

## DEPARTEMENT OPVOEDINGSBELEIDSTUDIES // DEPARTMENT OF EDUCATION POLICY STUDIES

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### Articles (Geakkrediteer) // Articles (Accredited)

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- DAVIDS N.** Are Muslim women in need of Islamic feminism? In consideration of a re-imagined Islamic educational discourse. *British Journal of Religious Education* 2015; 37(3): 311-325
- DAVIDS N.** On the un-becoming of measurement in education. *Educational Philosophy and Theory* 2015, Special Issue. (in press)
- DAVIDS N & WAGHID Y.** The worthwhile risk of education: From initiation to co-belonging in and through pedagogical encounters. *Educational Philosophy and Theory*. (in press)
- DAVIDS N & WAGHID Y.** Geweld in post-apartheid skole – waar lê die oplossing? / *On speaking to violence in post-apartheid schools.... Tydskrif vir Geesteswetenskappe* 2015; 55(4): 681-693.
- DAVIDS N & WAGHID Y.** Educational leadership as action: Towards an opening of rhythm. *South African Journal of Higher Education* 2015; 29(2): 106-121.
- FATAAR A & SUBREENDUTH S.** The search for ecologies of knowledge in the encounter with African epistemicide in South African education. *South African Journal of Higher Education* 2015; 29(2): 106-121.
- FATAAR A.** *Moosa's aporia*: A critical interrogation of the text What is a Madrasa. *Southern African Review of Education* 2015; 21(2): 110-119.
- FILLIES H & FATAAR A.** *Doksa* en verwerkliking van leeridentiteitspraktyke van hoërskoolleerders in 'n landelike werkersklasdorp. *Litnet Akademies* 2015; 12(3): 728-755.
- GOVENDER S & FATAAR A.** Historical continuities in the education policy discourses of the African National Congress, 1912-1992. *South African Journal of Education* 2015; 35(1): Art # 901, 8 pages.
- ISAACS T & WAGHID Y.** Legitimising critical pedagogy in the face of timorous, mechanistic pedagogy. *South African Journal of Higher Education* 2015; 29(4): 158-178.
- ISAACS T & WAGHID Y.** 'The blame game-mechanistic conceptions of teacher education and its impact on schooling'. *South African Journal of Higher Education* 2015; 29(6): (in press).
- JOORST J.** Towards a 'self-schooled' habitus: High school students' educational navigations in an impoverished rural West Coast township. *Southern African Review of Education* 2015; 21(2): 53-68.
- MATOPE J & BADROODIEN A.** Youth perspectives of achievement: Is money everything? Perspectives in Education 2015; 33(3): 58-71.
- RINQUEST E.** Making place: High school girls' place-making practices and identifications in the light of the 'expressive culture' of their independent school in peri-urban Cape Town. *Southern African Review of Education* 2015; 21(2): 69-90.
- WAGHID Y & DAVIDS N.** Maximalist Islamic Education as a Response to Terror: Some Thoughts on Unconditional Action. *Educational Philosophy and Theory* 2015; 47(13-14): 1477-1492.
- WAGHID Y & DAVIDS N.** On the limits of democratic citizenship education as initiation: cultivating risk-taking through association. *South African Journal of Higher Education* 2015; 29(6): (in press)
- WAGHID Y.** On the (Im)potentiality of an African Philosophy of Education to Disrupt Inhumanity. *Educational Philosophy and Theory*, 2015; 47(11): 1234-1240.

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**WAGHID Y.** Are doctoral studies in South African higher education being put at risk? *South African Journal of Higher Education* 2015; 29(5): 1-7.

**WAGHID Y.** Cultivating responsibility and humanity in public schools through democratic citizenship education. *African Education Review* 2015; 12(2): 257-269.

**ZIPIN L.** Chasing curricular justice: How complex ethical vexations of re-distributing cultural capital bring dialectics to the door of aporia. *Southern African Review of Education* 2015; 21(2): 91-109.

**ZIPIN L, FATAAR A & BRENNAN M.** Can Social Realism do Social Justice? Debating the Warrants for Curriculum Knowledge Selection. *Education as Change* 2015; 19(2): 9-36.

### **Artikels (nie-geakkrediteer) // Articles (non-accredited)**

**DAVIDS N.** Islam and Multiculturalism in Europe: An Exposition of a Dialectical Encounter. *American Journal of Islamic Social Sciences* 2015; 32(2): 31-50.

**DAVIDS N & WAGHID Y.** The Invisible Silence of Race: On exploring some experiences of minority group teachers at South African schools. *Power and Education* 2015: 7(2): 155-168.

### **Boeke // Books**

**FATAAR A.** Engaging Schooling Subjectivities Across Post-Apartheid Urban Spaces. SUN Media, Stellenbosch, South Africa, 2015: 185 pages.

**WAGHID Y.** Dancing with Doctoral Encounters: Democratic education in motion. SUN MeDIA, Stellenbosch, South Africa, 2015: 158 pages.

**MCDONALD Z.** Expressing Post-Secular Citizenship: A Madrasa, An Ethic and A Comprehensive Doctrine. Peter Lang, Bern, Switzerland, 2015: 128 pages.

### **Resensies van boeke // Book Reviews**

**WAGHID Y.** What is a madrasa? A response to Ebrahim Moosa. *Journal of the Society for Contemporary Thought and the Islamicate World* 2015. (in press) ([Review essay](#))

### **Boekhoofstukke // Book chapters**

**DAVIDS N.** (2015) Religion, culture, and the exclusion of Muslim women: On finding a reimagined form of inclusive-belonging. In Waghid, Y. (ed.) *Knowledge Cultures*, New York: Addlington Publishers. (In Press)

**WAGHID Y. & DAVIDS N.** 2015. Islamisation and democratization of knowledge in Muslim majority contexts: Towards a new imaginary of democratic citizenship. In: Zaman, M. (ed.). *Philosophy of Islamic education*, New York and London: Routledge (Forthcoming) (On Invitation).

**WAGHID Y & DAVIDS N.** (2015) Towards an African university in becoming: Reconsidering critique, hope and imagination. In Barnett, R. & Peters, M.A. (eds.) *New trends in university education*, London: Routledge. (In press).

**WAGHID Y.** Beyond Critical Citizenship Education: On the Transformative Dimension of Critical Citizenship Education. In E Costandius & E Bitzer. *Engaging Higher Education Curricula: A critical citizenship education perspective*. SUN MeDIA, Stellenbosch, 2015: 123-129.

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