



Unsettling paradigms

The Decolonial Turn and the Humanities Curriculum:
Prospects, Practice and Interventions

Unsettling Paradigms: The Decolonial Turn and the Humanities Curriculum: Prospects, Practice and Interventions

This conference was funded with the generous assistance from
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22 - 23 November 2022 | Future Africa Campus, University of Pretoria

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CONFERENCE PROGRAMME

**Future Africa Campus
University of Pretoria**

DAY 1: Tuesday, 22 November 2022

09.00 **Registration/meet and greet**

09.30 **Welcome** – Prof Vasu Reddy, Dean: Humanities, University of Pretoria

09.45 **Keynote Address:** Prof 'Funmi Olonisakin, Vice-President: International Engagement and Service, King's College, London

Chair: Prof Sandy Africa, Deputy-Dean (Humanities), University of Pretoria

10.30 **Comfort break**

11.00 **Plenary session:** Prof Eshchar Mizrachi, Forestry and Agriculture Biotechnology Institute (FABI), University of Pretoria. 'Africanising aesthetics of South African biodiversity for our creative economy'

Chair: Prof Vasu Reddy, Dean: Humanities, University of Pretoria

12.00 **Lunch**

13.15

Panel 1: Auditorium. Chair: Dr Gerhard Wolmarans

'Topologies of multilingualism: Thinking outside the box' – Prof Zannie Bock, University of the Western Cape

'Cracks and fissures in the master's house through poetic inquiry: Towards a decolonial sociolinguistics' – Marcelyn Oostendorp, Charné Pretorius and Laila Duke, University of Stellenbosch

'Decolonising language in Higher Education: Misappropriations and realities' – Dr Brian Sibanda, University of the Free State

Panel 2: Research Commons. Chair: Prof Innocent Plkirayi

'Developing an accessible African musical arts programme at Rhodes University' – Dr Boudina McConnachie, Rhodes University

'Can someone please click "**Skip Ad**"? A reflection on South African students telling their stories of discrimination and fear during the COVID-19 pandemic lockdown' – Dr Peet van Aardt, University of the Free State

'Decolonial pedagogies in working with questions of gender and violence' – Prof Jane Bennett, University of Cape Town

14.45 **Comfort break**

15.00

Panel 3: Research Commons. Chair: Prof Lindsay Clowes

'The Humanities and the decolonial challenge: Theory and praxis from three South African universities' – Dr Munyaradzi Mushonga, Prof Jesmael Mataga and Dr Blanche Assam, University of the Free State, Sol Plaatje University and University of the Western Cape

'The decolonial turn and Security Studies: Some considerations' – Prof Sandy Africa, Deputy-Dean (Humanities), University of Pretoria

'Epistemic decoloniality as part of transformational decoloniality: Critical considerations' - Prof Linda Harms-Smith, University of Pretoria

Panel 4: Auditorium. Chair: Anthony Bizos

'Teaching the "other law" in a South African university: Some problems encountered and possible solutions towards a transformed curriculum' – Prof Charles Maimela, University of Pretoria

'Curriculum and transformation in a Political Theory class' – Dr Gerhard Wolmarans, University of Pretoria

'A comparative account of decolonising political theory in the Global South and North: The case of Wits and SOAS' – Dr Ayesha Omar, Wits University

16.30 **End of Day 1**

17.00 **Opening of Art Exhibition – *Parts of Me*** - Dr Johan Thom and Visual Arts students, University of Pretoria

DAY 2: Wednesday, 23 November 2022

09.00 **Meet and greet**

09.30 **Panel 5. Auditorium. Chair: Prof Zannie Bock**

'Embodied and artistic research as decolonial praxis and pedagogy: Thinking through a collaborative screendance-making project' – Dr Kristina Johnstone, Prof Marth Munro and Dr Tarryn-Tanille Prinsloo, University of Pretoria

'Bricolage sculpture as an interlocutor in a contemporary African suburb' – Carol Preston, University of Pretoria

'Flippin' theory' – Prof Lindsay Clowes, University of the Western Cape

Panel 6. Research Commons. Chair: Dr Peet van Aardt

'Decolonial gaps, silences, and absences: Experiences from the University of the Free State University of the Western Cape and Sol Plaatje University' – Prof Jesmael Mataga, Sol Plaatje University, Dr Munyaradzi Mushonga, University of the Free State and Dr Blanche Assam, University of the Western Cape

'Deconstruction of Higher Education curriculum: Breaking the past, imagining the future' – Dr Pfuurai Chimbunde, Zimbabwe Ezekiel Guli University

'Decolonising the Humanities curriculum in Cameroon' – Prof Kiven James Kewir, African Leadership Centre Nairobi and King's College, London

11.00 **Comfort break**

11.30 **Auditorium. Plenary**

Screening of documentary, *Crossroads*: Prof Siona O'Connell, University of Pretoria

Panel discussion: The Decolonial Turn in the Humanities: Looking back; looking to the future

Moderator: Prof Vasu Reddy, Dean: Humanities, University of Pretoria

Panellists: Prof Loretta Feris, Vice-Principal: Academic, University of Pretoria

Prof Lebo Moletsane, Pro-Vice Chancellor: Social Cohesion, University of KwaZulu-Natal

Prof Siona O'Connell, University of Pretoria

Prof Ruksana Osman, Senior Deputy Vice-Chancellor: Academic, Wits University

Prof Crain Soudien, former CEO of HSRC and former Deputy Vice-Chancellor (UCT), University of Cape Town

13.15 **Closure: Vote of thanks – Prof Vasu Reddy, Dean: Humanities, University of Pretoria**

13.30 **Lunch and departure**

PRESENTERS AND ABSTRACTS

DAY 1: Tuesday, 22 November 2022

Opening Keynote Address – ‘Funmi Olonisakin

Professor ‘Funmi Olonisakin is Vice-President: International Engagement and Service of King’s College, London and a Professor of Security, Leadership and Development at King’s. She founded the African Leadership Centre (ALC) both at King’s and in Kenya, as a collaboration between King’s and the University of Nairobi in 2010. Professor Olonisakin has focused on inclusive postgraduate research training at the ALC, combining field-building with community-building while working with inter-generational research teams to translate knowledge generated into multiple forms of collaborative engagement regionally in Africa, and globally.

Previously, Professor Olonisakin worked in the United Nations Office of the Special Representative of the Secretary-General in New York, between 1999 and 2003. From 2003 until 2013, she was Director of the Conflict, Security and Development Group at King’s College London. In January 2015, United Nations Secretary-General, Ban Ki Moon, appointed Professor Olonisakin as one of seven members of the Advisory Group of Experts (AGE) on the Review of the UN Peacebuilding Architecture; and in 2016, as a member of the Advisory Group of Experts for the United Nations Progress Study on Youth, Peace, and Security. In 2018, she was appointed to the Council of the United Nations University, on which she currently serves as Chair. She was awarded the Fellowship of King’s College in 2020.

University of Pretoria (UP), where she was appointed as an Extra-Ordinary Professor in 2016, conferred the degree of Doctor of Philosophy (honoris causa) on Professor Olonisakin in May 2022 in recognition of her significant contributions to the promotion of peace, security, justice, and international solidarity in Africa, with special reference to women and youth. Professor Olonisakin was educated at the University of Ife, Nigeria (now Obafemi Awolowo University) and King’s College London, graduating with a BSc. Honours in Political Science (Ife, 1984) and MSc and PhD in War Studies (King’s 1996) respectively. She was a post-doctoral Fellow at the Department of Political Sciences in UP in 1998, and was awarded a McArthur Foundation post-doctoral fellowship in the Department of War Studies from 1998-1999.

‘Funmi has positioned her work to serve as a bridge between academia and the worlds of policy and practice. Her most recent research has focused on ‘Reframing narratives of peace and state-building in Africa’ and on ‘Future peace, society and the state in Africa.’

Plenary Session

Africanizing aesthetics of South African Biodiversity for Our Creative Economy – Eshchar Mizrachi

South Africa is ranked among the top countries in plant biodiversity, containing almost 10% of the world's unique plant species. A large portion of these can be found in the relatively tiny Fynbos biome in the Western Cape - a quarter of Africa's plant species on 2% of its land, most of which occur nowhere else on earth. Despite this - and perhaps with the singular exception of *Protea* - the average South African citizen experiences little understanding of, connection to or a need for stewardship of the fynbos or any of our incredible plant biodiversity.

I argue that aside from geographic and economic barriers, a potential contributor to this lack of connection may be the predominance of a limited, arguably single narrative expressed in the aesthetics of the Fynbos in educational content and creative industry products and endeavors. This narrative, whether being too dominated by elements of scientific botanical style, colonialism and/or art of a certain period, is limiting not only in its expression of knowledge and value systems around this biodiversity, but also in connecting with and reflecting the identities of contemporary South Africans.

I propose that South Africa is ideally positioned to be a model for building positive, complex and pluralistic identities as expressed in its creative products, and one that – when guided by principles of sustainability and moral inclusion – will contribute positively to economic development, scientific literacy and environmental justice.

Prof. Eshchar Mizrachi is an Associate Professor in the Department of Biochemistry, Genetics and Microbiology and the Forestry and Agricultural Biotechnology Institute (FABI) at the University of Pretoria. He is a molecular, evolutionary and systems biologist whose work focuses on indigenous South African plant species. He holds a P-rating from the NRF, and has published widely in the field of plant biology and biotechnology. He has been deeply involved in Science Leadership training, mentorship and networks for young researchers on the African continent. He is also an artist and has displayed and sold his work. His pursuits (scientific, artistic and intersections thereof) wish to highlight the intrinsic value of nature, and draw inspiration from themes of biological, cultural and epistemic diversity.

Panel 1

Topologies of multilingualism: Thinking 'outside of the box' -

Zannie Bock

This paper is a radical break with the view of multilingualism as an arrangement or hierarchy of differently 'named' languages which has the effect of producing more, or less visibility for these 'named' varieties. Rather, it takes as its starting point a view of multilingualism as situated within a *matrix of social relations*, constituted in different times and spaces, between people carrying different histories, attitudes, and feelings. In an attempt to find new ways of representing these social relationalities, we argue for a *topological* view of multilingualism. This perspective draws attention to the ways in which the diverse facets of multilingualism interconnect and relate in different time-spaces. Our data draw on four artistic visualisations of multilingualism (posters) produced by students in an Honours module, 'Re-imagining Multilingualisms', which was convened by the Centre for Multilingualism and Diversities Research (CMDR) at the University of the Western Cape, and the Department of General Linguistics at the University of Stellenbosch in 2018 and 2019. In this course, we attempted to re-think and re-imagine multilingualism using creative and arts-based methodologies. The posters and artefacts produced by students in this course stimulated our view of multilingualism as a networked, fluid and mobile topology, or as an *n-dimensional* form, which shifts and changes as it rotates through time and space. We then link this conception to our discussion of Linguistic Citizenship as an *n-dimensional* topological phenomenon.

Prof Zannie Bock is Associate Professor of Linguistics, and Deputy Dean of Teaching & Learning in the Faculty of Arts & Humanities at the University of the Western Cape, South Africa. Her recent publications are in decolonial pedagogies, and narrative and discourse analysis with a focus on racialising discourses among university students. She is the project coordinator and co-editor of the first Southern African textbook in Linguistics, *Language, Society and Communication: An Introduction* ([2014], 2019), Van Schaik. She is also co-editor, with Christopher Stroud, of the Bloomsbury volume, *Language and Decoloniality in Higher Education: Reclaiming Voices from the South* (2021).

Cracks and fissures in the master's house through poetic inquiry:

Towards a decolonial sociolinguistics' -

Marcelyn Oostendorp, Charne Pretorius and Laila Duke

Audre Lorde's famous essay 'The Masters tools will never dismantle the Master's house' is published in the same collection with an essay entitled 'Poetry is not a luxury'. In her essay on poetry, she argues that there are no new ideas 'only new ways of making them felt' (Lorde 2007:28). If all we have is what we have already, how can new ways be created to make people feel differently? In this paper we explore Lorde's ideas on the potentiality of poetry specifically with regards to refiguring language (Stroud 2015). We draw on poetry created in a linguistics

course with the ambitious goal of ‘re-imagining multilingualisms’. The poetry created in this course through processes of resemiotization (Iedema 2003) and regenring (English 2012), point to spaces where students and lecturers break through the coloniality of language (Veronelli 2015). However, these spaces are transient and fleeting. We argue that perhaps the master’s house cannot be dismantled but that windows, cracks, and fissures can be created from where ideas are felt differently, and new relationalities can be seen and imagined. We discuss our argument in relation to the broader discussions on what a decolonial sociolinguistics might look like.

Dr Marcelyn Oostendorp is a Senior Lecturer in the Department of General Linguistics at Stellenbosch University, South Africa. Her research is primarily concerned with multilingual and multimodal forms of meaning-making in contexts such as education, the media, and the workplace. Her recent research has used decolonial theory and praxis to rethink multilingualism. Her research has been published in journals such as *Applied Linguistics*, *Critical Discourse Studies* and *Text and Talk*.

Lalia Duke is currently the English Tutor at the South African National Space Agency. Her research has focused on academic writing, citation and referencing practices in academia, and the decolonisation of writing centres in South Africa. Her interests include decolonisation in the context of higher education in South Africa, and the use of language and writing in decolonial movements.

Charné Pretorius is a doctoral student at the University of the Western Cape (UWC). Her research interest is in the possible role that semiotic landscapes play in the decolonisation of higher education. She specifically focuses on the controversial residence halls at Stellenbosch University (SU). Charné recently published a chapter with SU colleagues titled “When linguists become artists: An exercise in boundaries, borders and vulnerabilities” which explores the use of arts-based pedagogies in a postgraduate linguistics course. Along with working with colleagues from UWC and SU, Charné has worked closely with colleagues from various Brazilian institutions to explore how multilingualism fosters a sense of *relationality* amongst multiple others thus becoming a tool to de-invisibilise those across the *abyssal line*.

Decolonising language in Higher Education: misappropriations and realities – Brian Sibanda

Thinking through the decolonial turn means re-experiencing, re-imagining, and re-thinking language in learning and teaching. The 2015 - 2016 South African student movement, #FeesMustFall, was a partial linguistic protest that called for the re-imagining and unmasking of racialised linguistics as part of decolonising the institutions of higher learning. However, this call for the re-imagining and decolonising of language currently remains murky, contested and characterised by misappropriations, mythmaking and misinterpretations. The call by Third World fundamentalists, nativists, egocentricists and Afro-radicalists to do away with ‘colonial’ languages in higher education, this presentation will argue, is anti-colonial colonial logic and, therefore, anti-decolonial, just as

the colonial call to maintain the supremacy of colonial languages in higher education as anti-decolonial. The misconceptions of decoloniality regarding colonial languages are not only a result of Afro-radicalism but also a consequence of white fragility, which associates decolonising languages with the fear of losing the elitist privileges linked to a colonial language. By employing the decolonial tools of border thinking and pluriversality, this presentation seeks to make a case for enabled contradiction and co-existence.

Dr Brian Sibanda is a Lecturer/Researcher at Centre for Teaching and Learning, University of The Free State. Sibanda is a member of the English Academy of Southern Africa (EASA), the Africa Decolonial Research Network (ADERN), a free alliance of scholars that research and write on decoloniality and an Academic Literacy and Social Justice SIG (Special Interest Group) leader and Steering Committee Member of the South African Association for Academic Literacy Practitioners (SAAALP). Sibanda has published a number of articles and book chapters on a range of topical issues, such as decolonising language, the discourse of genocide and social justice. His main research interests include the impact of global coloniality, the theory of liberation, language development and literacies.

Panel 2

Developing an accessible African Musical Arts Programme at Rhodes University - Boudina McConnachie

Tapping into the resources available at the International Library of African Music (ILAM) based in Makhanda (the former Grahamstown), and funded by the “Unsettling Paradigms” programme, the Rhodes University Department of Music and Musicology has embarked upon a collaborative path towards developing an African Music programme that values both the knowledge developed by the African music scholar or ethnomusicologist, and the African musician. Addressing transformation, integration and the decolonisation of the music curriculum on several levels we have been consulting with community musicians, knowledge bearers, fellow African music researchers and traditional music performers to develop an African musical arts curriculum. The goal is to develop an African Musical Arts framework, much like the one that the Western Art Music and Jazz lecturers follow, which African Musical Arts practitioners can follow as a guide. In this presentation we look at the collaborative performance-led research method and the indigenous teaching philosophy that we followed in the first round of development and inquiry, whilst questioning the extreme preoccupation we have with Western-lead research methodologies and theories. Our hypothesis is that it is time to trust African scholars and musicians to lead the way in developing African curricula, teaching approaches and methodology.

Dr Boudina McConnachie (PhD, MMus, BMus, PGCE, RULS) is an African musical arts (AMA) activist with a particular interest in musical arts pedagogy. She co-ordinates various music education courses through the Rhodes University Education department and is integrally involved in the teaching and learning programme at the International Library of African Music (ILAM). Boudina completed her undergraduate music degree majoring

in African music (*uhadi* and *mbira*) and classical flute and was a music teacher at a government school in the Eastern Cape for over ten years. She completed her masters specializing in Indigenous Knowledge and copyright and her PhD in African music curriculum development. In 2018 she was named one of ten emerging African scholars to research various aspects of African music in the Mellon supranational grant for the Pan-African Music Initiative run through the University of Cape Town. She is a Mellon Principal Investigator for the “Unsettling Paradigms/Decolonial Turn” project at Rhodes University and serves on the *Journal of the Musical Arts in Africa* editorial team.

Boudina has written two books, *Listen and Learn, Music Made Easy* (2012) and *My Music, My Classroom- Umculo Wam, Iklasi Yam* (2016) and contributed towards the development of a *Marimba Ensemble Teaching and Learning Guide* (2016) for the NGO, Access Music Project (AMP). In addition she has reviewed articles for international journals, presented at conferences across the globe and has actively contributed towards the development of the African Musical Arts curricula at several universities in South Africa. Her students include the world renowned African performers Albert Bisaso Ssempeke from Uganda and Venancio Mbande Jnr from Mozambique who are working towards Masters Degrees in African Musical Arts performance. Boudina is supervising a further eight post-graduate students with topics ranging from education and performance practice to instrument making and revitalization. Her undergraduate courses include World Music, African music performance and Ethnomusicology.

Can someone please click “Skip Ad”? A reflection on South African students telling their stories of discrimination and fear during the COVID-19 pandemic lockdown –
Peet van Aardt

The student voice has largely remained unheard in formal discussions around COVID-19. A pandemic that should not be put to waste, COVID-19, on some podiums, was seen as laying the groundwork for the germination of seeds of change. The students, in this collection of stories by the Initiative for Creative African Narratives (iCAN), a project within the Centre for Teaching and Learning at the University of the Free State, have refused to be silenced amidst this pandemic.

A World Gone Mad is a collection of 15 stories written by South African students. These writers all come from rural villages or townships. Some of them write their stories on their cell phones. Writing can be used as a coping mechanism, a way to digest the world around us, and while managing the iCAN project towards the end of 2020, the researcher noticed a trend in the narratives that expressed Free State youths’ lived experiences during this challenging time.

These youths’ voices and presence provided a transformative potential in cultures where such grave issues of death, gender-based violence, racism, depression, stifled dreams, and hope remain a preserve of ‘adults’. The researcher will examine and discuss these stories and themes, highlighting the importance of the lived

experience of South African students. Also, it will be explained how these texts contribute to a localised and decolonised curriculum at the University of the Free State.

Dr Peet van Aardt is a lecturer in English Academic Literacy at the University of the Free State. An alumnus of the National Institute for Humanities and Social Sciences (NIHSS), he created and runs the Initiative for Creative African Narratives (iCAN) – a Mellon Foundation funded project that is used to decolonise university curricula. Dr van Aardt is also the Head of the UFS Writing Centre.

Decolonial pedagogies in working with questions of gender and violence – Jane Bennett

In South African contexts, the dilemmas arising from the need to engage with multiples forms of violence and their representation is far from new to pedagogies in higher education. In African Feminist Studies at the University of Cape Town, this has included debate on how and why to engage pedagogically in discussions on gender-and sexualities-based violence. In this paper, the debates are explored in relation to decolonial theory on the human, the need to challenge colonially-based disciplinary borders, and activist praxis. The paper works with the work of rethinking a particular postgraduate syllabus on gender and violence and will be presented in a way which invites strong audience participation.

Prof Jane Bennett is not young; she is racialized as white, lives as queer, loves as lesbian, usually votes EFF, is very close to some animals in her life, is hard to corral, and travels widely. She has worked as a teacher, researcher, and activist in different areas of African feminist thought and practice for several decades. She is currently the Head of Gender Studies, in the School of African and Gender Studies, Anthropology and Linguistics at the University of Cape Town. She also holds the position of Deputy Dean: Staffing and IT in the Humanities Faculty and the job of (honorary) Professor of Gender Studies at the Nehanda Centre for Gender and Culture at Great Zimbabwe University. Recently, she has co-edited two books, *Jacketed Women: Qualitative Research Methodologies in Gender and Sexualities* (with Charmaine Pereira, & University of Cape Town Press) and *New Thinking in Gender and Sexualities Research in African Contexts* (with Sylvia Tamale and CODESRIA). She has authored *Porcupine*, a collection of short stories nominated for the Commonwealth Prize (Kwela Press), and many academic articles covering the terrain of sexual harassment, the politics of queer, gender-based violence, and African feminist epistemology. She works as activist and (sometimes) consultant with a wide range of NGOs, both on the continent and outside Africa.

Panel 3

Teaching the “other law” in a South African university: Some problems encountered and possible solutions towards a transformed curriculum – **Charles Maimela**

African customary law is a legal system that is recognised in South Africa and forms part of the law of the indigenous people of South Africa. Due to colonialism and apartheid, this legal system was rejected and underdeveloped in favour of common law. The supremacy of the Constitution and its recognition of African customary law as an independent legal system, separate from the common law, aimed to correct past injustices that flowed from the underdevelopment of this important legal system. Whether the Constitution and higher learning institutions have attained the goal of developing African customary law in South Africa is a question that will be explored and debated in this contribution. Its aim is to assess the role of higher learning institutions in developing African customary law through their teaching of this system of law, as well as to outline some of the challenges faced by these institutions in offering an African customary law course to students. Possible solutions are discussed; the aim is to ensure that the teaching component of African customary law is developed, and to contribute to the current debate about curriculum transformation among universities in particular with a focus at UP and various stakeholders in higher learning. Curriculum transformation is key to the future development and inclusiveness of the South African community that is so diverse.

Prof Charles Maimela holds the degrees LLB LLM LLD (Unisa). The title of his LLD thesis is ‘Legal Issues Relating to the Treatment of Cancer Patients’. Maimela joined the Department of Private Law in the Faculty of Law at the University of Pretoria in 2016 as Lecturer. He was promoted to the position of Senior Lecturer on 1 January 2018 and to the position of Associate Professor on 1 August 2020. Most notably of the appointment of Maimela is that he is the first Black person to be appointed as Deputy Dean and the youngest to ever occupy this position in over a century of the existence of the Faculty. Maimela’s research interests lie in Medical Law; African Customary Law and Religious Systems. He teaches Legal Pluralism and Law of Damages. He is also the Editor-in-Chief of *De Jure* Law Journal.

Curriculum and transformation in a Political Theory class – **Gerhard Wolmarans**

This paper aims to offer a glimpse into my efforts at the Department of Political Sciences at UP over the past seven to eight years to ensure that the curriculum I present to my students do justice to our societal ideal of deep transformation, while at the same time also introducing students to a rigorous global discipline, Political Science. I will focus only on one specific aspect of the transformation of the curriculum namely making room for

a multiplicity of voices, especially marginalised voices, thus emphasising a core theme in the broad literature on decoloniality namely that of doing justice to the Other. Central themes to be addressed include, among others, the plurality of co-existing voices, respectful understanding of differing voices, and a movement towards a coherent future amid these pluralities. All these themes are particularly cogent to my specific academic field, Political Theory, and in this paper, I want to demonstrate how I articulate them in one of the modules I present namely the third-year module in Political Theory. In this module we engage with several key concepts in politics: Freedom, Equality, Justice, Community, Democracy, and Power. With each of these concepts I explore the reality that people hold to different conceptions of these concepts. I then unpack with the students some of the prominent conceptions that have been held of these concepts and I compare them with one another in terms of strengths and weaknesses.

Dr Gerhard Wolmarans Gerhard Wolmarans received his doctorate in Political Studies from the University of Johannesburg (DLitt et Phil, 2009). His fields of specialisation include Political Theory, History of Political Thought and Political Philosophy with specific focus on intersubjective communication in the political space, multiculturalism, and democratic theory. Other current and past areas of teaching and research include Politics as an academic discipline, social justice, the Israeli-Palestinian conflict, specifically the Jerusalem problem, religion and politics, the political thought of Michael Oakeshott and CS Lewis, political modernity and the South African state. He was a recipient of the 2010 RDP grant by the University of Pretoria (for the years 2010-2012), during which time spent time at the University of Indiana/Purdue (Fort Wayne, Indiana, USA), Wheaton College (Illinois, USA), New School (NY, USA), and the LSE (London, UK) for research or teaching purposes. He participated in numerous local and international conferences and similar academic forums, in Zimbabwe, Portugal, Greece, Russia, the USA, and others. He currently teaches first and third year students on the undergraduate level, and to postgraduate students up to doctoral level. Of particular relevance to this conference it can be noted that Dr Wolmarans was the recipient of the Best Lecturer Award for 2014 within the Faculty of Humanities in recognition of his innovative and creative engagement with his Political Theory students.

A Comparative Account of Decolonising Political Theory in the Global South and North: The Case of Wits and SOAS –

Ayesha Omar

This paper explores the notion of pedagogical responsiveness in two complex, politically intense, university teaching contexts: the University of the Witwatersrand, Johannesburg (Wits), South Africa, and the School of Oriental and African Studies (SOAS), University of London, United Kingdom. It examines how a transformative political theory curriculum that transcends canonisation and eurocentrism, can enable a distinct form of pedagogical responsiveness at these contrasting but similar sites of higher education learning. At both Wits and SOAS, one of the urgent and pressing demands that university students made during protest movements was the call for a “decolonised” education. One common meaning derived from the term *decolonisation* is the implicit assumption that authoritative and legitimate knowledge is routinely viewed through the lens of a Western-dominated history and archive, which in effect limits and silences alternative epistemologies. This

raises the question of whose knowledge is recognised, what do universities teach and how they teach it. Through a comparative analysis, this paper explores how ideas, content and specific forms of curriculum design and teaching can be specifically used in teaching political theories to confront past injustices and render greater transformation, justice and inclusiveness. This paper will fundamentally argue that teaching political theory through the notion of Mbembe's "epistemic pluralism" of ideas greatly enhances pedagogic responsiveness in complex contexts.

Dr Ayesha Omar is a senior lecturer in the Department of Politics at Wits University. She holds a BA in Politics, History and Journalism (Rhodes University) with distinction and an MA (cum laude) in Political Philosophy. In 2016 she completed her Ph.D. in political theory which is a comparative account of political authority in the work of Medieval Philosophers, Ibn Rushd and Marsilius of Padua. In 2013/2014/2015 she received funding to the University of Cambridge for her doctoral research work. Currently, she is devoting time towards publishing her PhD thesis into a monograph after publishing a book chapter and several peer-reviewed articles. Ayesha has also been the recipient of a number of merit awards and scholarships including the NRF Prestigious Equity Scholarship, the Ernst & Ethel Eriksen Scholarship, the Rhodes University Steve Biko Essay Award, and the coveted Next Generation Scholarship. She is the review editor of *Theoria: a Journal of Social and Political Theory* and the secretary of the South African Association of Political Science (SAAPS). Ayesha's research and teaching aims to contribute to an understanding of non-western traditions of political theory, with a specific focus on normative sources from Africa and the Middle East that have hitherto been neglected by the western canon of political theory. Her main research interests include Comparative Political Theory, Islamic Political Thought, African Political Thought, and South African Black Intellectual History. In 2017, she also received the Mail and Guardian 200 Young South African award for her contributions to university teaching.

Panel 4

The Humanities and the decolonial challenge: Theory and praxis from three South African universities –

Munyaradzi Mushonga, Jesmael Mataga and Blanche Assam

This paper speaks to both the tension and dichotomy between theory and praxis in the decolonisation of the curriculum in the Humanities in universities in South Africa in the 21st century. It draws from the online survey and online interviews with academic and support staff and students from three South African universities: University of the Free State (UFS), University of the Western Cape (UWC), and Sol Plaatje University (SPU). The online survey was carried out over a 14-month period, from December 2021 to March 2022. The paper seeks to address two key questions namely: (a) what do student and staff voices tell us about the tension and dichotomy between the theory and praxis of decolonizing the humanities at the three universities, and (b) how similar, and how different, are the experiences, challenges and dilemmas of decolonisation? To address these questions, the paper unpacks responses that characterised decoloniality as a settling or unsettling paradigm; as lacking

involvement in ongoing institutional decolonial debates and interventions; as problematic bodies of men and women in the front and in the mirror, among other characterisations. The paper notes that despite different histories and experiences of epistemic coloniality at the three universities, both students and staff are still struggling to fully grasp the meaning of decoloniality and seem to face the same challenges and dilemmas. It is the tension between what is desirable (theory) and what is possible (praxis), that this paper seeks to bring to the fore.

Dr Munyaradzi Mushonga is an interdisciplinary decolonial scholar who enjoys operating at the margins. He previously taught at the University of Zimbabwe and the National University of Lesotho. Currently, he is Programme Director for Africa Studies in the Centre for Gender and Africa Studies (CGAS) at the University of the Free State (UFS). He is actively involved in the teaching and supervision of Honours, Master's and PhD students on various interdisciplinary topics within the realm of gender and Africa studies. He is the principal investigator of *The Humanities and the decolonial challenge: a comparative study of the University of the Free State, University of the Western Cape, and Sol Plaatje University*, and is also principal and co-investigator in numerous interdisciplinary research projects. He is the Chief Editor of a forthcoming book *Migration and the Role of Borders and Borderlands in the Making of Southern African Communities*, (2023). He is a former Head of the Research and Development portfolio of the Oral History Association of South Africa (OHASA) and is currently a member of OHASA's Editorial Board. He is also an Associate Editor of the *Southern Journal for Contemporary History*. Munyaradzi Mushonga is the inaugural Global Academic Director of the Decolonial International Network (DIN), an organization that is committed to the imagination and actualisation of a pluriversal new world civilisation.

Dr Blanche Assam is a lecturer of French in the Department of Foreign Languages and the Chairperson of the Department at the University of the Western Cape. Her current research interests include the use of teaching aid tools in the classroom as well as foreign language teaching pedagogies specifically French language methodology for foreign learners, francophone literature, comparative literature and translation in a multicultural framework.

Prof Jesmael Mataga is an Associate Professor of Museum and Heritage Studies, and the inaugural Head of the School of Humanities at Sol Plaatje University, in Kimberley. He has professional, research and teaching experience in museums and heritage management. Drawing from critical and decolonial heritage approaches, his current research, explores the changing role and place of communities in museums/heritage. It contributes to the development of museum and heritage practices that address the critical challenges of our time, such as poverty, inequality, conflict, decolonisation, migration, and social justice. The collaborative work has resulted in publications including, (1) *Museum Cooperation between Africa and Europe. A New Field for Museum Studies* (2018: with the Ethnographic Museum at the University of Zurich), (2) *Museums as Agents for Social Change* (2021), (3) *Independent Museums and Culture Centres in Colonial and Postcolonial Zimbabwe: Non-State Players, Local Communities and Self-Representation* (2022), with the GZU Centre for Culture and Heritage Studies, and (4) *The Role of Universities in Society: Mapping University Community Engagement in Secondary Cities* (2022), with the HSRC.

He Holds a PhD in African Studies (Heritage and Public Culture) from the University of Cape Town and a MA in Heritage Studies from the University of Zimbabwe, as well as a Certificate in Scientific Principles of Conservation (ICCROM), Italy.

The decolonial turn and Security Studies: some considerations – **Sandy Africa**

The paper interrogates the traditional Security Studies curriculum and proposes new lines of enquiry to enrich the field. It argues that to remain relevant, Security Studies must recognize the ontological insecurities that have defined the histories and current experiences particularly of marginalized actors in the global South, and Africa in particular, as sources of knowledge for reframing the big questions, and reshaping understandings of the present state and futures of organised violence, conflict and peace.

Prof Sandy Africa is an Associate Professor in Political Sciences at the University of Pretoria, and teaches International Relations, Security Studies and Public Policy. She holds a PhD in Management from the University of the Witwatersrand. Her research interests are Africa-centred and include the study of security histories and transitions; oversight of security systems and architectures; and themes in national security and civil liberties. She serves on the editorial board of the *Strategic Review for Southern Africa*, and *Politikon*. She has held leadership or collaborative roles across several global and regional networks bringing academics, policy makers and security practitioners together to strengthen democratic control and accountability of security services: the African Security Sector Network, the Southern African Defence and Security Network; the Geneva Centre for Security Sector Governance; the Southern Voices Network of the Wilson Centre's Africa Programme, and the African Policing Civilian Oversight Forum, where she serves as a trustee. She currently serves as the Deputy Dean for Teaching and Learning in the Faculty of Humanities at the University of Pretoria.

Epistemic decoloniality as part of transformational decoloniality: *Critical considerations -* **Linda Harms-Smith**

Arguing that the epistemic violence of coloniality, also referred to as *Epistemicide* (Ndlovu-Gatsheni, 2018; Grosfoguel 2013), may be overcome by acknowledging and including 'indigenous' knowledges and knowledge systems, is problematic. A complete disruption, from the bottom up, is required to transform both the material realities of coloniality (Fanon, 1967) and the colonial dynamics of power, being and knowledge (Quijano, 2007). The psycho-political violence done to those colonised through racist inferiorization, dehumanization and subjugation is ongoing (Fanon, 1967). This occurs through global relationships of economic and political domination; inequalities between-states and within-states; intergenerational transmission of historic trauma; and through the ongoing relationships of coloniality. This paper examines epistemic decoloniality in a university context, bearing in mind that it must be an aspect of the broader project of decoloniality. To do this it explores the dehumanizing impact of colonization (Cesaire, 1955) including what Ngũgĩ wa Thiong'o (1986) refers to as colonization of the mind through the destruction of history and language as a bearer of culture; it describes ongoing coloniality as a project of global capitalism; and it examines the hegemony of Western, Eurocentric universalized knowledge. It then describes a participatory action research project done at a South African

university around working for decoloniality in a social work programme; and it finally describes an approach to epistemic decoloniality based largely on the thematic findings of work towards decoloniality at all levels of a university programme. These include considerations around critical conscientisation and 'voice'; centring knowledges of the 'South' and in this context, Africa-centredness; analysis of power relations at every level; foregrounding structural dynamics of 'race', class and gender; and the imagination.

Prof Linda Harms-Smith is Associate Professor of Social Work in the School of Social Work and Criminology in the Faculty of Humanities at the University of Pretoria, South Africa. She has recently returned from Scotland where she worked at the Robert Gordon University in Aberdeen for six years, and previously at the University of the Witwatersrand from 2000 - 2015. Her main research and scholarly focus is on social transformation; disrupting coloniality; anti-racism and decoloniality (areas of relevance in both Western and Southern contexts). Her commitment as a social worker to Freirian praxis and critical and radical approaches has led her to pursue participatory and critical research methodologies that seek to contribute to critical conscientisation and to attitudes of decoloniality. She is chairperson of the Editorial Board of the *Critical and Radical Social Work Journal*, and a founding member of the International and South African Social Work Action Network.

DAY 2: Wednesday, 23 November 2022

Panel 5

***Embodied and artistic research as decolonial praxis and pedagogy:
Thinking through a collaborative screendance-making project –
Kristina Johnstone, Marth Munro and Tarryn-Tanille Prinsloo***

This presentation critically reflects on a recent workshop at the University of Pretoria, School of the Arts: Drama and Javett-UP that centred on a collaborative and interdisciplinary artistic process of screendance-making. This reflection is guided by our question of what it might mean to facilitate art-making as decolonial praxis and pedagogy. We propose that conceptualising artistic practice as embodied research, may contribute to a decolonial praxis which interweaves sensing with knowing (Mignolo, 2018). Guided by the notion that decoloniality seeks epistemological alterity (Grosfoguel, 2011), we suggest that the non-linearity and deep structure processing that characterise embodied research offer an approach that both counters the colonially accepted 'scientific method', and radically empowers a methodology that opens up and challenges normative accounts of what it means to know, yet at the same time engages critically with normative institutional qualitative research paradigms. Artistic and embodied research emanates, for us, from an ontological place that drives a working with 'what is' that challenges the teleological reach of artistic material and stories, and engages knowledge that circulates within and across the bodies of practitioners before that knowledge can be constrained by conventional research methods, practices or documents. In reflecting on our unfolding praxis, we ask: how can the embodied and

artistic research practices of screendance invite the emergence of techniques and approaches that are both aesthetic and ethico-political, that trace orientations towards whiteness, humanism and universalism, and that are held together by slender threads of logic (Mbembe, 2017) in an effort to avoid the predetermined story of coloniality. The presentation combines a paper presentation with video.

Kristina Johnstone is a Belgian South African dance artist and teacher. She has been a guest lecturer at the University of Cape Town School of Dance and the Makerere University Department of Performing Arts and Film in Kampala, Uganda. She recently completed a PhD in Creative Work at the University of the Witwatersrand, and is currently based at the University of Pretoria, School of the Arts: Drama where she teaches Movement and Physical Theatre.

Prof Marth Munro (PhD, CMA, LKMT, RSME) specialises in bodymind and voice in behaviour and performance. With a childlike curiosity, Marth plays with purpose and joy. Marth is currently Professor Extraordinaire at the University of Pretoria, School of the Arts: Drama.

Dr Tarryn-Tanille Prinsloo (PhD, CMA) is a part-time lecturer in Screendance, Screenwriting, and Live and Digital Performance studies at the University of Pretoria. She's interested in intermediality among different mediums, especially the relationship between the camera and the moving body and exploring different ways of seeing and witnessing through a lens.

Bricolage Sculpture as an Interlocutor in a Contemporary African suburb - **Carol Preston**

The purpose of this paper is to convey the insights gained from my art practice since 2020. Due to the health restrictions, I relocated and created a series of assemblages of art objects out of bricolage material found in the surrounds of my home studio and suburb, Sunnyside, a multi-cultural, cosmopolitan, postcolonial space where they were viewed by a diverse, multi-cultural and transdisciplinary spectatorship.

From time to time these bricolage art-objects have been visible to the street from my home studio and residents and pedestrians have stopped to comment on what the bricolage material and form conveys to them. The form of my art objects is closely bound to their context both materially and culturally and provide an accessible point of entry for viewers engaging with the signifier of the artwork. This ground level engagement with the people of Sunnyside and other non-gallery venues has introduced me to the rich formal and informal as well as the undocumented content of the demographics of my contemporary African suburb. It has also led me to believe that art making, and presentation needs to be made available to a wider intellectual culture and intersection of African society than what the traditional white cube gallery offers. An intersectional space that erases exclusivity of language, economic privilege, employment, and formal documented citizen status with non-linear, visual communication and rhizomatic thinking style embedded in bricolage and assemblage practices should be encouraged.

I intend to briefly discuss the discursive and dialogical littoral theories of art theorist Grant Kester, the social participation sculpture and installation of Joseph Beuys and Allan Kaprow, open artwork ambiguity of meaning and plurality of interpretation of theorist, Umberto Eco, Derrida's distrust of systems seeking and singular interpretation of theoretical inquiry, Anna Dezeuze's articulation between closed static form, structures and systems versus chance, in-determinedness, events, matter and mobility and Gilles Deleuze's rhizoid thinking model of never ending coming into being. Visual examples of African artist, El Anatsui and South African installations like the Peace Parks in the mid-1980s resistance and more contemporary artist, Isghaan Adams who all use bricolage as a medium will be shown. The presentation will be in line with a lense of the decolonial turn for a multi-cultural African education and a post structural, non-linguistic, non-symbolic broad base of emotion, memory, narrative and poetry.

Carol Preston is currently conducting a practice-led fine art masters research at the University of Pretoria where she examines how sculptural assemblages created as a form of bricolage and presented in her home garden studio, Sunnyside as a multi-cultural, cosmopolitan, postcolonial space can initiate a dialogical exchange between artist and spectators.

She also holds an MBA from Demontfort, Leicester, UK where her dissertation on organisational behaviour received a distinction and bachelor's degree in psychology and communication, African politics, and theology from UNISA, and a Higher National Teachers Diploma in Art from the Technikon, Pretoria. She has worked in retail industry as a shoe designer, graphic designer, and assistant curator for the financial museum of one of South Africa's major banks and in teaching business economics and art in secondary and tertiary institutions. She has won prizes in sculpture for New Signatures on three occasions and has been in the final selection of the Sanlam Portrait painting competition and has paintings and sculpture in private collections in South Africa, England and Thailand and has exhibited in many group exhibitions.

Flippin' theory – **Lindsay Clowes**

The last few years of protests have or should have - particular resonances for white South Africans such as myself. Responding to calls to decolonise institutions and curricula means confronting very directly the ways in which one is always already implicated in white supremacy, an embodied representative of the colonial project. How does one navigate through the personification of violence? Is it even possible for white people to work towards a decolonised educational system?

With this in mind, a key focus of my teaching, as a feminist scholar, is on empowering students to see and to challenge the intersecting legacies of inequality inherited from the past. But at the same time I'm acutely aware that belief in my own good intentions could easily blind me to ways in which my teaching might contribute to ameliorative rather than transformative change (Fraser 2009) and/or might reinscribe colonial violence. It's a complex terrain. In my attempts to navigate it I have drawn on the ideas of authentic learning

(Herrington & Herrington 2010) to flip theory and practice, to build courses around the lives of the individuals in the class, to start with and foreground material reality rather than theory. One approach has been to draw on the work of Cornell & Kessi (2017) to employ an adapted photovoice methodology to teach research skills in a capstone course to final year students majoring in gender studies. It is this work that is shared on the posters articulating the intersectional gendered challenges of returning to campus in the aftermath of 2 years of lockdown. In this presentation I outline how these posters were produced as part of a course, and share some of the main ideas highlighted by students as they articulated their hopes and aspirations, anxieties and fears about returning to campus.

Prof Lindsay Clowes is an historian based in the Women's & Gender Studies Department at the University of the Western Cape. Her research employs an interdisciplinary feminist analysis to think critically about the social construction of gender and ways in which gender intersects with other identities. Prof Clowes' research has been recognised by the NRF with a C2 rating and her interest in feminist and decolonial pedagogies acknowledged through a CHE/HELTASA award for excellence in Teaching and Learning in 2013, appointment as a TAU (Teaching Advancement at University) Fellow in 2016 and as Deputy Dean of Teaching and Learning 2015 -2019 in the then Faculty of Arts at UWC.

Panel 6

Decolonial gaps, silences, and absences: Experiences from the University of the Free State, University of the Western Cape and Sol Plaatje University –

Jesmael Mataga, Blanche Assam and Munyaradzi Mushonga

The transformation of higher education institutions in South Africa since the era of democracy in the past decades has remained topical. Calls for more significant transformation were made by the students protests movements of 2015 and 2016 in the #RhodesMustFall and #FeesMustFall. These movements accelerated the decolonisation of higher education in universities across the country, and globally. Given these historic contexts, the projects of decolonising Universities are intricately tied to South Africa, as much as it is to the Humanities and Social Sciences. Taking from the experiences of academics and students at two well established Universities i.e., the University of the Free state and the University of the Western Cape, and a newly established University, the Sol Plaatje University, this paper reflects on the gaps, silences, and absences of the decolonial transformation in South Africa. In South Africa in general, the decolonial turn has mainly focussed on the decolonisation of university curricula and on undoing the symbols of colonialism and Apartheid. This paper acknowledges the debates and complexities around the notion of a decolonised curriculum or a decolonised University, but also reflects, highlights, analyses and foregrounds the gaps, silences and absences related to the project of decolonising humanities in the country. In this regard, we pay particular attention to the question of language, multilingual pedagogies, and the absences and continuities of student participation in decolonial interventions.

We also reflect on the role of the support staff, asking whether decoloniality is not curated for them? We also foreground the importance of decolonising of the self and what it means to the project of decolonisation in the academy. How do we frame the decolonial project, and connect it with our personal, social and historical contexts? Taking from experiences of these Universities, the paper also seeks to highlight possible strategies for improving the process of decolonising Higher and Tertiary Education.

Deconstruction of Higher Education Curriculum in Zimbabwe: Breaking the Past and Imagining the Future – **Pfurai Chimbunde**

Countries in Africa, which experienced colonization, are comparatively less industrialized than other parts of the World, notwithstanding having fortified mass university education during the post-independence era. These countries had inherited a defective education system because it created a worker rather than a graduate who could manufacture goods and services for the benefit of oneself and the community in which one was domicile. The phenomenological design was adopted in this study to generate data from the 16 Educational Foundations lecturers picked purposively from eight universities in Zimbabwe. Informed by the decolonial inquiry, the study drew from WhatsApp discussions and document analysis to report on African lecturers' perspectives on how colonization had worked against sustainable development in Zimbabwe and explore what could be done to the curriculum to drive that development. Findings suggest knowledge generated within what is termed a colonial matrix of power has left graduates with a narrow and limited understanding of themselves and their world, which is retrogressive to development. The study implores African universities to re-imagine and deconstruct the HE curriculum to place the research at the pith of education if sustainability is realized. This study contributes to debates on decolonization and argues that Africa has had the tragedy of being made to read the wrong education manual for a long time, which must be deconstructed.

Dr Pfurai Chimbunde is currently a lecturer at Zimbabwe Ezekiel Guti University in the faculty of Humanities, Education and Social Sciences. He holds a PhD from the University of KwaZulu-Natal, South Africa. His research focus on Decolonial Studies, Teacher Education. Social Justice Education and Curriculum Issues.

Decolonising the Humanities Curriculum in Cameroon – **Kiven James Kewir**

Academic debate on the decolonisation of the curriculum gained momentum with the Rhodes Must Fall movement which began in March 2015 in Cape Town and inspired other movements such as the Why is My Curriculum White? movement at University College London (UCL) and the Rhodes Must Fall at the University of Oxford in the same year. In spite of the worldwide academic interest generated by these and other events on the decolonisation of the curriculum and higher education, the question as to whether there is a need to decolonise the humanities curriculum in Cameroon is yet to be formally debated and addressed by the country's higher education institutions. In spite of the near absence of policy and research and research on the decolonisation of the humanities curriculum, complaints about the curriculum often dubbed alienating and colonial continue to be voiced in both academic and media spaces in Cameroon. This qualitative study thus examined what it means to decolonise the curriculum in Cameroon and how a decolonised curriculum can be implemented from the perspective of purposively selected academics in the universities of Yaounde II, Buea and Bamenda. Data was analysed using thematic analysis. It shows that decolonising the curriculum means increasing the diversity of reading lists with emphasis on increasing the representation of local authors. This according to participants in the study can be achieved by scaling up public funding for research and publication to increase the number and quality of thought provoking works in reading lists by national authors.

Prof Kiven James Kewir joined the African Leadership Centre, Nairobi, Kenya in October 2016 as Research Leader. He currently serves as Research Leader for the Central African Hub of the African Leadership Centre. He is also Adjunct Faculty at the School of Global Affairs, King's College, London. He holds a MA in Peace and Reconciliation Studies from the Centre for Peace and Reconciliation Studies in Coventry University, United Kingdom, and a PhD in Political Science from the University of Yaoundé II Soa. Kiven has served as a reviewer for several international journals and led several innovative research projects in the area of conflict prevention. He enjoys reading, writing and jogging.

Keynote Speaker: Conference dinner, 22 November

Saleem Badat is Research Professor in the Humanities Institute at the University of KwaZulu-Natal.

He was previously

- Program Director of International Higher Education & Strategic Projects at the Mellon Foundation (2014-2019)
- Vice-chancellor of Rhodes University (2006-2014)
- The first Chief Executive Officer of the Council on Higher Education (1999-2006) and
- Director of the Education Policy Unit at the University of the Western Cape (1997-1999).

Saleem is author of

- *The Forgotten People: Political Banishment under Apartheid*
- *Black Student Politics, Higher Education and Apartheid*, and
- *Black Man, You are on Your Own*.

He is co-author of *National Policy and a Regional Response in South African Higher Education*, and co-edited *Apartheid Education and Popular Struggles in South Africa*. His new book, *Tennis, Apartheid & Social Justice*, will be published by UKZN Press in February 2023. Saleem currently directs the Research Project on the Histories of Universities in South Africa, with research in progress to produce critical institutional histories of the universities of Limpopo, Zululand, Stellenbosch, Pretoria, Johannesburg, Free State, and the Durban University of Technology. He coordinates two early career scholar development programmes comprising 16 UKZN Arts, Humanities and Social Science fellows. He is researching a book on the history of universities in South Africa, focused on the idea of the university and its purposes, functions and roles. He is co-editing books on Research and Activism and the University of Durban-Westville.

Closing session 23 November

Documentary screening and panel session

Film: *Crossroads*

Filmmaker: Prof Siona O'Connell

Professor Siona O'Connell (PhD) is an African Studies scholar/practitioner in the School of the Arts at the University of Pretoria. Her research focus falls within three areas, that of Memory Studies, Creative Studies and Restorative Justice in postcolonial and post-apartheid South Africa. She is widely respected for her work on the effects of race-based land dispossession. Her co-edited book, *Hanging on a Wire* won the 2018 National Institute for the Humanities and Social Sciences (NIHSS) Humanities and Social award for the best non-fiction edited volume and her monograph on forced removals in Cape Town, "An Impossible Return: Cape Town's Forced Removals" continues to garner broad recommendations. She has curated numerous exhibitions and directed and produced 10 film documentaries that emerge out of her commitment to research that is focused in trauma, and freedom in post-apartheid South Africa. O'Connell was a Trilateral Reconnections Project Fellow (Brown University), is a Brown International Advanced Research Institutes (BIARI) alumnus, was the NEH Distinguished Visiting Professor of the Humanities at Colgate University in the USA in 2018-19 as well as Visiting Professor at Aarhus University in Denmark in 2021 and 2022. She is the South African lead PI on an international interdisciplinary project bringing together climate change, heritage and vulnerability. She is a founding member of Critical African Studies at the University of Pretoria (castup.ac.za).

Panel moderator

Prof Vasu Reddy started his academic career as a lecturer in the Faculty of Arts at the University of Natal in 1993, and progressed through the ranks at that institution until his promotion to Associate Professor in Gender Studies in the School of Anthropology, Gender & Historical Studies, Faculty of Humanities, Development and Social Sciences at the University of KwaZulu-Natal in 2006. Joining the HSRC in July of the same year, he served

in various capacities in, among others, the Gender and Development Unit, the Policy Analysis and Capacity Enhancement Programme and finally the Human and Social Development Research Programme as Executive Director. He is currently a professor in the Department of Sociology and serves as the Dean of the Faculty of Humanities at the University of Pretoria. He is a NRF B-rated scientist.

Panellists

Prof **Loretta Feris** was appointed as Vice-Principal: Academic at the University of Pretoria (UP) from 1 July 2022. She was the Deputy Vice-Chancellor for Transformation and Student Affairs at the University of Cape Town (UCT) from 2017 to March 2021 where she developed a framework for transformation that draws on her scholarly work on spatial justice and spearheaded an approach that introduced transformation benchmarks for higher education. Prior to taking up the position of VP: Academic at UP, she had a brief stint as Professor of Environmental Law at the University of Pretoria. At UCT (2009 – 2016) she was a law professor and director of the Institute of Marine and Environmental Law. She was associate Professor of Law at UP from 2004 to 2009 and before that she was a research fellow and Assistant-Director of the International Legal Studies Programme at the Washington College of Law, American University in the USA. She holds the degrees BA (law), LLB and LLD from the University of Stellenbosch in South Africa and LLM from Georgetown University in the USA. Loretta Feris is a transdisciplinary scholar with an interest in environmental justice, environmental human rights, indigenous knowledge systems and trade and environment. As an environmental law consultant, she has worked with various government departments, industry, international organisations such as the IUCN and UNEP where she was part of a group of international experts on the Programme for the Development and Periodic Review of Environmental Law (Montevideo Programme).

Prof Feris has always maintained a strong relationship with civil society. She is currently the Chair of the board of Natural Justice, a non-profit organisation that focuses on social and environmental justice in Africa and is also a board member of Biowatch South Africa, a non-profit that works with small-scale farmers to promote agroecology.

Prof Relebohile (Lebo) Moletsane is Professor and the JL Dube Chair in Rural Education in the School of Education and Pro Vice Chancellor: Social Cohesion at the University of KwaZulu-Natal. Using participatory visual methodology, her research focuses on rurality in education and development, girlhood studies, gender-based violence and sexual and reproductive health and rights (SRHR) in South African rural schools and communities. Moletsane's current projects address sexual violence with girls and young women in rural communities. She is co-editor (with Claudia Mitchell) of the 2018 book, *Disrupting Shameful Legacies: Girls and Young Women Speak Back Through the Arts to Address Sexual Violence*. Rotterdam: Brill/Sense Publishers; and co-editor (with Claudia Mitchell and Katarina Giritlin) of an upcoming book: *Where am I in the Picture? Researcher Positionality in Rural Studies*. Toronto: University of Toronto Press.

Professor Ruksana Osman is the Senior Deputy Vice-Chancellor: Academic at the University of the Witwatersrand. In this position she is responsible for the broad coordination of the academic project across all divisions of the University. The five faculty deans report to her, and she oversees the University's online and blended-learning academic strategy.

Prior to this appointment, she served as the Deputy Vice-Chancellor for Advancement, Human Resources and Transformation, as the Dean of the Faculty of Humanities, and as the Head of the School of Education. Her experience in higher education, and her 40-year association with Wits University therefore spans the full range of roles at all levels of institutional management, governance and leadership. These have included internally- and externally-facing foci on enabling staff capacitation, directing the academic project, intellectual leadership, fundraising, contributing to policy development and implementation, and being centrally involved in institutional strategy development.

A Professor of Education, Prof. Osman has extensive teaching and research experience in the field of teacher education and higher education. She has an established reputation for impactful scholarly work in the broad fields of higher education policy, pedagogy and students' lived experiences of equity and access to higher education. She is known for the connections she has made between research centred and research led approaches to learning and teaching and the transformative practices of learning contexts like schools and universities.

Prof. Osman holds the UNESCO Chair in Teacher Education for Diversity and Development and has established a global network to support the research and development work of the Chair. She is widely published in the academic and popular press, and is the author or co-author of multiple papers, journal articles and books. She is the co-editor of *Research-led teacher education: Case studies of possibilities* (2012); *Large Class Pedagogy: Interdisciplinary perspectives for quality higher education* (2013); *Service Learning in South Africa* (2013); *Transforming Teaching and Learning in Higher Education: Towards a Socially Just Pedagogy in a global context* (2017); *Teacher Education for Diversity: Conversations from the Global South* (2018), among others. An elected member of the Academy of Sciences of South Africa, Prof. Osman is recognised for the quality and relevance of her work in higher education as a teacher and researcher in pursuit of socially-just education.

Emeritus Professor Crain Soudien is the recently retired Chief Executive Officer of the Human Sciences Research Council, South Africa. He holds an M Ed from the State University of New York at Buffalo, and obtained a PhD in Education from the same university in 1996. Before joining the HSRC in September 2015, he was a Deputy Vice-Chancellor at the University of Cape Town (UCT). He remains a professor in the School of Education at UCT and is also an honorary professor at Nelson Mandela University. His areas of research interest include: social difference, culture, education policy, comparative education, educational change, public history and popular culture. Prof Soudien's publication record spans the authoring and co-authoring of more than 180 articles, reviews, reports, and book chapters. His most recent work, published in *Pedagogy, Culture & Society*, draws on intentionality systems theory to begin a discussion about the relationship between the act of violence and thinking. He is a fellow of a number of local and international academies and serves on the boards of a number of cultural, heritage, education and civil society structures. Prof Soudien is an A-rated NRF scientist.

