

On the decline of the Ivory Tower and the emergence of Pigeon Towers

The Ivory Tower, or its literal counterpart the modern/colonial university, is terminally ill. Perhaps now with COVID-19 – an equally pervasive illness – it's time to do away with it and call upon a new figure to guide our efforts to re-image higher education. The Pigeon Tower comes to mind as a potential new figure. As a feature of the landscapes of North Africa and West Asia, first and foremost, Pigeon Towers have housed pigeon flocks and served agriculture for millennia. As such they serve as a fertile metaphor to re-imagining higher education and addressing the ills and symptoms of the modern/colonial university as we will see in throughout course.

Together we will review two historical diagnosis of the ills of the modern/colonial university as articulated in the early 20th and in the 1960s and 70s before analyzing two contemporary student movements from the global south. A socio-historical account of the modern/colonial is instructive in this moment of conjunctural crisis. The neo-liberal assault on higher education over the past two decades has turned universities into cash cows. It has exacerbated the adjunctification of faculty on the one hand and the exploitation of students on the other, enriching university administrators. The Pigeon Tower helps us call upon a more situated and place-based approach to higher education as exemplified by a number of Ecoverstities as we will get to know in this course.

June 30th

Early *German* diagnosis – Max Weber and Walter Benjamin

Wellmon, C. (2020). *The Scholar's Vocation* in aeon.

Retrieved on June 9th from <https://aeon.co/essays/weber-diagnosed-the-ills-of-the-modern-university-and-prescribed-the-cure?fbclid=IwAR3tCK5DibPJLY8Cz4DxAxg9xHXijt1zx1nCpYIyq0hH5K8rEKk1xOPDkZw>

Benjamin, W. (1919). *The Life of Students* in libcom.org

Retrieved on June 9th from <https://libcom.org/library/life-students-walter-benjamin>

July 7th

Early *Egyptian* response – The Free Popular University and Cairo University

Gorman, A. (2005). *Anarchists in Education: The Free Popular University in Egypt (1901)* in Middle Eastern Studies, 41:3, 303-320

Reid, D. (1990). *Cairo University and the Making of Modern Egypt*. Cambridge University Press. Parts I and II.

July 14th

Middle French diagnosis – The Situationists, Bourdieu and Passeron, and the Centre universitaire de Vincennes

Situationist International and the Students of Strasbourg (1966). *On the Poverty of Student Life - Considered in its Economic, Political, Psychological, Sexual, and Especially Intellectual Aspects, with a Modest Proposal for Doing Away With It*.

Retrieved June 9th from <https://www.cddc.vt.edu/sionline/si/poverty.html>

Bourdieu, P. and Passeron, J.-C. (1979). *The Inheritors: French Students and Their Relations to Culture*. University of Chicago Press. Chapters 1 and 2.

Dolphijn, R. (?). *An Apprenticeship in Resistance May '68 and the Power of Vincennes (Universite de Paris VIII)*.

Retrieved June 9th from <https://files.eric.ed.gov/fulltext/EJ832893.pdf>

Optional

Gorz, A. (1970). *Destroy the University* in Les Temps Modernes #285, April 1970

July 21st

Middle Anglo-Saxon response – The Antiuniversity of London and Goodman's Community of Scholars

Anonymous Blogpost. *The London Anti-University (1968)*.

Retrieved June 9th 2020 from <https://greatwen.com/2010/12/15/the-london-anti-university/>

An Antihistory of the Antiuniversity of London.

Retrieved June 9th 2020 from <https://antihistory.org/tagged/Antiuniversity-of-London>

Goodman, P. (1964). *Compulsory Miseducation and the Community of Scholars*. Penguin Education Specials. Preface and Part III.

Roger, G. et al. (1969). I accuse Harvard University in libcom.org

Accessible here <https://libcom.org/library/i-accuse-harvard-university%E2%80%99-1969>

Optional

LSE – What it is and how we fought it (A pamphlet)

Accessible here <https://libcom.org/files/LSE.pdf>

Paul Goodman’s Radical Anarchist Ideas on Public Education

See here https://www.youtube.com/watch?v=zlhlqmM_oE

July 28th

Late *Global* diagnosis – Decolonial Futures Collective and The Edu-factory Collective

Andreotti, V., Stein, S., Ahenakew, C., Hunt, D. (2015). Mapping interpretations of decolonization in the context of higher education. *Decolonization: Indigeneity, Education & Society*, 4(1), 21-40.

Accessible here <https://decolonialfutures.net/mapping-decolonization/>

The Edu-factory Collective (2009). *Towards a Global Autonomous University*. Autonomedia: New York. Part III:5 and IV:2.

Accessible here <https://libcom.org/files/The%20Edu-factory%20Collection%20-%20Toward%20a%20Global%20Autonomous%20University%20-%20Cognitive%20Labor,%20The%20Production%20of%20Knowledge,%20and%20Exodus%20from%20the%20Education%20Factory.pdf>

August 4th

Late *Global responses* – Fees Must Fall and the Chilean Winter

Bellei, C. and Cabalin, C. (2013). *Chilean Student Movements: Sustained Struggle to Transform a Market-oriented Educational System*. *Current Issues in Comparative Education* 15(2): 108-123.

Cheeseman, N. (2020). Compendium of new research celebrates African solutions to national and global problems in *The Conversation*.

Accessible here <https://theconversation.com/compendium-of-new-research-celebrates-african-solutions-to-national-and-global-problems-139238>

Documentary - Everything Must Fall (2018) by Rehad Desai

Accessible here https://www.tc.columbia.edu/cice/pdf/28175_15_02_Bellei_Cabalin.pdf

Vidal, M. (2013). *The Student Movement in Chile*. Global Dialogue: Magazine of the International Sociological Association.

Accessible here <http://globaldialogue.isa-sociology.org/the-student-movement-in-chile-2/>

Optional

Al Jazeera (2019). Chile protests: *The Students 'woke us up'*.

Accessible here: <https://www.aljazeera.com/indepth/features/chile-protests-students-woke-191127175718386.html>

August 11th

On the emergence of Pigeon Towers – Ecoversities Alliance, UniTierra and Swaraj University

Ecoversities Alliance. *Selected Publications*.

Accessible here <https://ecoversities.org/publications/>

Nuestros Caminos/Our Roads: A History of Searches (2011) on TV Multiversity on Vimeo.

Accessible her http://gustavo-esteva.blogspot.com/2011/09/freedom-to-learn-unitierra-in-oaxaca-by_28.html

Teamey, K. (2013). *Re-imagining Higher Education* in Open Democracy.

Accessible her <https://www.opendemocracy.net/en/transformation/reimagining-higher-education/>

Re-learning Hope – A Story of Unitierra (2016) by Multi-sense Media.

Accessible here <http://enlivenedlearning.com/2016/07/01/releasing-our-new-film-re-learning-hope-a-story-of-unitierra/>

Swaraj University. *Selected Khoji Stories*.

Accessible here <http://www.swarajuniversity.org/>

August 18th

On the emergence of Pigeon Towers – CILAS (in Cairo and Alex) and Beyond

Compilation of Essays 'On the emergence of Pigeon Towers'. *Selected Essays*.

Goodwin, K. (2016). *A Historical and Global Perspective on Liberal Arts Education. What Was, What Is, and What Will Be*. International Journal of Chinese Education 5.

Goessinger, K. (2019). *Thinking with Pigeons About Liberal Arts Education in Cairo and Beyond*. AO LARGO.

Accessible here <https://www.maxwell.vrac.puc-rio.br/37504/37504.PDFXXvmi=9nJuJOss8xAfCo6bEl3UiikTGLEUknGtLp0ufsZoqzE4ZLfd7izqBTkiG0e1nVuamvGCZG1qfGufrKTA4s1FnIz4le5KaBVw8Da7jbzAS4PIPkvTexACjAGGOMrZooww2HFITeVMjM8aw54L3Fonf644Sw4iVBPxivkcKg0549fBekni0MGfSLkMio5f1VekrzdQxiVHzxWTVfTJWaDIup2UviVrwgU7O8ZnrU61s3VpjP9g0M0vd3qJlmcSE71>

Spina, G. (2019). *Attempting to Decolonize Pedagogy in CILAS Alex*. Mada Masr.

Accessible here <https://madamirror18.appspot.com/madamasar.com/en/2019/09/18/feature/culture/attempting-to-decolonize-pedagogy-in-cilas-alexandria/?fbclid=IwAR1DvwtmGW3N8jiQi50IuhJns9iygl0rIJFrWZFRVxYMYRUv3RmIWISSo>
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