

Alternation 2019 Special Edition: Call for submissions

Curriculum without Borders: Transdisciplinary, interdisciplinary and multidisciplinary teaching in higher education

Editors: Rubby Dhunpath and Nyna Amin

Whilst scholars have theorised and practiced higher education curriculum without disturbing its insidious interior and outcomes, the students (those who have been accused of being uncritical thinkers) have detected its weaknesses and limitations and highlighted these through protest actions that have shaken the foundations of disciplines and the material foundations of higher education infrastructures.

The recent publication, "Disrupting Higher Education Curriculum: Undoing Cognitive Damage" (Samuel, Dhunpath & Amin, 2016) and the *decolonise the curriculum* fallist movement, provide a spectrum of ideas on how cognitive damage is activated through the processes of formal and informal learning underpinned by the curriculum choices we make. Undoing cognitive damage, as captured in the writings of authors in that volume such as Gayatri Spivak, Thabo Msibi, William Pinar and others point to curriculum work as a complicated and time-consuming endeavour: it requires unmasking the hidden assumptions, stereotypical beliefs, imported worldviews, inappropriate and irrelevant content, and most importantly, discovering the ways in which curriculum designers and implementers are complicit actors of cognitive damage.

A *curriculum border* Amin (2016) writes, restricts and circumscribes "with prescribed objectives, content, practices, activities and assessments for narrow regulatory purposes (passing a module or acquiring a qualification). Power, vested stakes and hegemony are exercised in higher education through curricula design and choices, which are imposed on students. It is often an inward looking (at the prescribed content, objectives and outcomes), decontextualised, ahistorical and perhaps, irrelevant preparation for post institutional intents". A curriculum without borders approach, she argues, is an opportunity to redefine a branch of learning by opening its perimeters to disruptive, contradictory and complementary ideas and thought. It is at the intersection of disciplines that creative leaps can be made; it is the cross pollination of disciplines that generate new concepts, enabling revision and the production of relevant and appropriate knowledge. Curriculum, we know "is the manifestation of the power distribution in society" (Lau, 2001, p. 29). Moving beyond the boundaries of disciplines provides the freedom for epistemic disobedience and resistance.

For the editors of this special edition, *without borders* is a useful trope for contemporary curriculum work aligned to revisionist endeavours, expanding possibilities, introspecting existing practices and conjuring future curricula interpretations and implementation. This special edition invites submissions on disruptive shifts to re/vitalise higher education curricula. It implores critical interrogation into whether already enacted alternative curriculum interventions have indeed assisted

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to undo cognitive damage in higher education. Have the curriculum disruptions enabled re-defining who we as academic producers of knowledge are and who we want to become as knowledge activators in and through our curricula?

We call on curriculum theorists, analysts, practitioners and all who have been immersed in curriculum work to share their explorations, experiences, experiments, case studies, theorisations and constructive methodologies. We are keen to gain insights into successful and not so successful adventures in curriculum change and transformation, which provide the philosophical and pragmatic terrain to re-imagine and posit future directions in higher education curricula.

Please Note:

1. Final Date for submission of manuscripts for the peer-review process is **15 February, 2019**.
2. Papers must be submitted in English, in Microsoft Word format, Times New Roman, 11 font.
3. Each article must follow the *Alternation*/ Harvard style of in-text referencing with a full reference list of bibliographical information of sources, at the end of the manuscript. Please use the *Alternation* style for article submissions. Cf. Guidelines for Authors at: <http://alternation.ukzn.ac.za/submissions.aspx>.
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Submit manuscripts with the title line: **2019 UTLO- *Alternation* Special Edition** to:

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Attach a cover page containing the following information: The corresponding author's full name, address, e-mail address, position, department, university/ institution, and telephone/ fax numbers. A brief summary of the biodata of all authors must be attached.

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Fulela, B. 2008. Checking the Post: Derrida and the Apartheid Debate. *Alternation* 15,2: 11 – 37. Available at: <http://alternation.ukzn.ac.za/Files/docs/15.2/02%20Fulela.pdf>. (Accessed on 08 May 2017.)

Journal article by two authors

Mkhize, N. & N. Ndimande-Hlongwa 2014. African Languages, Indigenous Knowledge Systems (IKS), and the Transformation of the Humanities and Social Sciences in Higher Education. *Alternation* 21, 2: 10 – 37. Available at: <http://alternation.ukzn.ac.za/Files/docs/21.2/02%20Mkh.pdf>. (Accessed on 08 May 2017.)

Book by one author

Moran, S. 2009. *Representing Bushmen: South Africa and the Origin of Language*. Rochester: University of Rochester Press. (Rochester Studies in African History and the Diaspora, Book 38.)

Book by one editor

Smit, J.A. (ed.) 1999. *Body, Identity, Sub-cultures and Repression in Texts from Africa*. Durban: CSSALL.

Book by two editors

Dhunpath, R. & R. Vithal (eds.) 2012. *Alternative Access to Higher Education: Underprepared Students or Underprepared Institutions?* Cape Town: Pearson Publishers.

Chapter in an edited book

Smit, J.A. & J. van Wyk 2001. Literary Studies in Post-apartheid South Africa. In Zegeye, A. & R. Kriger (eds.): *Culture in the New South Africa after Apartheid*. Volume 2. Cape Town: Kwela Books & History on Line.

Translated book

Foucault, M. 1977. *Discipline and Punish*. Sheridan, A. (trans.). New York: Pantheon.

Online resource

Jansen, J. & P. Vale (Co-chairs.) 2011. Consensus Study on the State of the Humanities in South Africa. Status, Prospects and Strategies. Pretoria: Academy of Science of South Africa (ASSAf). Available at: <https://www.assaf.org.za/files/2011/09/2011-Humanity-final-proof-11-August-2011.pdf>. (Accessed on 08 May 2017.)