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**Hannah Gibson, Jacqueline
Lück, Kristina Riedel, Savithry
Namboodiripad**

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The Grants Register 2016 Palgrave Macmillan Ltd, 2016-12-27 The most comprehensive guide on postgraduate grants and professional funding globally For thirty four years it has been the leading source for up to date information on the availability of and eligibility for postgraduate and professional awards Each entry is verified by its awarding body and all information is updated annually

Re-imagining Curriculum Lynn Quinn, 2019-11-15 The book argues that academics academic developers and academic leaders need to undertake curriculum work in their institutions that has the potential to disrupt common sense notions about curriculum and create spaces for engagement with scholarly concepts and theories to re imagine curricula for the changing times Now more than ever in the history of higher education curriculum practices and processes need to be shared the findings of research undertaken on curriculum need to be disseminated to inform curriculum work We hope the book will enable readers to look beyond their contextual difficulties and constraints to find spaces where they can dream and begin to implement innovative and creative solutions to what may seem like intractable challenges or difficulties

Natural Resource-Based Conflicts in Rural Zimbabwe Joshua Matanzima, Patience Chadambuka, Kirk Helliker, 2024-08-02 This book investigates the range of conflicts over land and other natural resources in contemporary Zimbabwe considering the different forms these conflicts take and the ensuing outcomes Zimbabwe is a country rich in natural resources including land wildlife minerals and water resources These resources are integral to the formal and informal livelihoods of most Zimbabweans as well as supporting many key industries Wildlife land and water resources are also embedded in indigenous knowledge systems religious beliefs and rituals in many rural communities forming an important part of people's identity and sense of belonging However this book demonstrates the ways in which rural communities are being denied access to these resources and being displaced by extractive companies and the government Their response is often to turn to violence to try to reclaim their lands Drawing on original empirical research from different conflicts across Zimbabwe the book also considers the issue in the context of problems such as climate change human wildlife conflicts and politico economic crises This book will be useful to policy makers students conservationists and academics across the fields of sociology human geography development political science and environment studies

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

Epistemic Freedom in Africa Sabelo Ndlovu-Gatsheni, 2018-06-27 Epistemic Freedom in Africa is about the struggle for African people to think theorize interpret the world and write from where they are located unencumbered by Eurocentrism The imperial denial of common humanity to some human beings meant that in turn their knowledges and experiences lost their value their epistemic virtue Now in the twenty first century descendants of enslaved displaced colonized and racialized peoples have entered academies across the world proclaiming loudly that they are human beings their lives matter and they were born into valid and legitimate knowledge systems that are capable of helping humanity to transcend the current epistemic and systemic crises Together they are engaging in diverse struggles for cognitive justice fighting against the epistemic line which haunts the twenty first century The renowned historian and decolonial theorist Sabelo J Ndlovu Gatsheni offers a penetrating and well argued case for centering Africa as a legitimate historical unit of analysis and epistemic site from which to interpret the world whilst simultaneously making an equally strong argument for globalizing knowledge from Africa so as to attain ecologies of knowledges This is a dual process of both deprovincializing Africa and in turn provincializing Europe The book highlights how the mental universe of Africa was invaded and colonized the long standing struggles for an African university and the trajectories of contemporary decolonial movements such as Rhodes Must Fall and Fees Must Fall in South Africa This landmark work underscores the fact that only once the problem of epistemic freedom has been addressed can Africa achieve political cultural economic and other freedoms This groundbreaking new book is accessible to students and scholars across Education History Philosophy Ethics African Studies Development Studies Politics International Relations Sociology Postcolonial Studies and the emerging field of Decolonial Studies The Open Access versions Chapter 1 and Chapter 9 available at <https://doi.org/10.4324/9780429492204> have been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Sound Fragments Noel Lobley, 2022-05-10 Winner of IASPM Book Prize given by IASPM 2023 Winner of the Bruno Nettl Prize given by the Society for Ethnomusicology 2023 Joint Winner of the Ruth Stone Prize with Jessica Perrea given by the Society for Ethnomusicology 2023 This book is an ethnographic study of sound archives and the processes of creative decolonization that form alternative modes of archiving and curating in the 21st century It explores the histories and afterlives of sound collections and practices at the International Library of African Music Sound Fragments follows what happens when a colonial sound archive is repurposed and reimagined by local artists in post apartheid South Africa The narrative speaks to larger issues in sound studies curatorial practices and the reciprocity and

ethics of listening to and reclaiming culture Sound Fragments interrogates how Xhosa arts activism contributes to an expanding notion of what a sound or cultural archive could be and where it may resonate now and in future African Philosophical and Literary Possibilities Aretha Phiri, 2020-06-23 Recognizing philosophy's traditional influence on and literature's creative stimulus for sociopolitical discourses imaginations and structures African Philosophical and Literary Possibilities Re-reading the Canon edited by Aretha Phiri probes the cross-referential interdisciplinary relationships between African literature and African philosophy The contributors write within the broader context of renewed interest in and concerns around epistemological decolonization and to advance African scholarly transformation This volume argues that in their convergent ideological and imaginative attempts to articulate an African conditionality African philosophy and literature share overlapping concerns and aspirations In this way this book engages and examines the intersectional canons of these disciplines in order to determine their intra-continental epistemological transformative possibilities within broader global societal explorations of the current moment of decolonization Where much of the scholarship on African philosophy has focused on addressing issues associated with the postcolonial task of African self-assertion in the face of or against Euro-modernist hegemony this innovative book project shifts the focus and broadens the scope away from merely discoursing with the global North by mapping out how philosophy and literature can be viewed as mutually enriching disciplines within and for Africa #RhodesMustFall B. Nyamnjoh, 2016-04-18 This book on rights entitlements and citizenship in post-apartheid South Africa shows how the playing field has not been as levelled as presumed by some and how racism and its benefits persist Through everyday interactions and experiences of university students and professors it explores the question of race in a context still plagued by remnants of apartheid inequality and perceptions of inferiority and inadequacy among the majority black population In education black voices and concerns go largely unheard as circles of privilege are continually regenerated and added onto a layered and deep history of cultivation of black pain These issues are examined against the backdrop of organised student protests sweeping through the country's universities with a renewed clamour for transformation around a rallying cry of Black Lives Matter The nuanced complexity of this insightful analysis of the Rhodes Must Fall movement elicits compelling questions about the attractions and dangers of exclusionary articulations of belonging What could a grand imperialist like the stripling Uitlander or foreigner of yesteryear Sir Cecil John Rhodes possibly have in common with the present-day nimble-footed makwerekwere from Africa north of the Limpopo The answer Nyamnjoh suggests is to be found in how human mobility relentlessly tests the boundaries of citizenship The Political Economy of Livelihoods in Contemporary Zimbabwe Kirk Helliker, Manase Kudzai Chiweshe, Sandra Bhatasara, 2018-01-12 Since the introduction of the fast-track land reform programme in 2000 Zimbabwe has undergone major economic and political shifts and these have had a profound impact on both urban and rural livelihoods This book provides rich empirical studies that examine a range of multi-faceted and contested livelihoods within the context of systemic crises Taking a broad political economy approach the

chapters advance a grounded and in depth understanding of emerging and shifting livelihood processes strategies and resilience that foregrounds agency at household level Highlighting an emergent scholarship amongst young black scholars in Zimbabwe and providing an understanding of how people and communities respond to socio economic challenges this book is an important read for scholars of African political economy southern African studies and livelihoods **Women Journalists, Proximity Radios and Conflicts in Burkina Faso** Viviane Schönbächler, 2025-09-26 This book explores the complex relationships between proximity radio and conflict in Burkina Faso from the perspective of female radio journalists The study is based on in depth qualitative field research including interviews audio diaries and radio content analysis using an analytical framework based on the concepts of participation and intersectionality It provides a detailed account of radios in the northern provinces of Burkina Faso and the specificities of proximity radio in comparison to larger national media outlets particularly in their relationship with the community they serve It also highlights the material and discursive consequences of violent conflict on radio stations and shows how journalists regain agency despite severe constraints as well as pointing to important often invisible contributions of women journalists in promoting peace and non violent conflict transformation

China's Impact on the African Renaissance Kobus Jonker, Bryan Robinson, 2018-07-04 This book provides the first comprehensive academic study of what China's trade with and investment in African countries mean for the socio economic well being of the continent Based on the African Tree of Organic Growth Framework developed in the book Jonker and Robinson outline the factors necessary in realizing Africa's Renaissance vision and the impact that the Chinese might have on this process Using the metaphor of the Baobab tree the authors analyze the historical cultural and economic contexts within African countries the channels available to produce development and growth and the fruits or social and economic well being created by this integrated process The book takes readers on a journey of numerous African examples and case studies describing and analyzing the challenges and complexities of countries in their desire to achieve organic cultural scientific and economic renewal and the improvement of the well being of their citizens This book will be of great value to economists people who wish to do business in Africa China watchers those who are following the development and growth of Africa and more

African Linguistics after #RhodesMustFall Hannah Gibson, Jacqueline Lück, Kristina Riedel, Savithry Namboodiripad, 2025-02-06 This open access book explores the link between African languages decolonisation and transformation It has its origins in a survey of students and instructors at higher education institutions both inside and outside Africa and takes as a starting point the 2015 student led RhodesMustFall movement which spread across universities in South Africa Many of the questions being asked by RhodesMustFall found parallels in ongoing discussions across in Europe and North America This book presents findings from the survey set against the broader backdrop of calls for decolonisation and transformation drawing specifically on linguistics teaching scholarship and research The findings provide new insights into how African languages and linguistics are framed and engaged with amidst decolonial struggles in higher

education This book will be relevant to readers with an interest in African languages social justice higher education and decolonisation

Universities and Epistemic Justice in a Plural World Margaret Meredith, 2024-02-26 This book explains why universities and academics within them must engage with the diversity of knowledges and knowers that exist in the world Through philosophical perspectives theoretical frameworks and practical examples from around the world the book searches for opportunities for renewal and inclusion in universities It explains how higher education can better serve the purposes of social justice by re evaluating the types of knowledge it promotes Going beyond the identification and analysis of injustices in ways of knowing in academia the book offers insights and examples of practices in teaching research and work with the community which aim to move towards justice on an epistemic level It argues that inclusion in the domain of knowledge can lead to the generation of knowledges and understandings that are more robust and better equipped to address the pressing needs of the plural worlds outside the university Contributions are included from authors working in varied disciplinary and cultural contexts in universities who describe and explicate their work towards identifying epistemic injustice and finding spaces to advance knowledge justice in theory and in practice The book will be beneficial to academics and those with an interest in the role of universities in serving the public good

Transforming Teaching and Learning in Higher Education Ruksana Osman, David J Hornsby, 2017-06-09 Universities face the prospect of becoming redundant unless the way teaching and learning takes place changes This book explores the idea of transformation and pedagogy In particular it will highlight how universities are transformed through a set of pedagogical interventions and stances that integrate a sense of moral and ethical purpose to learning Actively integrating cultural pluralism in developing knowledge and understanding aspires to liberate the learner from existing power structures by fostering a desire to challenge and change the social system in which we live and connects the reality around us and its many problems to the knowledge generation process

Online around the World Laura M. Steckman, Marilyn J. Andrews, 2017-05-24 Covering more than 80 countries around the world this book provides a compelling contemporary snapshot of how people in other countries are using the Internet social media and mobile apps How do people in other countries use the social media platform Facebook differently than Americans do What topics are discussed on the largest online forum one in Indonesia with more than seven million registered users Why does Mongolia rate in the top ten countries worldwide for peak Internet speeds Readers of *Online around the World* A Geographic Encyclopedia of the Internet Social Media and Mobile Apps will discover the answers to these questions and learn about people's Internet and social media preferences on six continents outside of the online community of users within the United States The book begins with an overview of the Internet social media platforms and mobile apps that chronologically examines the development of technological innovations that have made the Internet what it is today The country specific entries that follow the overview provide demographic information and describe specific events influenced by online communications allowing readers to better appreciate the incredible power of online interactions across

otherwise unconnected individuals and the realities and peculiarities of how people communicate in today's fast paced globalized and high technology environment This encyclopedia presents social media and the Internet in new light identifying how the use of language and the specific application of human culture impacts emerging technologies and communications dramatically affecting everything from politics to social activism education and censorship *Psychosocial Pathways Towards Reinventing the South African University* Sabrina Liccardo, 2020-11-02 This book proposes a conceptual empirical framework for exploring forms of continuity and change along psychosocial pathways in South African universities It illustrates how the psychosocial pathways are grounded in the symbolic narratives and knowledges of young scientists engineers and architects all interlocutors in the research from which this book is based Alala Mamoratwa Welile Odirile Kaiya Amirah Takalani Nosakhele Naila Ambani Khanyisile Itumeleng Ethwasa and Kgnaya provide collective standpoints in the multiplicities within and between the lived lives and told stories of young Black South African women in Science Technology Engineering and Mathematics STEM fields In doing so this compelling work advances possibilities for demythologising scientific endeavour as a white male achievement and shifting knowledge communities across gendered racialised class and national divides This book presents an innovative narrative methodology utilising the myth of the Minotaur to examine the state of the university at the heart of the hierarchical labyrinth in post apartheid South Africa Throughout the work the author wrestles with and self reflexively highlights her own positionality as a white middle class South African woman to examine how this affects the production of this research in ways which serve to preserve the colonial knowledge system With the rise of the Rhodes Must Fall and Fees Must Fall student movement in South Africa demanding for the fall of institutionalised racial hierarchies the author uses the cover image of narrative formations in the spirit of exploration to think with and through undulating networked forms that could possibly forge new psychosocial pathways towards decolonising and reinventing South African universities This work offers a unique conceptual and methodological resource for students and scholars of psychosocial and narrative theory as well as those who are concerned about the politics of higher education both in South Africa and in other contexts around the world **The Anglophone Question and Postcolonial Hegemony in Cameroon** Lyombe Eko, 2025-01-15 The Anglophone Question Postcolonial Hegemony in Cameroon The Past that Did Not Pass is a comprehensive collection of essays and analyses that explore the historical colonial postcolonial legal and international relations aspects of the politico cultural and linguistic crisis between the English speaking former British Southern Cameroons now divided into the Northwest and Southwest regions and the French speaking majority of the former French Cameroon la R publique du Cameroun This conflict has shaken Cameroon to its core since the 1990s and led to an armed conflict between the government of Cameroon and Anglophone non state armed groups The premise of this book is that the Anglophone Question the problematic situation of the muted English and Pidgin speaking minority in French Cameroon is one of the unfinished items of business of World War I and the Treaty of Versailles of 1919

that resolved the conflicts of that great conflict The Anglophone conflict has been exacerbated by the authoritarian republican chieftaincy that was installed in Cameroon after independence and reunification This neo patrimonial kleptocratic regime of Cameroon has with the support of its international partners emphasized the argument of force rather than the force of argument thereby creating yet another frozen African conflict The Anglophone Question cannot vanish by some political maneuver as Cameroon s senile nonagenarian president has done over the decades with his ossified knee excruciatingly painful on the nation s neck That is my takeaway after reading this insightful well argued exhaustively researched highly intellectualized yet practical compendium of chapters that bear an unapologetic witness to the horrific Anglophone Problem I celebrate the authors fearlessness articulation and lucid presentation as the establishment continues to seal its ears with candle wax I ll reverse President Paul Biya s mantra and say Rule 1 There is an Anglophone Problem Rule 2 When in doubt consult Rule 1 Uche Onyebadi PhD Texas Christian University Texas USA

Challenging the Apartheids of Knowledge in Higher Education through Social Innovation Joana Bezerra, Craig Paterson, Sharli Paphitis, 2021-05-12 In order to understand the relationship between social innovation and the reimagining of the knowledge economy necessary to reorient higher education most fully towards the public good we must draw from the experiences of those working on the front lines of change This collection represents diverse voices and disciplines drawing together the critical reflections of academics students and community partners from across South Africa The book seeks to bring together theoretical and practical lessons about how research methods can be used in socially innovative ways to challenge the apartheids of knowledge in higher education and to promote the democratization of the knowledge economy

Prioritizing Sustainability Education Joan Armon, Stephen Scoffham, Chara Armon, 2019-12-05 Prioritizing Sustainability Education presents theory to practice essays and case studies by educators from six countries who elucidate dynamic approaches to sustainability education Too often students graduate with exploitative consumer driven orientations toward ecosystems and are unprepared to confront the urgent challenges presented by environmental degradation Educators are prioritizing sustainability oriented courses and programs that cultivate students knowledge skills and values and contextualize them within relational connections to local and global ecosystems Little has yet been written however about the comprehensive sustainability education that educators are currently designing and implementing often across or at the edges of disciplinary boundaries The approaches described in this book expand beyond conventional emphases on developing students attitudes knowledge and behaviors by thinking and talking about ecosystems to additionally engaging students with ecosystems in sensory affective psychological and cognitive dimensions as well as imaginative spiritual or existential dimensions that guide environmental care and regeneration This book supports educators and graduate and upper level undergraduate students in the humanities social sciences environmental studies environmental sciences and professional programs in considering how to reorient their fields toward relational sustainability perspectives and practices

The Alchemists Tom Gerald

Daly, 2017-11-02 Can courts really build democracy in a state emerging from authoritarian rule This book presents a searching critique of the contemporary global model of democracy building for post authoritarian states arguing that it places excessive reliance on courts Since 1945 both constitutional courts and international human rights courts have been increasingly perceived as alchemists capable of transmuting the base materials of a nascent democracy into the gold of a functioning democratic system By charting the development of this model and critically analysing the evidence and claims for courts as democracy builders this book argues that the decades long trend toward ever greater reliance on courts is based as much on faith as fact and can often be counter productive Offering a sustained corrective to unrealistic perceptions of courts as democracy builders the book points the way toward a much needed rethinking of democracy building models and a re evaluation of how we employ courts in this role

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