

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 Munamoto 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/Tutzingen 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