

The Centre for Critical Research on Race and Identity (CCRRI)

Set up immediately after the Soudien Report (2008) to lead research and academic debate and knowledge generation on race and identity at UKZN, CCRRI at present, is organized broadly around building social cohesion and inclusive spaces within the university and between the university and its community(ies). Current projects include the following.

11.1 *Education & Emancipation: A Critical, Intervention-oriented Investigation of Obstacles and Opportunities within the Higher Education and Training Sector in South Africa*

Funded by the Department of Higher Education and Training (DHET). The project aims to collate existing research and generate new data on concerns of access, throughput, social cohesion and discrimination in South African HEIs; provide a broad understanding of discrimination, transformation, and social cohesion in HEIs to inform programming; develop capacity through post-graduate student research training; and to understand the obstacles faced by women and black students graduating into professions (accounting, engineering, medicine, psychology, law, social work, and architecture). See:

Book

Sharlene Swartz, Alude Mahali, Relebohile Moletsane, Emma Arogundade, Ernest Nene Khalema, Adam Cooper and Candice Groenewald 2018. *Studying while Black: Race, Education and Emancipation in South African Universities*. Cape Town: HSRC Press. <https://www.hsrcpress.ac.za/books/studying-while-black>

Documentary Film

Ready or Not! Black Students' Experiences of South African Universities. Cape Town & Durban: An HSRC and CCRRI Production. <https://youtu.be/hFcouu8ICfk>

11.2 *Neoliberalism, Gender and Curriculum Transformation in Higher Education: Feminist Decoloniality as Care (FemDAC)*

Funded by the Andrew Mellon Foundation, this partnership project (with University of Illinois, the University of New Mexico, Stellenbosch University, and the Durban University of Technology) aims to explore the impact of neoliberalism on the experiences of women in the academy, particularly the challenges that they face in terms of career development and promotion to leadership positions, and representation in decision-making spaces; and to establish a community of practice (CoP) that involves a network of women academics from the partnering universities in collaboratively developing scholarship on the nature and influence of gender and neoliberalism on their research and teaching capacities.

11.3 *Critical Food Studies: A Transdisciplinary Humanities Approaches*

This is a supra-institutional collaborative programme funded by the Andrew W. Mellon Foundation. Three research-intensive universities collaborate, viz., the KwaZulu-Natal (UKZN), the University of the Western Cape (UWC), and the University of Pretoria (UP). Its aim is to strengthen transdisciplinary humanities research capacity and foster research community-building by mentoring emerging researchers and postdoctoral fellows, and providing academic and financial support for the full suite of postgraduate options available at South African universities (honours to PhD) around, for example:

- i. how food is culturally experienced viscerally, through taste, appetites and desires;
- ii. the contextual meanings of gustatory “taste”; symbolic or imaginative representations of “good food”, “cooking” and cuisine in subject-formation;
- iii. food consumption in identity constructions, struggles for agency, social prestige or cultural or social autonomy; and
- iv. the materiality of food and its visual representation in artwork, performance and popular culture.

11.4 *Youth, Gender, and Education: Changing Landscapes of Work in Rural Sub-Saharan Africa (WE-SAY)* (Funded by the British Academy through Sussex University)

The project aims to explore ways to assist young women in their education and work so that they are better able to support themselves, their families, and communities. The project involves working with a group of young women to better understand their experiences of education and work and how these experiences have affected their lives and influenced their plans for their future.

11.5 *Being a Youth in South Africa in Times of COVID-19: Looking at Social Cohesion through the Lens of Documentary Photography*

Led by Dr. Ingrid Bamberg (Post-Doctoral fellow) in partnership with Alliance Française of Durban, the Durban Art Gallery, the French Institute of South Africa, BAT Centre, Alliance Française of Luanda (Angola). The project is run as an educational component of the exhibition *Revelations: The Power of Documentary Photography*, curated by Ingrid Bamberg and featuring the work of two renowned KwaZulu-Natal photographers, Cedric Nunn and Samora Chapman. Its aim is to foster critical thinking skills and to equip the youth with practical skills to enhance their resilience through a series of workshops using participatory visual methods including photo-voice and documentary photography.

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