

Prof. Dr. Kai Horsthemke

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CURRICULUM VITAE

Date/ Place of birth: June 2, 1957 in Witten/ Germany

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)

Most recent position: Professorial Associate: 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

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 (thesis title: *The moral status of animals*) – all University of the Witwatersrand

RESEARCH INTERESTS

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

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

- 2025 (May): lectureship (Lehrauftrag) KU Eichstätt-Ingolstadt; seminars: „Allgemeine Pädagogik“ (Bildung und Wissen; Bildung und Tier-Ethik)
- 2024-2025 (December; January-February): lectureship (Lehrauftrag) KU Eichstätt-Ingolstadt; seminars: “Philosophische Gesprächsführung als Bildungspraxis”, “Führung in Bildungskontexten / Educational Leadership”
- 2024 (June): lectureship (Lehrauftrag) KU Eichstätt-Ingolstadt; seminars: „Allgemeine Pädagogik“ (Bildung und Wissen; Bildung und Tier-Ethik)
- 2023-2024 (December; January): lectureship (Lehrauftrag) KU Eichstätt-Ingolstadt; seminars: “Philosophische Gesprächsführung als Bildungspraxis”, “Führung in Bildungskontexten / Educational Leadership”
- 2023 (April-May): lectureship (Lehrauftrag) KU Eichstätt-Ingolstadt; seminars: „Allgemeine Pädagogik“ (Bildung und Wissen; Bildung und Tier-Ethik)
- 2022 (May-July; November-December): lectureship (Lehrauftrag) KU Eichstätt-Ingolstadt; seminars: “Allgemeine Pädagogik”, “Philosophische Gesprächsführung als Bildungspraxis”, “Führung in Bildungskontexten / Educational Leadership”
- 2021 (June)-2022 (February): major-time part-time appointment as research fellow: Chair for Philosophy and Systematic Pedagogics/ Philosophical-Pedagogical Faculty (Wissenschaftlicher Mitarbeiter: Lehrstuhl für Bildungsphilosophie und Systematische Pädagogik/ Philosophisch-Pädagogische Fakultät), KU Eichstätt-Ingolstadt
- 2021 (January-March): lectureship (Lehrauftrag) TU Dortmund/Germany; seminar: “Bildung, Anerkennung und Sozialisation”
- 2015 (August)-2020 (July): major-time part-time appointment as 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

Programme Chair INPE (International Network of Philosophers of Education) Online Conference 7-8 November 2020 (in place of the face-to-face event scheduled to take place in Mexico City in July 2020)

Member of the Joint Project “Inklusives Leben und Lernen in der Schule” and of the Sub-Project “Inclusion and educational justice”/ KU Eichstätt, Germany (2015-2020)

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

(2024) ***The meaning of death*** (Lanham, Boulder, New York & London: Lexington Books; ISBN 978-1-66692-540-1)

(2021) ***'Indigenous knowledge': Philosophical and educational considerations*** (Lanham, Boulder, New York & London: Lexington Books; ISBN 978-1-7936-0416-3)

(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)

Edited books

(2024) ***Education, the environment and sustainability***. (Kai Horsthemke, Ed., London & New York: Routledge; ISBN 978-1-032-68468-0)

(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

(2025) **Epistemic reparations and postcolonial pedagogy: Some conceptual decluttering** (*Ethics and Education* 20/1: 48-62; INPE 2024 Special Issue)

(2023) **Anti-speciesist education** (*On Education. Journal for Research and Debate* 16: Animals in education. Ethical perspectives, 6/16: 1-6.
https://doi.org/10.17899/on_ed.2023.16.1)

(2022) **Knowledge, truth, and education in post-normal times** (*Ethics and Education* 17/4: 373-387)

(2021) **Tiere und afrikanische Ethik. Mensch und Tier** (*Polylog* 45/special issue: 25-40)

(2021) **Diversity and epistemic marginalisation: The case of inclusive education** (*Studies in Philosophy and Education* 40: 549-565. <https://doi.org/10.1007/s11217-021-09764-x>)

(2021) **Introduction: Education, the environment and sustainability** (*Ethics and Education* 16/2: 137-142; INPE 2020 special issue edited by Kai Horsthemke)

(2021) **Animal advocacy, fear and loathing in academia: A response to Helena Pedersen** (*Ethics and Education* 16/2: 178-181; INPE 2020 special issue edited by Kai Horsthemke)

(2020) **Non-human animals and educational policy: Philosophical post-humanism, critical pedagogy, and ecopedagogy** (*Journal of Philosophy of Education* 54/4, special issue edited by Jeff Stickney & Adrian Skilbeck, "Climate crisis: Environment, education, sustainability": 900-915)

(2020) **Global citizenship education and the idea of diverse epistemologies** (*Forum Pedagogiczne* 10/1, Poland: 197-212)

- (2020) **The provincialization of epistemology: Knowledge and education in the age of the postcolony** (*On Education. Journal for Research and Debate*: Provincializing education, 3/7: 1-5. https://doi.org/10.17899/on_ed.2020.7.6)
- (2019) **“Epistemologische Vielfalt” und Global Citizenship Education** (ZEP – Zeitschrift für Internationale Bildungsforschung und Entwicklungspädagogik 42/4: 19-26)
- (2019) **Thinking without Heidegger?** (*Forum Pedagogiczne* 9/1: 245-256, Poland)
- (2019). **Reply: Anthropocentrism, education and the (post-)Anthropocene** (*On Education. Journal for Research and Debate*: Education in the Anthropocene, 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* 18/5, special issue edited by David Bridges, “Rigour”, ‘discipline’ and the ‘systematic’ in the European educational research community: Fetish or fundamental?”: 513-526. <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* 7/1, 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

(2025) **Environmental ethics, climate change, and African social epistemology**. In Brianne Donaldson (Ed.), *Knowing life: The ethics of multispecies epistemologies*. Abingdon & New York: Routledge: 84-99

(2025; with Johannes Drerup, Sara O’Brien, Greta Fexer, Nikki Spencer & Anna Zentis) **A parallel universe: Conspiracy theories and the limits of education**. In Meira Levinson, Ellis Reid, Sara O’Brien & Tatiana Geron (Eds.), *Civic contestation on global education: Cases and conversations in educational ethics*. London & New York: Bloomsbury: 13-30

(2024) **Je mehr, desto besser? Wissensvielfalt und Sozialpädagogik**. In Bernd Birgmeier, Eric Mührel & Michael Winkler (Eds.), *Weitere Sozialpädagogische SeitenSprünge: Rückblicke und Perspektiven*. Weinheim & Basel: Beltz Juventa: 117-124

(2024) **Critical animal historiography, experiential subjectivity and animal standpoint theory**. In Les Mitchell & Michael Glover (Eds.), *Animals as experiencing entities: Theories and historical narratives*. Cham: Palgrave Macmillan: 97-122

(2024) **Introduction: Education, the environment and sustainability**. In Kai Horsthemke (Ed.), *Education, the environment and sustainability*. London & New York: Routledge: 1-6

(2024) **Animal advocacy, fear and loathing in academia: A response to Helena Pedersen**. In Kai Horsthemke (Ed.), *Education, the environment and sustainability*. London & New York: Routledge: 42-45

(2024) **The dreaded comparison: Genocide and theriocide**. In Wendy Wiseman & Burak Kesgin (Eds.), *Lost kingdom – Animal death in the anthropocene*. Wilmington: Vernon Press: 31-57

(2023) **The animal in African philosophy**. In Elvis Imafidon, Mpho Tshivhase & Björn Freter (Eds.), *Handbook of African philosophy: Key subject areas*. Cham: Springer: 457-470

(2023; with Penny Enslin) **Postcolonial perspectives on democratic education**. In Julian Culp, Johannes Drerup & Douglas Yacek (Hrsg.), *The Cambridge handbook of democratic education*. Cambridge, Cambridge University Press: 494-511

(2023) **Animals and the environment**. In Jonathan O. Chimakonam & Luis Cordeiro-Rodrigues (Eds.), *African ethics: A guide to key ideas* London, New York, Oxford, New Delhi & Sydney: Bloomsbury: 325-336

(2022) **‘Epistemicide’ and epistemic emancipation in Africa – Problems and promises**. In Dennis Masaka (Ed.), *Knowledge production and the search for epistemic liberation in Africa*. Cham: Springer: 7-21

(2022) **Vegan education and animal rights activism**. In Johannes Drerup, Franziska Felder, Veronika Magyar-Haas & Gottfried Schweiger (Eds.), *Creating green citizens. Bildung, Demokratie und der Klimawandel*. Berlin & Heidelberg; J.B. Metzler Verlag: 165-179

- (2022) **"#FactsMustFall"? – African philosophy in a post-truth world.** In Anke Graness, Edwin Etieyibo and Franz Gmainer-Pranzl (Eds.), *African philosophy in an intercultural perspective*. Stuttgart: J.B. Metzler: 115-129
- (2022) **'Epistemizid', 'epistemische Gewalt' und 'epistemische Emanzipation' in der post- und dekolonialen Theorie.** In Johannes Drerup & Phillip D. Th. Knobloch (Eds.), *Bildung in postkolonialen Konstellationen*. Bielefeld: Transcript-Verlag: 93-116
- (2021) **Tierrechtsbildung.** In Simone Horstmann (Ed.), *Interspezies Lernen. Grundlinien interdisziplinärer Tierschutz- und Tierrechtsbildung*. Bielefeld: Transcript-Verlag: 107-131
- (2021) **Epistemological issues in African higher education.** In Amasa P. Ndofirepi & Ephraim T. Gwaravanda (Eds.), *African higher education in the 21st century: Epistemological, ontological and ethical perspectives*. Leiden: Brill/Sense Publishers: 38-56
- (2020) **Animal rights education.** In Kathy Hytten (Ed.), *The Oxford encyclopedia of philosophy of education*. Oxford University Press;
doi: <https://doi.org/10.1093/acrefore/9780190264093.013.1468>
- (2020) **"Epistemologische Vielfalt" – Bildungstheoretische Überlegungen.** In Christian Thein (Ed.), *Philosophische Bildung und Didaktik: Dimensionen, Vermittlungen, Perspektiven*. Wiesbaden: J.B. Metzler: 83-101
- (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

(2022) Douglas W. Yacek, **The transformative classroom: Philosophical Foundations and Practical Applications**. (*Zeitschrift für Pädagogik* 3, May/June 2022: 435-437)

(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

(2025) **Moral education and animal rights**. In Andrew Linzey & Clair Linzey (Eds.), *A handbook of humane education*

(2025) **African ecological ethics and the moral status of nonhuman nature**. In Kenneth Uyi Abudu, Kevin Behrens & Elvis Imafidon (Eds.), *African philosophy and deep ecology* (London & New York: Routledge).

CURRENT RESEARCH ACTIVITIES

Modal relationalism or ethical individualism? On Thaddeus Metz's African conception of moral status. In Motsamai Molefe & Munamoto Chemhuru (Eds.), *Thaddeus Metz's contribution to African philosophy: Critical essays* (2024)

White and wrong. The challenges of decolonisation for European philosophies of education (ESPE Conference Utrecht, July 2025)

'Stories of the hunt' – Geschichten des Ruhms oder unrühmliche Anachronismen? (*Tierstudien* 28/2025: Jagd)

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