

Faculti Summary

<https://faculti.net/refusing-archives-of-possibility/>

The study examines the concept of refusal in the context of temporizing ethics, particularly in secular academia in the global North. It critiques conventional archeological principles that frame human actions within a linear, progressive timeline, contributing to a colonial and extractive mindset. The research highlights how archives are not merely historical repositories but active mechanisms that shape educational possibilities, often reinforcing structures of power and authority while sidelining non-Western and indigenous perspectives.

The context of this exploration is framed by ongoing systemic oppression within academia, advocating for a shift towards ethical practices that challenge redemptive, messianic narratives of justice that defer action to the future. It emphasizes the need for pedagogies of refusal that encourage educators and students to envision alternative methods of teaching and learning.

Key thinkers from indigenous and black feminist perspectives are referenced, who argue against the violence of the Western academic structure and advocate for recognizing diverse temporalities and histories. The study calls for a critical evaluation of how universities perpetuate colonial frameworks and suggests that a practice of refusal is essential for disrupting these dynamics. This video involves acknowledging institutional complicity in systemic inequities and seeking to transform academic practices to include histories of resistance and alternative futures.

The author advocates for both sustaining and dismantling current institutional frameworks, emphasizing the need for systemic changes in higher education that prioritize inclusivity and ethical considerations. Ultimately, it poses the challenge of redefining ethical obligations in academia to address historical and contemporary injustices, calling for awareness of the transgenerational consequences of educational decisions.