

# Uct 2015 Application Forms

As recognized, adventure as competently as experience nearly lesson, amusement, as without difficulty as promise can be gotten by just checking out a books **Uct 2015 Application Forms** in addition to it is not directly done, you could undertake even more roughly this life, vis--vis the world.

We provide you this proper as skillfully as easy way to acquire those all. We provide Uct 2015 Application Forms and numerous book collections from fictions to scientific research in any way. in the middle of them is this Uct 2015 Application Forms that can be your partner.

*Uct 2015 Application Forms*

2023-03-16

## POWERS SAUL

*Deliberative Pedagogy* Routledge

Places of Privilege, edited by Nicole Oke, Christopher C. Sonn and Alison M. Baker, interrogates the dynamics of privilege and power that are shape place in a period of rapid transformation of our social worlds.

**Transformation of the University** Taylor & Francis

Trumpism and the racially implied Islamophobia of the "travel ban"; Brexit and the yearning for Britain's past imperial grandeur; Black Lives Matter; the public backlash against Merkel's refugee policies in Germany. These seemingly national responses to the changing demographics in a multitude of Western nations need to be understood as effects of a global/transnational crisis of whiteness. The Intersections of Whiteness brings together scholars from different disciplines to shed light on these manifestations in the United States, the United Kingdom, South Africa and Germany. Applying methodology stemming from critical race theory's investment in intersectionality, the contributions of this edited collection focus on specific intersections of whiteness with gender, class, space, affect and nationality. Offering valuable insights into the contours of whiteness and its instrumentalisation across different nations, societies and cultures, this incisive volume creates transnational dialogue and will appeal to students and researchers interested in fields such as critical whiteness and race studies, gender studies, cultural studies and social policy.

**Whose History Counts** Routledge

This book examines the critical aspect of quality assurance maintenance of competitive-standards in African higher education. It explores both the micro and macro-levels of continental African higher education regulatory authorities, and analyses different institutional, regional and national practices for moving towards continental quality assurance approaches. Contributed to by scholars across Eastern and Southern Africa, the book considers conceptual, practical, epistemological and policy dimensions of quality and quality assurance, especially in relation to higher education in Africa. It therefore draws on research and local expertise to open up debate about how to assure and enhance the quality of higher education, providing a comprehensive review of eight countries and considers societal challenges. It aims to satisfy the need of more thoughtful and critical works on African education as produced by African educators. The uniqueness of this book lies in integrating both the theoretical and practical dimensions of quality to devise appropriate strategies for ensuring quality and standards in higher education in continental Africa and beyond. This authoritative book advocates for a timely discussion around the provision of good quality higher education and research in African universities, and will be of great interest to academics, policy makers, researchers and post-graduate students in the fields of higher education, comparative education and African studies.

**The Fall of the University of Cape Town** Routledge

In African countries there has been a surge of intellectual interest in foregrounding ideas and thinkers of African origin—in philosophy as in other disciplines—that have been unjustly ignored or marginalized. African scholars have demonstrated that precolonial African cultures generated ideas and arguments which were at once truly philosophical and distinctively African, and several contemporary African thinkers are now established figures in the philosophical mainstream. Yet, despite the universality of its themes, relevant contributions from African philosophy have rarely permeated global philosophical debates. Critical intellectual excavation has also tended to prioritize precolonial thought, overlooking more recent sources of home-grown philosophical thinking such as Africa's intellectually rich liberation movements. This book demonstrates the potential for constructive interchange between currents of thought from African philosophy and other intellectual currents within philosophy. Chapters authored by leading and emerging scholars: recover philosophical thinkers and currents of ideas within Africa and about Africa, bringing them into dialogue with contemporary mainstream philosophy; foreground the relevance of African theorizing to contemporary debates in epistemology, philosophy of language, moral/political philosophy, philosophy of race, environmental ethics and the metaphysics of disability; make new interventions within on-going debates in African philosophy; consider ways in which philosophy can become epistemically inclusive, interrogating the contemporary call for 'decolonization' of philosophy. Showing how foregrounding Africa—its ideas, thinkers and problems—can help with the project of renewing and improving the discipline of philosophy worldwide, this book will stimulate and challenge

everyone with an interest in philosophy, and is essential reading for upper-level undergraduate students, postgraduate students and scholars of African and Africana philosophy.

**Colonization and Epistemic Injustice in Higher Education**

Bloomsbury Publishing

This book explores the role of the university in upholding democratic values for societal change. The chapters advocate for the moral virtue of democratic patriotism: the editors and contributors argue that universities, as institutions of higher learning, can encourage the creation of critical and patriotic citizens. The book suggests that non-violence, tolerance, and peaceful co-existence ought to manifest through pedagogical university actions on the basis of educators' desire to cultivate reflectiveness, criticality, and deliberative inquiry in and through their academic programmes. In a way, universities can respond more positively to the violence on our campuses and in society if public and controversial issues were to be addressed through an education for democratic citizenship and human rights.

**Understanding Peace and Conflict Through Social Identity Theory** Academic Conferences and publishing limited

Destructive forces have been eroding the University of Cape Town, Africa's leading university. This book tells the sad, true tale of what has been transpiring. It is a saga of lunacy, criminality, pandering, and identity politics. The mad and the bad - the deranged, deluded, the depraved - have been granted endless latitude in bullying and abusing others. The decline began in 2015 with the Rhodes Must Fall protest that resulted in the offending statue's removal within a month, and which spawned similar protests abroad. Emboldened by their local success, the protestors issued new and ever-increasing demands later that year and then again in 2016 and 2017. Their methods also became criminal - including intimidation, assault, and arson. The university leadership capitulated to this behaviour, and this fostered a broader and now pervasive toxic environment within the institution. These developments offer important lessons for universities around the world that are yielding to the forces of a faux "progressivism".

**Transforming Transformation in Research and Teaching at South African Universities** Manchester University Press

This book offers an important contribution to the field of curriculum studies and higher education by examining the impacts of colonialism and neoliberalism in the South African education system and addressing ways to decolonise curriculum and teaching. Drawing on Pinar's work in curricular theory, the authors call for integrating self-reflective curriculum development into the national curriculum process to promote indigenous education and knowledge.

**Perspectives on Political Communication in Africa** Taylor & Francis

This book is the culmination of several years of collaborative work. It is a unique contribution to the field of journalism because of the depth and variety of contributions it makes to the field. The scholars who contribute to this volume respond to the great need to rethink journalism from various perspectives including journalism training, research, the contents of the news media, language, media ethics, the safety of journalists and gender inequities in the news media. In doing this, they recognise how the societies that journalism address should themselves change.

**To Save Heaven and Earth** Cornell University Press

This edited volume encompasses a range of themes and approaches relevant to the field of South African history today, as viewed from the perspective of practicing historians at the cutting edge of research in the discipline. The collection features the historians offering critical reflection on the theoretical and methodological aspects of their work. This involves them both looking back at the inherited historiographical tradition in the respective areas of their research, while also pointing forwards to possible future directions for scholarly engagement.

**History beyond apartheid** Routledge

As the public purposes of higher education are being challenged by the increasing pressures of commodification and market-driven principles, *Deliberative Pedagogy* argues for colleges and universities to be critical spaces for democratic engagement. The authors build upon contemporary research on participatory approaches to teaching and learning while simultaneously offering a robust introduction to the theory and practice of deliberative pedagogy as a new educational model for civic life. This volume is written for faculty members and academic professionals involved in curricular, co-curricular, and community settings, as well as administrators who seek to support faculty, staff, and students in such efforts. The book begins with a theoretical grounding and historical underpinning of education for democracy, provides a diverse collection of practical case studies with best practices shared by an array of scholars from varying

disciplines and institutional contexts worldwide, and concludes with useful methods of assessment and next steps for this work. The contributors seek to catalyze a conversation about the role of deliberation in the next paradigm of teaching and learning in higher education and how it connects with the future of democracy. Ultimately, this book seeks to demonstrate how higher education institutions can cultivate collaborative and engaging learning environments that better address the complex challenges in our global society.

**University on the Border** Springer Nature

Transformation of the University imagines preferable futures for the university, building hope for the institution's necessary transformation. It transcends old criticisms and presents fresh ideas on how the institution might be conceived, organised and put into practice while safeguarding that which makes it a university - the pursuit of knowledge. This book is divided into three main parts: Part One - 'Knowledge' assumes the role of the university in generating knowledge for the benefit of society; Part Two - 'Cultural Growth' expands on how the university might contribute to and benefit from the cultural growth of society, with both explicit and implicit connections to social and epistemic (in)justice; and Part Three - 'Institutions' focuses on imaginative processes for enacting the university as an institution that meets the unforeseen future challenges facing societies around the world. With contributions from scholars across the world, Transformation of the University is an essential read for all academics, practitioners, institutional leaders and broad social thinkers who are concerned with the future of the university and its contributions to society.

**Decolonising Journalism Education in South Africa** NYU Press

What is transformation in contemporary South African higher education? How can it be facilitated through research and pedagogic practices? These questions are addressed in this edited collection by established academics and emerging research students from nine South African universities. The chapters give us access to students' worlds: how they construct, experience and navigate their complex spheres, on and off campus. By engaging with students as knowledge producers, we transform popular ways of thinking about race, gender, class, sexuality, disability and age as singular and natural markers of difference and diversity. Rather than taking diversity as fixed and rooted in nature, we explore how diversity is imagined and lived in particular contexts on and off campus.

**Fees Must Fall** Springer

Taking the postcolonial - or, more specifically, the post-apartheid - university as its focus, the book takes the violence and the trauma of the global neoliberal hegemony as its central point of reference. Following a primarily psychoanalytic line of enquiry, it engages a range of disciplines - law, philosophy, literature, gender studies, cultural studies and political economy - in order better to understand the conditions of possibility of an emancipatory, or decolonised, higher education. And this in the context of both the inter-generational transmission of the trauma of colonialism, on the one hand, and, on the other, the trauma of neoliberal subjectivity in the postcolonial university. Oriented around an important lecture by Jacqueline Rose, the volume contains contributions from world-renowned authors, such as Judith Butler and Achille Mbembe, as well as numerous legal and other theorists who share their concern with interrogating the contemporary crisis in higher education. This truly interdisciplinary collection will appeal to a wide range of readers right across the humanities, but especially those with substantial interests in the contemporary state of the university, as well as those with theoretical interests in postcolonialism, psychoanalysis, gender studies, cultural studies, jurisprudence and law.

**The Responsive University and the Crisis in South Africa** Taylor & Francis

Power Shift? Political Leadership and Social Media examines how political leaders have adapted to the challenges of social media, including Facebook, Instagram, Twitter, and memes, among other means of persuasion. Established political leaders now use social media to grab headlines, respond to opponents, fundraise, contact voters directly, and organize their election campaigns. Leaders of protest movements have used social media to organize and galvanize grassroots support and to popularize new narratives: narratives that challenge and sometimes overturn conventional thinking. Yet each social media platform provides different affordances and different attributes, and each is used differently by political leaders. In this book, leading international experts provide an unprecedented look at the role of social media in leadership today. Through a series of case studies dealing with topics ranging from Emmanuel Macron and Donald Trump's use of

Twitter, to Justin Trudeau's use of selfies and Instagram, to how feminist leaders mobilize against stereotypes and injustices, the authors argue that many leaders have found additional avenues to communicate with the public and use power. This raises the question of whether this is causing a power shift in the relationship between leaders and followers. Together the chapters in this book suggest new rules of engagement that leaders ignore at their peril. The lack of systematic theoretically informed and empirically supported analyses makes *Power Shift? Political Leadership and Social Media* an indispensable read for students and scholars wishing to gain new understanding on what social media means for leadership.

*Faculty Perspectives on Vocational Training in South Africa* IGI Global

This book explores the student discontent a year after the start of the 2015 South African #FeesMustFall revolt. #FeesMustFall, the student revolt that began in October 2015, was an uprising against lack of access to, and financial exclusion from, higher education in South Africa. More broadly, it radically questioned the socio-political dispensation resulting from the 1994 social pact between big business, the ruling elite and the liberation movement. The 2015 revolt links to national and international youth struggles of the recent past and is informed by black consciousness politics and social movements of the international left. Yet, its objectives are more complex than those of earlier struggles. The student movement has challenged the hierarchical, top-down leadership system of university management and its 'double speak' of professing to act in workers' and students' interests yet entrenching a regressive system for control and governance. University managements, while on one level amenable to change, have also co-opted students into their ranks to create co-responsibility for the highly bureaucratized university financial aid that stands in the way of their social revolution. This book maps the contours of student discontent a year after the start of the #FeesMustFall revolt. Student voices dissect colonialism, improper compromises by the founders of democratic South Africa, feminism, worker rights and meaningful education. In-depth assessments by prominent scholars reflect on the complexities of student activism, its impact on national and university governance, and offer provocative analyses of the power of the revolt.

*Decolonisation after Democracy* Springer Nature

This book is the result of a research project, called African Potentials, that we have been conducting for 10 years. This project was aimed at overturning negative stereotypes the world has imposed on Africa, such as poverty, hunger and conflict, the

achievement of which would help to decolonise and de-Westernise our world while creating a new, alternative future. This book explores how this can be achieved, focusing on the wealth of African knowledge and institutions that African people have created and practised throughout their history. While learning from these indigenous systems, this book reconsiders the subservience to Western values that have been assumed to be universally applicable. This volume aims to establish an ideology that radically transforms the dominant framework of knowledge, and that can relativise and pluralise the hegemonic centre. *Decolonising the Neoliberal University* MSU Press

The volume explores and thinks through the process of decolonising the South African higher education system by examining #MustFall. The text offers theoretical insights from a historical, contemporary and multidisciplinary lens, while examining the embedded meanings of the university as an institution, idea and set of practices to show the shifts and changes that were inaugurated by #MustFall along with the historicities that define the university both locally and globally. The retro- and prospective insights presented in the book surface the crisis of authority that places the university in a state of precarity, which is framed in the book as the 'border'. The volume proposes the concept of the 'border' (recognising its conceptual and analytical dynamism) as a generative space that can facilitate new imaginaries and articulations of this social institution: the university.

**Psychosocial Pathways Towards Reinventing the South African University** Routledge

Decolonisation after Democracy addresses the provocative idea that we need to rid higher education of lingering forms of colonial knowledge. This matters because in the colonial era much knowledge was put to the service of subjugating indigenous peoples, and the assumptions from this era may linger into the present. Examples of deep-rooted and 'foundational' forms of knowledge that carry colonial traits are normative binaries such as 'civilised and backward', 'modern and traditional' and 'rational and superstitious'. In addition, some accounts of positive values like freedom, equality, justice and democracy may hide the assumption that the western experience is the norm, from which other kinds are rendered imitations, deviations or pathologies. In this collection, some of South Africa's leading political scientists and academics engage with the challenge of decolonising knowledge in the research and teaching of politics. It includes new insights about the state, international relations, clientelism, statesociety relations and land reform; and introduces new ways

to engage the colonial library, curriculum reform, and the marginality of historically black institutions. Finally, the contributors deal with the decolonial challenge posed by the #FeesMustFall student movements, reflecting on issues of revolutionary politics and gender and sexual violence. This book was originally published as a special issue of *Politikon*.

*#RhodesMustFall* Politicsweb Publishing

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.

*University Collegiality and the Erosion of Faculty Authority* Springer

This book provides an insight into commercial relations between large economies and Small States, the benefits of regional integration, the role of Small States as financial centres as well as B2B and State to State dispute resolution involving Small States. Several contributions allow the reader to familiarise themselves with the general subject matter; others scrutinise the particular issues Small States face when confronted with an international dispute and discuss new and innovative solutions. These solutions range from inventive ideas to help economic growth to appropriate mechanisms of dispute resolution including inter-State dispute resolution and specific areas of arbitration such as tax arbitration. Researchers, policy advisors and practitioners will find a wealth of insights, information and practical ideas in this book.