

Rhodes University 2015 Graduate Application Forms

Black Existentialism danielle davis.2019-02-06 Offering a critical examination of Lewis Gordon's work by international scholars engaging in radical epistemological transformation for social change, this volume explores the importance of radical theory and thinkers to push for projects of change in the area of Black Existentialism.

Struggle for a Free South Africa Derek Charles Catsam.2024-02-15 This book explores anti-apartheid movements on university and college campuses across Africa and the United States in the 1970s and 1980s. In the wake of the March 1960 Sharpeville Massacre in South Africa, the country's apartheid policies drew increasing critical international attention. By the 1970s, South Africa found itself isolated due to growing sporting, economic and cultural boycotts. Africans across the continent showed solidarity with Black South Africans through a range of boycotts and protests, by hosting South Africans exiled from their home country, and by vilifying the apartheid government at every turn. This volume looks at elite institutions as well as state colleges and universities in the United States, and the actions of university students in Nigeria, Kenya, Ghana, and South Africa during the anti-apartheid movements in the 1970s and 1980s, revealing the local manifestations of a global struggle. The chapters showcase how vibrant campus anti-apartheid movements were, what universal problems emerged, and where unique concerns manifested at a wide range of institutions.

Taking innovative approaches and offering case studies, *Struggle for a Free South Africa* reveals the myriad ways the anti-apartheid struggle manifested in a range of academic environments and how those campaigns have been remembered and documented. This book was originally published as a special issue of *Safundi*.

The Future of Accessibility in International Higher Education Alphin Jr., Henry C., Chan, Roy Y., Lavine, Jennie. 2017-05-17 Education is the foundation to almost all successful lives, and it is important that a high level of schooling be available on a global scale. Studying the trends in accessibility in education will allow educators to improve their own teaching techniques, as well as expand their influence to more remote areas in the world. *The Future of Accessibility in International Higher Education* is a comprehensive reference source for the latest scholarly material on emerging methods and trends in disseminating knowledge in university settings. Featuring extensive coverage on relevant topics such as e-learning, economic perspectives, and educational technology, this publication is ideally designed for educators, academics, students, and researchers interested in expanding their knowledge of global education.

Languages, Identities and Intercultural Communication in South Africa and Beyond Russell H Kaschula. 2021-08-23 African countries and South Africa in particular, being multilingual and multicultural societies, make for exciting sociolinguistic and applied language analysis in order to tease out the complex relationship between language and identity. This book applies sociolinguistic theory, as well as critical language awareness and translanguaging with its many facets, to various communicative scenarios, both on the continent and in South Africa, in an accessible and practical way. Africa lends itself to such sociolinguistic analysis concerning language, identity and intercultural communication. This book reflects consciously on the North-South debate and the need

for us to create our own ways of interpretation emanating from the South and speaking back to the North, and on issues that pertain to the South, including southern Africa. Aspects such as language and power, language planning, policy and implementation, culture, prejudice, social interaction, translanguaging, intercultural communication, education, gender and autoethnography are covered. This is a valuable resource for students studying African sociolinguistics, language and identity, and applied language studies. Anyone interested in the relationship between language and society on the African continent would also find the book easily accessible.

The Short Story after Apartheid Graham K. Riach.2023-10-15 The Short Story after Apartheid offers the first major study of the anglophone short story in South Africa since apartheid's end. By focusing on the short story this book complicates models of South African literature dominated by the novel and contributes to a much-needed generic and formalist turn in postcolonial studies. Literary texts are sites of productive struggle between formal and extra-formal concerns, and these brief, fragmentary, elliptical, formally innovative stories offer perspectives that reframe or revise important concerns of post-apartheid literature: the aesthetics of engaged writing, the politics of the past, class and race, the legacies of violence, and the struggle over the land. Through an analysis of key texts from the period by Nadine Gordimer, Ivan Vladislavić, Zoë Wicomb, Phaswane Mpe, and Henrietta Rose-Innes, this book assesses the place of the short story in post-apartheid writing and develops a fuller model of how artworks allow and disallow forms of social thought.

Writing Centres in Higher Education Sherran Clarence.2017-10-11 This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the

global move in higher education to reconsider how knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: *Changing Spaces: Writing Centres and Access to Higher Education* (Eds. A Archer and R Richards, 2011, SUN PReSS) to understand why working within the disciplines is so critical for writing development in a South African context.

Decolonisation in Universities Jonathan Jansen. 2019-08-01 In this collection of case studies and stories from the field, South African scholars come together to trade stories on how to decolonise the university. Shortly after the giant bronze statue of Cecil John Rhodes came down at the University of Cape Town, student protestors called for the decolonisation of universities. It was a word hardly heard in South Africa's struggle lexicon and many asked: What exactly is decolonisation? This edited volume brings together the best minds in curriculum theory to address this important question. In the process, several critical questions are raised: Is decolonisation simply a slogan for addressing other pressing concerns on campuses and in society? What is the colonial legacy with respect to curriculum and can it be undone? How is the project of curriculum decolonisation similar to or different from the quest for postcolonial knowledge, indigenous knowledge or a critical theory of knowledge? What does decolonisation mean in a digital age where relationships between knowledge and power are shifting? The book combines strong conceptual analyses with novel case studies of attempts to 'do decolonisation' in settings as diverse as South Africa, Uganda, Tanzania and Mauritius. Such a comparative perspective enables reasonable judgements to be made about the prospects for institutional take-up within the curriculum of century-old universities.

Learning to Teach in an Era of Privatization Christopher A. Lubienski, T. Jameson Brewer. 2019
Education policymakers often demonstrate surprisingly little awareness of how popular reforms impact teaching and teacher education. In this book, well-regarded scholars help readers develop a more robust understanding of the nature of teacher preparation, as well as an in-depth grasp of how popular policies, practices, and ideologies have taken root domestically and internationally. Contributors include Deron Boyles, Anthony Cody, Kerry Kretchmar, Carmen Montecinos, Beth Sondel, and Christopher Tienken. “This book will help readers consider the possibilities of democratic visions in the teaching profession and in public education, particularly in this time of intense political polarization when critical citizen engagement with our public institutions and policies is deeply needed.” —Janelle Scott, University of California, Berkeley “The chapters in this book make clear that ongoing policy disconnects cannot be ignored and that now is the time to elevate the teaching profession for students who have faced historical inequities.” —Julian Vasquez Heilig, dean, University of Kentucky College of Education “Public teaching and teacher education in the U.S. and in many other parts of the world are under assault by concerted efforts to deregulate and marketize them. This collection of essays examines the consequences of these privatization efforts in the U.S., Chile, and Singapore and should be required reading for those wanting to understand their complexity and consequences for teaching and teacher education today.” —Ken Zeichner, Boeing Professor of Teacher Education, University of Washington

Visualising China in Southern Africa Juliette Leeb-du Toit, Ruth Simbao, Ross Anthony, Rui Assubuji, Ying Cheng, Malcolm Corrigall, Romain Dittgen, Esther Esmayol, Philip Harrison, Patricia Hayes, Binjun Hu, T Tu Huynh, Nicola Kritzinger, Mark Lewis, Khangelani Moyo, Stary Mwaba, Marcus Neustetter, Kristin NG-Yang, Gemma Rodrigues, Shuo Wang, Yan Yang, Lifang Zhang. 2023-03 China

and Africa have long shared a history of allegiance and contact points through global political forces from the time of colonialism and the Cold War. With China's rise as the new superpower, its presence in Africa has expanded, leading to significant economic, geopolitical and cultural shifts. While issues such as trade, aid and development have received much attention, Chinese and African encounters through the lens of the visual arts and material culture is a neglected field. *Visualising China in Southern Africa: Biography, Circulation, Transgression* is a ground-breaking volume that addresses this deficit through engaging with the work of contemporary African and Chinese artists while analysing broader material production that prefigures the current relationship. The essays are wide-ranging in their analysis of ceramics, photography, painting, etching, sculpture, film, performance, postcards, stamps, installations, political posters, cartoons and architecture. *Visualising China in Southern Africa* confines its focus to southern Africa, yet even within this region, the context is complex. Ethnicity and nationalism, the lingering influence of Cold War allegiances and colonial configurations all continue to play a role. The various visual cultures discussed in this volume emphasise the commonality of these categories, but also point towards other shared histories that transcend the nation-state category. The collection includes scholarly chapters, photo essays, interviews, and artists' personal accounts, organised around four themes: material flows, orientations and transgressions, spatial imaginaries, and biographies. The artists, photographers, filmmakers, curators and collectors in this volume include: Stary Mwaba, Hua Jiming, Anawana Haloba, Gerald Machona, Nobukho Nqaba, Marcus Neustetter, Brett Murray, Diane Victor, William Kentridge, Kristin NG-Yang, Kok Nam, Mark Lewis, the Chinese Camera Club of South Africa, Wu Jing, Henion Han and Shengkai Wu.

Knowing and Being in Ancient Philosophy Daniel Bloom, Laurence Bloom, Miriam Byrd. 2022-05-26

This collected volume is inspired by the work of Edward Halper and is historically focused with contributions from leading scholars in Ancient and Medieval philosophy. Though its chapters cover a diverse range of topics in epistemology, ethics, and political philosophy, the collection is unified by the contributors' consideration of these topics in terms of the fundamental questions of metaphysics. The first section of the volume, "Knowing and Being," is dedicated to the connection between metaphysics and epistemology and includes chapters on Heraclitus, Plato, Aristotle, and the Ancient Daoists. The second section, "Goodness as Knowing How to Be," addresses ethics as an outgrowth of human metaphysical concerns and includes chapters on Plato, Aristotle, and Maimonides. Contributors include William H. F. Altman, Luc Brisson, Ronna Burger, Miriam Byrd, Owen Goldin, Lenn Goodman, Mitchell Miller, Richard Parry, Richard Patterson, Nastassja Pugliese, John Rist, May Sim, Roslyn Weiss, and Chad Wiener.

Green Skills Research in South Africa Eureka Rosenberg, Presha Ramsarup, Heila Lotz-Sisitka. 2019-12-05 This book proposes transformative, realist methodology for skills research and planning through an analysis of case studies of the changing world of work, new learning pathways and educational system challenges. Studies of the green economy and sustainability transitions are a growing field internationally, however there are few books that link this interest to the development of skills. This book draws on, and showcases, the experience and insights of researcher-practitioners who are at the cutting edge in this emerging field, internationally and in South Africa. The context for this book is South Africa, but application is worldwide. In many ways indicative of the global picture, South Africa is in the grip of economic and environmental imperatives, searching for safe and just transitions. The authors present a new, embedded transitioning systems model for studying skills for a sustainable, just future. This book will be of great interest to students and scholars of

sustainable development, ecological economics and skills planning.

Communication and Midterm Elections John Allen Hendricks, Dan Schill. 2016-01-26 This book offers a comprehensive examination of midterm elections from the lens of communications and media coverage. Using a wide variety of methods, this contributed volume covers the differences, similarities, and challenges unique to midterm elections.

Unsettling Eurocentrism in the Westernized University Julie Cupples, Ramón Grosfoguel. 2018-08-06 The westernized university is a site where the production of knowledge is embedded in Eurocentric epistemologies that are posited as objective, disembodied and universal and in which non-Eurocentric knowledges, such as black and indigenous ones, are largely marginalized or dismissed. Consequently, it is an institution that produces racism, sexism and epistemic violence. While this is increasingly being challenged by student activists and some faculty, the westernized university continues to engage in diversity and internationalization initiatives that reproduce structural disadvantages and to work within neoliberal agendas that are incompatible with decolonization. This book draws on decolonial theory to explore the ways in which Eurocentrism in the westernized university is both reproduced and unsettled. It outlines some of the challenges that accompany the decolonization of teaching, learning, research and policy, as well as providing examples of successful decolonial moments and processes. It draws on examples from universities in Europe, New Zealand and the Americas. This book represents a highly timely contribution from both early career and established thinkers in the field. Its themes will be of interest to student activists and to academics and scholars who are seeking to decolonize their research and teaching. It constitutes a decolonizing intervention into the crisis in which the westernized university finds itself.

Babel Unbound Lesley Cowling, Carolyn Hamilton. 2020-05-01 In this timely, original and

sophisticated collection, writers from the Global South demonstrate that forms of publicness are multiple, mobile and varied. The notion that societies mediate issues through certain kinds of engagement is at the heart of imaginings of democracy and often centers on the ideal of the public sphere. But this imagined foundation of how we live collectively appears to have suffered a dramatic collapse across the world, with many democracies apparently unable to solve problems through talk – or even to agree on who speaks, in what ways and where. In the 10 essays in this timely, original and sophisticated collection, writers from southern Africa combine theoretical analysis with the examination of historical cases and contemporary developments to demonstrate that forms of publicness are multiple, mobile and varied. They propose new concepts and methodologies to analyse how public engagements work in society. *Babel Unbound* examines charged examples from the Global South, such as the centuries old Timbuktu archive, Nelson Mandela as a powerful absent presence in 1960s public life, and the challenges to the terms of contemporary debate around the student activism of #rhodesmustfall and #feesmustfall. These show how issues of public discussion span both archive and media, verbal debates in formal spaces and visual performances that circulate in unpredictable ways.

Institutions of World Literature Stefan Helgesson, Pieter Vermeulen. 2015-06-19 This volume engages critically with the recent and ongoing consolidation of world literature as a paradigm of study. On the basis of an extended, active, and ultimately more literary sense of what it means to institute world literature, it views processes of institutionalization not as limitations, but as challenges to understand how literature may simultaneously function as an enabling and exclusionary world of its own. It starts from the observation that literature is never simply a given, but is always performatively and materially instituted by translators, publishers, academics and

academics, critics, and readers, as well as authors themselves. This volume therefore substantiates, refines, as well as interrogates current approaches to world literature, such as those developed by David Damrosch, Pascale Casanova, and Emily Apter. Sections focus on the poetics of writers themselves, market dynamics, postcolonial negotiations of discrete archives of literature, and translation, engaging a range of related disciplines. The chapters contribute to a fresh understanding of how singular literary works become inserted in transnational systems and, conversely, how transnational and institutional dimensions of literature are inflected in literary works. Focusing its methodological and theoretical inquiries on a broad archive of texts spanning the triangle Europe-Latin America-Africa, the volume unsettles North America as the self-evident vantage of recent world literature debates. Because of the volume's focus on dialogues between world literature and fields such as postcolonial studies, translation studies, book history, and transnational studies, it will be of interest to scholars and students in a range of areas.

Global Justice and Desire Nikita Dhawan, Antke Engel, Christoph H.E. Holzhey, Volker Woltersdorff. 2015-05-15 Employing feminist, queer, and postcolonial perspectives, *Global Justice and Desire* addresses economy as a key ingredient in the dynamic interplay between modes of subjectivity, signification and governance. Bringing together a range of international contributors, the book proposes that both analyzing justice through the lens of desire, and considering desire through the lens of justice, are vital for exploring economic processes. A variety of approaches for capturing the complex and dynamic interplay of justice and desire in socioeconomic processes are taken up. But, acknowledging a complexity of forces and relations of power, domination, and violence - sometimes cohering and sometimes contradictory - it is the relationship between hierarchical gender arrangements, relations of exploitation, and their colonial histories that is

stressed. Therefore, queer, feminist, and postcolonial perspectives intersect as Global Justice and Desire explores their capacity to contribute to more just, and more desirable, economies.

Global Citizenship, Common Wealth and Uncommon Citizenships .2018-08-16 This set of essays critically analyze global citizenship by bringing together leading ideas about citizenship and the commons in this time that both needs and resists a global perspective on issues and relations. Education plays a significant role in how we come to address these issues and this volume will contribute to ensuring that equity, global citizenship, and the common wealth provide platforms from which we might engage in transformational, collective work.

Kenyan English Martha M. Michieka, Evans Gesura Mecha.2021-10-26 This volume treats the sociolinguistic reality of Kenyan English. The contributors give the readers a rare glance into various contexts of English language use, such as school classrooms, radio stations, an urban pulpit, and a multilingual family setting.

The Origin and Growth of Geography as a discipline at South Africa Universities Gustav Visser.2016-09-20 The publication provides the first comprehensive text that reflects on a century of the development of geography as an academic discipline at South African universities. The book showcases a broad and textured review of South Africa's geography departments, their staff members, their times, and the different Geographies they engaged in. The book lays the foundation from which more expansive individual departmental histories can be written in the future.

Politics at a Distance from the State Lucien van der Walt, Kirk Helliker.2022-08-23 For decades, most anti-capitalist and anti-imperialist movements identified radical transformation with capturing state power. The collapse of these statist projects from the 1970s led to a global crisis of left and working-class politics. But crisis has also opened space for rediscovering alternative society-centered, anti-

capitalist modes of bottom-up change, operating at a distance from the state. These have registered important successes in practice, such as the Zapatistas in Mexico, and Rojava in Syria. They have been a key influence on movements from Occupy in United States, to the landless in Latin America, to anti-austerity struggles in Europe and Asia, to urban movements in Africa. Their lineages include anarchism, syndicalism, autonomist Marxism, philosophers like Alain Badiou, and radical popular praxis. This path-breaking volume recovers this understanding of social transformation, long sidelined but now resurgent, like a seed in the soil that keeps breaking through and growing. It provides case studies with reference to South Africa and Zimbabwe, and includes a dossier of key texts from a century of anarchists, syndicalists, insurgent unionists and anti-apartheid activists in South Africa. Originating in an African summit of radical academics, struggle veterans and social movements, the book includes a preface from John Holloway.

Critical Realism, Environmental Learning and Social-Ecological Change Leigh Price, Heila Lotz-Sistka. 2015-12-14 Southern Africa, where most of these book chapters originate, has been identified as one of regions of the world most at risk of the consequences of environmental degradation and climate change. At the same time, it is still seeking ways to overcome the century long ravages of colonial and apartheid impositions of structural and epistemic violence. Research deliberations and applied research case studies in environmental education and activism from this region provide an emerging contextualized engagement that is related to a wider internationally articulated quest to achieve social-ecological justice, resilience and sustainability through educational interventions. This book introduces a decade of mainly southern African critical realist environmental education research and thinking that asks the question: How can we facilitate learning processes that will lead to the flourishing of the Earth's people and ecosystems in more

socially just ways? The environmental education research topics represented in this book are wide-ranging. However, they all exhibit the common theme of social justice and wanting to create change towards a better future. All the authors have used critical realist or critical realist-influenced research methodologies. Offering contributions from a small but growing community of researchers working with critical realism in the global South, this book will be of interest to students, scholars and practitioners in the areas of environmental education, sustainability, development and the philosophy of critical realism in general.

Legacies of Power in American Music Judith A. Mabary.2022-10-24 This volume honors and extends the contributions of educator and scholar Dr. Michael J. Budds to the field of musicology, particularly the study of American music. As the longtime editor of two book series for the College Music Society, Budds nurtured a wide range of scholarship in American music and had a lasting impact on the field. This book brings together scholars who worked with Budds as a colleague, editor, or mentor to carry on his legacy of passionate engagement with America's rich and varied musical heritage. Ranging through jazz, gospel, Americana, and film music to American classical, and addressing music's social contexts and analytical structure, the research gathered here attests to the diversity of the mosaic that is American music and the numerous scholarly approaches that have been taken to the subject.

New Society .1969

Going to University Case, Jennifer, Marshall, Delia.2018-02-09 Around the world, more young people than ever before are attending university. Student numbers in South Africa have doubled since democracy and for many families, higher education is a route to a better future for their children. But alongside the overwhelming demand for higher education, questions about its purposes have

intensified. Deliberations about the curriculum, culture and costing of public higher education abound from student activists, academics, parents, civil society and policy-makers. We know, from macro research, that South African graduates generally have good employment prospects. But little is known at a detailed level about how young people actually make use of their university experiences to craft their life courses. And even less is known about what happens to those who drop out. This accessible book brings together the rich life stories of 73 young people, six years after they began their university studies. It traces how going to university influences not only their employment options, but also nurtures the agency needed to chart their own way and to engage critically with the world around them. The book offers deep insights into the ways in which public higher education is both a private and public good, and it provides significant conclusions pertinent to anyone who works in - and cares about - universities.

Towards a Global Core Value System in Doctoral Education Maresi Nerad, David Bogle, Ulrike Kohl, Conor O'Carroll, Christian Peters, Beate Scholz. 2022-09-27 Recent decades have seen an explosion in doctoral education worldwide. Increased potential for diverse employment has generated greater interest, with cultural, political and environmental tensions focusing the attention of new creative, responsible scholars. *Towards a Global Core Value System in Doctoral Education* provides an evaluation of changes and reforms in doctoral education since 2000. Recognising the diversity of academic cultures and institutional systems worldwide, the book advocates for a core value system to overcome inequalities in access to doctoral education and the provision of knowledge. Building on in-depth perspectives of scholars and young researchers from more than 25 countries, the chapters focus on the structures and quality assurance models of doctoral education, supervision, and funding from an institutional and comparative perspective. The book examines

capacity building in the era of globalisation, global labour market developments for doctoral graduates, and explores the ethical challenges and political contestations that may manifest in the process of pursuing a PhD. Experts and early career researchers in the Global North and South collaborated in interdisciplinary and intergenerational teams to develop guidelines for doctoral education. They learned from each other about how to act courageously within a complex global context. The resulting recommendations and reflections are an invitation to reflect on the frames and conditions of doctoral education today.

Education and Elitism Conrad Hughes.2021-04-26 Education and Elitism discusses polemical debates around privilege, private schools, elitist universities, equal access to education and underlying notions of fairness. The overarching question that runs through the book is about the future of education worldwide: how can schools and universities tread the tightrope between access and quality? This book investigates the philosophical positions that characterize elitism and anti-elitism to establish three types: meritocratic, plutocratic and cultural. These types of elitism (and their counter-positions) are used as reference points throughout the book's analysis of successive educational themes. The conclusion leads to suggestions that bridge the worlds of elitism and egalitarianism worldwide. The book covers critical questions related to the sociology and philosophy of education with particular focus on contemporary disruptors to education such as the COVID-19 pandemic and protest movements for social justice. With an attempt to offer readers an objective overview, this book will be an excellent compendium for students, academics, and researchers of the sociology of education, education policy and comparative education. It will also be of interest to school leaders, university provosts and professionals working in curriculum design.

Decolonising Journalism Education in South Africa Ms Zubeida Jaffer ,Prof. Ylva Rodny-Gumede ,Dr

Mvuso Ponono ,Prof. Colin Chasi .2021-12-20 With 342 years of colonialism and apartheid in South Africa, a book of this calibre is essential to contribute to scholarly debates on the decolonisation of the media. After the democratic dispensation in 1994, there was a narrow pursuit of transformation and media freedom while neglecting decolonisation, patriarchal tendencies and the plight of black women journalists who are often vilified while discharging their duties. It was two decades after democracy that the #RhodesMustFall movement which later evolved into #FeesMustFall movement reignited debates on decoloniality in the academia. Moreover, the book is published during the second wave of #FeesMustFall student protests and the demand for decolonised free education is inevitable as no permanent solution to student funding crisis was crafted. In the same vein, the book advocates for decolonised pedagogy in universities, including journalism curriculum. That ownership of the media is still skewed towards white and with only few black companies gradually joining the industry also brings into doubt media freedom, editorial independence, ethics and integrity among media practitioners. Therefore, the decoloniality movement seeks to confront these structural challenges head-on via dialogue to ensure the integrity of the journalism profession. Decolonising journalism in South Africa is published at a time in which journalism serves a watchdog and a critique of a democratic government and needs to follow a bottom-up social justice approach and become a voice to the voiceless. Therefore, this book seeks to revolutionise the media in a way that even the language of reporting of certain issues needs to be changed to a balanced kind of reporting characterised by principles of no fear or favour.

Postgraduate Supervision Magda Fourie-Malherbe.2016-11-21 The 24 chapters contained in this volume provide diverse but also congruent perspectives on future foci for research into postgraduate education and supervision in the knowledge society.The chapters move from deliberations on

challenges for postgraduate supervision at macro level (such as the pressure to increase postgraduate output and the implications of increasingly managerialist institutions) to meso level matters (the form and function of postgraduate education in specific countries) to the micro (rich case studies of individual institutions, programmes and supervisors).

Empires of Ideas William C. Kirby. 2022-07-05 The United States is the global leader in higher education, but this was not always the case and may not remain so. William Kirby examines sources of—and threats to—US higher education supremacy and charts the rise of Chinese competitors. Yet Chinese institutions also face problems, including a state that challenges the commitment to free inquiry.

The Oxford Handbook of Musical Repatriation Frank Gunderson, Robert C. Lancefield, Bret D. Woods. 2019 The Oxford Handbook of Musical Repatriation is a significant edited volume that critically explores issues surrounding musical repatriation, chiefly of recordings from audiovisual archives. The Handbook provides a dynamic and richly layered collection of stories and critical questions for anyone engaged or interested in repatriation or archival work. Repatriation often is overtly guided by an ethical mandate to return something to where it belongs, by such means as working to provide reconnection and Indigenous control and access to cultural materials. Essential as these mandates can be, this remarkable volume reveals dimensions to repatriation beyond those which can be understood as simple acts of giving back or returning an archive to its homeland. Musical repatriation can entail subjective negotiations involving living subjects, intangible elements of cultural heritage, and complex histories, situated in intersecting webs of power relations and manifold other contexts. The forty-eight expert authors of this book's thirty-eight chapters engage with multifaceted aspects of musical repatriation, situating it as a concept encompassing widely

ranging modes of cultural work that can be both profoundly interdisciplinary and embedded at the core of ethnographic and historical scholarship. These authors explore a rich variety of these processes' many streams, making the volume a compelling space for critical analysis of musical repatriation and its wider significance. The Handbook presents these chapters in a way that offers numerous emergent perspectives, depending on one's chosen trajectory through the volume. From retracing the paths of archived collections to exploring memory, performance, research goals, institutional power, curation, preservation, pedagogy and method, media and transmission, digital rights and access, policy and privilege, intellectual property, ideology, and the evolving institutional norms that have marked the preservation and ownership of musical archives-The Oxford Handbook of Musical Repatriation addresses these key topics and more in a deep, richly detailed, and diverse exploration.

Faculty Perspectives on Vocational Training in South Africa Eunice N. Ivala,Chaunda L. Scott.2019-03-06 The Cape Peninsula University of Technology (CPUT) is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training. This book presents faculty experiences of CPUT's innovative, work-integrated learning and teaching model, as well as findings from practice-based research being done in the institution. The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies, as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa.

Patrolling Epistemic Borders in a World of Borderless Pandemics Artwell Nhemachena,Rewai Makamani.2021-11-19 The global epistemological gendarmerie do not only police epistemologies but they also infect the world with infectious epidemics of laughter targeted at those people whose

epistemologies are offhandedly condemned as sterile and useless in controlling and containing pandemics. Patrolling epistemic borders in ways that demobilise indigenous epistemologies, the global epistemological policemen have ironically managed to prevent transgressive epistemologies from crossing borders but they have fatally failed to prevent the transgressive COVID-19 from recurrently crossing borders, be they bodily, national or continental. Brandishing fetishised degree and diploma certificates, African comprador academics, who are more interested in fetishised ranks and titles than in creativity and innovation, have also fatally failed to help African communities by producing vaccines for Africans by Africans. Arguing that Eurocentric epistemologies have become sterile fetishes, the book contends that such epistemologies have disabled African scholars from actively producing vaccines on a continent where there are paradoxically more epidemics of mimetic laughter than there are efforts at creativity and innovation. The book is useful for scholars in sociology, anthropology, development studies, languages and communication, natural sciences, historical studies and social work.

Traditional Leaders in a Democracy MISTRA MISTRA.2019-03-29 Post-1994, South Africa's traditional leaders have fought for recognition, and positioned themselves as major players in the South African political landscape. Yet their role in a democracy is contested, with leaders often accused of abusing power, disregarding human rights, expropriating resources and promoting tribalism. Some argue that democracy and traditional leadership are irredeemably opposed and cannot co-exist. Meanwhile, shifts in the political economy of the former bantustans - the introduction of platinum mining in particular - have attracted new interests and conflicts to these areas, with chiefs often designated as custodians of community interests. This edited volume explores how chieftancy is practised, experienced and contested in contemporary South Africa. It

includes case studies of how those living under the authority of chiefs, in a modern democracy, negotiate or resist this authority in their respective areas. Chapters in this book are organised around three major sites of contest: leadership, land and law.

The Handbook of Critical Literacies Jessica Zacher Pandya, Raúl Alberto Mora, Jennifer Helen Alford, Noah Asher Golden, Roberto Santiago de Roock. 2021-09-07 The Handbook of Critical Literacies aims to answer the timely question: what are the social responsibilities of critical literacy academics, researchers, and teachers in today's world? Critical literacies are classically understood as ways to interrogate texts and contexts to address injustices and they are an essential literacy practice. Organized into thematic and regional sections, this handbook provides substantive definitions of critical literacies across fields and geographies, surveys of critical literacy work in over 23 countries and regions, and overviews of research, practice, and conceptual connections to established and emerging theoretical frameworks. The chapters on global critical literacy practices include research on language acquisition, the teaching of literature and English language arts, Youth Participatory Action Research, environmental justice movements, and more. This pivotal handbook enables new and established researchers to position their studies within highly relevant directions in the field and engage, organize, disrupt, and build as we work for more sustainable social and material relations. A groundbreaking text, this handbook is a definitive resource and an essential companion for students, researchers, and scholars in the field.

The Wiley-Blackwell Handbook of Schema Therapy Michiel van Vreeswijk, Jenny Broersen, Marjon Nadort. 2015-06-22 The Wiley-Blackwell Handbook of Schema Therapy provides a comprehensive overview of developments in the theory, diagnosis, treatment, research, implementation, and management of schema therapy. Presents a comprehensive overview of schema therapy - goes far

beyond all previous books on the subject to cover theoretical, research and practical perspectives Covers the latest developments, including work on mindfulness and borderline personality disorder, as well as new applications of schema therapy beyond personality disorders Includes chapters by leaders in the field including Wendy Behary and Arnoud Arntz, as well as a foreword by Jeffrey Young, the founder of schema therapy

Chinese Communist Party School and its Suzhi Education Chunqi Zhou.2023-03-03 Zhou applies network governance theories to Chinese education and focuses on Chinese education policy implementation, particularly with the Chinese Communist Party Schools (CCPS). The CCPS is the institution which follows the Chinese Communist Party (CCP)'s ideas and decisions to educate key education leaders at all levels with different political purposes. In the Chinese education policymaking process, the CCP is the leading power which provides policy directions, but the education department is the main vehicle for the delivery of education policy. Using document analysis and interviews, Zhou argues that an education policy implementation process can be successful from top to bottom level in cooperation with the education department. He further posits that formulating and implementing Chinese education policy can be characterised as a form of network governance, which coordinates actors' and stakeholders' motivation to comply with collective decisions in Chinese education implementation. The book offers fresh data for the study of policy networks in Chinese education, the study of CCPS and Chinese network governance. This book will be of interest to scholars and postgraduate students studying Chinese education, comparative educational policy and comparative education research.

Remapping Sound Studies Gavin Steingo,Jim Sykes.2019-03-14 The contributors to *Remapping Sound Studies* intervene in current trends and practices in sound studies by reorienting the field

toward the global South. Attending to disparate aspects of sound in Africa, South and Southeast Asia, Latin America, the Middle East, Micronesia, and a Southern outpost in the global North, this volume broadens the scope of sound studies and challenges some of the field's central presuppositions. The contributors show how approaches to and uses of technology across the global South complicate narratives of technological modernity and how sound-making and listening in diverse global settings unsettle familiar binaries of sacred/secular, private/public, human/nonhuman, male/female, and nature/culture. Exploring a wide range of sonic phenomena and practices, from birdsong in the Marshall Islands to Zulu ululation, the contributors offer diverse ways to remap and decolonize modes of thinking about and listening to sound. Contributors Tripta Chandola, Michele Friedner, Louise Meintjes, Jairo Moreno, Ana María Ochoa Gautier, Michael Birenbaum Quintero, Jeff Roy, Jessica Schwartz, Shayna Silverstein, Gavin Steingo, Jim Sykes, Benjamin Tausig, Hervé Tchumkam

Understanding Higher Education Chrissie Bowie, Sioux McKenna. 2021-08-23 Drawing on the South African case, this book looks at shifts in higher education around the world in the last two decades. In South Africa, calls for transformation have been heard in the university since the last days of apartheid. Similar claims for quality higher education to be made available to all have been made across the African continent. In spite of this, inequalities remain and many would argue that these have been exacerbated during the Covid pandemic. *Understanding Higher Education* responds to these calls by arguing for a social account of teaching and learning by contesting dominant understandings of students as decontextualised learners premised on the idea that the university is a meritocracy. This book tackles the issue of teaching and learning by looking both within and beyond the classroom. It looks at how higher education policies emerged from the notion of the knowledge

economy in the newly democratic South Africa, and how national qualification frameworks and other processes brought the country more closely into conversation with the global order. The effects of this on staffing and curriculum structures are considered alongside a proposition for alternative ways of understanding the role of higher education in society.

The Best 386 Colleges, 2021 The Princeton Review, Robert Franek. 2020-12-22 Make sure you're preparing with the most up-to-date materials! Look for The Princeton Review's newest edition of this book, The Best 387 Colleges, 2022 (ISBN: 9780525570820, on-sale August 2021). Publisher's Note: Products purchased from third-party sellers are not guaranteed by the publisher for quality or authenticity, and may not include access to online tests or materials included with the original product.

Epistemic Justice and Creative Agency Sarah Colvin, Stephanie Galasso. 2022-09-12 Foundational theories of epistemic justice, such as Miranda Fricker's, have cited literary narratives to support their case. But why have those narratives in particular provided the resource that was needed? And is cultural production always supportive of epistemic justice? This essay collection, written by experts in literary, philosophical, and cultural studies working in conversation with each other across a range of global contexts, expands the emerging field of epistemic injustice studies. The essays analyze the complex relationship between narrative, aesthetics, and epistemic (in)justice, referencing texts, film, and other forms of cultural production. The authors present, without seeking to synthesize, perspectives on how justice and injustice are narratively and aesthetically produced. This volume by no means wants to say the last word on epistemic justice and creative agency. The intention is to open out a productive new field of study, at a time when understanding the workings of injustice and possibilities for justice seems an ever more urgent project.

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Table of Contents Rhodes University 2015 Graduate Application Forms

1. Understanding the eBook Rhodes University 2015 Graduate Application

Forms

- The Rise of Digital Reading Rhodes University 2015 Graduate Application Forms
 - Advantages of eBooks Over Traditional Books
2. Identifying Rhodes University 2015

Graduate Application Forms

- Exploring Different Genres
- Considering Fiction vs. Non-Fiction
- Determining Your Reading Goals

3. Choosing the Right eBook Platform

- Popular eBook Platforms
- Features to Look for in an Rhodes University 2015 Graduate Application Forms
- User-Friendly Interface

4. Exploring eBook Recommendations from Rhodes University 2015 Graduate Application Forms

- Personalized Recommendations
- Rhodes University 2015 Graduate Application Forms User Reviews and Ratings
- Rhodes University 2015 Graduate Application Forms and Bestseller Lists

5. Accessing Rhodes University 2015 Graduate Application Forms Free and Paid

eBooks

- Rhodes University 2015 Graduate Application Forms Public Domain eBooks
- Rhodes University 2015 Graduate Application Forms eBook Subscription Services
- Rhodes University 2015 Graduate Application Forms Budget-Friendly Options

6. Navigating Rhodes University 2015 Graduate Application Forms eBook Formats

- ePub, PDF, MOBI, and More
- Rhodes University 2015 Graduate Application Forms Compatibility with Devices
- Rhodes University 2015 Graduate Application Forms Enhanced eBook Features

7. Enhancing Your Reading Experience

- Adjustable Fonts and Text Sizes of

- Rhodes University 2015 Graduate Application Forms
 - Highlighting and Note-Taking Rhodes University 2015 Graduate Application Forms
 - Interactive Elements Rhodes University 2015 Graduate Application Forms
- 8. Staying Engaged with Rhodes University 2015 Graduate Application Forms
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Rhodes University 2015 Graduate Application Forms
- 9. Balancing eBooks and Physical Books Rhodes University 2015 Graduate Application Forms
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Rhodes University 2015 Graduate Application Forms
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Rhodes University 2015 Graduate Application Forms
 - Setting Reading Goals Rhodes University 2015 Graduate Application Forms
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Rhodes University 2015 Graduate Application Forms
 - Fact-Checking eBook Content of Rhodes University 2015 Graduate Application Forms
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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