

CONFRONTING RACE AND THE APARTHEID PAST

KNOWLEDGE IN THE BLOOD

JONATHAN D. JANSEN



Knowledge In The Blood Confronting Race And The Apartheid Past

Esther Boucher-Yip, Patrick Ng



Knowledge In The Blood Confronting Race And The Apartheid Past:

Knowledge in the Blood Jonathan D. Jansen, 2009 Discusses how white South African students learn and confront their Apartheid past and explores how this knowledge transforms both the students and the author the first black dean of an historically white university Race, Memory and the Apartheid Archive G. Stevens, N. Duncan, D. Hook, 2013-09-27 *Race Memory and the Apartheid Archive Towards a Transformative Psychosocial Praxis* draws on a psychosocial approach that is uniquely suited to the socio historical and psychical analysis of racism The book relies mainly on the memories stories and narratives of ordinary people living in apartheid South Africa **Predicaments of Knowledge** Suren Pillay, 2024-09-01 *Predicaments of Knowledge* explores the difficult questions South African universities face after apartheid Is there a difference between Africanising a university and decolonising a university What about differences between deracialising and decolonising the curricula taught at universities across disciplines Through a range of reflections on race language colonial postcolonial and decolonial knowledge projects from Africa and Latin America this book explores the pitfalls and possibilities that face a post apartheid generation inventing the future of knowledge The distinctions between Africanisation decolonisation and deracialisation are often conflated in the political demands put to universities Suren Pillay emphasises all three as important but distinct imperatives If an intervention is undertaken with the aim of decolonising the university while actually addressing deracialisation it can undermine the effort to decolonise Similarly if an initiative to Africanise the university does not address decolonisation both processes can be undermined Drawing on more than two and a half decades of the author's participation in these debates these essays aim to intervene in and elucidate questions and predicaments rather than offering blue prints they are dialogical in spirit even when polemical in tone In conversation with existing continental African and Latin American experiences they offer incisive reflections on current South African debates ,

A Common Wealth of Learning John E. C. MacBeath, Mike Younger, 2013 First Published in 2013 Routledge is an imprint of Taylor Francis an informa company **Discerning Critical Hope in Educational Practices** Vivienne Bozalek, Brenda Leibowitz, Ronelle Carolissen, Megan Boler, 2013-12-04 How can discerning critical hope enable us to develop innovative forms of teaching learning and social practices that begin to address issues of marginalization privilege and access across different contexts At this millennial point in history questions of cynicism despair and hope arise at every turn especially within areas of research into social justice and the struggle for transformation in education While a sense of fatalism and despair is easily recognizable establishing compelling bases for hope is more difficult This book addresses the absence of sustained analyses of hope that simultaneously recognize the hard edges of why we despair The volume posits the notion of critical hope not only as conceptual and theoretical but also as an action oriented response to despair Our notion of critical hope is used in two ways it is used firstly as a unitary concept which cannot be disaggregated into either hopefulness or criticality and secondly as an analytical concept where critical hope is engaged and diversely theorized in ways that

recognize aspects of individual and collective directions of critical hope The book is divided into four sub sections Critical Hope in Education Critical Hope and a Critique of Neoliberalism Critical Race Theory Postcolonial Perspectives on Critical Hope Philosophical Overviews of Critical Hope Education can be a purveyor of critical hope but it also requires critical hope so that it as a sector itself can be transformative With contributions from international experts in the field the book will be of value to all academics and practitioners working in the field of education **Nelson Mandela** Crain Soudien,2017-03-22

The death of Nelson Mandela the great South African fighter for freedom in December 2013 prompted several colleagues within the World Council of Comparative Education Societies community to come together to think about the significance of his life and his work for education This book is the result of that coming together The contributing authors reflect on what his life the commitments he made and principally the values he took into the struggle for freedom in South Africa mean for education The point of departure for the book is that of honouring the man It begins with the argument that the values for which he stood namely the unconditional dignity of all human beings respect for difference and principally his lifelong commitment to justice have a special significance for how we as inhabitants of an increasingly connected and interdependent world conduct our personal lives our relationships with one another and with the material and living space which surrounds us It is an ecological approach As the world moves into a twenty first century where paradoxically we know so much and yet appear to understand so little and so find ourselves struggling to create social lives in which all of us can feel respected can offer respect to others and live lives free of fear and anxiety the values for which he stood have specific relevance for how we do the important job of teaching and what we put into it Mandela poses deeply provocative questions about the kinds of lives we seek for ourselves and for everybody else around us **Racial Dimensions of Life Writing in Education** Lucy E.

Bailey,KaaVonia Hinton,2022-09-01 This collection presents life writing projects that explore or represent the racial dimensions of life writing research in diverse educational spaces using diverse methodologies and inquiry approaches We believe this collection is long overdue To quote Melva R Grant and Signe E Kastberg s succinct phrasing this volume racialized inquiry matters While some rich texts explore the racial aspects and anti racist potential of social science research Blee 2018 Lopez Sefa Dei Twine Warren 2000 and include examples from educational contexts there are no collections which focus on the intersections of life writing inquiry as educative projects that highlight racial dimensions of the work and lives under study Drawing from Toni Morrison s enduring wisdom a visionary writer whose work has explored the racial dimensions of culture and lived experience we centralize race in life writing in this collection rather than obscuring it or leaving it as a lurking absent presence in the craft Racial Dimensions of Life Writing Research offers a wealth of ideas and perspectives from which scholars teachers and students can draw to support their work The 14 chapters in this collection attend to national international and local concerns include varied theoretical and methodological approaches and reflect a range of ethnic and racial heritages Chapters consider practical theoretical ethical and educational issues involved in

projects concerning under represented educational actors important for the terrain of life writing The authors include established and emerging scholars university researchers directors and professors academic advisors graduate and undergraduate students activists and former elementary and secondary school teachers It is our hope that this volume will spark conversation debate and reflection and will be a valuable resource that inspires scholarship about how race and its intersections shape the life writing inquiry process

ENDORSEMENT This is an exceptionally important volume interrogating intersections of race racism and life writing Authors recenter life narrative as a necessary anchor for studying teaching about and learning through complex racial dynamics This book should be read by any of us serious about studying and advancing knowledge on race and writing Richard Milner Vanderbilt University

Fragments of Trauma and the Social Production of Suffering , Marilyn Charles, Michael O'Loughlin, 2014-11-05

Fragments of Trauma and the Social Production of Suffering Trauma History and Memory offers a kaleidoscope of perspectives that highlight the problem of traumatic memory Because trauma fragments memory storytelling is impeded by what is unknowable and what is unspeakable Each of the contributors tackles the problem of narrativizing memory that is constructed from fragments that have been passed along the generations When trauma is cultural as well as personal it becomes even more invisible as each generation s attempts at coping push the pain further below the surface Consequently that pain becomes increasingly ineffable haunting succeeding generations In each story the contributors offer there emerges the theme of difference a difference that turns back on itself and makes an accusation Themes of knowing and unknowing show the terrible toll that trauma takes when there is no one with whom the trauma can be acknowledged and worked through In the face of utter lack of recognition what might be known together becomes hidden Our failure to speak to these unaspirated truths becomes a betrayal of self and also of others In the case of intergenerational and cultural trauma we betray not only our ancestors but also the future generations to come In the face of unacknowledged trauma this book reveals that we are confronted with the perennial choice of speaking or becoming complicit in our silence

Social Justice and Transformative Learning Saundra M. Tomlinson-Clarke, Darren L. Clarke, 2016-03-10

The similarities between the United States and South Africa with respect to race power oppression and economic inequities are striking and a better understanding of these parallels can provide educational gains for students and educators in both countries Through shared experiences and perspectives this volume presents scholarly work from U S and South African scholars that advance educational practice in support of social justice and transformative learning It provides a comprehensive framework for developing transformational learning experiences that facilitates leadership for social justice and a deeper understanding of the factors influencing personal national and global identity

Dutch Racism Philomena Essed, Isabel Hoving, 2014-03-01

Dutch Racism is the first comprehensive study of its kind The approach is unique not comparative but relational in unraveling the legacy of racism in the Netherlands and the former colonies Authors contribute to identifying the complex ways in which racism operates in and beyond the national borders shaped by European and global

influences and intersecting with other systems of domination Contrary to common sense beliefs it appears that old fashioned biological notions of race never disappeared At the same time the Netherlands echoes if not leads a wider European trend where offensive statements about Muslims are an everyday phenomenon Dutch Racism challenges readers to question what happens when the moral rejection of racism loses ground The volume captures the layered nature of Dutch racism through a plurality of registers methods and disciplinary approaches from sociology and history to literary analysis art history and psychoanalysis all different elements competing for relevance truth value and explanatory power This range of voices and visions offers illuminating insights in the two closely related questions that organize this book what factors contribute to the complexity of Dutch racism And why is the concept of racism so intensely contested The volume will speak to audiences across the humanities and social sciences and can be used as textbook in undergraduate as well as graduate courses

Philomena Essed is professor of Critical Race Gender and Leadership studies Antioch University USA PhD in Leadership and Change Program Her books and edited volumes include *Everyday Racism Understanding Everyday Racism Race Critical Theories A Companion to Gender Studies* outstanding 2005 CHOICE award and *Clones Fakes and Posthumans Cultures of Replication* Isabel Hoving is diversity officer at the Leiden University and affiliated with the Department of Film and Literary Studies of Leiden University Her books include *In Praise of New Travellers Veranderingen van het alledaagse* and several other volumes on migration Caribbean literatures African literature and art In addition to her academic work she is an awarded youth writer

Fault Lines Jonathan Jansen, Cyrill Walters, 2020-03-31 What is the link if any between race and disease How did the term baster as mixed race come to be mistranslated from incest in the Hebrew Bible What are the roots of racial thinking in South African universities How does music fall on the ear of black and white listeners Are new developments in genetics simply a backdoor for the return of eugenics For the first time leading scholars in South Africa from different disciplines take on some of these difficult questions about race science and society in the aftermath of apartheid This book offers an important foundation for students pursuing a broader education than what a typical degree provides and a must read resource for every citizen concerned about the lingering effects of race and racism in South Africa and other parts of the world

Building Pedagogues Zachary A. Casey, Shannon K. McManimon, 2020-08-01 Antiracist professional development for white teachers often follows a one size fits all model focusing on narrow notions of race and especially white privilege at the expense of more radical analyses of white supremacy Frustrated with this model Zachary A. Casey and Shannon K. McManimon both white teacher educators developed a two year professional development seminar called RaceWork with eight white practicing teachers committed to advancing antiracism in their classrooms schools and communities Drawing on interviews field notes teacher reflections and classroom observations *Building Pedagogues* details the program's theoretical and pedagogical foundations Casey and McManimon's unique tripartite approach to race and racism at personal local and structural levels learnings strategies and practical interventions that emerged from the program

and the challenges and resistance these teachers faced As the story of RaceWork and a model for implementing it the book concludes by reminding its audience of teachers teacher educators and researchers that antiracist professional development is a continual open ended process The work of building pedagogues is an ongoing process Sponsoring Nature Maano Ramutsindela, Marja Spierenburg, Harry Wels, 2013-11-05 Saving the world s flora and fauna especially high profile examples such as chimpanzees whales and the tropical rain forests is big business Individuals and companies channel their resources to the preservation of nature through various ways one of which is the funding of environmental non governmental organizations ENGOs and community based organizations CBOs This book is the first to comprehensively address this issue and focus on a dominant theme in environmental philanthropy the links between ENGOs and CBOs and their sponsors especially the private sector It has been argued that donor support is based on recipient s perceived expertise and needs with no favouritism of flagship environmental organizations as recipients of donor funds A counterview holds that the private sector prefers to fund mainstream ENGOs for environmental research and policy reforms congenial to industrial capital The authors show that the debate about these arguments together with the empirical evidence on which they are based may shed light on certain aspects of the nature of environmental philanthropy The book evaluates practical examples of environmental philanthropy from Africa and elsewhere against philosophical questions about the material and geographical expressions of philanthropy and the North South connections among philanthropists and ENGOs and CBOs **Troubling Images** Federico Freschi, Brenda Schmahmann, Lize van Robbroeck, 2020-02-01 Troubling Images explores how art and visual culture helped to secure hegemonic claims to the nation state via the construction of a unified Afrikaner imaginary Emerging in the late nineteenth century and gaining currency in the 1930s and 1940s Afrikaner nationalist fervour underpinned the establishment of white Afrikaner political and cultural domination during South Africa s apartheid years Focusing on manifestations of Afrikaner nationalism in paintings sculptures monuments buildings cartoons photographs illustrations and exhibitions Troubling Images offers a critical account of the role of art and visual culture in the construction of a unified Afrikaner imaginary which helped secure hegemonic claims to the nation state This insightful volume examines the implications of metaphors and styles deployed in visual culture and considers how the design production collecting and commissioning of objects images and architecture were informed by Afrikaner nationalist imperatives and ideals While some chapters focus only on instances of adherence to Afrikaner nationalism others consider articulations of dissent and criticism By troubling these images looking at them teasing out their meanings and connecting them to a political and social project that still has a major impact on the present moment the authors engage with the ways in which an Afrikaner nationalist inheritance is understood and negotiated in contemporary South Africa They examine the management of its material effects in contemporary art in archives the commemorative landscape and the built environment Troubling Images adds to current debates about the histories and ideological underpinnings of nationalism and is particularly relevant in the current context of

globalism and diaspora resurgent nationalisms and calls for decolonisation *Local Contextual Influences on Teaching* Esther Boucher-Yip, Patrick Ng, 2014-10-16 This volume is a collection of personal narratives and research findings by English language ESL EFL teachers who found themselves in one way or another teaching in various contexts all over the world The central theme throughout these narratives is how contextual factors played a role in their approach to language teaching in different ways The contributors reflect on their practices and provide an engaging discussion about how they deal with curriculum and classroom organization issues within the local context Readers can expect to learn and understand how ESL EFL teachers in this volume exercise their agency in teaching in a language classroom These teachers through their own unique stories and research findings reflect on how they responded to local contextual factors such as the learning culture national and school policies personal beliefs and attitudes towards pedagogy the sociolinguistic context of teaching the school culture and the wider sociopolitical context in which learning and teaching takes place Since the narrative approach has been placed center stage in teacher education as a method and an objective of inquiry the contributors adopt the narrative form to reflect and discuss their instructional practice **Race Critical Public Scholarship** Karim Murji, Gargi Bhattacharyya, 2015-09-07 Karim Murji is Senior Lecturer in Sociology at the Open University UK He writes on cultural and policy studies of ethnicity and racism and criminology With John Solomos he is the editor of *Racialization Studies in theory and practice* 2005 and *Theories of Race and Ethnic Relations* He is an Editor of the journal *Sociology* Gargi Bhattacharyya is Professor of Sociology at the University of East London UK She has written on issues of racism and sexuality global cultures of racism and the war on terror Her recent work includes *Dangerous Brown Men Exploiting Sex Violence and Feminism in the War on Terror* 2008 and the edited collection *Ethnicities and Values in a Changing World* 2009 *Engaging Higher Education Curricula* Elmarie Costandius, 2015-06-30 The authors aim to stimulate discussion about the nature and purposes of critical citizenship education in higher education Rather than promoting a blueprint for change the authors thoughtfully consider a generative research agenda for transformative higher education and focus on how this orientation in higher education plays out on the ground This book together with its Coda that takes the conversation beyond critical citizenship education to include responsible citizenship provides compelling reasons and sound suggestions for a way forward *Being Scholarly* Liezel Frick, Vernon Trafford, Magda Fourie-Malherbe, 2016-01-05 In this discussion of higher education studies in South Africa we attempt to illustrate how higher education studies in South Africa reflect both global and local trends and concerns and how the publications by Eli Bitzer over the course of his involvement and dedication to the field for thirty years have contributed to our understanding of this field **Educating Citizen Designers in South Africa** Elmarie Costandius, Herman Botes, 2018-09-07 *Educating Citizen Designers in South Africa* is the first book of its kind to appear in post apartheid South Africa and it is therefore both overdue and extremely welcome The book aims at sharing critical citizenship design teaching and learning pedagogies by including contributions from a range of design educators and one

student who work in different design disciplines such as architecture graphic and product design Critical citizenship education is explicated in relation to a range of theories and new and existing models Numerous contemporary case studies and examples of design projects from a range of South African Higher Education Institutions are included As such a variety of perspectives emerge including the consensual where the aim of critical citizenship education is viewed as promoting social justice shared values and critical thinking to the conflicting where critiques are levelled against conceptions of critical citizenship education Contentious contesting and contradictory views are inevitable and necessary given the South African context as it is only in open debate that the one point of agreement among the authors the need for social change can be worked towards Prof Deirdre Pretorius Univeristy of Johannesburg

Uncover the mysteries within is enigmatic creation, **Knowledge In The Blood Confronting Race And The Apartheid Past** . This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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