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I plan to attend by September 30, _____ January 30, _____ I will attend ☐ full-time ☐ part-time

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Social Security Number* _____ **Gender** ☐ female ☐ male

Name used on previous records: _____

* You must provide your Social Security Number (SSN) to assist in verifying your identity for admission, financial aid, and campus employment purposes. If you do not have a SSN, you may apply for one. If not provided on other admission applications, you will be required to provide it at a later date.

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Are you a legal resident* of Maine? ☐ Yes ☐ No **If yes, date you became a legal resident** _____

*Based in Maine for 12 consecutive months for purposes other than education. Proof may be required.

Permanent mailing address _____

City _____ **State/Province** _____ **Zip/Postal Code** _____ **Country** _____

Date of Birth (month/day/year) _____ **Country of Birth** _____ **Are you a U.S. Citizen?** ☐ Yes ☐ No

Country of Citizenship _____

If you are a U.S. Permanent Resident, indicate date registration number on your Permanent Resident Card. PR _____

preferred Language spoken at home _____ **Are you of Puerto-Rican or heritago?** ☐ Yes ☐ No

Indicate Please indicate if you are one of the following: ☐ American Indian or Alaska Native ☐ Asian or Pacific Islander ☐ Black, non-Hispanic ☐ Hispanic ☐ Native ☐ Other _____

Check the University(ies) to which you are applying. Enclose \$40 fee (EA/EM campus checked).

Intended Major

	1st Choice Major	2nd Choice Major		
<input type="checkbox"/> University of Maine (Orono)	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> University of Maine at Augusta	_____	_____	<input type="checkbox"/> (see housing offered)	
<input type="checkbox"/> University of Maine at Farmington	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
<input type="checkbox"/> University of Maine at Fort Kent	_____	_____	<input type="checkbox"/> Residence Hall	<input type="checkbox"/> Off-Campus
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I have previously applied to _____ as a degree candidate. **Yes** _____ **No** ☐ No previous applications

Intended degree: Major 1: ☐ Bachelor's Degree ☐ Associate Degree **Major 2:** ☐ Bachelor's Degree ☐ Associate Degree ☐ Certificate

If applying to a university offering Graduate, Elementary, Secondary, or Special Education, Fine Arts, International Affairs, or Music, indicate the specific course of study or option within your intended major _____

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Pre-professional advising options are gpd majors; please indicate an intended university major above.

Fort Hare 2016 Application Forms

Didier Musso



Fort Hare 2016 Application Forms:

Proceedings of the University of Fort Hare Teaching and Learning Conference (UFHTL 2023) Thabisa Mayisela, Liezel Cilliers, 2024-06-18 This is an open access book Blended Learning as a Blueprint for Higher Education Transformation across the higher education landscape there is talk of consolidating the gains of COVID 19 and the leveraging of advances with blended learning to mitigate challenges and benefit student learning The main purpose of the colloquium is to explore the possibilities complexities and affordances of the Fourth Industrial Revolution 4IR in Higher Education in so far as they relate to teaching and learning This will be achieved through the interrogation of practices and experiences with respect to enablement enhancement and support of programmes and arrangements as well as students and lecturers practices and experiences

Anchored in Place Bank, Leslie, Cloete, Nico, 2018-11-05 Tensions in South African universities have traditionally centred around equity particularly access and affordability historical legacies such as apartheid and colonialism and the shape and structure of the higher education system What has not received sufficient attention is the contribution of the university to place based development This volume is the first in South Africa to engage seriously with the place based developmental role of universities In the international literature and policy there has been an increasing integration of the university with place based development especially in cities This volume weighs in on the debate by drawing attention to the place based roles and agency of South African universities in their local towns and cities It acknowledges that universities were given specific development roles in regions homelands and towns under apartheid and comments on why sub national place based development has not been a key theme in post apartheid higher education planning Given the developmental crisis in the country universities could be expected to play a more constructive and meaningful role in the development of their own precincts cities and regions But what should that role be Is there evidence that this is already occurring in South Africa despite the lack of a national policy framework What plans and programmes are in place and what is needed to expand the development agency of universities at the local level Who and what might be involved Where should the focus lie and who might benefit most and why Is there a need perhaps to approach the challenges of college towns secondary cities and metropolitan centers differently This book poses some of these questions as it considers the experiences of a number of South African universities including Wits Pretoria Nelson Mandela University and especially Fort Hare as one of its post centenary challenges

The Fires Beneath Seán Morrow, 2016-06-01 The life of Monica Wilson is a story of groundbreaking scholarship passionate creativity and personal tragedy during South Africa's bitter and divided twentieth century As a young anthropologist in the 1930s Monica immersed herself in the lives work and beliefs of African communities in southern and East Africa while carefully observing the effects of historical change At the core of her existence was her intellectual collaboration and intense personal relationship with her husband the brilliant but clinically depressive Godfrey Wilson who took his own life in 1944 After Godfrey's death Monica raised their two children and built a career as a leading academic at

Fort Hare Rhodes University College and the University of Cape Town In a political environment where black academics were under constant threat and ideas were censored she outspokenly advocated racial equality and freedom of speech her publications emphasising a common South African identity and implicitly challenging apartheid separate development This fascinating biography moves between the Eastern Cape Cambridge Tanganyika Nyasaland Northern Rhodesia and Cape Town It explores the relationship between anthropology and history and the tensions between liberalism Christianity Marxism and apartheid ideology Drawing on the letters and diaries left by Monica and Godfrey Wilson this is a powerful story about politics race war faith love and loss **ICEL2016-Proceedings of the 11th International Conference on e-**

Learning Prof. Dr. Rozhan M. Idrus and Dr Nurkhamimi Zainuddin,2016 **Lessons To Be Learnt From The World's Great Icons Life Experiences.** Bheki S.V. Ntshingila,2016-11-23 The book is about the late Mr Nelson Mandela the

unrepentant crusader and freedom fighter against the obnoxious apartheid regime in South Africa who became an instant toast of the entire world which is a reminder that in each person there is a seed of greatness expected to be discovered and to be used to make this world a better one for all who live in it instead of experiencing hatred and brutality What makes a person to succeed is not how bad she or he thinks but is high optimism thinking big willingness to learn from other s mistakes and life experiences There is a lot we can learn from Madiba s life experience and I don t doubt that the world is also learning something constructive or destructive from you If you are not constructive to others how would you be constructive to yourself Remember greatness is a phenomenon that could be associated with anyone with a positive mind Good better best never let it rest till your good is better and your better is best *Historical Dictionary of South Africa*

Christopher Saunders,Peter Limb,2020-12-15 As the most influential and powerful country on the entire continent of Africa an understanding of South Africa s past and its present trends is crucial in appreciating where South Africans are going to and from where they have come South Africa changed dramatically in 1994 when apartheid was dismantled and it became a democratic state Since 2000 when the previous edition appeared further big changes occurred with the rise of new political leaders and of a new black middle class There were also serious problems in governance in public health and the economy but with a remarkable popular resilience too This third edition of *Historical Dictionary of South Africa* contains a chronology an introduction and an extensive bibliography The dictionary section has more than 600 cross referenced entries on important personalities as well as aspects of the country s politics economy foreign relations religion and culture This book is an excellent resource for students researchers and anyone wanting to know more about South Africa *Addressing*

Multicultural Needs in School Guidance and Counseling Taukeni, Simon George,2019-10-04 Globalization and shifting demographics have led to a call for an immediate change in education based counseling Future school counselors must be equipped with 21st century skills that are applicable across cultural boundaries and applied in a global context *Addressing Multicultural Needs in School Guidance and Counseling* is a pivotal reference source that provides a framework for school

counselors and life skills teachers to implement globally focused comprehensive school guidance and counseling programs in schools as well as intervention strategies that effectively deal with psychosocial issues facing students and their families Highlighting topics such as child abuse diversity awareness and antisocial behavior this publication explores skills applicable to the global cultural shift and the methods of guiding students to reach a higher level of self fulfillment in their lives It is ideally designed for school administrators school counselors psychologists educational professionals academicians researchers and students

History beyond apartheid Thula Simpson, 2023-04-18 This edited volume encompasses a range of themes and approaches relevant to the field of South African history today as viewed from the perspective of practicing historians at the cutting edge of research in the discipline The collection features the historians offering critical reflection on the theoretical and methodological aspects of their work This involves them both looking back at the inherited historiographical tradition in the respective areas of their research while also pointing forwards to possible future directions for scholarly engagement

Decolonising Geography? Disciplinary Histories and the End of the British Empire in Africa, 1948-1998 Ruth Craggs, Hannah Neate, 2023-10-02 DECOLONISING GEOGRAPHY This book presents an extraordinarily sensitive account of geography's histories in five African countries subjected to British colonial rule Craggs and Neate draw together political and imaginative processes of decolonisation through an innovative biographical approach that humanizes and enlivens the story of our academic discipline It will be an invaluable resource for those seeking a deeper understanding of decolonisation its recent trajectories and far reaching implications on the African continent Shari Daya Affiliate Associate Professor in Environmental and Geographical Science University of Cape Town By placing the experiences ideas and practices of African geographers in the center of their analyses Craggs and Neate provide an unprecedented account of historical and contemporary decolonizing struggles within Geography and the academy This book should be required reading for all those looking to decolonize the discipline and dislodge it from its Global North histories institutions and ideologies Mona Domosh Professor of Geography The Joan P and Edward J Foley Jr 1933 Professor Dartmouth College This meticulous work explores how colonialism decolonization and postcolonialism shaped African geography and geographers It sheds light on efforts to Africanize the discipline a process which I was both witness to and a participant in Stanley Okafor Professor of Geography Retired University of Ibadan How did a generation of academic geographers engage with constitutional decolonisation during the end of the British empire in Africa In Decolonising Geography Disciplinary Histories and the End of the British Empire in Africa 1948 1998 Ruth Craggs and Hannah Neate explore how the teaching research administration and activism of geographers in Africa shaped the discipline and the post colonial geopolitics of the continent The authors follow the professional lives of individual geographers to provide fresh insights into decolonisation in the former British Empire in Africa drawing from extensive archival research and more than 40 oral history interviews with geographers in Ghana Nigeria South Africa Tanzania and the UK Decolonising Geography is a must read for any reader in the

UK and Africa with an interest in the relationships between geography and decolonisation *Spear* Paul S.

Landau, 2022-06-07 Spanning the years just before and just after Nelson Mandela's 1962 arrest this entirely fresh history of Umkhonto we Sizwe MK or Spear of the Nation and its revolutionary milieu brings to life the period in which Mandela and his comrades fought South Africa's apartheid regime not only with words and protests but also with bombs and fire

Black Student Politics Saleem Badat, 2016-04-29 Black Student Politics Higher Education and Apartheid examines two black national higher education student political organizations the South African National Students Congress SANSCO and the South African Students Organization SASO popularly associated with Black Consciousness It analyzes the ideologies and politics and organization of SASO and SANSCO and their intellectual political and social determinants It also analyzes their role in the educational political and social spheres and the factors that shaped their activities Finally it assesses their contributions to the popular struggle against apartheid education and race class and gender oppression and the extent to and ways in which their activities reproduced undermined and or transformed apartheid and capitalist social relations institutions and practices

Public Intellectuals in South Africa Chris Broodryk, 2021-07-01 This edited collection gives voice to neglected public intellectuals in the arts humanities and journalism in South Africa who gave voice and presence to those who have been marginalized and silenced in South African history Edward Said described a public intellectual as someone who uses accessible language to address a designated public on matters of social and political significance The essays in Public Intellectuals in South Africa apply this interpretive prism and activist principle to a South African context and tell the stories of well known figures as well as some that have been mostly forgotten They include Magesa Fuze John Dube Aggrey Klaaste Mewa Ramgobin and Koos Roets alongside marginalized figures such as Elijah Makiwane Mandisi Sindo William Pretorius and Dr Thomas Duncan Greenlees The essays capture the thoughts and opinions of these historical figures who the contributors argue are public intellectuals who spoke out against the corruption of power promoted a progressive politics that challenged the colonial project and its legacies and encouraged a sustained dissent of the political status quo Offering fascinating accounts of the life and work of these writers critics and activists across a range of historical contexts and disciplines from journalism and arts criticism to history and politics it enriches the historical record of South African public intellectual life This volume makes a significant contribution to ongoing debates about the value of research in the arts and humanities and what constitutes public intellectualism in South Africa

Afrikaners and the Boundaries of Faith in Post-Apartheid South Africa Annika Björnsdotter Teppo, 2021-09-30 This book examines the shifting moral and spiritual lives of white Afrikaners in South Africa after apartheid The end of South Africa's apartheid system of racial and spatial segregation sparked wide reaching social change as social cultural spatial and racial boundaries were transgressed and transformed This book investigates how Afrikaners have mediated the country's shifting boundaries within the realm of religion For instance one in every three Afrikaners used these new freedoms to leave the traditional Dutch Reformed Church

NGK often for an entirely new religious affiliation within the Pentecostal or Charismatic churches or New Religious Movements such as Wiccan neopaganism Based on long term ethnographic fieldwork in the Western Cape area the book investigates what spiritual life after racial totalitarianism means for the members of the ethnic group that constructed and maintained that very totalitarianism Ultimately the book asks how these new Afrikaner religious practices contribute to social solidarity and integration in a persistently segregated society and what they can tell us about racial relations in the country today This book will be of interest to scholars of religious studies social and cultural anthropology and African studies

Prioritizing Sustainability Education Joan Armon, Stephen Scoffham, Chara Armon, 2019-12-05 *Prioritizing Sustainability Education* presents theory to practice essays and case studies by educators from six countries who elucidate dynamic approaches to sustainability education Too often students graduate with exploitative consumer driven orientations toward ecosystems and are unprepared to confront the urgent challenges presented by environmental degradation Educators are prioritizing sustainability oriented courses and programs that cultivate students knowledge skills and values and contextualize them within relational connections to local and global ecosystems Little has yet been written however about the comprehensive sustainability education that educators are currently designing and implementing often across or at the edges of disciplinary boundaries The approaches described in this book expand beyond conventional emphases on developing students attitudes knowledge and behaviors by thinking and talking about ecosystems to additionally engaging students with ecosystems in sensory affective psychological and cognitive dimensions as well as imaginative spiritual or existential dimensions that guide environmental care and regeneration This book supports educators and graduate and upper level undergraduate students in the humanities social sciences environmental studies environmental sciences and professional programs in considering how to reorient their fields toward relational sustainability perspectives and practices Effects of Globalization on Education Systems and Development Macleans A. Geo-JaJa, Suzanne Majhanovich, 2016-11-04 With its comprehensive coverage and quality this provocative book is concerned with the future of developing countries in Africa Asia and Latin America By providing in depth analysis of the economic social and educational challenges of emerging states it offers an alternative roadmap to development The authors in this collection substantiate the notion that emerging states often do not participate in policy choices related to their development when faced with universalization of curriculum and internationalization of education The authors make explicit the direct and indirect effects of globalization on educational systems social equity and the path of development In demonstrating the impact of neoliberalism or market based reforms on the developing world the authors show that education without human rights is vulnerable to negative forces of globalization and internationalization The message of the book is quite pessimistic about possibilities to widen the economic space or increase freedom unless development cooperation is made possible by Helping People Help Themselves as suggested by David Ellerman The authors note that in the past the issue of emerging states as an appendage to the world economy was a

fundamental question related to colonialism but now has become a question of imperialism which needs to be examined when considering the current patterns of development

(u)Mzantsi Classics Samantha Masters, Imkhitha Nzungu, Grant Parker, 2022-10-15 An Open Access edition of this book will be available on publication on the Liverpool University Press and African Minds websites Though Greco Roman antiquity classics has often been considered the handmaid of colonialism its various forms have nonetheless endured through many of the continent's decolonising transitions Southern Africa is no exception This book canvasses the variety of forms classics has taken in Zimbabwe Mozambique and especially South Africa and even the dynamics of transformation itself How does u Mzantsi classics of southern Africa look in an era of profound change whether violent or otherwise What are its future prospects Contributors focus on pedagogies historical consciousness the creative arts and popular culture The volume in its overall shape responds to the idea of dialogue in both the Greek form associated with Plato's rendition of Socrates wisdom and in the African concept of ubuntu Here are dialogues between scholars both emerging and established as well as students some of whom were directly impacted by the Fallist protests of the late 20 teens Rather than offering an apologia for classics these dialogues engage with pressing questions of relevance identity change the canon and the dynamics of decolonisation and potential recolonisation The goal is to interrogate classics the ways it has been taught studied perceived transformed and even lived from many points of view

Ethnoveterinary Medicine Lyndy J. McGaw, Muna Ali Abdalla, 2019-12-31 The importance of a complementary approach to animal health is highlighted in this book with core themes encompassing reviews of traditional veterinary medicine for common diseases afflicting livestock as well as local practices in different areas of the world The book includes chapters on ethnoveterinary medicine used to prevent and treat ticks and tick borne diseases infectious diseases and parasites Ethnoveterinary practices in parts of the world which have not been comprehensively reviewed before are highlighted including Estonia Belarus and the Maghreb the north western tip of Africa A fascinating account of African ethnoveterinary medicine and traditional husbandry practices is provided by a veteran in the field with a wealth of practical experience in the area Neglected areas of research involve the relationship of ethnoveterinary medicine with environmental ethical cultural and gender aspects and leading experts explore these issues The book is intended to provide an informative compilation of current research and future prospects in ethnoveterinary medicine which hopes to inform and encourage investigations in new directions Sustainable development requires a concerted effort to combine indigenous knowledge systems with scientific research to improve animal health This is the case not only in rural areas where access to orthodox veterinary health care may be limited but also against the backdrop of antibiotic resistance and increased demand for alternative and complementary therapies to enhance the health of both production and companion animals Students academics and veterinary professionals will find this book a useful addition to knowledge on present and future aspects of ethnoveterinary research

Decoloniality, Language and Literacy Carolyn McKinney, Pam Christie, 2021-12-20 Through a range of unconventional genres representations of data

and dialogic reflective narratives alongside more traditional academic genres this book engages with contexts of decoloniality and border thinking in the Global South It addresses processes of knowledge production and participation in the highly divided and unequal schooling and higher education system in South Africa and highlights the consequences of the monolingual myth in post colonial education demonstrating opportunities for learning provided by translanguaging It explores both embodied multimodal and multilingual instances of knowledge making in teaching and teacher education that take place outside but alongside formal classroom lecture and seminar modes and the positionality and learning experiences of teacher educators in science literacy and language across the curriculum The book is not only transdisciplinary but also captures the learning that takes place beyond the borders of disciplines and formal classroom spaces **Political Economy**

of Contemporary African Popular Culture Kealeboga Aiseng,Israel A. Fadipe,Phillip Mpofu,2024-04-01 Drawing on examples from across the continent this volume examines socially significant aspects of contemporary African popular culture including music cultures fandoms and community mass and digital media to demonstrate how neoliberal politics and market forces shape the cultural landscape and vice versa Contributors investigate the role that the media politicians and corporate interests play in shaping that landscape highlight the crucial role of the African people in the production and circulation of popular culture more broadly and furthermore demonstrate how popular culture can be used as a tool to resist oppressive regimes and challenge power structures in the African context Scholars of political communication cultural studies and African studies will find this book particularly useful **Decolonising Journalism Education in South Africa**

Ylva Rodny-Gumede,Colin Chasi,Zubeida Jaffer,Mvuso Ponono,2023-05-19 This book is the culmination of several years of collaborative work It is a unique contribution to the field of journalism because of the depth and variety of contributions it makes to the field The scholars who contribute to this volume respond to the great need to rethink journalism from various perspectives including journalism training research the contents of the news media language media ethics the safety of journalists and gender inequities in the news media In doing this they recognise how the societies that journalism address should themselves change

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