

# Chris Hani Barangwanath Academic Application Forms 2016

*Anxious Joburg* Nicky Falkof 2020-10-01 An interdisciplinary account of the life of Johannesburg, South Africa's "global south city" *Anxious Joburg* focuses on Johannesburg, the largest and wealthiest city in South Africa, as a case study for the contemporary global South city. Global South cities are often characterised as sites of contradiction and difference that produce a range of feelings around anxiety. This is often imagined in terms of the global North's anxieties about the South: migration, crime, terrorism, disease and environmental crisis. *Anxious Joburg* invites readers to consider an intimate perspective of living inside such a city. How does it feel to live in the metropolis of Johannesburg: what are the conditions, intersections, affects and experiences that mark

the contemporary urban? Scholars, visual artists and storytellers, all look at unexamined aspects of Johannesburg life. From peripheral settlements to the inner city to the affluent northern suburbs, from precarious migrants and domestic workers to upwardly mobile young women and fearful elites, *Anxious Joburg* presents an absorbing engagement with this frustrating, dangerous, seductive city. It offers a rigorous, critical approach to Johannesburg revealing the way in which anxiety is a vital structuring principle of contemporary life. The approach is strongly interdisciplinary, with contributions from media studies, anthropology, religious studies, urban geography, migration studies and psychology. It will appeal to students and teachers, as well as to academic researchers concerned with Johannesburg, South Africa,

cities and the global South. The mix of approaches will also draw a non-academic audience.

*Innovative Methods for Applied Drama and Theatre Practice in African Contexts* Hazel Barnes 2022-01-27 This book, based on components of Drama for Life, addresses the subject of “innovative methods for applied drama and theatre practice in African contexts”. It does so by providing chapters that share the rich, multilayered, and reflexive work that has taken place at Drama for Life from 2008 to the present day. It invites the reader to learn from the experiences of Drama for Life as shared by the authors, understand the role it has played and continues to play in advocating for, and extending the work of, Applied Drama and Theatre practice, and engage in critical, dialogical spaces to examine and interrogate current debates and practices in the field of Applied Drama and Theatre. The volume is invaluable for anyone interested in the extensive

body of work generated by Drama for Life and its innovative approaches to learning and teaching, as well as performing arts practitioners, artists, teachers, people in community development and service work, and anyone involved in researching Applied Drama and Theatre practice, particularly in an African context, but also globally.

Critical Racial Consciousness Among Diverse Youth: Global Perspectives and Educational Possibilities Tina M. Durand 2026-02-11 Interdisciplinary scholarship on the salience of race and racism attests to the changeable yet pervasive underpinnings of hegemonic whiteness, white supremacy, and colonialism on global systems of oppression (Christian, 2019). Although the markers of racism vary across time and place, an understanding of the dynamics of systemic oppression and racialized social systems (Bonilla Silva, 2021) is necessary for concomitant resistance, advocacy, and social change initiatives across international contexts.

This begs the important question of how educational institutions support such processes in its citizenry, especially among young people. Applied scientific and neurological evidence attests to the developmental significance of the adolescent and early adulthood periods, characterized by contextually relevant gains in cognitive, social, and affective competencies. Brazilian educator Paulo Freire cast young people as uniquely positioned to enact the kind of radical hope and courage that are necessary to achieve a more equitable and racially-just world. More specifically, youth develop critical consciousness, or conscientização, by becoming co-investigators in dialogue with mentors and each other, through what Freire (1970/1993) called a problem-posing pedagogy. In this dynamic process, “students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge” (Freire, 1970/1993, p.

62). As it relates to global racial inequity, scholars have identified critical racial consciousness as a domain-specific dimension of critical consciousness, defined as one’s beliefs, perceptions, emotional valence, and activism associated with race (Bañales et al., 2023). Indeed, youth’s ability to interrogate their lived experiences with racialized systems of dominance and inequality are tantamount to their sense of agency and civic engagement in their socio-political worlds (Dyrness, 2023). Yet, strategies to support, affirm, and inspire youth in this process are less well understood in global context. In this research topic, we seek to provide interdisciplinary and global insights on the exciting potential of young people to be agents of change in the struggle for racial justice, with a particular focus on the construct of critical racial consciousness. We invite empirical, theoretical, and applied investigations using varied methodological approaches that examine questions such as the following: What

does critical racial consciousness and racial advocacy among racial-ethnically diverse adolescents and young adults look like in different global contexts? What geographic and contextual factors influence their respective emergence and manifestation? What roles do educational institutions, teachers, and mentors play in nurturing critical racial advocacy among youth? Topics might address (but are not limited to) the following themes within racial-ethnically diverse youth populations: • Racial Consciousness among Youth • Youth Critical Consciousness Development • Youth Anti-Racism Action • Experiences with Racial Stereotype, Prejudice, and Discrimination Among Youth • Perceptions of Racial Messaging Among Youth • Ethnic-Racial Identity and Ethnic-Racial Attitudes and Awareness • Youth Participatory Action Research (YPAR) in School or Community Contexts • Teacher Critical Multicultural Pedagogy • Anti-racist Curriculum or Curricular Practices • Research-Practice Partnerships

(RPP) Around Race and Social Justice • Global Youth Community Projects • Intersection of Youth Climate Change Activism and Racial Consciousness

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