

Prof. Dr. Kai Horsthemke

Research Fellow: Chair for Philosophy and Systematic Pedagogics/ Philosophical-Pedagogical Faculty

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CURRICULUM VITAE

Nationality: German

Marital status/Children: married, two sons

Languages: German (home language), English (excellent command), Afrikaans (fluency), French (passable command), Dutch (ability to read and understand only)

Current position: Research Fellow: Chair for Philosophy and Systematic Pedagogics/ Philosophical-Pedagogical Faculty;
Member of the Joint Project “Inklusives Leben und Lernen in der Schule” and of the Sub-Project “Inclusion and educational justice”/ KU Eichstätt

Institution: Universität Eichstätt-Ingolstadt/ Germany

Other affiliations Visiting Professor, Wits School of Education/ University of the Witwatersrand/ South Africa
Fellow, Oxford Centre for Animal Ethics/ Oxford, United Kingdom

ACADEMIC QUALIFICATIONS

BA; BA (Hons); MA; PhD (all University of the Witwatersrand)

RESEARCH INTERESTS

Animal rights; humane and environmental education; indigenous knowledge systems; African philosophy (of education)

MEMBERSHIP OF PROFESSIONAL BODIES/ ASSOCIATIONS

Fellow/ Oxford Centre for Animal Ethics (Oxford, United Kingdom)

INPE (International Network of Philosophers of Education)

PESGB (Philosophy of Education Society of Great Britain)

Minding Animals Germany

ACADEMIC AND PROFESSIONAL EXPERIENCE

2015 (August)-present: Research Fellow: Chair for Philosophy and Systematic Pedagogics/ Philosophical-Pedagogical Faculty (Wissenschaftlicher Mitarbeiter: Lehrstuhl für Bildungsphilosophie und Systematische Pädagogik/ Philosophisch-Pädagogische Fakultät), Universität Eichstätt-Ingolstadt/ Germany;
Member of the Joint Project “Inklusives Leben und Lernen in der Schule” and of the Sub-Project “Inclusion and educational justice”, Katholische Universität Eichstätt-Ingolstadt/ Germany

2010 (October)-2015 (June): full-time appointment as associate professor in Philosophy and Educational Theory in the Wits School of Education/ University of the Witwatersrand; early retirement as from 30 June 2015

2006 (May)-2010 (September): full-time appointment as senior lecturer in Philosophy and Educational Theory in the Wits School of Education/ University of the Witwatersrand

2002-2006 (May): full-time appointment as lecturer in Philosophy and Educational Theory in the Wits School of Education/ University of the Witwatersrand

1998-2001: appointment in a major-time part-time capacity as lecturer in Philosophy (Theory of Knowledge, Moral & Social Philosophy, Critical Thinking) in the School of Education/ Wits and the College of Education at Wits (formerly JCE); supervisor for research at PhD and Honours levels; writer of distance learning course materials (Theory of Knowledge)

1997: temporary appointment as tutor in Moral and Political Philosophy; Dept. of Philosophy/ Wits

1996: (Feb.-June) temporary appointment as lecturer in Philosophy of Science; Dept. of Education/ Wits; (July-November) temporary appointment as tutor in Moral and Political Philosophy; Dept. of Philosophy/ Wits

1995: (Feb.-June) temporary appointments as lecturer in Logic and Epistemology, Dept. of Philosophy/ Wits, and as tutor in Philosophy of Science and Hermeneutics, Dept. of Education/ Wits; (July-November) temporary appointment as lecturer in Moral Philosophy and Applied Ethics, Dept. of Philosophy/ University of the Western Cape

1994: temporary appointment as lecturer in Applied Ethics and Philosophy & Gender; Dept. of Philosophy/ University of the Western Cape

1988-93: temporary appointments as part-time lecturer and tutor in Epistemology, Dept. of Philosophy/ Wits, in Philosophy of Science, and in Moral and Social Philosophy, Dept. of Education/ Wits

1984-85: work as tutor in Logic and Medical Ethics; Dept. of Philosophy/ Wits

ADMINISTRATIVE/ DEPARTMENTAL DUTIES

Chair/ Head: Wits School of Education Ethics Committee (January-June 2014)

Head: Division of Studies in Education, Wits School of Education (2010-2012)

Chair/ co-ordinator: B Ed (Hons) Curriculum Committee (2004-2008)

Graduate Studies Committee (member)

Research Committee (member)

B Ed (Hons) Management Committee (member)

Research Ethics Committee (member)

SERVICE TO THE UNIVERSITY/ DISCIPLINE/ COMMUNITY

Coordination of the Wits School of Education research degrees seminar series on Metatheoretical and Epistemological Perspectives from 2012-2014, and on Indigenous Knowledge Systems and Education in 2015

Co-ordination of the Wits School of Education research seminar series from 2003-2008

PUBLICATIONS

Book publications/ book editorships

(2018) ***Animal rights education*** (Cham: Palgrave Macmillan; ISBN 978-3-319-98592-3)

(2015) ***Animals and African ethics*** (Basingstoke/ Hampshire: Palgrave-MacMillan; ISBN 978-1-137-50404-3)

(2010) ***The moral status and rights of animals*** (Johannesburg: Porcupine Press; ISBN 978-0-620-46313-3)

(2016) ***Education Studies*** (2nd edition; Kai Horsthemke, Peggy Siyakwazi, Elizabeth Walton & Charl Wolhuter, Eds.; Cape Town: Oxford University Press South Africa; ISBN 978-0-190-41290-6)

(2013) ***Education Studies: History, Sociology, Philosophy*** (with Peggy Siyakwazi, Elizabeth Walton & Charl Wolhuter, co-editors; Cape Town: Oxford University Press South Africa; ISBN 978-0-199-05621-7)

Publications in journals

(2019). **Reply: Anthropocentrism, education and the (post-)Anthropocene** (*On Education. Journal for Research and Debate* 2/4: 1-3. https://doi.org/10.17899/on_ed.2019.4.7)

(2019) **Educational research, culturally distinctive epistemologies, and the decline of truth** (*European Educational Research Journal*, special issue edited by David Bridges, “‘Rigour’, ‘discipline’ and the ‘systematic’ in the European educational research community: Fetish or fundamental?”: 1-14. <https://doi.org/10.1177/1474904119840174>)

(2018) **African communalism, persons, and the case of non-human animals** (*Filosofia Theoretica* 7/2, special issue edited by Michael Onyebuchi Eze, ‘Menkiti, Gyekye, and Beyond’: 60-78)

(2017) **Animals and African ethics** (*Journal of Animal Ethics* 7/2: 119-144)

(2017) **Biocentrism, ecocentrism, and African modal relationalism: Etieyibo, Metz and Galgut on Animals and African ethics** (*Journal of Animal Ethics* 7/2: 183-189)

(2017) **Access, parentalism and justice: Epistemological reflections on integration and inclusion in education** (*Journal of Advances in Educational Research* 2/3; 145-156)

(2017) **“#FactsMustFall”? – Education in a post-truth, post-truthful world** (*Ethics and Education* 12/3: 273-288)

(2017) **Epistemological diversity in education: Philosophical and didactic considerations** (*Forum Pedagogiczne* 2017, 1, Poland: 265-282)

(2017) **Transmission and transformation in higher education: Indigenisation, internationalisation and transculturality** (*Transformation in Higher Education* 2(0), a12. <https://doi.org/10.4102/the.v2i0.12>: 1-9)

(2017; with Sylvestre Nzahabwanayo & Thokozani Mathebula) **Identification and critique of the citizenship notion informing the Itorero training scheme for high school leavers in post-genocide Rwanda** (*South African Journal of Higher Education* 31/2: 226-250)

(2017) **Inclusive education and *Barrierefreiheit*: Some social-epistemological considerations** (*Ethics and Education* 12/1: 23-34)

(2016; with Penny Enslin) **Philosophy of education: Becoming less western, more African?** (*Journal of Philosophy of Education* 50/2: 177-190)

(2016) **'Way-centred' versus 'truth-centred' epistemologies** (*Education Sciences* 6(1)/8: 1-11); published online 4 March: doi:10.3390/educsci6010008

(2015) **Peeking through the legs of giants? An attempt at positioning philosophy of education** (*Philosophy of Education* 8, Russia: 103-114)

(2015; with Penny Enslin) **Rethinking the "Western tradition"** (*Educational Philosophy and Theory* 47/11: 1166-1174)

(2015) **Epistemic empathy in childrearing and education** (*Ethics and Education* 10/1: 61-72)

(2014) **"On bullshit" and "Mindfucking": An essay on mental manipulation in education** (*South African Journal of Philosophy* 33/1: 35-46)

(2014) **Children and other animals: The possibility and promise of animal rights education** (*Philosophy of Education* 7, Russia: 157-171)

(2014) **Of ants and men: Epistemic injustice, commitment to truth, and the possibility of outsider critique** (*Ethics and Education* 9/1: 127-140)

(2014) **Some doubts about "indigenous knowledge", and the argument from epistemic injustice** (*Quest* 25/1-2, special issue edited by Thaddeus Metz in collaboration with Wim van Binsbergen, 'Engaging with the Philosophy of D.A. Masolo': 49-76)

(2013) **Indigenisation, internationalisation, and *Transkulturalität*: Approaches to transmission and transformation in education** (*Philosophy of Education* 6, Russia: 103-121)

(2012) **Animal liberation: Terrorism or civil disobedience?** (*Southern African Public Law* 27/1: 103-118)

(2011) **"Diverse epistemologies", truth and archaeology: In defence of realism** (*Science and Engineering Ethics* 17: 321-334)

(2010) **African and Afrikaner "ways of knowing": Truth and the problems of superstition and "blood knowledge"** (*Theoria* 123, June: 27-51)

(2010) **"Knowledge diversity", truth and schooling: In (cautious) defence of realism** (*Journal of Education* 48: 77-98)

(2009; with Penny Enslin) **African philosophy of education: The price of unchallengeability** (*Studies in Philosophy and Education* 28/3, May: 209-222)

(2009) **Rethinking humane education** (*Ethics and Education* 4/2, October: 201-214)

(2009) **Learning for the natural environment: The case against anthropocentrism** (*US-China Education Review* 6/10: *From knowledge to wisdom*: 22-30, 38)

(2009) **The South African higher education transformation debate: Culture, identity and “African ways of knowing”** (*London Review of Education* 7/1, March: 3-15)

(2008) **The idea of indigenous knowledge** (*Archaeologies* 4/1, April: 129-143)

(2008; with Mike Kissack) **Vorleben: Educational practice beyond prescription** (*Journal of Curriculum Studies* 40/3, June: 277-288)

(2008) **Scientific knowledge and higher education in the 21st century: The case against “indigenous science”** (*South African Journal of Higher Education* 22/2: 333-347)

(2007; with Marc Schäfer) **Does “African” mathematics facilitate access to mathematics? Towards an ongoing critical analysis of ethnomathematics in a South African context** (*Pythagoras* 65, June: 2-9)

(2007) **“Local knowledge”, assessment and international standards** (*South African Review of Education with Education with Production* 13/1: 19-30)

(2006) **Ethnomathematics and education: Some thoughts** (*for the learning of mathematics* 26/3: 15-19)

(2006) **The idea of the African university in the twenty first century: Some reflections on Afrocentrism and Afroscepticism** (*South African Journal of Higher Education* 20/4: 449-465)

(2005) **Redress and reconciliation in South African education: The case for a rights-based approach** (*Journal of Education* 37, Kenton 2004 Special Edition: 169-187)

(2004; with Penny Enslin) **Can “ubuntu” provide a model for citizenship education in democracy in African democracies?** (*Comparative Education* 40/4, November: 545-558)

(2004) **Knowledge, education and the limits of Africanisation** (*Journal of Philosophy of Education* 38/4, November: 571-587)

(2004) **“Indigenous knowledge”, truth and reconciliation in South African higher education** (*South African Journal of Higher Education* 18/3: 65-81)

(2004) **“Indigenous knowledge”: Conceptions and misconceptions** (*Journal of Education* 32, May: 31-48)

Publication of chapters in books

(2019) **Animal rights and environmental ethics in Africa: From anthropocentrism to non-speciesism?** In Munamato Chemhuru (Ed.), *African environmental ethics*. Cham: Springer: 239-253

(2019) **African religions: Anthropocentrism and animal protection.** In Andrew Linzey & Clair Linzey (Eds.), *The handbook of religion and animal protection*. London & New York: Routledge: 23-34

(2019) **Inclusive education and *Barrierefreiheit*: Some social-epistemological considerations.** In Naomi Hodgson & Naoko Saito (Eds.), *Philosophy as translation and the understanding of other cultures*. London & New York: Routledge: 23-34

(2018) **Zugang, Paternalismus und Gerechtigkeit: Epistemologische Überlegungen zur Inklusion.** In Ulrich Bartosch, Waltraud Schreiber & Joachim Thomas (Eds.), *Inklusives Leben und Lernen in der Schule*. Bad Heilbrunn: Klinkhardt-Verlag: 133-152

(2018) ***Isilwane: The animal – Ubuntu, ukama and environmental justice.*** In Rainer Ebert & Anteneh Roba (Eds.), *Africa and its animals*. Pretoria: Unisa Press: 3-21

(2018) **Free-roaming animals, culling and suffering: The case of African elephants.** In Andrew Linzey & Clair Linzey (Eds.), *The handbook of practical animal ethics*. London: Palgrave Macmillan: 525-543

(2018) **Introduction: Section 4 – New areas and developments.** In Paul Smeyers (Ed.), *International handbook of philosophy of education*. Cham: Springer: 1165-1168

(2018) **Non-human animals.** In Paul Smeyers (Ed.), *International handbook of philosophy of education*. Cham: Springer: 1401-1414

(2018; with Penny Enslin) **Rethinking the “Western tradition”.** In Michael Peters & Carl Mika (Eds.), *The dilemma of western philosophy*. London & New York: Routledge: 42-50

(2017) **“Zróżnicowanie epistemologiczne” w edukacji. Rozważania filozoficzne i dydaktyczne.** In Sławomir Sztobryn & Dariusz Stepkowski (Eds.), *Uniwersalizm i regionalizm pedagogiki filozoficznej/Pedagogika Filozoficzna Tom VII*. Łódź: WN TPF “Chowanna”: 69-86

(2017) **Animals and the challenges of ethnocentrism.** In Luis Cordeiro Rodrigues & Les Mitchell (Eds.), *Multiculturalism, race and animals: Contemporary moral and political debates*. Basingstoke: Palgrave Macmillan: 121-146

(2017) **African philosophy and education.** In Adeshina Afolayan & Toyin Falola (Eds.), *The Palgrave handbook of African philosophy*. New York: Palgrave Macmillan: 683-701

(2017) **Indigenous (African) knowledge systems, science and technology.** In Adeshina Afolayan & Toyin Falola (Eds.), *The Palgrave handbook of African philosophy*. New York: Palgrave Macmillan: 585-603

(2017) **Peeking through the legs of giants?: Versuch einer Standortbestimmung der Bildungsphilosophie.** In Michael Spieker & Krassimir Stojanov (Eds.), *Bildungsphilosophie: Disziplin – Gegenstandsbereich – Politische Bedeutung*. Baden-Baden: Nomos/Tutzinger Studien zur Politik: 37-49

(2017) **Africanisation and diverse epistemologies in higher education discourses: Limitations and possibilities.** In Michael Cross & Amasa Ndofirepi (Eds.), *Knowledge and change in the African universities: Volume 1 – Current debates*. Rotterdam, Boston, Taipei: Sense Publishers: 101-120

(2017) **Epistemic empathy in childrearing and education.** In Stefan Ramaekers (Ed.), *Old and new generations in the 21st century: Shifting landscapes of education*. Abingdon: Routledge: 61-72

(2016) **Ethics and values in education** (revised). In Kai Horsthemke, Peggy Siyakwazi, Elizabeth Walton & Charl C. Wolhuter (Eds.), *Education Studies* (2nd edition). Cape Town: Oxford University Press South Africa: 300-358

(2016) **Knowledge and education** (revised). In Kai Horsthemke, Peggy Siyakwazi, Elizabeth Walton & Charl C. Wolhuter (Eds.), *Education Studies* (2nd edition). Cape Town: Oxford University Press South Africa: 359-438

(2014; with Larry Yore) **Challenges of multiculturalism in science education: Indigenisation, internationalisation and *Transkulturalität*.** In Michael R. Matthews (Ed.), *International Handbook of Research in History, Philosophy and Science Teaching*. Dordrecht: Springer: 1759-1792

(2013) **Animal sacrifice.** In Andrew Linzey (Ed.), *The global guide to animal protection*. Champaign/ Ill.: University of Illinois Press: 241-243

(2013) **Ethics and values in education**. In Kai Horsthemke, Peggy Siyakwazi, Elizabeth Walton & Charl C. Wolhuter (Eds.), *Education Studies*. Cape Town: Oxford University Press South Africa: 281-337

(2013) **Knowledge and education**. In Kai Horsthemke, Peggy Siyakwazi, Elizabeth Walton & Charl C. Wolhuter (Eds.), *Education Studies*. Cape Town: Oxford University Press South Africa: 338-420

(2010) **Introduction**. In Oliver Barker (Ed.), *The musical life of Marguerite Barker Reinecke: A memoir*. Johannesburg: Books on the Wall: 19-20

(2010) **African philosophy of education**. In Penelope Peterson, Eva Baker & Barry McGaw (Eds.), *International Encyclopedia of Education* (3rd Edition, vol. 6). Oxford: Elsevier: 50-55

(2008) **Indigenous knowledge**. In Nick Shepherd & Steven Robins (Eds.), *New South African Keywords*. Johannesburg, Jacana/ Athens, Ohio University Press: 129-132

(2005; with Penny Enslin) **Is there a distinctly and uniquely African philosophy of education?** In Yusef Waghid, Berte Van Wyk, Farieda Adams & Ivan November (Eds.), *African(a) philosophy of education: Reconstructions and deconstructions*. Stellenbosch: Department of Education Policy Studies, Stellenbosch University: 54-75

Book reviews

(2019) **Rhetorical, narrative, cognitive and epistemological perspectives on science and culture**. Review of Kris Rutten, Stefaan Blancke, Ronald Soetaert (Eds.), *Perspectives on Science and Culture (Science & Education* 27/9: 1029-1032; DOI 10.1007/s11191-018-0013-9)

(2016; with Penny Enslin) Yusef Waghid, **African philosophy of education reconsidered** (*Philosophy of Education Society of Great Britain*). <http://www.philosophy-of-education.org/publications/book-review-african-philosophy-of-education.html>

(2013) **Education, culture and epistemological diversity: Mapping a contested terrain** (Claudia W. Ruitenberg & D.C. Phillips, Eds.) (*Science & Education* 22/3: 709-716)

(2011) **Martin Heidegger – Letters to his wife: 1915-1970; selected, edited and annotated by Gertrud Heidegger** (*Theoria* 126/ March: 112-115)

(2011; July) Helen Douglas, **Love & arms: Violence and justification after Levinas**, *Mail & Guardian* July 15-21/ Winter Books: VI). <http://mg.co.za/article/2011-07-15-moving-closer-to-an-answer>

(2008; November) Wendy Woodward, **The animal gaze: Animal subjectivities in Southern African narratives**, *Mail & Guardian*. <http://www.mg.co.za/article/2008-11-20-eye-of-the-beholder>

Accepted for publication/ forthcoming

(2019) **“Epistemologische Vielfalt” und Global Citizenship Education**. *ZEP (Zeitschrift für Internationale Bildungsforschung und Entwicklungspädagogik)* 4/2019

(2019) **Thinking without Heidegger?** (*Forum Pedagogiczne*, Poland)

(2019) **Epistemological issues in African higher education**. In Amasa P. Ndofirepi & Ephraim T. Gwaravanda (Eds.), *African higher education in the 21st century: Some philosophical dimensions* (Brill/Sense Publishers)

(2019) “Epistemologische Vielfalt” – Bildungstheoretische Überlegungen. In Christian Thein (Ed.), *Philosophische Bildung und Didaktik* (VS-Verlag Wiesbaden in the series "Ethik und Bildung")

(2019) “#FactsMustFall”? – African philosophy in a post-truth world. In Anke Graness, Edwin Etieyibo and Franz Gmainer-Pranzl (Eds.), Springer series on Intercultural Philosophy.

CURRENT RESEARCH ACTIVITIES

The animal in African philosophy. In Elvis Imafidon & Björn Freter (Eds.), *Handbook of African philosophy: Key subject areas* (Springer)

Animals and the environment. In Luis Cordeiro Rodrigues & Jonathan O. Chimakonam (Eds.), *A guide to key ideas in African ethics* (Bloomsbury)

Animal rights education. In Kathy Hytten (Ed.), *The Oxford encyclopedia of philosophy of education* (Oxford University Press)

Diversity and epistemic marginalisation: The case of inclusive education

Global citizenship education and the idea of diverse epistemologies

Books in preparation

‘Indigenous knowledge’: Philosophical and educational considerations (Lexington Books)

Status: June 2019