**The University and Its Publics: North, South, and in Between**
"Comp Lit in Dialogue" / 16:195:610
Spring 2022 / Tuesdays 4:30-7:30pm EST
AB-1052, College Avenue Campus

**Andrew Parker, Comparative Literature/French**
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Hours: Tuesday 12:30-1:30pm / Thursday 11:30-12:30pm /
and by appointment (Zoom)

"The University and Its Publics" is a capstone seminar for the Mellon-funded inter-university program "Critical Theory and the Global South" (2016-2021), which was directed by Professors Judith Butler (UC-Berkeley) and Penelope Deutscher (Northwestern).

This syllabus was created jointly with Professor Deutscher, who will teach a version of the same course at Northwestern in its Spring 2022 quarter. We'll combine our classes via Zoom during the four weeks that our different academic calendars overlap. (N.B. To facilitate this integration our meeting times will shift to Tuesdays 4:30-6pm EST and Wednesdays 6-7:30pm EDT for the four April dates. See below for the schedule.)

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"The University is a critical institution or it is nothing." – *Stuart Hall*

This interdisciplinary seminar will survey recent analyses of modern universities from a range of global locations—north, south, and in between. The course will put the Critical University Studies movement in the US and UK into dialogue with counter-institutional voices from South Africa, Latin America and elsewhere. While every university imagines a public for its work, no two do so in the same ways, whether intra- or transnationally. Who, then, are the modern university's publics—the state? the corporation? the foundation? the NGO? the prison? other Others? If universities are proverbially in crisis, for whom is this especially (or never) the case? Where, in our networked world, does today's university exist, and where does it not? How has the history of the university been told, and why might we want to tell it differently? If the neoliberal corporatization of learning is globally pervasive, how might we contest it, and to what ends? Can the classroom become a space of resistance and, if so, for whom? How can we think otherwise about the university, and why?

Readings for the seminar will be posted on Canvas and are drawn from critical theory, cultural studies, decolonial and deconstructive approaches to the politics of knowledge and institutions. Since this is a comparative course, students are invited to share their ongoing research on a non-US university or an alternative pedagogical initiative. A short paper responding to or extending

one of the assigned readings is due before Spring Break; a course portfolio (15-20 pp) is expected by Monday, May 2. The seminar itself concludes with a two-week symposium during which students will present final projects.

<p style="text-align:center">S<span style="font-variant:small-caps">YLLABUS</span></p>

Jan 18  **Zoom**  **Introduction**


Jan 25 **Zoom**  **Who/What/Where are the University's Others?**

Premesh Lalu, "What Is the University For?" *Critical Times* 2.1 (2019): 39-58.

Achille Mbembe, Judith Butler, Wendy Brown, David Theo Goldberg, "The University and Its Worlds": https://www.youtube.com/watch?v=s07xFdD-ivQ (2016, 117 mins).

Zine Magubane, comments on "Decolonizing the University": https://www.youtube.com/watch?v=RCkXeMaaSwU (2015, from 6:00 to 15:00).

Nicolas Standaert, "Displaced: Towards a Networked University," from *The Idea of the University II: Contemporary Perspectives*, eds. Michael A. Peters and Ronald Barnett (Peter Lang, 2018), 155-170.

Jacques Derrida, "The Principle of Reason: The University in the Eyes of Its Pupils," from *Eyes of the University: Right to Philosophy II* (Stanford 2004), 129-155.

Linda Martin Alcoff, "Educating with a (De)colonial Consciousness," *Lapiz*, no. 1 (2014): 78-92.

Ramsey McGlazer, "Introduction: On Counter-Progressive Pedagogies," in *Old Schools: Modernism, Education, and the Critique of Progress* (see in particular "The Problem of the School" 4-9, also 12-13).

Alberto Lule, Savannah Ramirez, Rosie Rios, and Nathaniel Whitfield, "The University and the Prison: A Dialogue," special issue on spaces of confinement: https://www.e-flux.com/architecture/confinement/379316/the-university-and-the-prison-a-dialogue/.

"Publiversity: A Space about Public and Alternative Practices in Higher Education": https://publiversity.wordpress.com/.

Feb 1        **Which/Whose Universities Are in Crisis? (with Prof. Nelson Maldonado-Torres, Comp Lit and LCS, Rutgers)**

Michelle Ty, "Introduction: Higher Education on Its Knees," *Qui Parle* 20.1 (2011): 3–32.

Christopher Newfield, "What Are the Humanities For? Rebuilding the Public University," in *A New Deal for the Humanities: Liberal Arts and the Future of Public Higher Education*, eds. Gordon Hutner and Feisal G. Mohamed (Rutgers 2016), 160-178.

Boaventura de Sousa Santos, "The University at a Crossroads," in *Decolonizing the Westernized University: Interventions in Philosophy of Education from Within and Without*, eds. R. Grosfoguel, R. Hernández, and E. Rosen Velásquez (Lexington Books 2016), 3-14.

Walter Mignolo, "Globalization and the Geopolitics of Knowledge: The Role of the Humanities in the Corporate University," *Nepanta* 4.1 (2003): 97-119.

Nelson Maldonado-Torres, "The Crisis of the University in the Context of Neoapartheid," *Decolonizing the Westernized University*, 39-52.

Sylvia Wynter, "'No Humans Involved: An Open Letter to My Colleagues," *Forum NHI*, 1.1 (Knowledge on Trial, 1994): 42-73.

Ramón Grosfoguel, "Decolonizing the University: Racist/Sexist Epistemologies, 4 Genocides": https://www.youtube.com/watch?v=uciL0Sl_9z0 (lecture, 2017, 92 mins).

Tendayi Sithole, "Decolonizing Humanities: The Presence of the Humanitas and the Absence of the Anthropos," *Decolonizing the Westernized University*, 115-134.

Victoria J. Collis-Buthelezi, "The Case for Black Studies in South Africa," *The Black Scholar* 47, no. 2 (2017): 7–21.


Feb 8        **Discipline Trouble I**

Immanuel Kant, "An Answer to the Question: What Is Enlightenment?" (1784).

Premesh Lalu, "Apartheid's University: Notes on the Renewal of Enlightenment," *Journal of Higher Education in Africa* 5, no. 1 (2007): 45-60.

Michel Foucault, "What Is Critique*?"* in *The Politics of Truth*, eds. Sylvère Lotringer and Lisa Hochroth (Semiotext[e] 1997), 41-82.

Judith Butler, "What Is Critique? An Essay on Foucault's Virtue," in *The Judith Butler Reader*, ed. Sara Salih (Blackwell 2000), 304-322.

Nelly Richard, "Antidiscipline, Transdiscipline, and the Redisciplining of Knowledge," in *Cultural Residues: Chile in Transition* (Minnesota 2004), 95-106.

Mitsuhiro Yoshimoto, "The University, Disciplines, National Identity: Why Is There No Film Studies in Japan?" *SAQ* 99.4 (2000): 697-713.

Stuart Hall, "Cultural Studies and its Theoretical Legacies," from *Essential Essays, Vol 1: Foundations of Cultural Studies* (Duke 2019), 70-99.

Ien Ang, "Stuart Hall and the Tension between Academic and Intellectual Work," *International Journal of Cultural Studies* 19.1 (2016): 29 –41.

David Scott, "Stuart Hall's Ethics," *Small Axe*: A *Caribbean Journal of Criticism* (March 2005): 1–17.

Lawrence Grossberg, "On Postmodernism and Articulation: An Interview with Stuart Hall," in *Stuart Hall: Critical Dialogues*, eds. David Morley and Chen Kuan-Hsing (Routledge 1996), 131-150.


Feb 15 **Discipline Trouble II**

Immanuel Kant, *The Conflict of Faculties*, Part One (1798).

Jacques Derrida, "Mochlos, or the Conflict of the Faculties," from *Eyes of the University Philosophy: Right to Philosophy II*, 83–112.

Jacques Derrida, "Theology of Translation," from *Eyes of the University*: *Right to Philosophy II*, 64-82.

Sandro Mezzadra and Brett Nielson, "Border as Method or the Multiplication of Labor," in The Edu-Factory Collective, *Toward a Global Autonomous University: Cognitive Labor, The Production of Knowledge, and Exodus from the Education Factory* (Autonmedia 2009), 84-88.

Marisa Belausteguigoitia, "Pedagogical Strategies for a Transnational Reading of Border Writers (Gloria Anzaldúa, Rosellano Castellanos, and Subcommandante Marcos): Pairing a Triangle," in Sonia E. Alvarez et al. (eds.), *Translocalities/ Translocalidades: Feminist Politics of Translation in Latin/a Américas* (Duke 2013), 107-129.

F. W. J. Schelling, *Lectures on the Method of University Studies* (1803; excerpts), in *The Idea of the University I: A Reader*, eds. Michael A. Peters and Ronald Barnett (Peter Lang 2008), 33-45.


Feb 22          **Engaging the German "Model"**

Bill Readings, *The University in Ruins* (Harvard 1999), 54-88

Wilhelm von Humboldt, "On the Spirit and the Organizational Framework of Intellectual Institutions in Berlin" (1809/1970), in *The Idea of the University I*, 45-55.

Santiago Castro-Gómez, "From the History of Ideas to the Localized Genealogy of Practices: An Interview with Santiago Castro-Gómez," in *Critique of Latin American Reason* (Columbia 2021), 209-245.

Nelly Richard, "Cultural Peripheries: Latin America and Postmodernist De-Centering," *boundary 2* 20, no. 3 (Autumn 1993): 156-161.

Jean-François Lyotard, "Education and its Legitimation through Performativity," in *The Postmodern Condition* (Minneapolis 1984), 47-53.

Karl Jaspers, *The Idea of the University* (excerpts) in *The Idea of a University I,* 77-93.

Jacques Derrida, "The Future of the Profession or the University Without Condition (Thanks to the 'Humanities,' What Could Take Place Tomorrow)," in *Jacques Derrida and the Humanities: A Critical Reader*, ed. Tom Cohen (Cambridge 2002), 24-57.

H.-G. Gadamer, "The Idea of the University – Yesterday, Today, Tomorrow," in *The Idea of a University I*, 122-136.

Friedrich Nietzsche, *On the Future of Our Educational Institutions* (excerpts), in *The Idea of a University I*, 56-76.

Mar 1     **The Chilean University After Allende (with Prof. Paul North, Comp Lit and German, Yale)**

Willy Thayer, "The Non Modern Crisis of the University," *Critical Times* 2.1 (2019): 59-84.

Kate Jenckes, "Intersections of Politics, Philosophy, Aesthetics, and Life in Contemporary Chilean Criticism and Art," *The New Centennial Review* 20.1 (2020): 23-50.

Nelly Richard, "The Language of Criticism: How to Speak Difference?" *Nepantla* 1.1 (2000): 255-262.

Willy Thayer, "The Possibility of Criticism: A Response to Nelly Richard's "The Language of Criticism: How to Speak Difference?" *Nepantla* 1.1 (2000): 263-267.

Guadalupe Santa Cruz et al., "Conversation on Willy Thayer's The Unmodern Crisis of the Modern University," *Nepantla* 1.1 (2000): 229-254.

[Guadeloupe Santa Cruz et al., "Conversación en torno a La crisis no moderna de la universidad moderna, de Willy Thayer": https://edicionesmimesis.cl/index.php/2020/06/28/conversacion-en-torno-a-la-crisis-no-moderna-de-la-universidad-moderna-de-willy-thayer-1996/]

André Bernasconi, "Is There a Latin American Model of the University?" *Comparative Education Review* 52.1 (2007): 27-52.

Nelly Richard, "The Academic Citation and Its Others," *Cultural Residues: Chile in Transition* (Minnesota 2004), 85-94.

Nelly Richard, "The Social Sciences: Front Lines and Points of Retreat," in *The Insubordination of Signs: Political Change, Cultural Transformation, and Poetics of the Crisis* (Duke 2004), 51-64.

[see also Paul North and Wily Thayer, "Technologies of Critique: New Sources for Critical Theory": https://criticaltheory.northwestern.edu/mellon-project/critical-theory-in-the-global-south/sub_projects/technologies-of-critique.html]


Mar 8     **The University in Its Archives: Genocide and Slavery (with Prof. Marisa Fuentes, History and WGSS, Rutgers)**

James T. Campbell, Leslie M. Harris, and Alfred L. Brophy, "Introduction," *Slavery and the University: Histories and Legacies*, eds. Campbell, Harris, and Brophy (Georgia 2019), 12-34.

Craig Steven Wilder, *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities* (Bloomsbury 2013), 15-45, 241-273.

Marisa J. Fuentes, "'Attending to Black Death': Black Women's Bodies in the Archive and the Afterlife of Captivity," *diacritics* 48:3 (2020): 16-129.

"The Morrill Act," in *The Rise of the Research University: A Sourcebook*, eds. Louis Menand, Paul Reitter, and Chad Wellmon (Chicago 2017), 165-169.

Leah Patel, "Settler Colonialism," in *No Study Without Struggle: Confronting Settler Colonialism in Higher Education* (Beacon Press 2021), 35-67.

Kaisha Esty, "Rutgers: A Land-Grant College in Native American History," in *Scarlet and Black, Vol 1: Slavery and Dispossession in Rutgers History*, eds. Marisa J. Fuentes and Deborah Gray White (Rutgers 2016), 150-159.


Mar 15          Spring Break


Mar 22          **Neoliberalism North, South, and in Between**

Wendy Brown, "Educating Human Capital," in *Undoing the Demos* (Princeton 2015), 175-199.

Giselle Catanzaro and María Stegmayer, "The New Neoliberal Turn in Argentina," *Critical Times* 2.1 (2019): 133-158.

Masao Miyoshi, "The University and the Global Economy: The Cases of the United States and Japan," *SAQ* 9.4 (2000): 669-696.

Franco Barchiesi, "Lean and Very Mean: Restructuring the University in South Africa," *Toward a Global Autonomous University*, 66-71.

Gabriel Giorgi and Karen Pinkus, "Zones of Exception: Biopolitical Territories in the Neoliberal Era," *diacritics* 36.2 (2006): 99-108.

Tiziana Terranova, "Free Labor: Producing Culture for the Digital Economy," *Social Text* 63 (2000): 33-58.

Tiziana Terranova and Marc Bousquet, "Recomposing the University" (2004): https://www.metamute.org/editorial/articles/recomposing-university


Mar 29      **Critique, Resistance, Subversion**

Stefano Harney and Fred Moten, "The University and the Undercommons: Seven Theses," *Social Text* 79 (2004): 101-115.

"Studying Through the Undercommons," Stefano Harney and Fred Moten interviewed by Stevphen Shukaitis (2012) https://classwaru.org/2012/11/12/studying-through-the-undercommons-stefano-harney-fred-moten-interviewed-by-stevphen-shukaitis/

Gabriel Giorgi, "Improper Selves: Cultures of Precarity," *Social Text* 115 (2013): 69–81.

*Don't Panic, Organise! A Mute Magazine Pamphlet on Recent Struggles in Education* (2011) https://www.metamute.org/sites/www.metamute.org/files/Cover%20Final.pdf

Special section on "Global Student Struggles in and Against the University," *Critical Times* 3, no. 3 (2020): 479-565.

Daniel Loick, "If You're a Critical Theorist, How Come You Work for a University?" *Critical Horizons* 19, no. 3 (2018)*:* 233-245.

Ji-Young Um. "On Being a Failed Professor: Lessons from the Margins and the Undercommons" (2014) http://mediacommons.org/alt-ac/pieces/being-failed-professor-lessons-margins-and-undercommons

George Caffentzis and Silvia Federici, "Notes on the Edu-Factory and Cognitive Capitalism," *Toward a Global Autonomous University*, 125-131.

Sadie Plant, "The Virtual Complexity of Culture," in *FutureNatural: Nature/Science/Culture*, eds. George Robertson et al (Routledge 1996), 203-216.

Mauricio Lazzarato, "The American University: A Model of the Debt Society," in *Governing by Debt* (Semiotexte 2013), 61-90.

Silvia Federici, "African Roots of US University Struggles: From the Occupy Movement to the Anti-Student-Debt Campaign" **[guest at CCA on 2/23/22]** https://transversal.at/transversal/0112/federici/en


Apr 5/6      **Alt Pedagogies / Inventing School**

Paulo Freire, *Pedagogy of the Oppressed* (Continuum 1970/2005), 71-86.

bell hooks, "Engaged Pedagogy" and "Building a Teaching Community," in *Teaching to Transgress: Education and the Practice of Freedom* (Routledge 1994), 13-22, 129-165.

Marisa Belausteguigoitia, "Tilting Pedagogies as Utopian Intervention," lecture at "The Scholar and the Feminist" conference, Barnard College (March 2, 2013): https://www.youtube.com/watch?v=JPQKsiG4fUY and https://www.youtube.com/watch?v=PYn3bgy7WGE (q&a session)

Heather Steffen, "Inventing Our University: Student-Faculty Collaboration in Critical University Studies," *Radical Teacher* 108 (2017): 19-27.

Walter Omar Kohan, "Inventing School, Life, and Politics with Simón Rodríguez," in *Simón Rodríguez: The Inventive Schoolmaster* (Sense 2014), 77-82.

Jacques Rancière, *The Ignorant Schoolmaster*: *Five Lessons in Intellectual Emancipation* (Stanford 1991), 101-139.

"The Hatred of Public Schooling: The School as the Mark of Democracy," in *Rancière, Public Education, and the Taming of Democracy*, eds. Maarten Simons and Jan Masschelein (Wiley-Blackwell 2011), 150–165.

Daniel Karpowitz, "Replication and Conclusions: College, Prison, and Inequality in America," in *College in Prison: Reading in an Age of Mass Incarceration* (Rutgers 2017), 159-176.


Apr 12/13      **Utopias: Passive/Defective/Distributed/Unconditional/Abolitionist/Post-Pandemic Universities**

Nivedita Menon, "The University as Utopia: Critical Thinking and the Work of Social Transformation," *Critical Times* 2:1 (2019): 85-105.

Erin Graff Zivin, "Towards a Passive University," in *Anarcheologies: Reading as Misreading* (Fordham 2020), 139-152.

Vidya Ashram (collective), "The Global Autonomous University," *Toward a Global Autonomous University*, 165-170.

Sarah Nuttall, "The Redistributed University" (lecture, 41 mins, 2017) https://www.youtube.com/watch?v=JK9BdPFs52E.

Dylan Rodríguez, "The Disorientation of the Teaching Act," *Radical Teacher* 88 (Summer 2010): 7-19.

Michelle Brown, "Back to Academia, in Struggle" (2016) http://www.socialjusticejournal.org/back-to-academia-in-struggle/.

See resources at:

- https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/
- http://criticalresistance.org/abolition-the-university-teach-in-series/
- https://abolitionjournal.org/abolitionist-university-studies-an-invitation
- https://www.aaihs.org/resources/charlestonsyllabus/
- https://www.diglib.org/archives-have-never-been-neutral-an-ndsa-interview-with-jarrett-drake/
- https://www.docnow.io/


Apr 19/20     Presentations/discussion with Northwestern students

Apr 26/27     Presentations/discussion with Northwestern students

# Truth in Land Acknowledgments

**Present Land Acknowledgment**

• "Stanford sits on the ancestral land of the Muwekma Ohlone Tribe. This land was and continues to be of great importance to the Ohlone people. Consistent with our values of community and inclusion, we have a responsibility to acknowledge, honor, and make visible the University's relationship to Native peoples."

**Proposed Land Acknowledgment**

• Stanford sits on the ancestral land of the Muwekma Ohlone Tribe. This land of 8200 acres is currently worth USD $19 billion. We are sorry that the founder of the University, Leland Stanford, while governor of California, supported legislation and raised a volunteer army to kill Native peoples. We also regret that although we offer preferential admissions for alumni and donors, we have chosen not to offer preferential admission and a free education to all Native students.