POST-DOCTORAL FELLOWSHIP

In Partnership with
The National Institute for the Humanities and Social Sciences (NIHSS) in collaboration with South African Universities; initiated the Postdoctoral Research Capacity Building Programme as an opportunity to advance further research and contributing to the changing landscape within the Broader Humanities and Social Sciences field.

The Postdoctoral Research Fellows (PDRFs) constitute South African citizens, with priority given to individuals who are NIHSS doctoral scholarship alumni. The main goal of a postdoctoral fellowship is to develop professional and academic skills while still under the mentorship of an experienced Academic leader, with more flexibility in terms of the direction of your research. The invaluable skills and experience gained as a postdoc can be key to future applications to tenure-track positions. This PDRF programme will advance knowledge epistemologies in the humanities and the social sciences.

Our implementation model for the Postdoctoral programme, is to work with research centres within universities, where our postdoc fellows could work collaboratively in a structured environment.

This flagship programme is a commitment on our focus and priority to continue to serve and support the Humanities and Social Sciences Community!
Dr Joseph Makanda is an upcoming professional and social sciences scholar with a keen interest in conflict analysis, peacebuilding, conflict transformation, post-conflict reconstruction and development; international migration politics, governance and political transformation in Africa; women and African leadership; and African indigenous approaches to peace and security. Joseph holds a PhD in conflict transformation and peace studies from UKZN and currently works as a postdoctoral research fellow at the Johannesburg Institute of Advanced Study, University of Johannesburg. He also holds an M.Soc. Sci in conflict transformation and peace studies, a Bachelor of Social Sciences honours from UKZN and Bachelor of Arts in Philosophy from St Joseph’s Theological Institute.

During his postgraduate studies, Joseph gained considerable work experience as a contract lecturer and researcher in political science, international relations, and the conflict and peace fields. He has published and co-authored several articles, including on peacebuilding from an African perspective, migration and conflicts, women and terrorism, post-election violence in Kenya and inter-ethnic conflicts in Africa. An alumnus of Leif Egeland Social Sciences Scholarship, UKZN, Joseph is also a member of the South African Association of Political Studies (SAAPS).

SYNOPSIS OF RESEARCH:
Upcoming publications

There is growing literature revealing how the mass influx of African migrants to Europe is raising a widespread attention with sensationalist media reportage likening it to an “exodus” where desperate Africans are escaping from poverty at home in search of opportunities in Europe. Today, due to the growing internal conflicts and economic constraints in countries such as Democratic Republic of Congo (DRC), South Sudan, Sudan, Somalia, Central African Republic (CAR), Zimbabwe and Mali, among other African countries, an exodus of forced migrants in large numbers to South Africa has emerged. As a result, South Africa has become the number one country in Africa and among three globally in drawing an increased number of displaced people or refugees from other parts of Africa. Currently, there are in excess of four million migrants in South Africa. Most of the migrants are spatially concentrated in three major cities in South Africa – Johannesburg, Cape Town and Durban.

In this paper, Joseph critiques the majority of South African migration scholars’ assumption that in one way or another, migrants must be either members or rely on government, NGOs and migrants’ organisations if their physical, social, moral and financial support needs are to be met. Using a sequential exploratory design to gather and analyse qualitative data in the form of semi-structured interviews from 20 Congolese, 20 Burundians and 20 Zimbabweans, Joseph underscores that in the absence of government and NGOs support, or formal migrant associations, Congolese, Burundians and Zimbabweans depend on informal and voluntary inter-migrant support and care within the South African polity. He concludes by arguing that inter-migrant support and care is because of social practices, relationships and friendships that allow migrants of different nationalities to lean on one another in time of need and give back when they can, without belonging to or being members of any formal and organised migrants’ or refugees’ association, government and NGOs.
Dr Vidette Bester has worked as a social researcher in the mining sector in South Africa and the Democratic Republic of the Congo. She began her doctoral journey at the University of Johannesburg in 2017 and completed her PhD in Sociology in 2019. Her study explored artisanal (Zama Zama) mining in South Africa, and the role mining companies could play in developing the sector. The findings provided a new understanding of Zama Zama mining, and the theoretical domain of corporate social responsibility (CSR) offered possibilities for supporting and developing artisanal mining. Developing the artisanal mining sector in this manner can create wider opportunities for historically disadvantaged South Africans to benefit from the country’s mineral resources. As a postdoctoral fellow, she will continue her research on Zama Zama mining with a specific focus on the role and challenges women face in this marginalised sector.
Alex Halligey has a PhD in drama and urban studies through the University of Cape Town’s Centre for Theatre, Dance and Performance Studies (CTDPS) and the African Centre for Cities, a master’s degree in performance studies from New York University and a BA in theatre and performance, also from UCT’s CTDPS.

Her research is concerned with theatre and performance as research tools and conceptual lenses for exploring the relationship between people and the built environment.

She recently completed a two-year research fellowship with the South African Research Chair in Spatial Analysis and City Planning, attached to the Wits School of Architecture and Planning in Johannesburg, and is currently a postdoctoral fellow with the Johannesburg Institute for Advanced Study at the University of Johannesburg, under the supervision of Brenda Schmahmann’s SARChI Chair in South African Art and Visual Culture.

Alex’s monograph *Participatory theatre and the urban everyday: Place and play in Johannesburg* was published by Routledge in 2020. Alongside scholarly work, she has an ongoing practice as a theatre maker. Recent productions include a solo memoir piece called *Unfathomable*, directed by and co-created with Athena Mazarakis, and an ensemble work called *Diving*, directed by Clara Vaughan. She is currently in the final stages of co-editing a collection of scholarly and creative contributions on South African arts collective, the Mothertongue Project, due for publication in June 2021.

**SYNOPSIS OF RESEARCH:**

The main focus of Alex Halligey’s current work while holding an NIHSS-funded postdoctoral fellowship with the Johannesburg Institute for Advanced Study is the co-editing of a collection of scholarly writing on the Mothertongue Project, a Western Cape-based arts collective that focuses on promoting the well-being of women and young people. The edited volume has just completed a double-blind peer review process with international reviewers and, with funding from the African Culture Fund, will be independently published by South Africa’s Modjaji Books and released in June 2021. The book gives critical consideration to the Mothertongue Project’s 21 years of socially engaged practice in theatre and integrated arts methodologies. As well as co-editing the book and co-writing its introduction, Alex has also contributed a chapter on the Mothertongue Project’s 2005 *Breathing Space* production as an example of working across professional and community-based theatre practices for greater socio-spatial integration and equality in South Africa.

As the Mothertongue Project book has been entering its final stages, Alex has been researching and writing an article on speaking as place-making practice, using Zadie Smith’s *NW* as a case study. Nearing completion, she will be submitting this article by the end of March 2021 to the *GeoHumanities* journal for consideration for publication.

In April 2021, Alex will be making an artistic product as research with a team of collaborators and with venue support from UJ Arts and Culture. The process will explore how to realise the theatricality of a stage play through film, working with *Unfathomable*, a production she co-devised with Athena Mazarakis in 2018 and 2019. Alex has also been invited to contribute a chapter on urban literary studies in Southern Africa for the Routledge Companion to Urban Literary Studies, due for publication in 2022. She will be submitting the first draft of her chapter at the end of May 2021.
Dr Daniella Rafaely is a postdoctoral research fellow at the Johannesburg Institute of Advanced Study. She studies social interaction, social categories and common-sense knowledge using a range of discursive methodologies including conversation analysis and discursive psychology. Her research focuses on child homicides in South Africa, utilising a range of everyday settings in order to examine the methods by which morality is reproduced as a social institution in everyday interactions.
Dr Nadeem Mahomed completed BA and LLB degrees at Wits. He has clerked at the Constitutional Court of South Africa and is an attorney. His doctoral thesis titled “On the margins of faith: A critical historical study of the minority Ahmadi Muslim community of Cape Town”, addresses the lack of scholarly works concerning the history of the Ahmadi Muslim community located in Cape Town and presents an assessment of the intersection between politics and religious orthodoxy and heresy.

SYNOPSIS OF RESEARCH:
Nadeem Mahomed’s work focuses primarily on the issue of minorities within Islam and the discursive, socio-cultural and legal engagement between these minorities and larger orthodox or normative tendencies, as well as civic publics. In this regard, Nadeem’s studies have analysed sexual and theological minorities and the fraught but robust relationships that obtain through intrareligious engagement and at the same time how these engagements intersect with larger civic iterations of liberalism, ethics and democratic rights. He has presented his work at both local and international conferences and has published in both South African and international journals, including the flagship journal of his discipline, The Journal for the American Academy of Religion.
Dr Prinola Govenden has worked in various academic, research, marketing and communication capacities in her career, most recently as a teaching fellow for Wits Media Studies, Visiting Scholar at University of Oslo and Researcher at the Press Freedom Commission. She has a PhD, MA in media studies (passed with distinction) and Bachelor of Arts, from Wits University. Her PhD (media studies) from Wits University is recognised by the Golden Key International Honours society as ranking in the top 15% of academic achievers globally. She is currently working at the Johannesburg Institute for Advanced study (JIAS) as a postdoctoral research fellow.

SYNOPSIS OF RESEARCH:
Dr Prinola Govenden’s fellowship focuses on de-westernising, decolonising, and Afrikanising print media transformation, as well as journalism in South Africa, which fits into the broader debate and dilemma of whether South African society and institutions have truly transformed. She is working on numerous journal articles that problematise South African print media transformation within the themes of acism and the media; Decolonising blackness representation; and De-westernising media theories; Africanising journalism. Dr Govenden is also turning her PhD into a book, which focuses on a critical political economy of the media analysis - rooted in a Marxist grounding, of South Africa’s first 20 years of print media transformation. It conducts a systemic critique of the country’s broad transformation agenda from the vantage points of media ownership, control, content and power. The provisional book title is: Perpetuating white power: the South African print media’s token transformation in the first twenty years of democracy.
Dr Moorosi Leshoele holds a PhD in development studies from the University of South Africa (UNISA), a master’s degree in public policy management from Wits University, and a bachelor’s degree in political science and psychology from the University of Cape Town (UCT). He is a postdoctoral research fellow at the Johannesburg Institute for Advanced Study (JIAS). His research interests and niche areas are political philosophy termed “Sankarism”, Pan Africanism, precolonial African history, Afrocentricity, endogenous development and regionalism.

SYNOPSIS OF RESEARCH:
Moorosi Leshoele's research work centres on the conceptualisation and linkages of Pan Africanism, Afrocentricity and the African development discourse. He is working on converting his PhD thesis into a book. The title of his doctoral thesis is “Pan Africanism and African Renaissance in contemporary Africa: lessons from Burkina Faso’s Thomas Sankara”.

The study was about four interrelated key issues, namely, critique of Thomas Sankara as a political figure and erstwhile president of Burkina Faso; examination of Pan-Africanism as a movement, theory, ideology and uniting force for Africans and people of African descent globally; evaluation of leadership and governance lessons drawn from Burkina Faso’s August 1983 revolution, its successes, challenges and shortcomings, and lastly; it draws socio-economic and developmental lessons from the Burkina Faso experience under Sankara’s administration during the brief period from 1983 until his untimely assassination on 15 October 1987.

Two inter-related theories were used as the basis and “compass” of the study. They are Pan Africanism and Afrocentricity – because they together centre and privilege the African people’s plight and agency and the urgent need for Africans to find solutions to their own problems, in the same way Sankara emphasised the need for an independent endogenous development approach in Burkina Faso.
My name is Dr Mbuso Nkosi and I am a versatile researcher, having worked in the fields of labour studies, industrial policy, economic development, agrarian studies, archives and social theory. I have served as the editor of the Global Labour Column (GLC) and the South African Labour Bulletin (SALB). As a postdoctoral fellow at JIAS, I will be writing a “historical present” book on farmworker killings in potato farms in Bethal, Mpumalanga from the 1950s. The book builds on my PhD thesis on the meaning of land.

SYNOPSIS OF RESEARCH:
It is rumoured that potatoes from the small farming town of Bethal, Mpumalanga, resemble humans because they were planted above the dead bodies of farmworkers. This rumour was fuelled by the scandal of the 1940s-1950s when it was revealed that the workers sent to work on farms by the Petty Offenders Scheme, were brutally murdered by farmers. Under this scheme, prisoners found guilty of frivolous apartheid crimes, such as not having the notorious apartheid pass, could “volunteer” to work for nine shillings a day. Their lives were dispensable. Their stories meet our eyes again through the potatoes described as life-like and resembling the dead prison-farmworkers. I tell the stories from their eyes and how they continue to haunt the land up to the present day.

What then of the spirits in the land? It is within this book that the reader will uncover these grave encounters. This book searches for a way of writing-otherwise as it asks the question of the meaning of land, which is entangled with being, identity and home. It takes the ghosts of the “human potatoes” and tries to tell their story; of the brutality of the past, of the consequences of being homeless in the land they worked, and, for their contemporary kin, who still work the land.
Tebogo David Maahlamela is the author of *Moswarataukamariri* (Timbila, 2006), *Sejamoled* (Unisa Press, 2012) and *Ditlabonyane* (Maskew Miller Longman, 2012), as well as the compiler of an anthology, *’ə Borala* (Timbila, 2014). His literary works have appeared in over 50 literary journals and anthologies.

He served as the council member of the National Arts Council and the National English Literature Museum (now Amazwi). Tebogo is the former director of University of KwaZulu-Natal’s Centre for Creative Arts and the former chairperson of the Pan South African Language Board (PanSALB). He is an alumnus of the doctoral fellowship programme of the National Institute for the Humanities and Social Sciences (NIHSS), as well as writing fellow of the Johannesburg Institute for Advanced Study (JIAS).

**SYNOPSIS OF RESEARCH:**

The 1800s history of Bakôpá-Boers-Berliners encounters in the “South African Republic” (Transvaal) from which Sekôpá language, the first “Sepedi/Sesotho sa Leboa” variant to be reduced into written letters, was entangled in colonial entrapments that presupposed the long pending standardisation and onomastic dispute. The study, however, is holistically probing coloniality of knowledge with special focus on language, memory and knowledge, or simply language of history, which is in itself a history of language or a history of ideas. The studies encompasses, among others, translations, colonial dominances, resistances, conflicts, more so, works of earliest Bakôpá wordsmiths and artists, especially Andries Sekoto, Johannes Serote, Mogababise “EM” Ramaila, Gerârd Sekoto and Kgadime “OK” Matsepe.
Dr Rejoyce Hlengiwe Phetha is an international and political postdoctoral student at the University of Johannesburg. She holds a PhD in international relations and political science from the University of KwaZulu-Natal. Her research interests include, among others, peacekeeping and conflict resolution. She has also undertaken research on South Africa's foreign policy, access to education, employment and unemployment and corruption. Rejoyce had worked as research assistant for Prof Ndlovu and Prof Mkhize (both from UKZN), which entailed conducting a study for the National Department of Tourism on Governance and Coordination of coastal and marine tourism, and a study on adoption and indigenous knowledge systems (Afrikology centre).

She obtained her master’s in international relations, BA and B Soc Science honours degrees from UKZN. Rejoyce worked as contract lecturer at UKZN, research Intern at Mzala Nxumalo Centre, Pietermaritzburg, political science Intern at the Department of Health (KZN), MEC Office.

Rejoyce has held various administrative portfolios, including tutor, usher, mentor, administrator and residence assistant manager at UKZN. She was awarded Golden Key International membership for excellent academic achievement for her master’s results and a certificate for presenting a paper at the 3rd BRICS Conference for Young Scientists, Durban. A postdoctoral fellow of the National Institute for the Humanities and Social Sciences (NIHSS), Rejoyce has a keen interest in international relations, youth development, gender-based violence, corruption and ICT.

Based on her experience, she has drafted several journal papers which are not yet published: Cyril Ramaphosa and the rhetoric of coordinated African response to -COVID-19, Critical review of South Africa’s foreign policy in promoting continental integration, and Corruption and political elitism: friend or foe in siphoning natural resources in Africa. Rejoyce is also a member of the Organization for Women in Science for the Developing World (OWSD) and The World Academy of Science (TWAS).
Dr Jessica Leigh Thornton is an anthropologist and postdoctoral grantee of the National Institute for Humanities and Social Sciences at the University of Pretoria, South Africa. Both her postdoctoral and PhD studies focused on the experiences of crime, punishment and rehabilitation, with her postdoctoral research focused specifically on the experiences of female offenders. Jessica is also Project Manager for the NRF NMU Oceans Account Framework and in 2017, she served as Project Manager for a South African LOTTO funded project entitled “Moments in time: field guides to heritage in the Eastern Cape Province”. Her works to date include:

2. Evaluating interventions by the Department of Human Settlements to facilitate access to the City for the Poor. 2018. Department of Human Settlement (Ref: Va 50/259)
7. Moments in time: heritage as an identity of meaning, memory and place. 2019. UNESCO UNITWIN
8. Gang-related activity contributing to high murder Rates in Port Elizabeth. 2019. ASNA

SYNOPSIS OF RESEARCH:
In South Africa, policy reform, advocacy, security and rehabilitation programmes continue to be based on research and theories that were developed to explain the experiences of men, while female offenders are seen as the “special category” of inmates. Yet, the experiences of women and their pathways to incarceration are remarkably different from those of male offenders (Artz & Rotmann, 2015). That is, the focus of research has been on the male experience of crime and the various strategies for reducing crime in the country (Dastile, 2010: 75). Consequently, little is known about the profile, nature and contributing factors and experiences of female offenders which has impeded a comprehensive and integrated understanding of the subject of female criminality. Female offenders constitute only three percent of the prison population in South Africa (Department of Correctional Services, 2015: 9). Yet, female offenders have largely been ignored in research even though the minority status of female offenders is a phenomenon that is not peculiar to South Africa as the number of women incarcerated has increased by 68% within the decade (Dastile, 2010: 97). Dastile (2010: 97) notes that “the subject of female criminality in Africa and in South Africa in particular, has either been almost totally ignored by scholars or not been dealt with either in a systematic or substantial manner”. Accordingly, researchers tend to depict women as victims of various types of crimes while they are ignored as offenders (Van der Hoven & Maree, 2005:70).

Despite this low number of females in South African correctional facilities compared to males,
the effect of imprisonment is markedly harsher and living conditions are characterised by overcrowding and a lack of facilities (Haffejee, Vetten & Greyling, 2006). This is largely due to theories and programmes developed from a male-oriented lens and the few programmes available to female offenders to address their specific needs are limited in understanding the cultural backgrounds of the women (Sarri, 2007:1). According to Dastile (2017: 167), within South Africa, there have been minimal studies conducted on the gendered experience of offenders. While some studies have explored the pathways to female offending (Nathoo, 1997; Pillay, 2005; Haffejee et al, 2006), a gender sensitive correctional programming for women that responds to their needs has been overlooked. Luyt and du Preez (2010: 88) suggest that this often leads to neglect of the needs of female offenders, not only in terms of programmes and services delivery to this minority group but also from a research perspective. According to Artz, HoffmanWanderer and Moult (2012), incarcerated women in South Africa are among the most socially and economically vulnerable members of society, as their lives are marked by violence, extreme economic deprivation, household disruption, powerlessness, gender-specific sexualisation and exploitation, and social alienation and exclusion (Dastile, 2017). These vulnerabilities may potentially interact and shape the specific contexts of why women choose to commit crimes. Therefore, female offenders need to become a cause for concern based on their increasing vulnerability (Johnson & Zlotnick, 2008:371), as this group is highly likely to recidivate. Thus, “the effects of imprisonment are notably harsher for females due to their increased vulnerability, especially those with histories of abuse” (Steyn & Hall, 2015: 85) and gender specific concerns are not a priority. In line with this, Artz and Rotmann (2015: 3) agree that the experiences and pathways of women are remarkably different from those of men. Yet, reform continues to be based almost entirely on research and theories that have been developed to explain the experiences of men.

According to Artz and Rotmann (2015: 3), little is known about the female offenders’ experience or the impact of their incarceration on their health, well-being and their connections to people in their lives. To date, there have been only three key contemporary empirical studies that explore the lives and experiences of incarcerated women (Artz et al, 2013; Luyt and du Preez, 2010; Haffejee, et al, 2005). Although Booysens and Steyn (2013) generated some information on this, little is known about the comprehensive demographic data, rehabilitation and reintegration. Thus, there is a need for further research on a gendered analysis of the experiences of women in correctional facilities for women-specific rehabilitation.

**Aims of the research:**
1. Examine the various pathways into and out of recidivism amongst female offenders
2. Investigate the experiences of punishment, rehabilitation and reintegration amongst female offenders on parole
3. Bring to light the experiences of punishment, rehabilitation and reintegration amongst female offenders serving non-custodial and special remission sentences
4. Explore the lived experiences of short-term female offenders and the possible links to recidivism due to their exclusion from rehabilitation programmes.
Dr Koliswa Matebese-Notshulwana is a postdoctoral fellow at the University of Pretoria. Although a trained teacher by profession, she currently works as an analyst on national and global developments. She holds a Doctor of Philosophy (PhD), University of Pretoria. Her thesis was titled "A critical analysis of the oversight role and function of the Standing Committee of on Public Accounts (SCOPA) in promoting accountability in South Africa’s public sector". Koliswa also holds an MPhil (South African Politics and Political Economy), Nelson Mandela Metropolitan University (NMMU) and BA (Political Sciences) from the University of Port Elizabeth. She is the author of the book titled, “I Kept on Crying”, which chronicles her experiences in an abusive relationship and later marriage. She is a mother to two boys, and her values include empathy, integrity, commitment, honesty, reliability, open mindedness and efficiency.

SYNOPSIS OF RESEARCH:
A certified Professional Coach and a founder of Comforting Conversations, Koliswa is a highly motivated individual with a sense of achievement and responsibility. She enjoys networking as a result, and attends conferences and presents papers at various South African conferences. Her latest publications include: Weak procurement practices and the challenges of service delivery in South Africa, in: Dorosamy, N and Fagbadebo, O (eds); Procurement, corruption and the crisis of governance in Africa, 1st (ed). Palgrave Macmillan. (2021); the legislature and the challenges of re-imagining South Africa. (Co-published article with Dr Lebakeng, T.J.) In: Strategic Review for Southern Africa, (2020).
Dr Luvuyo Zantsi graduated with a BA in history in 1997, a postgraduate diploma in employment and social security law in 2008 from the University of Cape Town and an MM in public and development management from the University of the Witwatersrand in 2004. He completed a PhD in public policy at Keele University in 2020, having submitted a thesis with the title “The approach of the African National Congress to participatory spaces in post-apartheid South African local government”. He has worked in the mining industry, local and national government in South Africa.

SYNOPSIS OF RESEARCH:
Working title: “Asset or liability? The value of the Department of Intelligence and Security (DIS) to the African National Congress and the national liberation struggle”

The study focuses on one department of the ANC as this party is the most dominant political formation in South Africa today and has been the governing party throughout the post-apartheid period. The version of democracy that South Africans are experiencing is mostly driven by the ANC, more than any other political formation. The organisation was also considered foremost in the struggle for human rights and democracy in South Africa.

However, a lot has been written about human right abuses by its Department of Intelligence and Security (DIS), euphemistically known as Mbokodo (the grinding stone). The ANC maintained the department and, while acknowledging its mistakes, is full of praise for its work. This is not limited to the ANC leadership, as ordinary members who had gripes with the department have expressed their understanding for the need of such a department. One of the most senior people ever to be detained by the security department, then National Executive Committee member Pallo Jordan, told the Motsoenyane Commission that, despite its excesses, that department has been valuable to the ANC and the organisation would have been destroyed without such a structure as the enemy infiltrated it. This research focuses on this “good” that Jordan and others have seen while not ignoring the bad. This will be done through documentary analysis and semi-structured interviews.
Dr Mlamuli Nkosingphile Hlatshwayo is a scholar in the field of higher education and politics. His research interests include theorising transformation in the Global South; student movements; issues around epistemological access and curricula; and the philosophy of education. He has an established research publication record in the transformation of the South African education system. He supervises postgraduate students and teaches both undergraduate and postgraduate courses to education students in the BEd and master’s programmes. He holds a PhD in higher education studies and master’s degree (cum laude) in political and international studies from Rhodes University. Mlamuli is a well-known public intellectual who commentates in the media on the state of education and politics in South Africa. He was a visiting scholar at the University of Connecticut’s Neag School of Education for 2018 and 2019. He is the 2021-2025 Andrew W. Mellon Early Career Fellow and was recently honoured among the Mail & Guardian 200 Young South Africans for his contribution to the field of education for 2020.

SYNOPSIS OF RESEARCH:
Mlamuli’s work revolves around trying to understand the current decolonial struggles that are happening in South African higher education. He is interested in exploring, thinking through and theorising the emergent calls for transformation.
Dr Yu-Shan Wu completed her PhD (international relations) at the Department of Political Sciences at the University of Pretoria. She was previously a research associate at the Africa–China Reporting Project (ACRP), Department of Journalism, University of Witwatersrand (2018-2020). The project aims to improve the quality of reporting on Africa-China issues by providing facilitation and capacity building for journalists via reporting grants, workshops and other opportunities. Prior to that position, she undertook research on foreign policy issues as a researcher (2010-2015) and later senior researcher (2016-2017) at the South African Institute of International Affairs (SAIIA), Johannesburg. These experiences helped contribute to the empirical aspects of her PhD topic on China’s public diplomacy engagement in Africa.

Her research interests involve: (1) emerging countries and public diplomacy (in particular soft power instruments such as media and the use of narratives in external communication) and (2) China-Africa diplomatic and social relations (with recent focus on China’s relations with South Africa).

SYNOPSIS OF RESEARCH:
Yu-Shan’s work builds off her PhD studies on China’s public diplomacy in Africa. Given that Africa-China relations dominate discussions around the continent’s external engagements, her current work provides nuanced understanding on aspects of these ties. The projects she is involved in during 2021-2022 include:

- A co-edited book with Professor Chris Alden (London School of Economics (LSE)/ University of Pretoria (UP)) titled *South Africa–China Relations: A Partnership of Paradoxes* (2021). The book consists of 14 chapters with contributions from experts and practitioners on aspects of the bilateral relationship. Yu-Shan also contributed to a chapter on the determinants of South Africa’s foreign policy towards China, as well as another chapter on China’s media engagement in South Africa. Dissemination events are planned for March/April 2021.
- A forthcoming co-authored report (April 2021) on updates to China’s public diplomacy in Africa for the South African Institute of International Affairs. This piece looks at the new features of global public diplomacy over the last five years and how the recent pandemic has impacted China’s image-building on the continent.
- Based on one of her PhD case studies, a journal piece exploring China’s Belt and Road Initiative (BRI) – a global transregional integration drive – and Africa. It focuses on how China utilises historical narrative and adapts it in order to gain support for the BRI.
- To develop a concept note with her research leader, Professor Maxi Schoeman, for a 2022 book project looking at South Africa and/ or Africa and the Indian Ocean, which will include local international relations experts and practitioners.
contexts in which adolescent girls and young women make sense of their health.

She hopes her time at UP-NIHSS will help her develop as an academic and hone her skills as a researcher to enable her to fulfil her ambition of bringing about meaningful change and development in the lives of AGYW in South Africa.

SYNOPSIS OF RESEARCH:

The concept of a “youth-friendly” approach, that is, tailoring health services to address the health needs of adolescent girls and young women (AGYW) and the unique barriers they face, with the aim of promoting greater access to and use of health services, has received increased attention. Sexual and reproductive health (SRH) services specifically tailored to AGYW are a fairly recent public health initiative. Previously, AGYW attending primary healthcare clinics were not considered to need SRH services because of the way society viewed the norms of adolescent sexuality. Significant social change has taken place due to the continuous increase in HIV infection and teenage pregnancy rates among AGYW in South Africa. This has prompted programme planners and health managers to re-evaluate the assumptions of AGYW’s SRH needs.

South Africa’s health system is characterised by extreme social inequalities among women, particularly AGYW in communities. For over a decade, research in South Africa has shown that AGYW (aged 15-24) bear a disproportionate burden of the HIV infections, compared to their male peers, and acquire HIV infection at least five to seven years earlier than men. AGYW accounted for 24% of HIV infections in 2019, more than double their 10% share of the population. HIV prevalence among AGYW is nearly four times greater than that of young men.

Unequal gender norms, gender-based violence (GBV), socio-cultural, biological and psychological factors have all been cited as key contributors to the high rates of HIV among girls and young women in South Africa. Therefore, this warrants the need for research that is conscious of the social and cultural contexts in which these young women make SRH decisions.
My name is Dr Vidhya Sana and I am currently a postdoctoral fellow at the University of Pretoria. I completed my PhD in media studies through the University of the Witwatersrand in 2020. My research interests are primarily situated in the field of cultural studies. I am specifically interested in the complexities of race and gender and how the two intersect in post-apartheid South Africa.

The prevalence of popular culture as a means of negotiating and exploring identities in a post-apartheid milieu has been a focal point of my recent research. I completed my PhD with a thesis that considered South African Indians and their use of the medium of comedy as means of negotiating identity and belonging in post-apartheid South Africa. While a wealth of research has considered the socio-economic impact of apartheid on communities across South Africa, I recognise that there is a need to conduct research on minority communities and their use of popular culture, as well as the representations in said popular culture products. By exploring how minority communities such as the South African Indian community use popular media, complexities of identity and belonging in post-apartheid South Africa can be revealed.

During my tenure at the University of Witwatersrand, I was also employed as a member of the teaching staff in the Media Studies Department, where I gained a vast knowledge of teaching topics in media studies, cultural studies and political economy. I aim to continue my academic career through building a strong research portfolio based on the interests outlined above.

SYNOPSIS OF RESEARCH:
Post-apartheid South Africa saw many communities attempt to negotiate anxieties of identity and belonging in the new cultural landscape that came along with democracy. The South African Indian community, in particular, has navigated issues of identity and belonging in a society largely informed by a black/white binary. They have done so in various ways. The rise of comedic acts stemming from this community suggests that comedy is one avenue with which South African Indians are able to perform their identities. In all, I consider the South African Indian community’s rejection of the notion that they are not a diaspora of India, but rather fully-fledged South Africans with no yearning for a mythical “home”. Comedy, in its proliferation in South Africa, and as a useful medium to be able to speak about issues that are considered taboo, allows for the gathering of a rigorous data set to be able to explore issues of identity and belonging in post-apartheid South Africa.

The articles I aim to publish consider the works of Riaad Moosa, Peru and Bala, Karou Charou and the movie, Keeping up with the Kandasamy’s. Through an analysis of the various themes that these comedic acts preoccupy themselves with, inferences can be made about the ways in which the South African Indian community addresses issues of identity and belonging in South Africa. Tropes of religion, food and cultural symbols, such as dress and Bollywood, reveal that some members of the community articulate acts of cultural memory in an attempt to create a sense of belonging within the community.

The traditional notions of patriarchy that governed apartheid South Africa and Indian cultures (and still continue to govern) are maintained within the community through notions of gender roles, sexual morality and the maintenance of traditional notions of masculinity, femininity and sexuality. Finally, the increasing influence of neoliberal capitalism has meant that some performances of comedy have adopted an excessive character (the figure of the “Charou” in particular), along with exploring anxieties of excess and the freedom to consume in their themes. I ultimately explore how South African Indians see themselves in relation to the global Indian diaspora, in relation to other South Africans, and in relation to each other within the community through the exploration of these themes.
resource of visual information pertaining to Southern African rock art. While conducting my research I employed the insights afforded me as a practising artist to examine and illuminate the often-illusory processes involved in creating rock art reproductions.

Over this time, I also developed a keen interest in the relationship between creative/artistic practice and scientific research. Since completing my PhD in 2019, I have been using my artistic practice to further develop and explore themes unearthed over the course of my studies. My conceptual framework derives from my years spent conducting primary research in archives, where I developed an awareness of the power structures that are historically implicit in knowledge production. Through a visual engagement with archival materials and “women’s work”, I consider the presence of women in archives and historical documents. I employ the use of thread and stitching in my work to further probe and disrupt the art/craft divide.

In 2020 I was awarded a postdoctoral fellowship by the University of Pretoria and the NIHSS. Over the next two years, I will be working towards extending the predominantly text-based research of my thesis and combining it with my own artistic practice. I will be exploring archival materials, including but not limited to, the University of Pretoria archives, with a specific interest in the role women occupy/occupied in research. My two-year Fellowship will culminate in a solo exhibition.

SYNOPSIS OF RESEARCH:
Over the course of the two-year postdoctoral fellowship, I am expanding and elaborating on my PhD, the central thesis of which was to illuminate and re-evaluate issues of gender and the role of artistic sensibilities that silently structure the ways in which Southern African rock art has been interpreted over decades. Through a focus on the “quieter contribution” of women rock art researchers, my doctoral thesis, titled “Elizabeth Goodall: A quiet contribution to rock art research in southern Africa”, drew on an archive of hand-painted copies of rock paintings produced by the artist-researcher Elizabeth Goodall from the 1930s until her death in 1971.

Unlike some of her contemporaries working on rock art in the early part of the 20th century, Goodall’s research has received little attention from academics in the five decades since her death. I found Goodall’s career interesting to compare with the rock-art-related research and formal production of the acclaimed South African artist Walter Battiss, with whom Goodall corresponded on rock-art-related matters and whose career she followed. Both researchers worked intensively on rock art and produced many pictures inspired by the art (although in different ways and with different outcomes). My research focuses on a “quieter” kind of scholarship that operates beneath the dominant narratives that often overshadow a more sensitive and creative engagement with the art on the rocks.

In a post-apartheid South Africa, the treatment of heritage and archives can often result in reductive cultural stereotypes. However, as I demonstrate in my doctoral thesis, this approach can be combatted by sensitively revisiting archival documents and considering them (and their makers) from the vantage point of the 21st century. In addition, my PhD research drew on insights gleaned from my artistic practice, to examine and illuminate the sometimes-illusory processes involved in creating rock art reproductions. The interdisciplinary nature of my work focuses on the entanglement and relationship between creative/artistic practice and scientific research.

With debates in the last few decades challenging and broadening the concept and practice of “archive”, the less formal, more fragmentary, surplus documents that are not necessarily included and engaged with in the published realm merit revisiting. Working with the University of Pretoria archives, I am studying a selection of historical documents alongside formal scholarship and publications as a way of providing texture and context to the past. Along with two articles (currently in review) and a chapter I am writing for a book, my Fellowship will culminate in a solo exhibition of my artistic research curated in conversation with a selection of archival materials and artworks carefully selected from the University of Pretoria collections.
Dr Stanley Molefi attained his MA in psychology from the University of Stellenbosch and PhD (psychology) from the University of Pretoria. The key area of focus related to the latter degree concerned the correlations between the configuration of sexual relationships and HIV. In this literature, the argument is that promiscuity is erroneously attributed as a key contributing factor to the incidents of HIV. In reality, it is the unethical practice of sexual infidelity that proliferates this virus.

Stanley’s research interests are not only broad but transdisciplinary in nature with a strong focus on implementation of field programmes. This includes project-related activities in the area of public health through his previous role as a project lead in different organizations. Primary research is another field of scientific work that he has strong interest in, and this is reflected in a range of empirical research projects that he was involved in, particularly during his employ at the Human Sciences Research Council. As a research-applied social scientist, Stanley has had the privilege of applying this skill set across different industries, including the NGO sector, government departments, as well private sector.

As an academic, theory-oriented literature also forms the corpus of fellowship that he applies with much interest. Theories that focus on the history of power and how the latter remains constant across space and time, are some of the most critical aspect of the literature that Stanley finds appealing. A case in point is the surge of GBV that has engulfed South Africa and how the use of power seems to be the pervading constant. The most interesting areas of theories that focus on the use of power in the establishment of relationships, especially those that are sexual in nature, is how the concept of power is sustained in societal norms. Although, these norms are highly fragile and continuously interrupted, the use of power reveals itself in societal maladies such as GBV. To this end, Stanley’s current project concentrates on sexual harassment in higher education institutions. The irony of this project is that although higher education institutions are revered for innovation and as centres of knowledge, they seem unable to address how power is erroneously understood and used.

SYNOPSIS OF RESEARCH:
Publications in peer-reviewed/refereed journals (submitted)

Books and/or chapters in books

Non-refereed scientific publications or popular scientific articles

Technical/policy reports
My name is Dr Delia Anastasia Bernardi and I am a postdoctoral fellow at the University of Pretoria's Department of Social Work and Criminology.

My research focus is intimate partner violence (IPV) and intervention. My ontological orientation is that I derive some knowledge from past experience. I witnessed IPV throughout my childhood and even into adulthood. In accordance with the intergenerational transmission of violence, I too fell prey to becoming a victim of partner abuse for many years. When I eventually terminated a physically abusive on-and-off relationship of eight years, I merely stepped into the next one six months later when I got married in 1992. I was married for nine years until I got divorced in 2001. My ex-husband's abusive behaviour continued throughout his lifetime until he succumbed to COVID-19 in January 2021. Therefore, my research focus not only has a profound and personal significance for me, but I understand the phenomenon of IPV extremely well. I have witnessed it, I have experienced it and I have experienced its aftermath. In addition, my doctoral study afforded me extensive research regarding this subject matter.

The current research project incorporates an interpretivist perspective which views my own subjective experience of IPV as one of the strengths of the study. For a long time, I contended that the prognosis for abusive partners is zero because of the repetitive pattern of the violence and the empty promises to change. Perpetrators of IPV are often master manipulators and pathological liars. Although I recognise the vibrancy of the multireligions of humankind, I have focused on a Christian perspective with regard to intervention. I purport that cognitive transformation is required for long-term behavioural changes. For a Christian, the Holy Spirit does the renewing work and can turn a robber into a saint. It is not a matter of "I must change". It is a matter of cooperating with the Holy Spirit and growing in life (i.e. gaining more of Christ).

The inclusion of faith need not be seen as being incompatible with secular service delivery. Most studies on human behaviour wittingly overlook theological principles as if they are in conflict with science. However, the human spirit is as integral to human functioning as is the body and the mind (1 Thessalonians 5:23).

Perhaps of particular importance is that faith transcends culture, race and tradition. Faith has the potential to "decolonise" intervention which is typically based on modalities vested in western culture. A faith-based programme is conducive to anti-oppression, equality and inclusion while still appreciating diversity, as the person's new identity or sense of self is found in the all-inclusive and universal Christ Jesus. The crucial point is not to negate our cultural affiliation because the issue is not culture versus culture, it is culture versus Christ. Caring for Jesus Christ and living by Him as the apostle Paul declared, "It is no longer I who live, but it is Christ who lives in me" (Galatians 2:20). Hence, I advocate a multidisciplinary or biopsychosocio-spiritual approach to IPV that necessitates multilateral services, in conjunction with a family, community and church response towards the eradication of violence towards women, men and children.

SYNOPSIS OF RESEARCH:

NIHSS Best Paper Award on 5 November 2020 titled: Gender-based violence: Fact or fiction?


RESEARCH PROJECT
Title: Evaluation of a Christian-based intervention programme for perpetrators of intimate partner violence
Submitted for ethical clearance: 21 October 2020
Application conditionally approved: 26 November 2020
Application approved: 4 December 2020
I am a clinical psychologist registered with the Health Professions Council of South Africa, with 23 years of practical experience. I have been involved in the in- and out-patient treatment of individuals, couples, groups and families both in South Africa and overseas. I have an interest in long-term psychotherapy looking at the psychological and sociocultural construction of identity.

My PhD involved work with South African policemen who suffered post-traumatic stress disorder (PTSD) in the line of duty. I have had papers published in Department of Higher Education and Training-accredited journals, looking at the social construction of PTSD and using social defence systems to explore the malaise of policemen in post-apartheid South Africa.

I have worked as a fixed-term staff member in the Discipline of Psychology, School of Applied Human Sciences, at UKZN for the past nine years. My teaching experience has encompassed:

- First year: Introduction to Psychology (PSYC101 and PSYC102)
- Third year: Counselling and Psychotherapeutics (PSYC342)
- Third year: Neuropsychology (PSYC322)
  - Honours: Counselling and Therapeutics (PSYC703)
  - Masters: Morrison’s “The First Interview” (PSYC806)

I also supervise the clinical work of master’s students.

SYNOPSIS OF RESEARCH:
The title of my signature project is “Identity, PTSD and psychotherapy among young black academics”. It falls within Area 2 - Critical Identity Studies – Psychotherapy.

My signature project focuses on identity, social and political transition, gender, violence and trauma, and the relevance of psychoanalytical theory and practice to the South African context.

The first rationale for undertaking this project is an attempt to explore how the individual is constructed in the ebb and flow of social events. The second rationale is directed at an educative and professional training level. As clinicians, psychotherapists and psychoanalytic researchers, we have privileged access to the internal world of others. Our insights in this regard have important implications for understanding the precipitants of extreme forms of distress, alerting us to factors that may help prevent or anticipate such distress. Without an adequate grasp of the interplay between psychic and social reality, we are unable to fully understand treatment and prognostic considerations, or to assess accurately the propensity to experience such distress. What is needed, therefore, is postgraduate training which reflects an appreciation of how minority and majority group identities are rooted in the context of particular social (racialised, classed and gendered) interactions, and how such identities come to be enacted within the clinical dyad.

The conceptual framework of this project encapsulates the following three interrelated areas: distress, PTSD and concepts of personhood. Also, two dominant discourses are highlighted, culture and gender. I am interested in socialisation in terms of the discourses of culture and gender, while remaining sensitive to the many interrelated and alternative ways of positioning the self.

My five articles/book chapters are as follows:

Title 1: The role of the social unconscious in aiding cultural competence
Title 2: Can I work with a racist? The countertransference challenges of working with patients who discriminate against others
Title 3: An accurate account: how clinical material can be used as research data
Title 4: Rather “mad” than “bad”: the usefulness of psychopathology in the lives of individuals
Title 5: Notes from the field: the socio-historical context of psychoanalytic research.
I am Sphesihle Zuma, 33 years of age. I was born and raised in a rural area called Mpendle in the northern side of Pietermaritzburg. Growing up in a poor community and poor family is what inspired me to want to change the situation in my home, as well as my future. Even though our schools were poorly resourced, we had very dedicated teachers who motivated us to work hard and get the best results academically, and I used every opportunity at my disposal to do my best. However, schoolwork was not my only focus; during weekdays I would go to school and dedicate all my time to my books and then during weekends work as a gardener in people’s homes to earn some money and contribute at home since we were poor. Hence, from a young age, I adopted a culture of working while studying which I have continued throughout my life, up until now.

After finishing my matric at Mconjwana High School in 2007, I went to Durban University of Technology and registered for a Diploma in Human Resources Management. This was not my initial choice, but due to poor communication avenues in the rural areas, the application for the course of my choice was unsuccessful. However, I realised during the first year that I was not passionate about that course and decided to apply at UKZN for a Bachelor of Education degree (BEd), which was my initial choice.

I started the BEd and completed in 2012. I was employed the following year (2013) as a geography teacher and worked tirelessly to improve my school’s academic performance, which resulted in my being acknowledged and promoted as a departmental head in 2016. That was not my only promotion; in 2020 I was appointed as an acting Principal, but due to a scholarship I received from the NIHSS, I have taken a leave of absence.

During my studies at UKZN, I was involved in numerous youth empowerment programmes such as Edgewood Gospel Singers (EGS), soccer captain, resident assistant, UKZN drama team, student leadership (SRC) and the UKZN extra tuition programme. These activities taught me essential leadership and communication skills, especially the extra tuition programme, since I had to communicate with parents, learners, colleagues and the university management. Moreover, since I had first-hand experience of being a Geography teacher, and reflecting on my experience as a learner in the rural areas, I discovered challenges that were faced by both teachers and learners pertaining to the use of digital technology. I became interested in finding out the causes as well as solutions to those challenges. And I realised that the best way to do that was through research, which meant I should pursue my studies and do honours as well as master’s degrees in education, focusing on teachers’ experiences of teaching Geographical Information Systems (GIS).

The introduction of GIS in geography grades 10-12 meant that resources must be available, including for teacher development, but in most rural areas, this was not the case. My study revealed that and made some recommendations to address those issues.

My urge to transform the education sphere did not just end in basic education; I also wanted to transform higher education, and therefore my PhD studies extended my focus to lecturers’ experiences of the use of modular object-oriented dynamic learning environment (Moodle)). Upon receiving the Postdoctoral Scholarship from the NIHSS, I decided to attend to the immediate challenge that was posed by the COVID-19 pandemic in higher education, which forced the universities to continue with the curriculum using digital platforms such as Moodle, emails, etc.

SYNOPSIS OF RESEARCH:
Are university geography lecturers ready for the 4th IR? An action research study using Moodle
Across the globe in all sectors, the use of digital technology has taken over from traditional practices. The advent of COVID-19 has propelled most sectors to do their business online. Institutions of higher education have had to move their teaching and learning online, with Moodle being reported to be one of the most used platforms, internationally. However, educational researchers have raised serious concerns about the use of Moodle within the academy. They contend it has largely been used as a repository rather than a pedagogical tool. This is seen as a serious problem in higher education, which requires systematic debate and reflection. It is in this regard that this exploratory case study sought to explore the use of Moodle by five geography lecturers in a selected university in South Africa.

Using semi-structured interviews, the following two questions were explored: For what purpose(s) do the selected five geography lectures use Moodle in their teaching practice and how? In other words, what strategies, resources and tools do these five geography lecturers use in their teaching practice and what informs what they do? The lecturers’ knowledge demonstrated that technological pedagogical content knowledge (TPACK) was convenient when applied as a theoretical framework for this study. The exploration of this framework revealed that most lecturers neglected the significance of the pedagogic aspect, thus resulting in ineffective delivery of content when using online learning platforms such as Moodle.

Findings indicated that most lecturers are aware of technological hardware resources such as computers, laptops, and overhead projectors, as well as software resources such as internet, email, Moodle and Microsoft software, since they use them when teaching. However, it was common for them to utilise these tools to store or share information and give feedback to students, hence their use was for communication rather than pedagogic purposes. It was discovered that lecturers are not aware of the concept of ideological ware and the peculiar role it plays when using technological resources such as Moodle for teaching. Therefore, this study will redress some misconceptions that lecturers have about the use of technological resources and empower them to use them to their fullest potential as pedagogic tools, especially when facilitating online learning during this pandemic and afterwards.
My name is Dr Kofi Quartey. I am a recent property studies doctoral graduate from the University of the Witwatersrand. I possess a bachelor’s degree in environmental management, an honours degree in political science and a master’s degree in international relations. My research interests lie in sustainable rural development or regeneration, social cohesion and the application of appropriate indigenous African knowledge to better African communities.

I am currently a postdoctoral researcher at Howard College, UKZN, presently investigating the potential role of the humanities and social sciences (HSS) in the development of low-income rural communities in South Africa. This timeous research owes to the recent decolonisation of the education movement, which has motivated my interest in how the decolonisation of education in tertiary institutions can positively impact the lives of low-income rural communities.

My professional aspirations include attaining a professorship in the next five years. I desire to become a lecturer who engenders excitement in learners for interdisciplinary scholarship. I also would like to partner with local and international organisations as a project consultant to create communities in Africa that reflect their various unique cultures for 1) sustainable development, 2) increased tourism, 3) economic regeneration and 4) aesthetic appeal and restoration of the dignity of marginalised African communities. I also aspire to play a role in all-inclusive deliberative stakeholder engagements in decision-making processes related to community development, using bottom-up, for the people by the people development approach.

SYNOPSIS OF RESEARCH:
I am currently looking at the role of the HSS in regenerating low-income communities to ensure their sustainable livelihoods amidst curriculum transformation and decolonisation in South African universities. The result of this research is to develop a framework that can be used in developing low-income communities through the HSS. This research has been divided into five phases, from which five publications would emerge.

The first part of the study involves looking at the potential role that the HSS can play in creating sustainable low-income communities in South Africa. It is a literature survey that outlines the contributions of the HSS both in theory and in practice, and also contributions to various STEM disciplines globally.

The second article investigates the socio-economic and environmental challenges experienced by Sub-Saharan informal settlement communities amidst the COVID-19 pandemic and the timeous emergence of decolonisation of education that could contribute to alleviating these challenges.

The third article focuses on the co-production of innovation and social value in low-income community development, using a polycentric approach to project governance. It identifies the relevant stakeholders for undertaking the envisioned Low-income community resources (LICR) projects in a South African context, which involves interviews with potential identified stakeholders.

The fourth article deals with what South African universities are currently doing to develop low-income communities at the practical level.

The fifth article produces a useful framework for the transformation and empowerment of LIRCs in South Africa.
Hi, I’m Wade Cafun; I am 36 years old and have worked as a university lecturer for the last 10 years. Upon completing high school almost 20 years ago, I went to law school where I obtained an LLB. My reason for doing this was largely due to the fact that I grew up heavily influenced by TV shows like The Practice and Ally McBeal. I still recall that they used to come on TV every Monday night at 21:30. Always being the studious type, I often ensured that all of my homework was completed by that time so I could simply sit back and enjoy the shows. I often allowed myself to become so engrossed in them that I would imagine myself as some big-time lawyer in the future. It was from very early on that I used imagination as a form of escapism from my material reality. I grew up in a single-parent household located in a very poverty-stricken neighbourhood that bore the remnants of the apartheid era government’s abandonment of so-called “coloured” people. In this neighbourhood, drugs and gang-related violence were commonplace. Being the sensitive, conscientious individual that I was; imagination was often the only way in which I could break free from my constraints. It was for this reason that my PhD thesis titled “Imagining success, experiencing social injustices and learner poor performance” relied heavily on imagination and Deleuze’s theory thereof.

Subsequent to completing my LLB, I realised that I was far more comfortable standing in a classroom as opposed to a courtroom. Hence, I obtained my Postgraduate Certificate in Education (PGCE) and thereafter took up a position as a Mathematics and Geography teacher at a high school.

Whilst completing my PGCE, I had fallen so in love with education that I excelled at most PGCE courses. As a result, I was encouraged by a few of my lecturers to study further. I thus went on to complete a master’s degree in education and started lecturing in the field of social justice education at UKZN on a contractual basis. By this point, the completion of a PhD was the next logical step. I therefore wrote my thesis with the focus being on learners’ imaginings of success purely for the reasons expressed above.

At present, my research interests are centred on imagination, social justice and medical education. In order to ensure that I am taken seriously in my areas of interest, as well as to improve my vocabulary in a field with which I am not entirely familiar, I am currently studying medical science courses through UNISA. My ultimate aim through my postdoctoral research is to discover a way in which principles of social justice may indeed be merged with a medical education curriculum through the use of one’s imagination. I certainly look forward to embarking on this very exciting journey, as well as working with, and getting to know each and every one of you, personally. Just imagine; imagine harmonisation.

SYNOPSIS OF RESEARCH:
In light of the fact that my research interests are centred on imagination, social justice and medical education, my postdoctoral study attempts to harmonise all three. My research attempts to answer the questions of what challenges may be faced when attempting to promote a social justice consciousness within and during the teaching of medical curricula; why might one be faced with such challenges; and how, in light of the challenges, may medical educators better promote the harmonisation of social justice with medical education through the use of imagination? Using a combination of imaginative narratives, interviews, focus group discussions and questionnaires, I will attempt to explore answers to these questions.

Now, more than ever, in the midst of a pandemic, medical education, its curricula and the praxis of medical educators themselves must be scrutinised. This is because COVID-19 has forced many to realise and accept that viruses, diseases and poor health know no bounds; indeed, lines of race, gender, class, etc mean little to a virus dead set on survival, mutation and reproduction. But how does one go about exploring ways in which to effect change within a curriculum when experts themselves have often asserted that medical education has a history of reform without change (Lempp & Seale, 2004)? Taking heed of Langland-Hassan’s (2014) claim that when one has not experienced something (in this case change in curriculum in respect of the incorporation of social justice) for the purposes of obtaining data which may help plot a way towards change, often the use of imagination can be relied upon.

Relying on the elliptic theory of imagination, first introduced in my doctoral thesis, I wish to explore how the lived experiences of those most affected by social justice or a lack thereof within medical education traverse the complexities of imagining a harmonisation of two fields in realities often far removed from such imaginings. It is my intention to use this study to explore, discover and highlight ways in which principles of social justice may take their place alongside traditional foci in medical education such as biomedicine and biomedical sciences, etc in the wake of a global pandemic.

Deleuze’s (1994) theory of imagination enables me to assert that if one begins to simply imagine how the harmonisation of social justice with medical education may be realised, harmonising the two in reality will become somewhat easier and more achievable. This is because Deleuze (1994) has contended that through imagination one operates at the border between what is known and what is not known. Operating at this border for long enough, Deleuze (1994) proffers that eventually the known and the unknown will merge. Thus, rather than merely imagining the harmonisation of social justice with medical education, if we inevitably make this imagining a reality may become clearer.

Indeed, it is my intention to use the imaginings of a harmonisation of two fields to begin to plot a way towards achieving such harmonisation in reality.
Dr Ncamisile Zulu (UKZN)
thumilezulu23@gmail.com

Dr Ncamisile Zulu is currently serving as a postdoctoral fellow of the National Institute for the Humanities and Social Sciences (NIHSS) at UKZN. Ncamisile holds bachelor and honours degrees in Psychology; at master’s level, she specialised in Research Psychology. In 2020, she completed her PhD on the discourses of black women professors from a South African context. She completed all her studies at UKZN.

Between 2016 and 2020, she was part of the Education and Skills Development (ESD) research unit at the Human Sciences Research Council (HSRC) as a researcher, and made contributions towards the strengthening of the South African education system. Ncamisile was involved in carrying out the Trends in International Mathematics and Science study (TIMSS), which is a study where South African learners at grade 5 and grade 9 levels are assessed in order to compare their achievement with their international counterparts. She also wrote articles, blogs and opinion pieces for the TIMSS newsletters, which are a medium used to communicate results from the TIMSS and related studies. She was also part of the Youth into Science Study (YISS) where she led multiple studies that focus on science Olympiads and competitions and their impact on the promotion of science amongst South African learners.

Ncamisile’s research largely focuses on black women, resilience, empowerment and transformation/diversity in higher education within the South African context. She also writes on academic identities and careers amongst black women in higher education. Her academic publications include the authoring and co-authoring of journal articles, book chapters and conference presentations.

SYNOPSIS OF RESEARCH:
The value that black women professors add in South African higher education institutions There has been some progress made in the number of black women who have become academics (Subbaye, & Vithal, 2017) since the introduction of democracy in 1994. However, due to the racist and patriarchal framework which was influenced by the idea that one race/gender (white/male) was superior to and had more power than another (particularly black/female), black women academics still encounter discrimination which affects the number of black women who were promoted to professorship.

What needs to be taken into consideration is that the potential for including black women in academic leadership positions could have an impact on many fronts, but especially the way in which higher education institutions approach prejudice and how transformation, diversity and inclusivity can be managed in these institutions. Ncamisile’s PhD study showed that black women professors advance transformation by their very achievement of being professors, through conducting research for social justice, transformative leadership styles and mentoring of other (black) academics. Therefore, black women professors bring with them unique backgrounds, intersectionalities that can enhance equity of access, participation and success in higher education.

Furthermore, although there is South African literature on black women academics within the higher education setting, there is not much that focuses on black women professors. This project has the aim of bringing to the surface the value that black women professors add to higher education institutions, and in turn add to literature pertaining to South African black women professors. First, it will ask: why is there a need for more black women professors in South African higher education institutions? And second, how are black women professors a benefit to South African higher education institutions?

Grounded in a social constructionist research paradigm, semi-structured interviews will be conducted with black women professors from South African universities. A thematic analysis will be used to analyse the data. The findings will have implications for transformation in higher education institutions, policy and black women academics.
Dr. Vuyolwethu Seti-Sonamzi is a lecturer of Communication Science at the University of South Africa where she teaches in and heads the Public Relations section. Her research interests centre on the inclusion of discourses of Blackness in Communication Studies, including but not limited to race, racism, coloniality-decoloniality, media and race, activism-intellectualism-artivism. Vuyolwethu is also interested in the interrogation of research methodologies from the positionality of the oppressed. She has served as the chair of the Department of Communication's research committee and is thus a representative at the college research and innovation structure. She has been instrumental in the development of curricula, academic programmes and various departmental academic activities.

Vuyolwethu obtained her Doctor of Philosophy in Communication degree at the University of South Africa where she studied as a SAHUSA-NIHSS scholar, researching the topic “On blackness: The role and positionality of black public intellectuals in post-94 South Africa”. Following her doctoral graduation, she was featured as a guest on Power FM’s Academic Digest; this interview led to a song being created on her work by youths from the Eastern Cape.

Vuyolwethu is one of the recipients of the 2020 UNISA Women of the Year Awards for Transformative Leadership. She is also part of the university’s “Talent Pool”, which is managed by the talent management division and is a cohort of young academics that are identified and prepared for future institutional leadership.

SYNOPSIS OF RESEARCH:
If democracy could talk: black intellectuals, democracy and blackness as external
This study interrogates the positionality, work and perceived agenda of South Africa’s Freedom Park, using a decolonial lens. First opened in December 2007, the Freedom Park claims to convey South Africa’s story from precolonial to the post-94 era with the project of reconciliation and nation building in mind. Thus, this study juxtaposes the displays and narratives in the park’s /Hapo museum with its reconciliative mandate and the current decolonial turn.

The project’s main hypothesis asserts that the Freedom Park does the colonial work of externalising Black South Africans through subtle narratives that they are forced to consume with every visit to the park. In its quest towards reconciliation, the park has neglected asking fundamental questions about the painful history of this country and thus sacrificed black South Africans to a positionality of “hanging in the air”, ejected from indigeneity in their native land. Questions such as “who is speaking?”, “whose voice is valid and why is that so?”, and “whose story is being narrated?” are left out, thus endorsing colonial visions of history as fact. This study seeks to produce knowledge that may see the park alter its approach and decolonise itself. It is argued herein that this decolonisation can be achieved by speaking (display, narration) from the epistemology of the unthought, the unseen and the unheard.

Envisaged outputs include:
1. The Freedom Park: reconciliation in concrete
2. The (private) politics of public entities
3. In Africa we belong: questions of indigeneity and racial purity
4. Decolonising being: memory as knowledge
5. If Democracy could talk: the black in post-94 South Africa
Dr Zethembe Mseleku is a lifetime UKZN Golden Key member. Zethembe, who holds a PhD in public policy from UKZN, has a solid background in Community and Development Studies and both academic and NGO work experience. He takes an interest in a variety of social sciences research in fields such as youth and the world of work, graduate unemployment, public policy, higher education transformation, access to education, higher education-labour market relations, rural/community development, local economic development and indigenous knowledge systems.

Zethembe is currently an NIHSS postdoctoral researcher, based at the Faculty of Humanities at UKZN. His postdoctoral research work on young people and the world of work explores not just youth unemployment but also youth graduates’ readiness and capabilities to create jobs. Zethembe has worked for over four years as a research coordinator in the African Vision Research Institute (AVRI), the research NGO affiliated to UKZN.

He has worked on numerous socio-economic development projects, including the UKZN/Durban University of Technology’s Kenneth Gardens Project, eThekwini Municipality’s Waste Beneficiation Project and the Edamame Development Programme. Prior to joining AVRI, Zethembe worked as an Economic Development Intern at eThekwini Municipality, where he contributed to the facilitation of economic development projects. Zethembe is an aspiring researcher and academic who has demonstrated his interest in academia through roles such as academic mentor and tutor at UKZN in the 2013 and 2014 academic years.

**SYNOPSIS OF RESEARCH:**
Unemployment is a major social, economic and political development problem, not only in developing countries, but across the globe. While it is a universal problem, unemployment is demonstrably high in developing countries, and South Africa is one of the developing countries with a rapidly increasing unemployment rate. It is also important to note that unemployment is severe amongst the youth as compared to adults.

While various strategies have been implemented to address unemployment, including but not limited to the increased investment in higher education, unemployment persists. What is even more concerning to government, policymakers, the higher education community and other relevant stakeholders is the increase in graduate unemployment. It is against this background that this research project seeks to explore youth unemployment in particular from a different angle.

While youth unemployment is a central concern in this research, the project covers issues and opportunities surrounding the readiness and capabilities of youth graduates to create jobs or their contribution to job creation. This project covers the following key topics, among others:
- Factors influencing students’ self-employment intentions: Do postgraduate studies matter?
- An inter-disciplinary comparison of students’ entrepreneurial intention amid South African unemployment; High youth unemployment/unemployability in South Africa; Youth challenges and opportunities to create jobs; The relationship between unemployment and further studies amongst youth postgraduate students; Exploring the contributions of higher education institution-labour market relations in preparing graduates for job creation; Skills mismatch as an obstacle for self-employment amongst newly graduated youth; Job creation: aspirations and realities.
Dr Motlalepule Lekeka holds PhD from Sofia University (formerly known as Institute of Transpersonal Psychology) at Palo Alto, California in the USA. Dr Lekeka's interest in health psychology has been influenced by Transpersonal orientation which focuses on the whole-person healing by incorporating spirituality, ecology, an aspect of divine feminine, and the indigenous cultural worldviews. Dr Lekeka's doctoral dissertation investigated the usefulness of collective dreaming in organizational change practice.

Dr Lekeka has more than 13 years of experience in private practice as a licensed Clinical Psychologist in South Africa. In addition to transpersonal orientation, Dr Lekeka also works from a systemic-psychodynamic orientation. She has received extensive training in interactional psychotherapy as well as behaviour based approaches. She employs dream work from Jungian and shamanic perspectives in therapy.

Her scope of practice covers all population groups, including individual elderly, adults and teenagers, families and couples and provides a short term and long term psychotherapy. She also has experience in working with clients with suffered trauma and those with chronic illness such as Cancer and HIV/AIDS.

Dr Lekeka has acquired MBA from England that has contributed in her exposure in organizational change practice in which she incorporates spiritual dimension of change (with special focus on the role of dreams in change process). She is also skilled in mediation, conflict resolution, coaching and change management processes. Dr Lekeka’s current postdoc research fellowship research project focuses on integrating indigenous dream work in cancer group Psycho-therapy practice.

SYNOPSIS OF RESEARCH:
Dr Lekeka's doctoral dissertation investigated the usefulness of collective dreaming in organizational change practice. Her findings showed that dreams can facilitate potential healing through enhanced connection, increased relatedness, and heightened spiritual experience. Dr Lekeka’s current postdoc research fellowship research project focuses on integrating indigenous dream work in cancer group Psycho-therapy practice, which falls within the current NIHSS signature project covering African Ethics, Health and Healing.

Interests: Health psychology and spirituality, indigenous wisdom worldview and dreaming and dream work, cultural healing, Jung’s theory of the collective unconscious and archetypes, and organizational change work.

Methods: Organic inquiry, intuitive inquiry and action research (first-person, participatory, collaborative), phenomenological methods and descriptive quantitative.
Josh Platzky Miller is an NIHSS postdoctoral fellow at the Humanities Institute, University of KwaZulu-Natal, working in the signature area of Transforming Higher Education.

Josh has been an affiliated lecturer in the Department of Politics and International Studies, University of Cambridge, teaching on social movements, African politics, and comparative political economy of Latin America. Previous teaching experience includes introductory sociology and international relations (University of Cambridge), Latin American social movements (School of Advanced Study, University of London), political philosophy (University of Cape Town), and contributing to public education programmes, including strike ‘teach-outs’ for the University and College Union (UCU).

Josh studied Philosophy, Politics, and Economics at the University of Cape Town (BsocSci,Hons), and Development Studies at the University of Cambridge (MPhil, PhD), with a doctoral dissertation on Politics, Education, and the Imagination in South African and Brazilian student-led mobilisations (2015-16) (https://doi.org/10.17863/CAM.51079).

SYNOPSIS OF RESEARCH:
Josh’s research interests centre on collective action and social change, particularly in and through educational institutions, as well as issues relating to African and Latin American politics and political thought, the politics of technology, social reproduction, epistemology and the imagination, and the historiography of philosophy.

KEY PUBLICATIONS INCLUDE:


At the UKZN Humanities Institute, Josh will be working on two main projects. Firstly, contributing to a research project on the history of South African universities, especially how movements from below challenge and reshape the education system. Secondly, working with co-author Lea Cantor on a book project challenging the idea that there is such a thing as ‘Western Philosophy’.
SYNOPSIS OF RESEARCH:
The Postcolonial Zulu Young Women’s Religio-Cultural Identity Crisis in the midst of Trending Global Prospects from African Feminist Perspective

The above-mentioned title is based on one of the findings of the previous PhD study entitled ‘Ubuntombi - a Zulu Religio-Cultural Heritage and Identity: A Path to Adulthood and Sex Education Practices.’ While this previous study focussed on ubuntombi as a Zulu religio-cultural heritage and identity that went together with sex education practices, this study focuses on Zulu young women’s religio-cultural identity crisis. One of the research findings of the previous study indicated that the often voiceless Zulu young women can actually become vocal about their own lived experiences of this cultural practice that are overlooked by western scholars in their research findings and conclusions. It emerged from the voices of the young women in this study that they are not coerced or compelled by the elderly community members as a way of preservation of culture through controlling their sexuality as Scorgie (2002:65-66) inaccurately suggested (Ntuli, 2018). However, the practice of ubuntombi is considered to be their valuable cultural heritage and identity. It also emerged that while culturally they may still want to maintain their identity, there are enormous trending global prospects that lure them into accepting those trends as the new way of life and hence identity crisis and loss of what they believed about themselves and their heritage. It is for this reason that this study seeks to answer the research question: How could Postcolonial Zulu Young women resolve their religio-cultural identity crisis in the midst of trending global prospects? The objectives of the study are:

To establish what constitutes postcolonial Zulu young women’s religio-cultural identity crisis and trending global prospects.

To investigate ways and means through which postcolonial Zulu young women could resolve or overcome religio-cultural identity crisis in the midst of trending global prospects.

To find a way forward as to how the identified solutions could contribute towards liberation, emancipation and identity reconstruction of Zulu young women.

Proposed Topics of Articles/Book Chapters in the Chosen HI/ NIHSS Thematic Area

- Zulu young women’s religio-cultural identity crisis and trending global prospects
- Viability of resolving or overcoming religio-cultural identity crisis in the midst of trending global prospects
- Towards liberation, emancipation and identity reconstruction of postcolonial Zulu young women
- Post colonial theory and cultural women issues
- Cultural identity, heritage, and young women’s sex education from cultural contexts

Dr Thandi Ntuli is a former educator and Principal in the department of Education. She is an ordained Minister in the Anglican Church of Southern Africa (ACSA). She is currently serving at the Cathedral of the Holy Nativity - Pietermaritzburg as a non-stipendiary Priest/self-supporting clergy. She has been involved with Seth Mokitimi Methodist Seminary (SMMS) as an adjunct Lecturer of Systematic Theology since 2019. She has a keen interest in the work of African Women Theologians or the Circle of Concerned African Women Theologians. Her research interest is in Gender and religion (culture, religion, gender and feminist issues, gender based and or domestic violence) and Intercontextual theology. She is now a PDRF at UKZN with the proposed signature project under critical identity studies.

Goodness Thandi Ntuli is a former educator and Principal in the department of Education. She is an ordained Minister in the Anglican Church of Southern Africa (ACSA). She is currently serving at the Cathedral of the Holy Nativity - Pietermaritzburg as a non-stipendiary Priest/self-supporting clergy. She has been involved with Seth Mokitimi Methodist Seminary (SMMS) as an adjunct Lecturer of Systematic Theology since 2019. She has a keen interest in the work of African Women Theologians or the Circle of Concerned African Women Theologians. Her research interest is in Gender and religion (culture, religion, gender and feminist issues, gender based and or domestic violence) and Intercontextual theology. She is now a PDRF at UKZN with the proposed signature project under critical identity studies.