branch Campuses
- Resurgence of education hubs: United Arab Emirates (e.g., Dubai Knowledge Park); Singapore (Global Schoolhouse)





Conclusion

- Whiteness as futurity cannot be easily fixed, raising questions of modern onto-epistemic grammar & requires complexity
- Three future directions: (1) examine racialization process beyond national containers and across scales, (2) examine “future-facing” HE policies and practices, and (3) consider complicity to Whiteness as malleable

Repressive Tolerance

CGHE Annual Conference 25 May 2022

By Dr Solomon Zewolde

Outline

- why is progress to decolonize the HE curriculum is so disappointingly slow
- despite a burgeoning publication of critical texts and the proliferation of initiatives that purport to fight coloniality and racism in HE.
- Using Marcuse's concept of 'repressive tolerance', he will discuss how HEIs perpetuate and maintain racism and coloniality through Eurocentric epistemology and pedagogical practices and silence and ignore voices calling for radical changes

The Awarding Gap

Gary Loke, Director of Knowledge, Innovation and Delivery at Advance HE lamented:

.....progress on narrowing the ethnicity gap continues to be slow. The white-BAME gap and the white-Black gap have each on average changed by 0.3 percentage points between 2003-04 and 2018-19. At this rate of change it will be in 2070-71 when the white-BAME awarding gap will close, and 2085-86 when the white-Black awarding gap closes. This is rather depressing.'

Some land marks

- the arrival of the first 20 enslaved Africans at Point Comfort (currently known as Hampton) in Virginia, 400 years ago in August 1619 perhaps colonialism and racism is
- Following that White slave owners put their names on the black Africans they called and made them 'slaves'- to show ownership of them. Their real names were erased during slavery!
- In the process— rejecting their names, cultures and values, belief systems;
- More than 400 years after “Black Lives Matter” have forced a profound moment of reckoning by exposing the continued legacy of slavery, and other forms of historical imperialism – But at the same time a disappointing resistance is going on in the name of promoting tolerance, freedom of speech and academic freedom
- The colonized curriculum is perhaps best defined by what is left out, erased and/or sanitized or undermined ; And also by who has the power to decide the content of the curriculum- both what and how to teach it

Herbert Marcuse- Repressive Tolerance

- The passive acceptance of social and governmental practices, policies and actions which restrict freedom in an absolute sense.
- Herbert Marcuse coined the term in an essay of that title for a book co-written with Robert Wolff and Barrington Moore, *Critique of Pure Tolerance* (1965).
- One form of repressive tolerance Marcuse mentions is tolerating (under the guise of neutrality and freedom of expression) opinions that are regressive, repressive, or objectively incorrect. Giving oppressive ideas the same platform as does not promote tolerance, according to Marcuse, but only perpetuates the status quo which leaves the ruling power structures untouched.

Bibliometric coloniality: African scholarly publishing and the academic credibility economy

David Mills, CGHE Oxford (along with Abigail Branford, Kelsey Inouye
and Natasha Robinson)

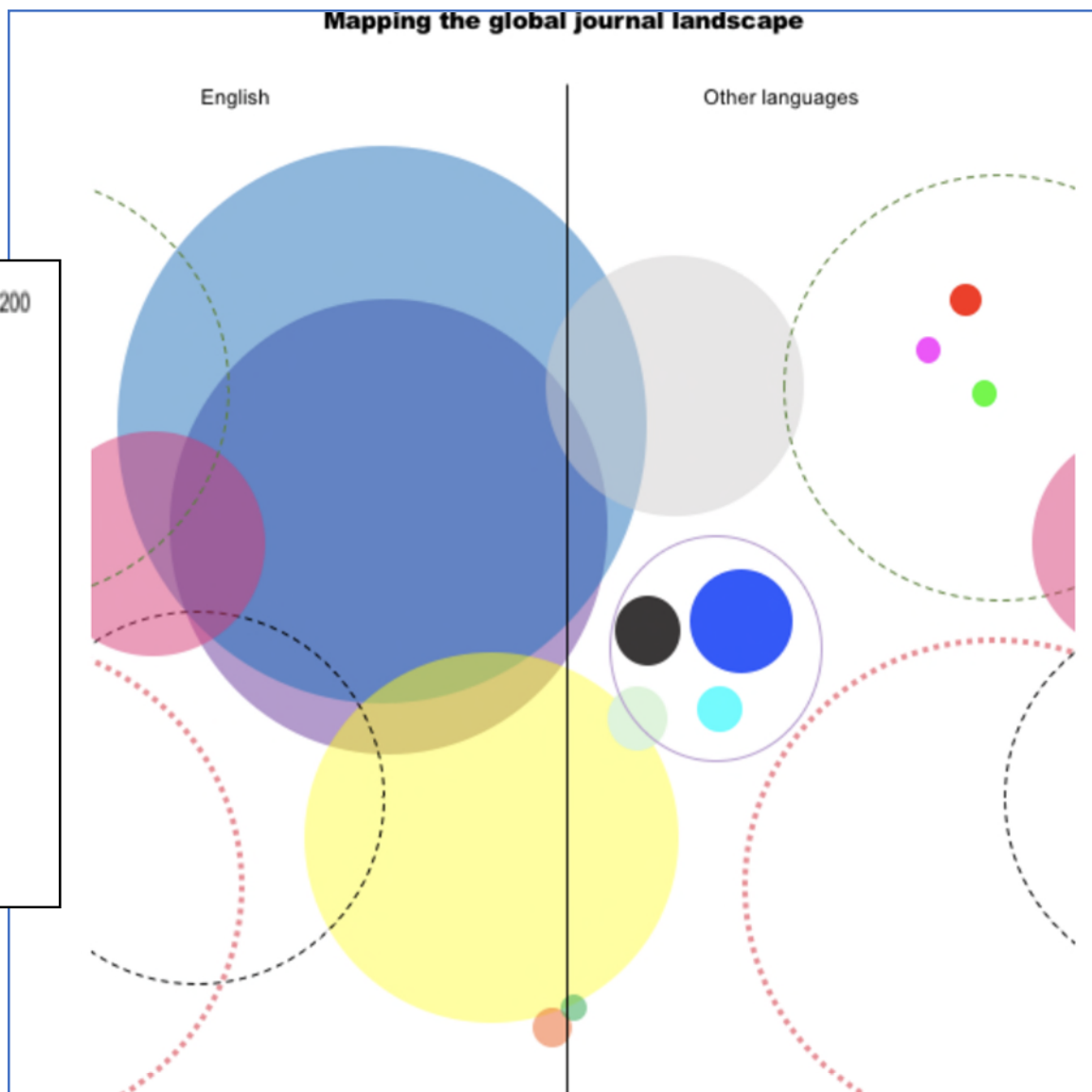
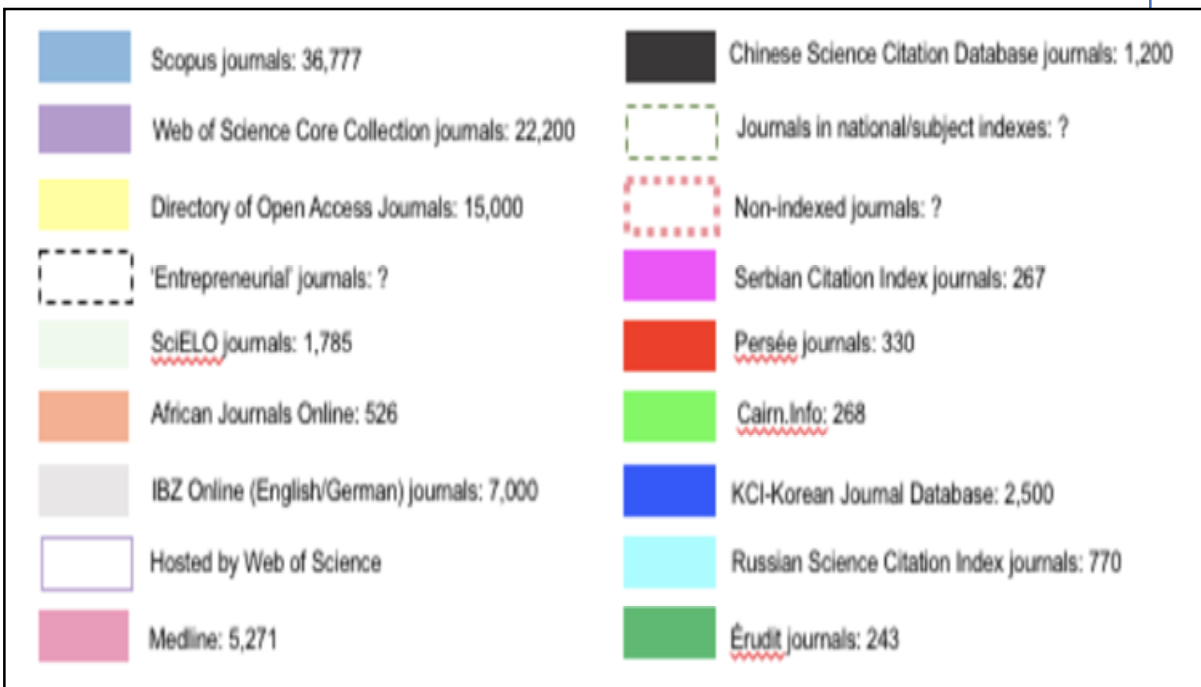
Presented in the 'Coloniality and Racism in Higher Education' panel: CGHE Conference 25th May 2022

Scopus coverage of African journals

- Only 259 journals currently indexed in the Elsevier-owned Scopus citation index are published from Africa (less than 0.75% of its 34,000 journals).
- 121 are published from Egypt and 91 from South Africa. This leaves just 40 from the rest of sub-saharan Africa. Nigeria: 21, Ghana: 4, Ethiopia:5, Kenya:5, Senegal: 2 Rwanda/Uganda/Malawi: 1
- Asubiaro's analysis (2021 pre-print) suggests that less 4% of Nigeria's 294 biomedical journals are indexed in the two major indexes.
- Interviews with journal editors highlight how hard it is for African journals to be indexed in Scopus. Requirements include a diverse international authorship and editorial board, a sustained publication and citation record , plus compliant digital infrastructures (eg DOIs, archiving etc).
- Scopus (and WoS) data tell us very little about African research ecosystems.

'One can't get indexed without international authors, but authors are disinclined to publish in a journal that isn't indexed..it is a chicken and egg kind of thing... you see the loop; nobody can break it'
Nigerian editor

How much research knowledge is rendered 'invisible' by Scopus and Web of Science ?



Bell, K and D. Mills (2020) What we know about the academic journal landscape reflects global inequalities. LSE Impact Blog

Mapping African science collaborations and co-authorship

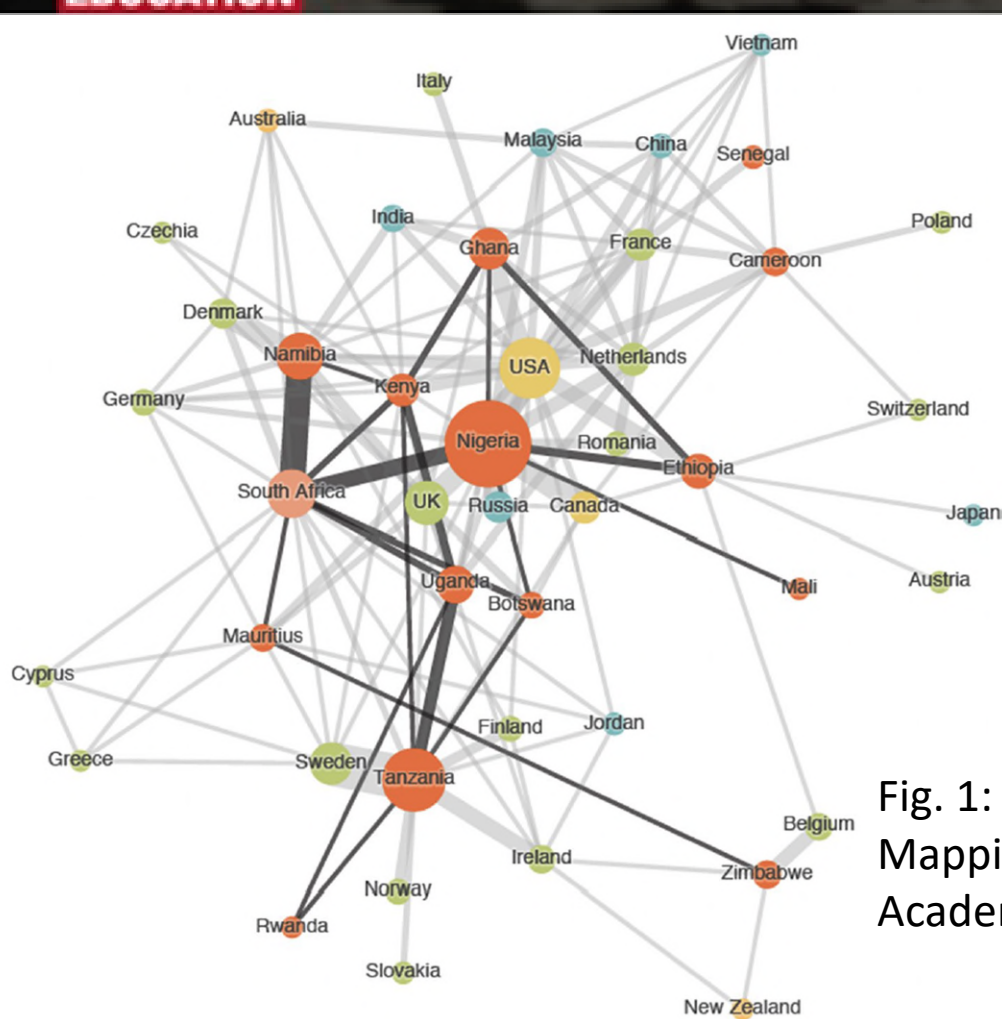


Fig. 1:
Mapping using
Academia.edu

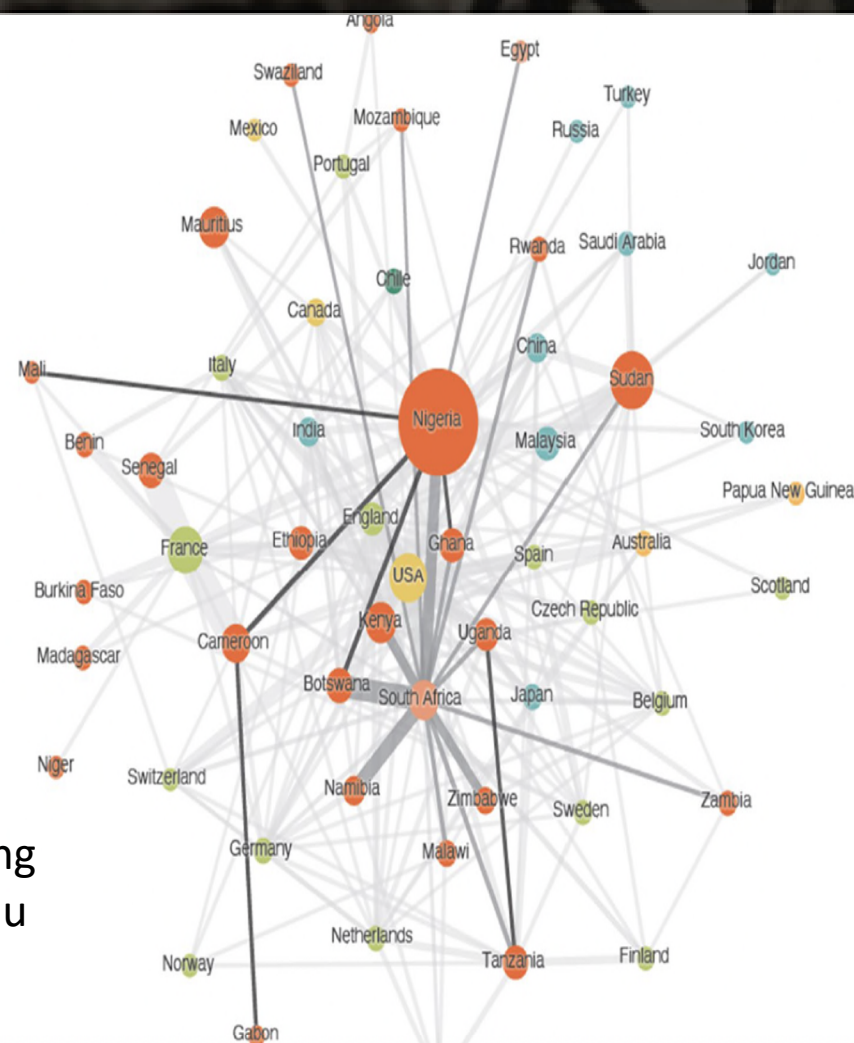


Fig. 2:
Mapping
using Web of
Science

Harsh et. al. 2021. 'Mapping computer science research in Africa: using academic networking sites for assessing research activity', *Scientometrics*, 126: 305-34.

Localised knowledge ecosystems and credibility cultures



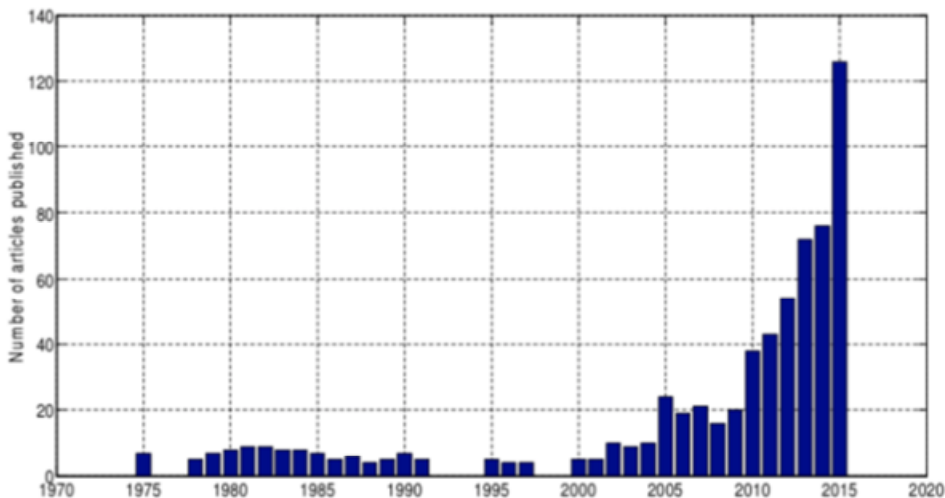
nijotech.com

NIJOTECH : Nigerian
Journal of Technology

University-published journals - such as NIJOTECH, launched in 1975, and published by the University of Nigeria Press - facilitate a localized academic 'credibility economy' within Nigeria and across the region. 30% of this technology journal's submissions are from outside Nigeria.

NIJOTECH has had an exponential growth in submissions when new editor (Dean of Engineering) appointed in 2010 and on going Open Access (OA) in 2012

NIJOTECH uses OJS (Open Journal Systems) software, and charges \$100 APC to cover costs, paying reviewers with mobile phone data, but still faces constant resource challenges: web-hosting/technical support/power supplies



Articles published in NIJOTECH 1975-2015 (Obe 2015)

Nigerian (and most African) universities expect their researchers to publish 'in reputable international journals'. But who defines 'reputable' & 'international'?

NIJOTECH's editor described negotiations with the Scopus 'Content Policy and Selection Board' as getting 'harder and harder', saying 'when somebody says it is something to do with Nigeria, those from Europe look at you twice even if you are telling them the truth'.

This is one of four Nigerian journal case-studies in Mills and Branford (forthcoming)

Commercial publishing interests promote emotive discourses around 'predatory journals', victimizing journals published in low-income research systems (Inouye and Mills 2021)



27 Aug 20, 10:52

By Christiaan van der Merwe

Related Links

[Link to full paper](#)



Predatory journals take a bite out of Nigerian education research

More than a third of papers published in eight years appeared in unscrupulous publications

Research Professional
News, August 27, 2020

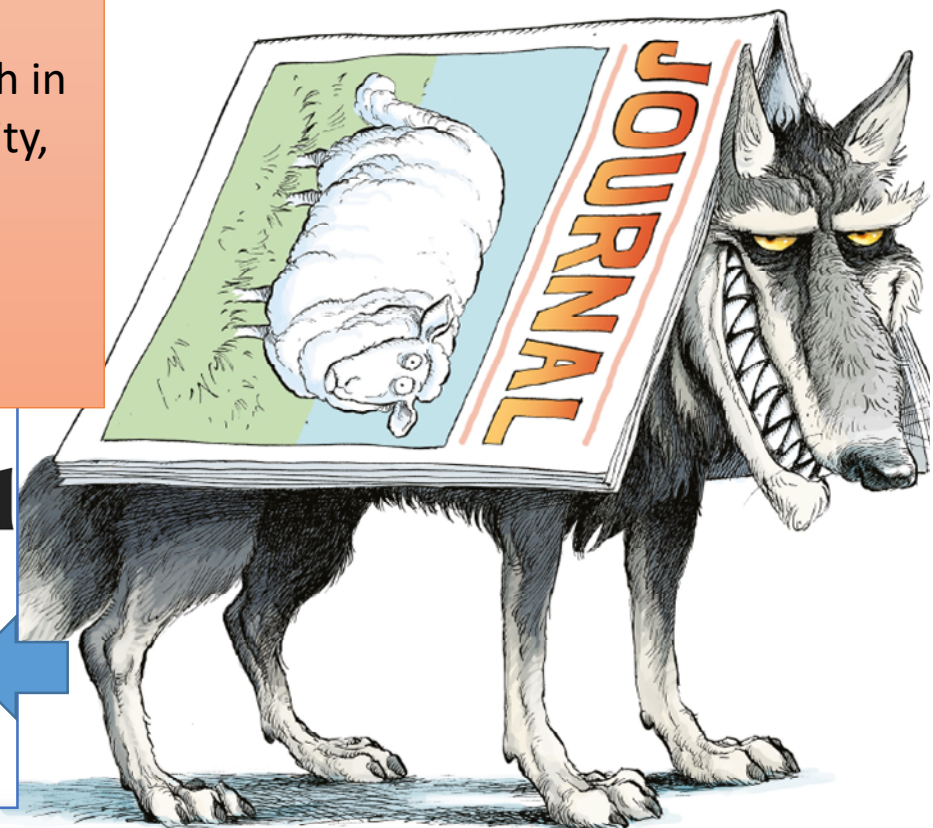
Mitchell, Rafael, Pauline Rose, and Samuel Asare. 2020. 'Education Research in Sub-Saharan Africa: Quality, Visibility, and Agendas', *Comparative Education Review*, 64: 363-83.

NEWS · 08 FEBRUARY 2021

Hundreds of 'predatory' journals indexed on leading scholarly database

Scopus has stopped adding content from most of the flagged titles, but the analysis highlights how poor-quality science is infiltrating literature.

Dalmeet Chawla, Nature News. <https://doi.org/10.1038/d41586-021-00239-0>



- In Nigeria, and across Africa, journal editors and publishers face the algorithmic challenge of sustaining legitimacy and visibility in a global science system that relies on citation metrics as a proxy for credibility (Mills and Branford forthcoming).
- The metrics reinforce existing academic ‘credibility economies’ (Mills and Robinson 2021), reproducing colonial research geographies , rendering invisible emergent African research ecosystems, and undermining long established African journals .
- The discourse around ‘predatory publishing’ reinforces these divides. It also has racialised overtones, stigmatising Nigeria (along with South Asia) as a source of academic ‘fakes’ (Mills et al 2021).
- Open Access will not in itself help decolonise publishing (Meagher 2021, Knochelmann 2021). Decoloniality depends on ‘bibliodiversity’: regional initiatives, publishing infrastructures and knowledge ecosystems (Berger 2021, Okune et al 2021).
- A more equitable science system needs alternative credibility economies, multi-lingualism, a sustainable Open Science, bibliodiversity and a ‘world in which many worlds might fit’ (Escobar 2020).

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