

# **Dismantling the Colonial University: Defiant Scholarship & Decolonial Thought in Africa, 14 September 2021**



00:21:14 CGHE Webinars: The Padlet for this webinar series can be found here:

<https://padlet.com/trevortreharne/97yk98jrjd4dx34>

00:24:11 Solomon ZEWOLDE: I am already enjoying this a lot! Defiant scholarship!

00:26:59 Sunita Abraham: Would it be possible to have a copy of the powerpoint when the recording is made available?

00:27:40 claire callender: They will be available on the CGHE website after the webinar

00:27:42 CGHE Webinars: Yes Sunita, the slides will be on the CGHE site later today.

00:28:02 Sunita Abraham: Thanks!

00:28:26 Kunwar Jee Sinha: great

00:28:37 Jean Lee Farmer: Loving the idea of Defiant Scholarship. I am from South Africa. My university has a history as having educated many Apartheid leaders. The culture is hard to change.

00:30:31 Zuhair Abdul Muhshi Alwan: does this event get a e certificate???

00:30:46 Stephanie Tilley: I love the concept of defiant scholarship; I am an HBCU and multicultural scholar from New Orleans (based in Houston) and this is very relevant to the social climate and educational inequities in the USA.

00:31:02 claire callender: Regrettably - no

00:31:40 Zuhair Abdul Muhshi Alwan: hmmm

00:33:40 Tanisha Pandey: I was under the impression that if one attended at least 4 of these seminars, one could ask for a certificate later?

00:33:54 claire callender: if people attend at least 6 webinars, they can apply to get an attendance cert..

00:34:27 Zuhair Abdul Muhshi Alwan: oke thanks

00:34:27 CGHE Webinars: There is a certificate of participation for attendees that come to six of the webinars in this series of eight, but not for this webinar by itself.

00:34:51 Radina Chileva: Thanks for the information!

00:38:11 Tanisha Pandey: Thank you for the clarification.

00:50:43 claire callender: Please put your questions in the chat function. We want to hear what you want to ask the speakers

00:51:31 Benezet Rwelengera: Glad to have been one of the participants in the Decolonising Research Methodologies course. Links so well with these CHGE webinars

00:53:01 claire callender: Questions? Does everyone agree with the presenters?

00:54:41 Hanne Tange: I wonder about positionality - the speakers and several of the scholars referred to are positioned at elite institutions in the UK and US. How do such privilege, or lack thereof, influence potential to resist and defy?

00:55:23 Emmah Muema: Saran Stewart (2021) works talks about defiant scholarship. I believe defiant practice will only make a difference if the teacher becomes king in unravelling history. From your presentation what strategies do you propose that will change or dismantle the colonization of scholars?

00:55:36 Solomon ZEWOLDE: Enjoyable and deeply inspiring! Don't you think we need to build a much greater platform to promote and push the idea of 'Defiant scholarship'? Have you thought about this?

00:56:11 Anne Makena: Amber Murray rightly states that defiance scholarship is dangerous for many. It is particularly dangerous for African researchers who struggle enough to get visibility of the 'traditional' scholarship

00:56:36 Adeela Shafi: That is a really good point Hanne.

00:57:00 Anne Makena: Just as Hanne says!

00:57:05 Adeela Shafi: Its easy to be defiant if you are already in a powerful position/context

00:57:10 Jean Lee Farmer: It is harder to be defiant in a historically advantaged institution in South Africa.

00:58:30 Jean Lee Farmer: @adeela shafi Absolutley

00:59:12 Diana Laurillard: Fascinating and challenging talks – thank you. Much of this argument is about a defiant curriculum – what we teach must be different, and should derive from other ecologies of knowledge. Pedagogy is more difficult, because traditionally it 'transmits' knowledge in the curriculum. The pedagogies of active learning aim for something different with respect to the same content. Could these current pedagogies, such as experiential learning, collaborative learning, etc be appropriate for coming to understand the outputs of defiant scholars, or do we need new kinds of pedagogies – these were not so easy to discern in what you said. I'm not sure what they would be?

01:00:09 Parvati Raghuram: I am very happy to be exposed to the idea of defiant scholarship, it opens up room for new ways of thinking and doing from different geographies.

01:01:17 Simon Marginson: When dGramsci

01:01:39 Jean Lee Farmer: Diana Laurillard - insisting on these changes in the curriculum where people are not willing to transform at a faster pace is an act of defiance that the institution is not ready for. Black voices have to be louder to be heard in these institutions.

01:04:09 Olga Mun: Thank you so much for an important webinar and sharing your research, thoughts and vulnerabilities. Would be great to continue the conversations and actions (in Oxford and beyond!).

01:04:47 Adeela Shafi: You are also right Patricia, that to effect change you need to be in the spaces of power and privilege and have a seat at the table and that is the point: that it is easier to be defiant when in a powerful position/context. This is not a criticism but a recognition that being in a less privileged position plays out in defiance itself. Voices from privileged and less advantaged positions is what is going to amplify the case for decolonialisation.

01:04:57 Simon Marginson: When and how do critical intellectuals become Gramsci's 'organic intellectuals'? What is important is not so much where critical intellectuals come from (whether they are more or less 'worthy' as individuals) but what they do, and how they connect to a much wider group of people. People in 'hegemonic' institutions have a greater opportunity and greater responsibility, but all critical intellectuals can make a difference. We all have the means of communicating to a much larger group of people. All of us, working with others, have this capacity.

01:06:05 Kunwar Jee Sinha: why do we use defiant scholarship?

01:07:17 Jairo Funez: I do research with university student movement in Latin America. I examine the ways in which student movements unsettle governance (power) and knowledge. What work is being done that extends the notion of guerrilla intellectual, which is aimed at unsettling dominant knowledge regimes, to dismantling governance structures sustained by the university?

01:07:23 Jean Lee Farmer: My microphone is not working

01:07:46 Jean Lee Farmer: I cant. sorry

01:08:03 Kunwar Jee Sinha: wouldn't be good idea to replace the term defiant scholarship?

01:09:05 CGHE Webinars: Thank you for joining us today. A recording of this webinar will be on the CGHE site tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/dismantling-the-colonial-university-defiant-scholarship-decolonial-thought-in-africa/>

01:10:00 CGHE Webinars: Our next webinar will be on Thursday, 'Learning Whiteness: material, epistemic and affective relations of Higher Education'. That will also be in-person at Oxford. More details here: <https://www.researchcghe.org/events/cghe-seminar/learning-whiteness-material-epistemic-and-affective-relations-of-higher-education/>

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01:11:12 MUHAMMAD ADAMU: Intersectionality is the key....

01:12:13 Jean Lee Farmer: Wow!

01:14:19 Hanne Tange: A very important raised by the doctoral students. We have seen recently in Denmark how young scholars working with race/gender/migration have been exposed to attacks by the right wing media and politicians. Defiance can be very risky!

01:16:09 Adeela Shafi: And this is why having allies working on the same thing in positions of power or privilege become essential. Powerful people.institutions/organisation/ only listen to their powerful counterparts.

01:16:24 Parvati Raghuram: I wonder what each of us is defying and what we are complicit with...and what is scholarship once it has been defied effectively. We are rewriting teaching materials and using open distance learning pedagogies amongst refugees.. each of us is facing our own challenges

01:16:37 Pia Kahn: How can 'credentializing/ credentialism' be decolonized?

01:16:46 Adeela Shafi: Powerful counterparts can elevate the voices of those less in power so that they become empowered. A bit like Soloman said earlier

01:18:08 Judith Hillier: Agree with Adeela - those of us who are privileged enough to have a platform need to amplify the voices of others. And we need to be humble enough to listen to the voices of others.

01:19:12 Simon Marginson: What a brilliant topic, presentation, attendance and discussion! These are days of hope for us

01:19:26 Jude Fernando: Most of us use Paulo Freire's and Achille Mbembe's work in our critical pedagogical work. What insights you might have about applications of their work, in the light of your talk today? No worries if the question is too broad.

01:19:37 Cristina Carvalho: Thank you all, for this essential topic and the inspiring session! Great discussion.

01:19:42 Melusine Dissard: I have to go but fascinating presentation and discussion. Thank you!

01:20:10 Jude Fernando: I meant to say most of us. Sorry for the typo

01:20:18 Charito Pizarro: Thank you, Patricia and Amber.

01:20:21 Amber Murrey-Ndewa: Thanks so much to everyone for the excellent questions - it was a pleasure and please do reach out to us: [amber.murrey-ndewa@ox.ac.uk](mailto:amber.murrey-ndewa@ox.ac.uk)

01:20:35 Anne Makena: Absolutely brilliant presentations, engaging discussions and can't wait for the next one!

01:21:20 Iram Sammar: 'Defiance' and 'guerrilla' in itself are considered 'negative' terminology - how do we make the process of decoloniality more appealing? Thank you for your hard work, I hope to follow in your footsteps.

01:21:29 simon batterbury: Our powerful platforms are not as powerful as they seem. In Australia a fifth of the academic workforce has gone in pandemic-related cuts since mid 2020 [geography and HASS included]. Much defiant teaching is going with them. The only powerful ones are the people making the cuts, not the lecturing staff in seemingly powerful universities.

01:21:30 Diana Laurillard: Thank you, Amber - that gave me some more ideas to think with. The pedagogical methods you mentioned are all viable within most universities I think, but the crunch comes with what counts as assessment and achievement for a university qualification. That's for another session, though! This has to be carried through to 'f

01:21:44 Diana Laurillard: Defiant assessment' -now there's a thought.

01:21:47 Parvati Raghuram: great talk - thanks Patricia and Amber!

01:22:14 Paul Ashwin: Thanks for a really inspiring seminar.

01:22:14 Patricia Gilbert: Thank you - a brilliant and hugely informative seminar.

01:22:18 Celia Jenkins: Thank you Patricia and Amber for stimulating our defiance in whatever ways we can.