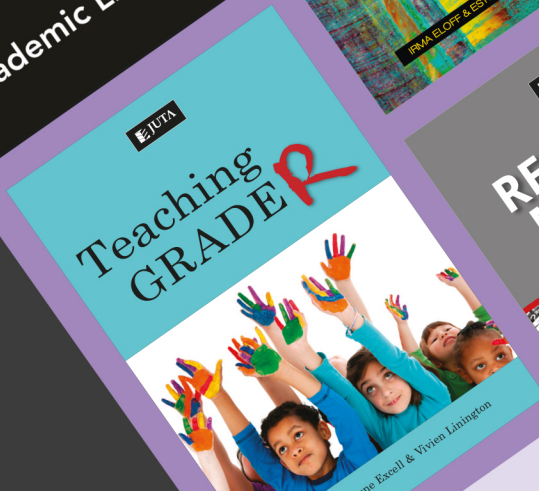
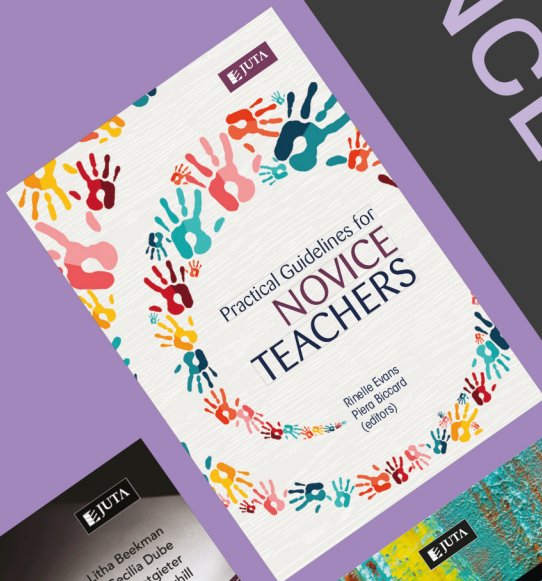


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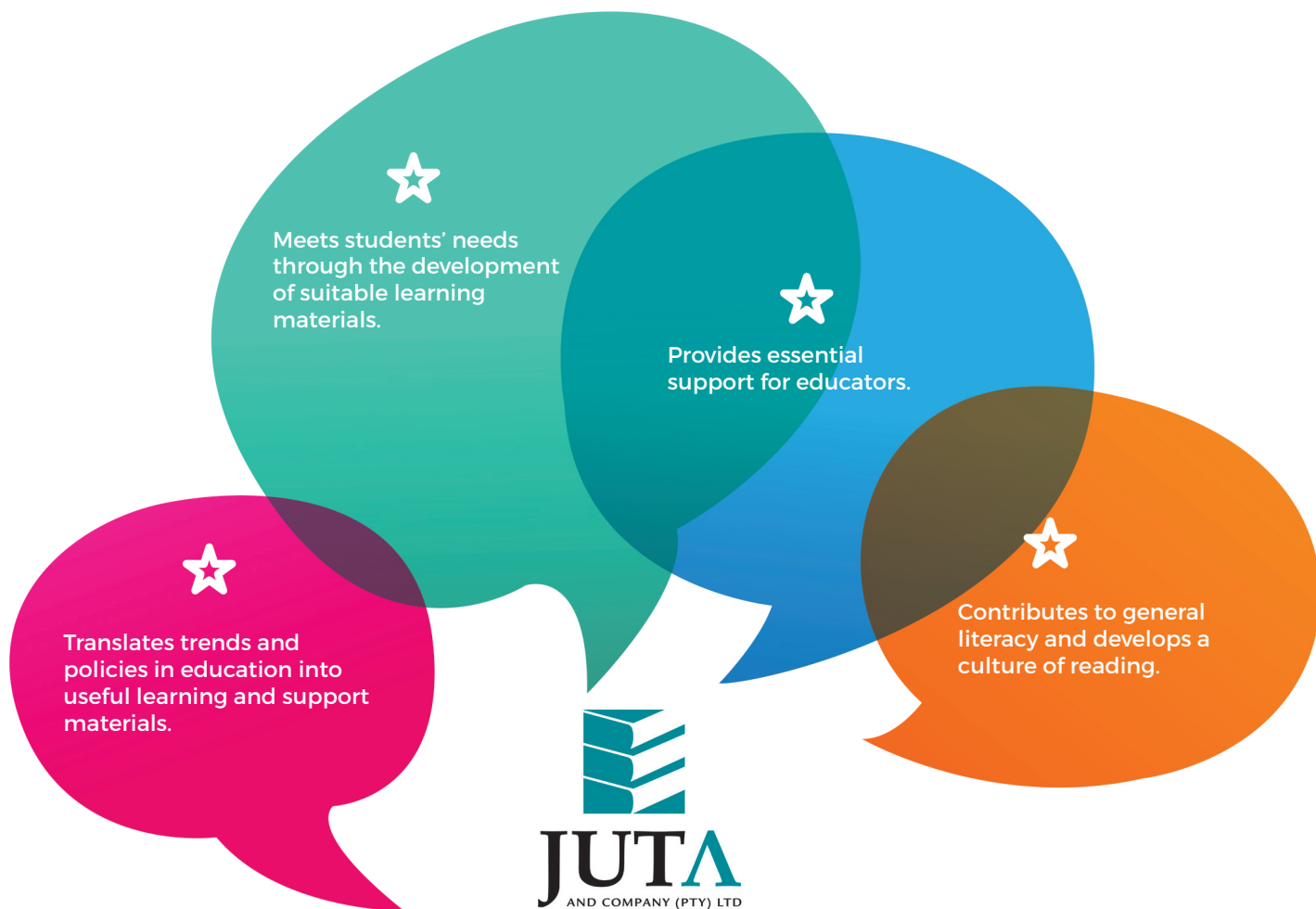
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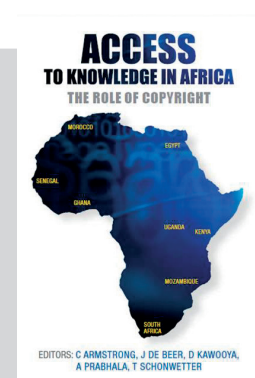
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ACCESS TO KNOWLEDGE IN AFRICA

The role of copyright

**C ARMSTRONG, J DE BEER, D KAWOOYA,
A PRABHALA & T SCHONWETTER (EDITORS)**

The emergence of the Internet and the digital world has changed the way people access, produce and share information and knowledge. Yet people in Africa face challenges in accessing scholarly publications, journals and learning materials in general. At the heart of these challenges, and solutions to them, is copyright, the branch of intellectual property rights that covers written and related works. This book gives the reader an understanding of the legal and practical issues posed by copyright for access to learning materials in Africa, and identifies the relevant lessons, best policies and best practices that would broaden and deepen this access. This book is based on the work of the African Copyright and Access to Knowledge (ACA2K) research network, launched in late 2007 as a network of researchers committed to probing the relationship between copyright and learning materials access in eight African countries: Egypt, Ghana, Kenya, Morocco, Mozambique, Senegal, South Africa and Uganda.



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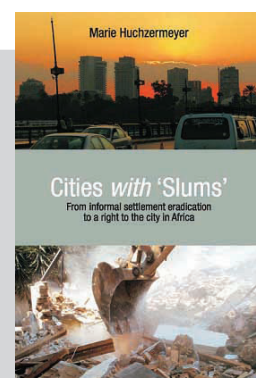
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CITIES WITH 'SLUMS'

From informal settlement eradication to a right to the city in Africa

M HUCHZERMAYER

The title of this book deliberately suggests a critique of the Cities Without Slums campaign, which has unwittingly legitimised large-scale evictions from informal settlements in many African cities, from Abuja in Nigeria to Cape Town in South Africa. The African continent often looks to South African urban policy for a solution to what is perceived as the escalating 'problem' of slums. South African cities' global competitiveness in attracting investment, their hosting of the 2010 Soccer World Cup and their determination to eradicate informal settlements by 2014 have been promoted as best practice. And yet, the South African target to eradicate informal settlements by 2014 was perhaps the most tragic misinterpretation and abuse of the Millennium Goal to 'significantly improve the lives of 100 million slum dwellers by 2020', to which the unfortunate slogan of Cities Without Slums is attached.



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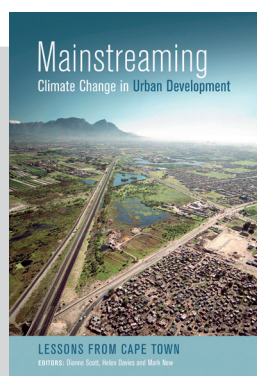
296 PAGES

ABOUT THE AUTHOR

Marie Huchzermeyer is an Associate Professor in the School of Architecture and Planning at the University of the Witwatersrand, Johannesburg. She is the author of *Unlawful Occupation: Informal Settlements and Urban Policy in South Africa and Brazil* (AWP, 2004), co-editor of *Informal Settlements: A perpetual challenge?* (UCT Press, 2006) and author of *Tenement Cities: From 19th Century Berlin to 21st Century Nairobi* (AWP, 2011).

SUITABLE FOR

- Academics and students in development and urban studies
- Policy-makers
- NGOs and government organisations dealing with housing rights.



MAINSTREAMING CLIMATE CHANGE IN URBAN DEVELOPMENT

Lessons from Cape Town

M NEW, D SCOTT & H DAVIES (EDITORS)

The City of Cape Town is integrating climate change into its policy-making in response to rapid urbanisation and city-scale climatic changes. This book records progress made and challenges faced in mainstreaming climate change into urban policies, processes, programmes and practices, from environmental resource management and environmental safety to energy management and spatial planning. City officials and academics have collaborated to co-produce knowledge and co-write the chapters, giving an 'insider' view of urban development and climate change governance through the lens of theory.

ABOUT THE EDITORS

Mark New is Director of the African Climate and Development Initiative (ACDI) at the University of Cape Town, and Professor of International Development at the University of East Anglia, UK.

Helen Davies was Head of Environmental Policy and Strategy at the City of Cape Town.

Dianne Scott is Senior Researcher: Climate and Fractal Research Projects, at the African Centre of Cities, University of Cape Town, and Honorary Research Fellow at the University of KwaZulu-Natal.

SUITABLE FOR

Scholars, practitioners and general informed readers interested in development studies, environmental studies, climate science, human geography, urban studies, organisational development, and sociology; also scholars of science and society, transitions and knowledge co-production.



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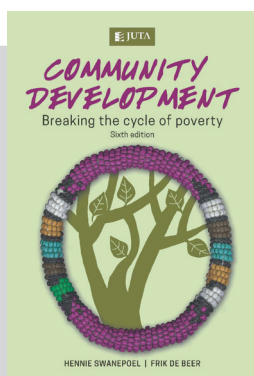
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COMMUNITY DEVELOPMENT

Breaking the cycle of poverty

H SWANEPOEL & F DE BEER

The sixth edition of *Community Development: Breaking the cycle of poverty* continues to be a definitive guide for community development workers, students and practitioners alike. The book contextualises poverty and explains the process of community development. It pays attention to the development environment and explains concepts such as asset-based community development and the social enterprise sector. In addition, it details the skills required by a community development worker to function in the field and explains how to empower the development worker to train others in order to build capacity.

CONTENTS

- Poverty, ill-being and wellbeing
- The development environment
- Stakeholders in community development
- The origins of community development
- The features and outcomes of community development
- The principles of community development
- The community as main actor in community development
- The place and role of community development workers
- Participatory decision making and management
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- Mobilisation and motivation
- Operational writing
- Meetings
- Public speaking
- Contact making
- Participatory research methodology
- The start of a project
- Planning and implementation
- Evaluation and control
- The training dialogue
- Planning and facilitating a training workshop

NEW TO THIS EDITION

- Extensive support material: an assessment guide available to prescribing lecturers
- More practical case studies
- Questions on the case studies are included in the book.

ABOUT THE AUTHORS

The late Hennie Swanepoel was Professor Emeritus at the University of South Africa.

Professor Frik de Beer was head of the department of Development Studies at the University of South Africa. He has now retired.

SUITABLE FOR

Development Studies students and community-based practitioners.

FOOD SECURITY IN SOUTH AFRICA

Human rights and entitlement perspectives

S FUKUDA-PARR & V TAYLOR (EDITORS)

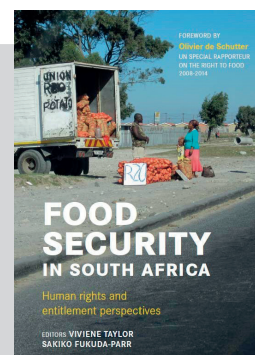
The right to food is guaranteed in South Africa's Constitution as it is in international law. Yet food insecurity remains widespread and persistent, at levels much higher than in countries with similar levels of per capita GDP and development, such as Brazil.

In this book, leading local and international researchers on food security and related policy work have come together to create the first systematic and trans-disciplinary analysis of food security and its multiple dimensions in South Africa and the southern African region. Drawing on Amartya Sen's entitlement theory to identify the key drivers of hunger, they see food insecurity as a chronic, structurally based condition rather than only resulting from natural environmental disasters, temporary economic shocks and household vulnerabilities. The authors focus on a range of policy options and choices to provide short-term and longer-term solutions to the systemic causes of unemployment, failing rural livelihoods and traditional subsistence production. They also emphasise the linkages between the social and economic dimensions of food insecurity and use an integrative, interdisciplinary approach to analyse the reasons why these conditions persist and what can be done to address them.

Importantly the book brings together work undertaken at local and national levels in new ways so that policy-makers, researchers, human rights advocates and social and economic scholars are better able to make the links between macro- and micro-processes of development.

SUITABLE FOR:

Scholars, students and policy-makers in the social, economic and health sciences and human rights or legal fields; civil society organisations, government and research-based institutions.



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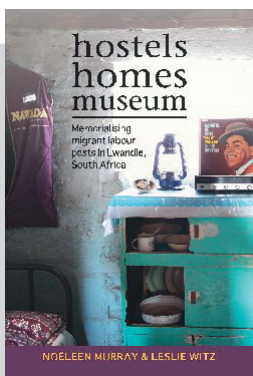
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2014



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HOSTELS, HOMES, MUSEUM

Memorialising migrant labour pasts in Lwandle, South Africa

N MURRAY & L WITZ

During the apartheid years in South Africa, hostels and compounds were built to house migrant labourers. One such hostel compound was Lwandle, some 40 kilometres outside Cape Town, laid out by town planners and engineers in the form of diagonal, parallel blocks of barracks around a central open space.

The lives of the labourers who lived there were regulated and policed through apartheid legislation. In 2000, one of these blocks was opened as a museum.

This book explores the museum's makings, the creation of histories through the oral and the visual and the rehabilitation of structures for the museum, ending with the celebration – and discomfort – of the museum's tenth birthday in 2010.

Richly illustrated throughout, the book includes two full colour visual essays by photographers Paul Grendon and Thulani Nxumalo, taken while working with the museum on projects of restoration and collection.

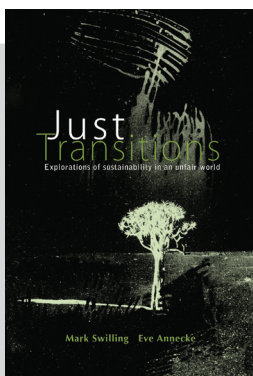
ABOUT THE AUTHORS

Noëleen Murray is Director of the Wits City Institute and the A.W. Mellon Foundation Chair of Critical Architecture and Urbanism at the University of the Witwatersrand.

Leslie Witz is a Professor in the History Department at the University of the Western Cape.

SUITABLE FOR

General readers and scholars interested in social history, post-apartheid history, museums, tourism, migrancy, restoration architecture, community development, urban studies and design, public culture and space.



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2012



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JUST TRANSITIONS

Explorations of sustainability in an unfair world

M SWILLING & E ANNECKE

Current economic growth strategies around the world are rapidly depleting natural resources and eco-systems. Just Transitions provides an overview of these challenges from a global South perspective. How do developing countries eradicate poverty via economic development while encountering the consequences of global warming and dwindling supplies of clean water, productive soils, cheap oil, minerals and other resources? This book considers a just transition which reconciles the sustainable use of nature resources with a pervasive commitment to sufficiency (where over-consumers are satisfied with less so that under-consumers can secure enough). Case studies drawn from Africa detail the challenges, but they are set in the context of global trends. The authors conclude with their experience of building a community that aspires to live sustainably.

ABOUT THE AUTHORS

Mark Swilling is Professor in the School of Public Leadership, University of Stellenbosch, co-ordinator of the postgraduate programme in Sustainable Development, Academic Director of the Sustainability Institute, and a member of the International Resource Panel convened by the United Nations Environment Programme.

Eve Annecke is founding director of the Sustainability Institute (SI) and co-founder of the Lynedoch EcoVillage. She leads the SI focus on child-centred sustainable communities, and teaches at master's level on sustainability, leadership and environmental ethics.

SUITABLE FOR

Policy-makers (politicians, government officials), business leaders and entrepreneurs, students of sustainability science and development economics, academics and researchers across a wide range of disciplines, development practitioners involved in a wide range of sectors and media workers.

KASRILS AFFAIR, THE

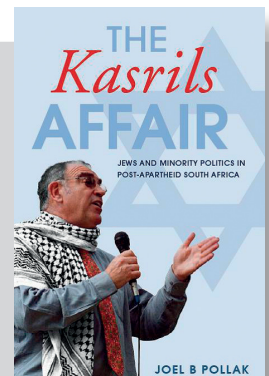
Jews and minority politics in post-apartheid South Africa

JB POLLAK

In 2007, Minister Ronnie Kasrils, the highest-ranking Jew in South Africa's post-apartheid government, launched a campaign against Israeli policy in the occupied territories. In so doing, he ignited a public debate about the Israeli-Palestinian conflict that challenged the identity of South African Jews in the new South Africa. This book draws heavily on the insights and experiences of the author who, as a speechwriter for Parliament at the time, was personally involved in the debates and discussions surrounding the issue.

KEY FEATURES

- Provides a contemporary up-to-date account of politics in the South African Jewish community
- Presents an alternative to Kasrils's partisan view of his campaign against Israeli policies.



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POWER, WEALTH AND GLOBAL EQUITY

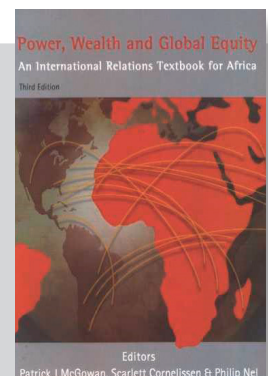
An International Relations Textbook for Africa

PJ MCGOWAN, S CORNELISSEN & P NEL (EDITORS)

This is a revised and updated edition of *Power, Wealth and Global Equity*, the highly successful and innovative textbook on international relations aimed at students in and of Africa. Like its predecessors, this edition is aimed at students taking introductory courses in international relations and in African studies. However, many of the chapters will also appeal to readers interested in contemporary African affairs, and can be used by students in the fields of foreign policy, comparative politics, history and political economy.

KEY FEATURES

- This textbook is extremely user-friendly, providing the student with an extensive glossary, list of acronyms, bibliography, index, maps and biographies of important people mentioned in the text
- This edition includes completely new chapters on the international relations of the East and West African regions, as well as an updated chapter on southern Africa
- Teachers of international relations will benefit from the way in which material has been selected and presented with the educational challenges of young students in mind.



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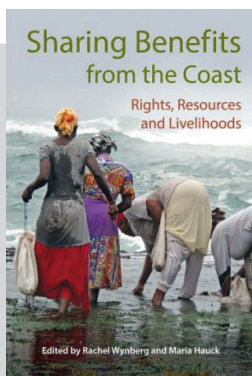
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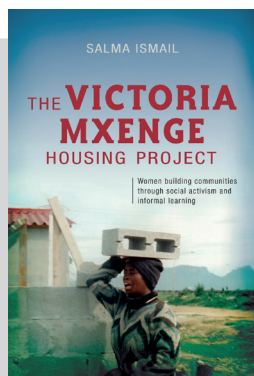
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SHARING BENEFITS FROM THE COAST

Rights, resources and livelihoods

R WYNBERG & M HAUCK (EDITORS)

Coastal resources are vital for communities in developing countries, many of whom live in abject poverty. These resources also hold significant value for a number of different sectors of the economy, such as mining, fisheries, forestry and tourism, many of which supply expanding global consumer markets. Although these activities provide opportunities for economic and income growth, global patterns indicate growing levels of economic inequality between custodians of these resources and those exploiting them, as well as an increasing incidence in absolute levels of poverty. 'Benefit-sharing' has emerged as a popular term to describe interventions to redress inequalities, and thus alleviate poverty. Drawing from empirical research in coastal communities across South Africa and Mozambique, this book provides cutting-edge analyses of and new conceptual approaches to these issues. It aims to enhance an understanding of why benefits are distributed in the way they are, the main blockages preventing greater equity, and strategies for more equitable benefit-sharing. The findings have relevance and application for coastal livelihoods, rural governance and resource sustainability, not only in these countries but across the world in a context where community rights are increasingly undermined by land-grabbing, unequal power relations and externally driven development interventions.



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VICTORIA MXENGE HOUSING PROJECT, THE

Building houses and communities through social activism and pedagogy

S ISMAIL

At the beginning of South Africa's democratic change in 1994, a group of 30 women who lived in shacks on the barren outskirts of Cape Town started the Victoria Mxenge Housing Project. This once-desolate piece of land is now a thriving, sustainable community of more than 5 000 houses. Through the stories of these women, the author describes how they became their own providers in a context where the state did not live up to its social responsibilities. She presents the value of 'citizen learning' in the developing world and highlights the importance of local and traditional knowledge, experiential learning, and learning in an informal context. This book taps into the growing international interest in social learning in the context of social movements.

ABOUT THE AUTHOR

Salma Ismail is an Associate Professor in the School of Education at the University of Cape Town, South Africa. She convenes and teaches on the Adult Education programmes at undergraduate and postgraduate level.

SUITABLE FOR

Academics and students in the disciplines of adult education, development, social movements and gender studies; NGOs involved in housing; social activists and development practitioners.

ACADEMIC LITERACY

L BEEKMAN, C DUBE, H POTGIETER & J UNDERHILL

Academic Literacy is an essential tool to support the achievement of academic goals which in turn will lead to the accomplishment of personal and career goals. This revised edition of *Academic Literacy* covers all the necessary academic skills and competencies for constructive and successful study. This book is aimed at filling the gap between the world students know and are familiar with, and the challenges of the academic environment.

NEW TO THIS EDITION

- Covers thinking skills and other cognitive strategies
- Focuses on effective studying, exam strategies and time management
- Includes an updated referencing section

CONTENTS

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- Reading for study purposes
- Understanding academic argument
- Plagiarism, paraphrasing and summarising
- Writing paragraphs
- Assignment writing
- Study skills
- Examination skills

ABOUT THE AUTHORS

Litha Beekman is a registered educational psychologist and has been involved in study skills training and research at secondary school and tertiary education level.

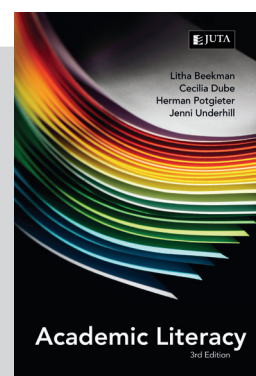
Cecilia Dube holds an MA in Applied English Linguistics from the University of Zimbabwe. Until recently, she worked in the Academic Development Centre at the University of Johannesburg in academic literacies development.

Jenni Underhill previously worked in tutor development and mentorship in the Academic Development Centre at the University of Johannesburg and is currently working in the Education Value Assurance Department at AFDA.

Herman Potgieter works at the Institute of Marketing Management (IMM) as an academic development officer.

SUITABLE FOR

All first-year university, university of technology and college students.



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ACADEMIC LITERACY FOR LAW STUDENTS

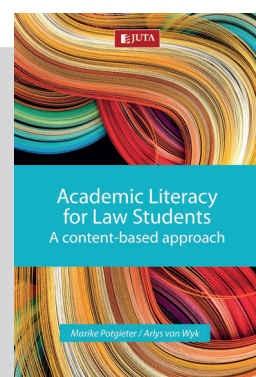
A content-based approach

M POTGIETER & A VAN WYK

The first year of legal studies can be daunting. In addition, many first-year students entering university work and learn in an additional language. Since law is all about language, it is especially important for law students to become highly skilled readers and writers. This book aims at giving students opportunities to gain the communicative skills needed at university. The text focuses on academic reading, writing, speaking and listening, with an emphasis on reading. Each lesson begins with pre-reading activities, followed by a reading, and ends with interactive post-reading activities.

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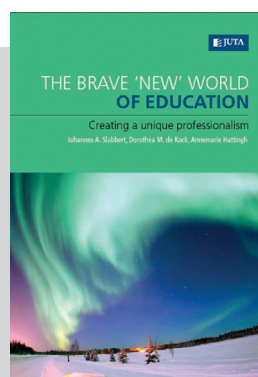
ABOUT THE AUTHORS

Marika Potgieter completed her Master's Degree in Language Studies in 2010. She has been working as a facilitator on the academic literacy programme at the University of the Free State since 2009. In 2014 she was promoted to junior lecturer/researcher at the Unit for Language Development (ULD). In this position Marika is responsible for the English Academic Literacy for Law course.

Arlys van Wyk has worked in the field of academic literacy development and curriculum design for the past twenty years and is an Adjunct Professor in the Unit for Language Development in the Centre for Teaching and Learning at the University of the Free State. She has been responsible for teacher training and has taught courses in classroom methodology, reading, writing and assessment. She has also been responsible for content-based instruction across the curriculum in the Faculty of Humanities.

SUITABLE FOR

First year undergraduate law students.



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2009



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BRAVE 'NEW' WORLD OF EDUCATION, THE

Creating a unique professionalism

J SLABBERT, T DE KOCK & A HATTINGH

The Brave 'New' World of Education explores the reasons why education needs to change radically and swiftly to face the challenges of the future and shows how teachers can become effective change agents.

OTHER KEY FEATURES INCLUDE:

- Addressing theory-practice gaps
- Principles, ideas and tools for designing powerful learning opportunities
- Creating an awareness of selfhood and personal transformation.

SUITABLE FOR

Teacher educators, undergraduate and postgraduate pre-service students, in-service students.

CAREER COUNSELLING

Methods that work

JG MAREE ET AL (EDITOR)

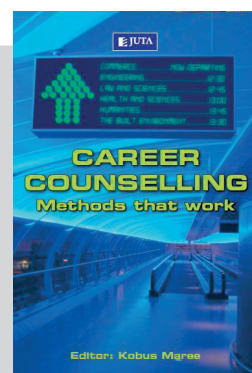
Career counselling: Methods that work is an introductory text that provides practitioners with a wide range of efficient and effective career interventions. Representing the main schools of thought in career counselling today, the book identifies and reflects the growing global interest in innovative approaches to career counselling.

CONTENTS

- Career assessment: Using scores and stories in life designing
- Using the best of both worlds: Not a question of one or the other
- Enough for my mielie-meal: The cultural preparedness approach to the delivery of careers services
- Career counselling of people with disability
- Can tests 'predict' success or help you find a career?
- Story telling: Moving from thin stories to thick and rich stories
- Obtaining an interest profile
- Personality and value-related information
- Obtaining a study orientation profile
- Obtaining, developing and enhancing an emotional intelligence profile
- The role of the family in career interest development
- Creative approaches to gathering baseline information
- The interface between career counselling and other counselling/psychotherapy
- Adapting in a changing world: Dealing with repeated career transitions
- Testing the water: Carrying out a job/work analysis
- The final product: Writing a career counselling report
- Two case studies
- Identifying life-career themes: With the career-story interview
- Using early memories in career-story interviewing

SUITABLE FOR

The text is recommended for practitioners involved in primary, secondary and tertiary education, psychology and social work, corporate coaches, academics, researchers, scholars and students.



978 0 70217 802 3

ZAR R329.00



978 0 70219 647 8

ZAR R304.00



2010



224 PAGES

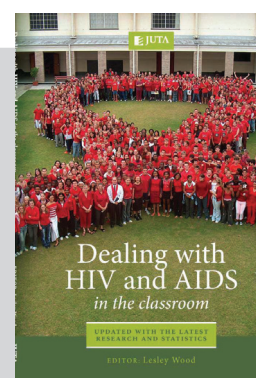
DEALING WITH HIV AND AIDS IN THE CLASSROOM

L WOOD (EDITOR)

Much has been written about how many parents, children and educators are infected or affected by HIV and Aids. However, little has been offered in the way of practical, pedagogical and emotional help for teachers dealing with HIV and Aids in their classrooms. This updated book is an attempt to help those teachers cope on a day-to-day basis in the classroom.

CONTENTS

- General background to HIV and Aids in education in Africa: The nature of HIV and Aids
- The impact of HIV and Aids on education in Africa
- Sociocultural factors
- Developing competent HIV and Aids educators: Taking action to combat HIV and Aids
- Resilient coping strategies
- Providing leadership for managing HIV and Aids in schools
- Innovative teaching strategies for HIV and Aids prevention and education
- Creating a healthy school environment: Human rights
- Care and support
- Promoting responsible decision making and problem-solving



978 0 70218 978 4

ZAR R347.00



978 0 70219 711 6

ZAR R321.00



2e 2013



240 PAGES

KEY FEATURES

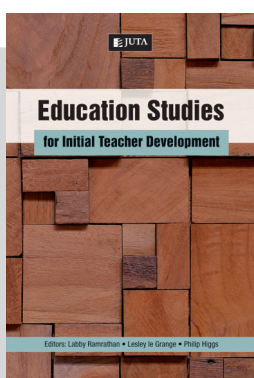
- Quotes and photographs from teachers' journals
- Real-life experiences from HIV and Aids educators
- Self-reflection sections to examine your responses to the pandemic and its consequences
- Practical activities to try in the classroom
- Teaching tips where appropriate
- Links to further resources

ABOUT THE EDITOR

Lesley Wood is a Research Professor in the Faculty of Education Sciences at North-West University, Potchefstroom Campus.

SUITABLE FOR

- Educators at all grades and phases
- District officials
- Teacher educators.



EDUCATION STUDIES FOR INITIAL TEACHER DEVELOPMENT

L RAMRATHAN, L LE GRANGE & P HIGGS (EDITORS)

Education Studies for Initial Teacher Development provides foundational knowledge for education students engaged in initial teacher education programmes. It is structured according to the following key questions: What should initial teacher education students know about education as a foundational discipline in teaching? and, How should this foundational knowledge of education inform their practice as a professional teacher? The book includes the traditional foci of philosophy, sociology, psychology and teaching and learning, and emphasises how these foci influence the practice of teaching.



978 1 48510 266 3

ZAR R462.00



978 1 48512 356 9

ZAR R431.00



2017



528 PAGES

CONTENTS

Part 1: Learning and Teaching

- Understanding policy analysis: South African policies shaping teachers as professionals
- The challenge of a critical history of education for South Africa
- The novice teacher as learner: Becoming a strategic weaver of self-directed professional learning
- Exploring teaching methods for diverse educational milieux
- Technology in education for teachers
- Becoming and being a teacher leader in schools

Part 2: Curriculum Studies

- Classical theories and theorists of curriculum studies
- Contemporary curriculum theories and their influence on teaching and learning
- Curriculum development and design
- Outcomes-based Education: Reviewing a system for education
- Assessment and curriculum

Part 3: Philosophy in Education

- Why is philosophy important (for education)?
- A postmodern approach to philosophy of education
- The crisis in education: Questioning relations in education
- Introducing philosophy for children in the school curriculum
- Can we speak of an African philosophy of education?

Part 4: Sociology in Education

- The relevance of sociology for education
- Critical thinking and critical pedagogy in education
- Bourdieu and his key concepts relevant to education
- Exclusion, violence and education
- Making sense of sociology in schooling today

Part 5: Psychology in Education

- Educational psychology for teachers: From philosophical-humanistic analysis to scientific research methods

- From the cognitive revolution to constructivism
- Working memory in the classroom
- Learning difficulties
- Inclusive education
- Part 6: Research in Education
- Educational research: Key concepts
- Key concepts and processes in developing a research proposal
- Ethics in educational research
- Emancipatory action research
- Decolonising or Indigenous methodologies

ABOUT THE EDITORS

Labby Ramrathan is an Associate Professor in the School of Education at the University of KwaZulu-Natal. Lesley le Grange is a Distinguished Professor at the University of Stellenbosch. Philip Higgs is an Emeritus Professor and Research Fellow in the Department of Education Studies at the University of South Africa.

SUITABLE FOR

BEd and PGCE pre-service teachers (all phases); practising teachers.

EDUCATION TRIPLE COCKTAIL, THE

System-wide primary school education reform in South Africa

B FLEISCH

Most South African children are not learning to read and write adequately in primary school. So what would it take to improve results? Based on the findings of a robust experimental research programme in Gauteng and understanding the mechanisms of change, this book presents the case for change at the instructional core. It promotes a structured, pedagogic programme known as the education triple cocktail in South Africa, comprising the three interlocking components of daily lesson plans, high-quality education materials and training/on-site coaching, an approach shown to be very effective.

CONTENTS

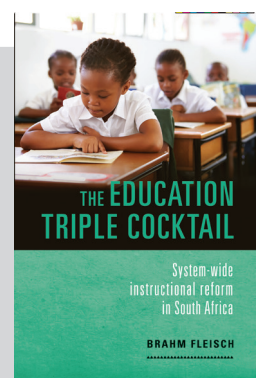
- Chapter 1: Not Achieved
- Chapter 2: Why Policy Fails and the Pivot to Instruction
- Chapter 3: Practices of Literacy Teaching
- Chapter 4: Learning from Research
- Chapter 5: Change at the Instructional Core
- Chapter 6: The Reading Catch-Up Programme: A Case Study of Change at the Instructional Core
- Chapter 7: Compelling Evidence

ABOUT THE AUTHOR

Brahm Fleisch is Professor of Education Policy in the Division of Education Leadership, Policy and Skills at the University of the Witwatersrand, Johannesburg. Since 2010, he has served as the advisor of the Gauteng Department of Education and National Education Collaboration Trust.

SUITABLE FOR

Scholars interested in systemic evaluations, literacy development and curriculum, researchers, policy-makers, NGOs, practising teachers and schools and departments of education.



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ZAR R328.00



978 1 77582 247 9

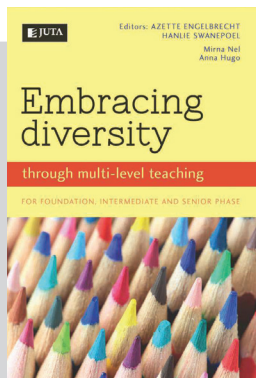
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2018



198 PAGES
SOFT COVER



978 0 70218 906 7

ZAR R453.00



978 1 48510 407 0

ZAR R423.00



2013



304 PAGES

EMBRACING DIVERSITY THROUGH MULTI-LEVEL TEACHING

For foundation, intermediate and senior phase

A ENGELBRECHT & H SWANEPOEL (EDITORS), M NEL & A HUGO (AUTHORS)

South Africa's legislative framework embraces the principle of inclusive education, but what does this mean for the teacher in the classroom who needs to accommodate the needs of all learners? This practical resource provides useful strategies and suggestions for teachers working in diverse classroom settings.

Teachers from all educational environments will be empowered to adapt specific lesson content to match the diverse needs of all learners in the classroom, without deviating from the set lesson themes and topics as outlined in the CAPS policy documents.

CONTENTS

- Understanding inclusion
- Multi-level teaching: an introduction
- The barrier: could it be me?
- Knowing your learners
- Understanding your learners' behaviour
- Managing classroom environments in large multi-level classes
- Multi-level teaching and learning procedures
- Multi-level teaching and learning strategies
- Strategies for supporting language
- Multi-level assessment

ABOUT THE AUTHORS

Azette Engelbrecht and Hanlie Swanepoel are Learning Support Educators in the Gauteng Department of Education, and have trained hundreds of teachers nationwide in multi-level teaching. Professors Mirna Nel and Anna Hugo are from the North-West University and the University of South Africa respectively.

SUITABLE FOR

- Inclusive education module in any undergraduate pre-service education degree/diploma
- In-service teachers
- District officials
- Teacher trainers.

EMOTIONAL INTELLIGENCE IN THE CLASSROOM

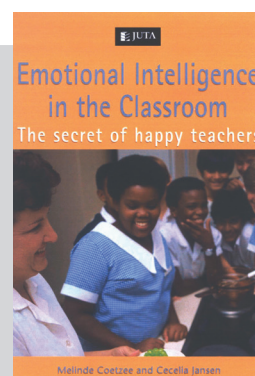
The secret of happy teachers
M COETZEE & C JANSEN

Emotional Intelligence in the Classroom introduces educators and students in the education field to the concept of emotional intelligence as it relates to the classroom. Emotional intelligence forms a critical part of the curriculum for the development of educators.

Student teachers, educators and education managers can use this book as a hands-on guide to more effective and satisfactory learner interaction to enhance their teaching practice. Parents and others who interact with children of all ages will be fascinated by the insights shared in this book.

SUITABLE FOR

- Undergraduate pre-service education degree/diploma
- In-service teachers
- District officials
- Teacher trainers.



978 0 70217 264 9

ZAR R324.00



2007



160 PAGES

ENVIRONMENTAL EDUCATION

Guidelines and principles for teachers
CHRIS REDDY

There is a strong commitment to environmental content and issues of sustainability in a number of subjects in the Curriculum and Assessment Policy Statement (CAPS) and environment and sustainability permeate a wide range of subjects. However, teaching about the environment can be challenging as the issues are complex and much environmental information is new to teachers.

Environmental Education: guidelines and principles for teachers introduces teachers to relevant knowledge, teaching methods, competencies and assessment practices that will enable them to teach the existing environmental content in the CAPS more confidently and successfully both inside and outside the classroom. It will improve and establish environmental education and sustainability education as a regular practice in formal education settings, particularly in schools.

CONTENTS

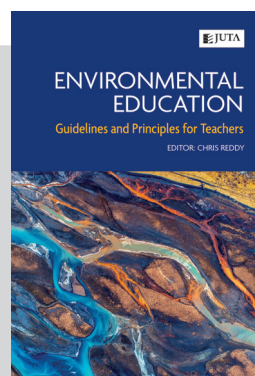
- Introduction: Environment, environmental issues and environmental education
- Biodiversity, ecosystems and life on earth
- Emerging environmental issues related to human activities
- A response to emerging environmental issues
- Environmental leaning in the South African curriculum
- Environmental education: content, subject matter and teacher knowledge
- Towards meaningful environmental learning beyond the classroom
- A whole-school approach to education for sustainable development
- Conclusion

ABOUT THE EDITOR

Chris Reddy is a professor in Curriculum Studies in the Faculty of Education at Stellenbosch University. His research interests include curriculum studies, environmental education and teacher education.

SUITABLE FOR

- Preservice teachers completing a BEd or PGCE degree
- Inservice teachers



NEW BOOK



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ZAR TBC



978 1 48512 487 0

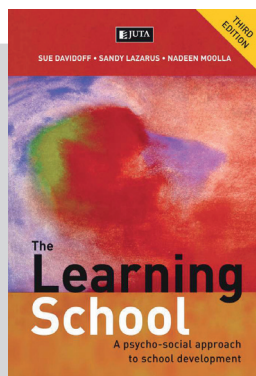
ZAR TBC



2019



188



978 1 48510 241 0

ZAR R370.00

978 1 48510 459 9

ZAR R345.00

3e 2014



248 PAGES

LEARNING SCHOOL, THE

A psycho-social approach to school development

S DAVIDOFF, S LAZARUS & N MOOLLA

This updated edition of *The Learning School* offers educators insights, guidelines and a holistic perspective on how to engage with the development of a school, using a psycho-social approach. It emphasises the importance of teachers having a sense of purpose and belonging in education; that teaching and learning can make a difference; and the crucial role teaching and learning can play as a healing force in society. It stresses that real and lasting change in schools can only happen through the passion and commitment of educators over a sustained period of time.

CONTENTS

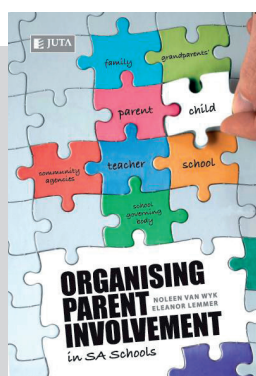
- Schools in context
- A framework for understanding and developing schools
- Understanding school development
- Leadership, management and governance
- Culture
- Identity
- Strategy
- Structures and procedures
- Technical support
- People support and development
- Last reflections

ABOUT THE AUTHORS

Sue Davidoff has worked in the field of education and social development for the past 25 years. Sandy Lazarus is currently a professor in the Faculty of Education at the University of the Western Cape (UWC), and a senior specialist scientist in the Safety and Peace Promotion Research Unit (MRC/UNISA). Nadeen Moolla is an educational psychologist lecturing in the Department of Educational Psychology at the University of the Western Cape (UWC) at the time of writing.

SUITABLE FOR

Principals, teachers, district support practitioners.



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ZAR R324.00

2008



176 PAGES

ORGANISING PARENT INVOLVEMENT IN SA SCHOOLS

N VAN WYK & E LEMMER

The more parents are involved in their children's schooling the better their children's academic achievements, the more confident their attitudes to schooling and the lower the drop-out rate. These are the outcomes shown by the latest, research worldwide. In addition, parents involved in schools are more likely to increase their interaction with their children at home, are more positive about their ability to help their children and rate teachers more positively. With greater parental involvement, teachers feel less isolated and more motivated in their teaching tasks.

SUITABLE FOR

In-service and pre-service teachers (all phases); principals; district officials.

PHILOSOPHY OF EDUCATION TODAY

An introduction

P HIGGS & J SMITH

Questions about the nature of education are the concern of a particular area of philosophy: philosophy of education. In *Philosophy of Education Today* the authors explore the various responses provided by different philosophies of education to these questions, and discuss the way in which different philosophies influence education and the ways education is understood. A new chapter on Critical realism has been added to the second edition.

The interactive nature of the text encourages readers to reflect critically on the various philosophies of education discussed and to come to an understanding of what education might mean to both them and their community.

CONTENTS

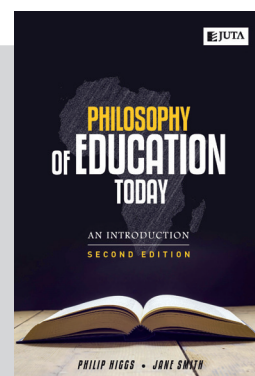
- African philosophy and education
- Empiricism and education
- Scientific rationalism and education
- Phenomenology and education
- Hermeneutics and education
- Systems theory and education
- Critical theory and education
- Feminism and education
- Postmodernism and education
- A comparison of African Philosophy and Western philosophies
- Critical realism and education

ABOUT THE AUTHORS

Philip Higgs is an Emeritus Professor and Research Fellow in the Department of Education Studies at the University of South Africa. Jane Smith has a Masters' degree in Philosophy and Theology from the University of Oxford and is a professional editor.

SUITABLE FOR

The book is suitable for undergraduate and postgraduate students of Education in all phases, and in-service teachers.



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2e 2017



170 PAGES

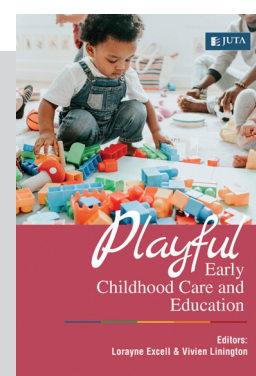
PLAYFUL EARLY CHILDHOOD CARE AND EDUCATION

From birth to four years

LORAYNE EXCELL & VIVIEN LININGTON

A solid educational foundation in the early years of schooling is essential in order to lay the foundations for future academic success. In South Africa, pre-school education is provided through ECE (early childhood education) facilities and programmes that are mostly informal and unregulated, however there has been much recent policy and curriculum activity in the ECE sphere. The *National Development Plan (NDP)*, released in 2012, recognises the key role played by ECE in cognitive, social and physical development and the *National Curriculum Framework: For children birth to four years (NCF)* is a response to challenges that the ECE sector is facing. The NCF builds on the desired results for children in this age cohort and flows into the Curriculum and Assessment Policy Statement (CAPS) which is taught in schools from Grade R.

Playful early childhood care and education: from birth to four years supports teachers and caregivers in providing playful teaching and learning guidelines for children from birth to four years of age. It offers a creative and responsive curriculum for early childhood care and education, based on a pedagogy of play, and includes suggestions for involving parents, grandparents, care givers and the broader community.



NEW BOOK



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To be published December 2019



224 PAGES

CONTENTS

- Early Childhood Care and Education
- Who is the young child: constructions of children and childhood
- A lens on development: a pathway of change
- What does it mean to be a professional?
- I am because we are: the role of community in the development and learning of the young child
- Playful pedagogies: exploring play-based teaching and learning
- A creative and responsive curriculum for early childhood care and education
- Supporting playful teaching and learning: a pedagogy of possibilities
- Nurturing care
- Building social and emotional wellbeing
- Creativity in early childhood
- From babbles to books: literacy and the young child
- Opening the doors of learning: a playful approach to understanding the world and nurturing an inquisitive mind
- Observation and assessment in the early years
- ECD policy in practice

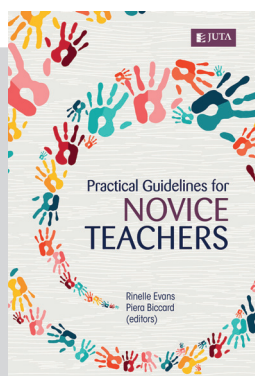
ABOUT THE AUTHORS/EDITORS

Lorayne Excell headed up the Foundation Division at the Wits School of Education. Her specialisation and research interests are in early childhood education. Lorayne has worked extensively with Vivien Linington over the last 15 years training Grade R practitioners, researching the early childhood education field and actively promoting what is now termed the 'pedagogy of play'.

Vivien Linington lectures at the Wits School of Education and Varsity College. Her two fields of interest are early childhood education and educational theory. Together with Lorayne Excell she has researched and published in areas such as social justice, professional teacher development, the importance of high-quality early childhood education as well as the central role of play.

SUITABLE FOR

ECE practitioners, teachers, parents, caregivers of children from birth to four years



NEW BOOK



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ZAR R285.00



1e 2019



250

PRACTICAL GUIDELINES FOR NOVICE TEACHERS RINELLE EVANS & PIERA BICCARD (EDITORS)

The day-to-day complexities of teaching in South African classrooms are particularly challenging for novice teachers. Although equipped with knowledge and competencies from their years of study, often there is a gap between what new teachers know and how to apply that knowledge in a 'real' classroom. *Practical Guidelines for Novice Teachers* bridges some of these theory-practice gaps and aims at providing teachers with skills to remain motivated, professional and successful during their first years in the classroom. The authors are experienced teachers who take the readers through the various critical aspects of teaching, giving practical advice based on their own classroom experiences, including African perspectives on teaching.

CONTENTS

Section A: Teaching as a career

- Teaching in South Africa
- Teaching in rural South Africa
- Making the most of your teaching practice
- Finding the right school

• Understanding the school as an organisation

Section B: You as the new professional

- Becoming a professional
- Establishing your teacher identity
- Determining your personality traits

- Acting in loco parentis
- Taking care of yourself
- Counting your words

Section C: You and your learners

- Equipping learners with 21st-century skills
- Identifying your learners' temperaments
- Identifying your learners' learning styles
- Readyng the learner for learning
- Managing aggressive behaviour
- Working with linguistic diversity

Section D: In the classroom

- Creating a meaningful, safe and optimal learning environment
- Surviving the first day
- Planning, preparing and starting your lessons
- Managing large classes
- Giving homework
- Keeping up with the marking load
- Making your own inexpensive resources
- Using digital tools to enhance your teaching and learning environment
- Eliciting positive behaviour
- Talking like a teacher

- Teaching PE when you are not a PE teacher
- Teaching Mathematics when you are not a 'numbers person'
- Dealing with sensitive topics
- Revealing the hidden curriculum

Section E: Beyond the classroom

- The teacher as coach
- Planning a school function
- Continuing your professional development
- The teacher as reflective practitioner
- The teacher as researcher
- Spending, saving and investing
- Tips from top teachers

Concluding comments

Sources consulted

Appendix A: Outline of a CV for a graduate

Appendix B: Code of conduct: South African Council for Educators

Appendix C: Determining your personality style

Appendix D: Digital resources for teachers

Appendix E: Useful expressions to use during lessons

Appendix F: Example of a project planning schedule

KEY BENEFITS

- Includes suggestions for teaching diverse learners, including tips on how to deal with differing learning styles, temperaments and behaviours in one classroom
- Provides support for extracurricular activities – from coaching to organising a school function
- Equips teachers with the necessary skills to stay on top of their workload, plan lessons and use technology in the classroom
- Supports teachers in their role as new professionals, including how to look after their finances

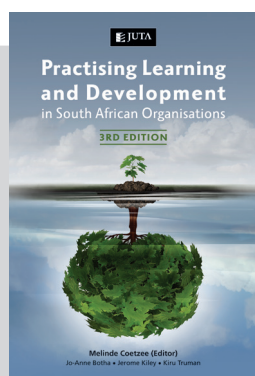
ABOUT THE EDITOR

Rinelle Evans holds a PhD in Curriculum and Instructional Design with special reference to instructional communication via television technology. She currently teaches modules related to literacies, communication skills and English language teaching methodology in the Faculty of Education, University of Pretoria. She is also a NRF rated researcher.

Piera Biccard is a senior lecturer at Unisa where she is currently involved in initial teacher education. She coordinates a teaching practice module, and is also involved in the BEd (Hons) degree. She holds a PhD in Curriculum Studies, and her interests are mathematics teaching and learning and professional development of mathematics teachers.

SUITABLE FOR

Practical Guidelines for Novice Teachers provides useful, sound advice for student teachers as well as for newly qualified teachers. It will also be a valuable resource for experienced teachers who are looking for new ideas or a fresh approach to teaching.



9781485129448

ZAR R685.00



9781485129455

ZAR R724.00



3e 2019



672 PAGES

PRACTISING LEARNING AND DEVELOPMENT IN SOUTH AFRICAN ORGANISATIONS 3E

M COETZEE

This edition of Practising Learning and Development in South African Organisations provides L&D professionals and students of the L&D field with the foundation needed for independent practice in the challenging and exciting arena of quality outcomes-based/work-based L&D provision in a rapidly evolving digital twenty-first century workplace. Integrating theoretical and practical perspectives, this book offers an updated and concise overview of the national skills development framework, and the occupation-directed work-based learning design approach to L&D practices, tools and techniques as they apply to the South African workplace

CONTENTS

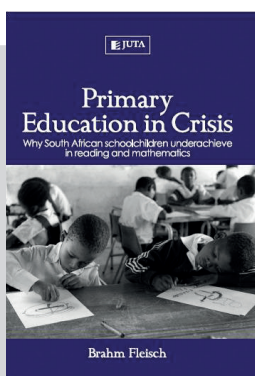
- Chapter 1: The South African learning and development landscape
- Chapter 2: The psychology of learning, employee motivation and performance
- Chapter 3: Conducting a learning and development needs analysis
- Chapter 4: Outcomes-based workplace learning design
- Chapter 5: Online learning design
- Chapter 6: Delivering learning and development interventions
- Chapter 7: Assessment and moderation in learning and development
- Chapter 8: Evaluating learning intervention effectiveness
- Chapter 9: Managing learning and development in the workplace
- Chapter 10: Profession and practice of learning and development

ABOUT THE AUTHOR

Melinde Coetzee (DLitt et Phil) is a professor in the Department of Industrial and Organisational Psychology at the University of South Africa, Pretoria, South Africa. She has extensive experience in the corporate environment on psychological interventions pertaining to organisational development, human capacity and career development and talent retention.

SUITABLE FOR

Undergraduate students, as well as practising L&D professional and HRD practitioners.



978 0 70217 707 1

ZAR R346.00



2008



176 PAGES

PRIMARY EDUCATION IN CRISIS

Why South African schoolchildren underachieve in reading and mathematics

B FLEISCH

Primary Education in Crisis pulls together the wealth of research on how the language of teaching has become a major barrier to academic success for most children, not only in reading and writing, but in mathematics as well. At the centre of the book is an analysis of the published studies that systematically document what teachers teach and fail to teach, and why it is that teaching is at the heart of the crisis in primary education.

SUITABLE FOR

Academics, researchers, post-graduate students, policy makers.

QUALITY ASSESSMENT

In South African schools

C REDDY, L LE GRANGE, P BEETS & S LUNDIE

Quality Assessment provides a balanced view of assessment in terms of the policy statement on assessment for South African schools. The book offers guidance through recommended assessment guidelines and principles that will help teachers to design and implement sound, meaningful learner assessment strategies.

CONTENTS

- Introducing quality assessment
- Principles of assessment
- Assessment of, for and as learning
- Understanding assessment policies in South Africa
- Planning quality assessment procedures
- Assessment practices
- Record-keeping, reporting and moderation
- Conclusion

ABOUT THE AUTHORS

Chris Reddy is a professor in the Faculty of Education at the University of Stellenbosch and Lesley le Grange is a Distinguished Professor in the same department. At the time of writing, Peter Beets was a professor in the Faculty of Education at the University of Stellenbosch and Samuel (Sampie) Lundie was a lecturer and programme leader in the Faculty of Education, North West University.

SUITABLE FOR

- BEd students
- PGCE students
- A useful reference for practicing teachers and for continuing professional development (CPD).



978 0 70218 876 3

ZAR R228.00



978 1 48510 494 0

ZAR R197.00



2015



128 PAGES

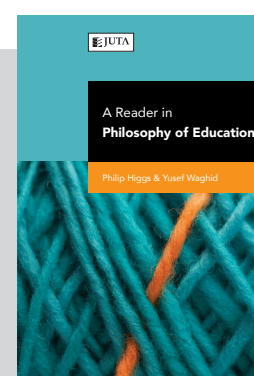
READER IN PHILOSOPHY OF EDUCATION, A

P HIGGS & Y WAGHID (EDITORS)

A Reader in Philosophy of Education attempts to provide its readership with a challenging opportunity to deepen and widen their philosophical thinking in and about education. At the same time, it encourages an epistemologically rich understanding of education that is infused by different philosophies of education, each giving us an entry into the nature of education and maximising a many-sided understanding of whatever educational problems are encountered in society by means of rupture as well as consensus.

CONTENTS

- African philosophy of education through a (post)critical lens
- Pragmatism and education: From experience to linguistic turn to pragmatic turn
- Rationality and education: On releasing imaginative human action
- Phenomenology and education: Have we opted for epistemology before ontology?
- The role of dialectical hermeneutics in education
- Systems theory and education: A philosophical enquiry into educational systems theory
- African feminist perspectives and education
- The place of critical theory in understanding education in Africa
- Realism and education: A philosophical examination of the 'realness' of the university
- Islam and education: Towards a post-structuralist understanding of Islamic education



978 1 48511 707 0

ZAR R255.00



978 1 48511 706 3

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2017



224 PAGES

- Chinese philosophy and education: Philosophy of education in classical Confucianism
- Buddhism and education: Right speech for freedom from suffering
- Post-structuralism and education: Anti-foundationalism and the critique of the philosophy of the subject

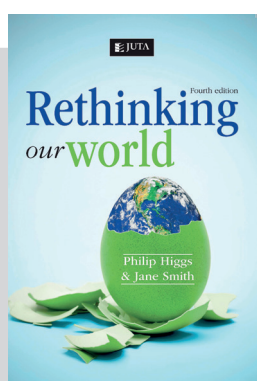
ABOUT THE AUTHORS

Philip Higgs is Emeritus Professor and Research Fellow in the College of Education at the University of South Africa. He is a National Research Foundation rated researcher and his academic interests focus on Philosophy of Education, and the transformation of higher education. His most recent book publications, co-authored with Jane Smith, include *Rethinking Truth* 2nd edition (Juta, 2006), *Rethinking our World* 4th edition (Juta, 2015), and *Philosophy of Education Today: An Introduction* (Juta, 2015).

Yusef Waghid is Distinguished Professor of Philosophy of Education in the Department of Education Policy Studies at Stellenbosch University. He is the author of *African philosophy of education reconsidered: On being human* (London: Routledge, 2014); *Pedagogy out of bounds: Untamed variations of democratic education* (Rotterdam/Boston/Taipei: Sense Publishers, 2014); and co-author (with Nuraan Davids) of *Educational Leadership-in-Becoming: On the Potential of Leadership in Action* (London: Routledge, 2016); and (with Faiq Waghid & Zayd Waghid) *Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality* (Rotterdam/Boston/Taipei: Sense Publishers, 2016).

SUITABLE FOR

Post graduate students and subject specialists in Education



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146 PAGES

RETHINKING OUR WORLD

P HIGGS & J SMITH

Rethinking Our World challenges the reader to look critically and creatively at many of society's traditional beliefs. The following major philosophies are covered on an introductory and interactive level:

- Logical empiricism and empiricism
- Critical rationalism
- Critical theory
- Existentialism
- Phenomenology
- Hermeneutics
- Systems theory
- Postmodernism
- Feminism
- African philosophy
- Ken Wilber's Holon theory

The authors outline the major figures and basic principles of each philosophy, and then analyse the type of thinking each approach encourages.

CONTENTS

- Thinking clearly and learning from experience: The beginning of our new world
- Asking questions: challenging what the world tells us
- How in the world can we give our lives meaning?
- What of an African world?
- Can we change our world?
- Rethinking a woman's world
- Who in the world am I?
- Is there a world that speaks to us?
- Where in the world are we going?

ABOUT THE AUTHORS

Philip Higgs is an Emeritus Professor and Research Fellow in the Department of Education Studies at the University of South Africa.

Jane Smith has a Masters' degree in Philosophy and Theology from the University of Oxford and is a professional editor.

SUITABLE FOR

Undergraduate students in the human and social sciences, as well as to a more general readership seeking an understanding of the arguments in the major philosophies.

RETHINKING TRUTH

P HIGGS & J SMITH

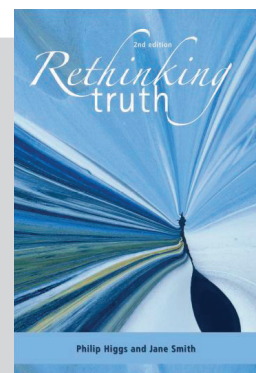
What is truth? Can it be discovered objectively as science claims? Or is truth a created, highly contested and changing entity, lasting but a moment? Is there more than one truth? Do we pursue truth or does it pursue us?

In *Rethinking Truth* the authors reflect on these questions in exploring critically the claims concerning truth, and explore a range of philosophies including Logical Empiricism, Empiricism, Critical Rationalism, Critical Theory, Phenomenology, Hermeneutics, African Philosophy, Existentialism, Feminism, Systems Theory, and Postmodernism.

In this accessible and interactive text, readers are asked to reflect critically on what truth means to them.

SUITABLE FOR

Postgraduate students in the human and social sciences, as well as to a more general readership seeking an understanding of the arguments in the major philosophies.



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144 PAGES

RETRIEVING TEACHING

Critical issues in curriculum, pedagogy and learning
Y SHALEM & S PENDLEBURY (EDITORS)

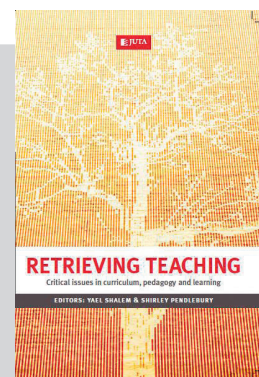
The book is written in honour of the late Wally Morrow and as a dialogue with his project around learning and teaching in post-apartheid South Africa. A substantial part of Morrow's life work was devoted to retrieving the practice of teaching. Together, the chapters in this volume advance the project of retrieval.

CONTENTS

- The eupraxia of Wally Morrow
- The concept of teaching
- Outcomes-based education
- Time for hedgehogs as well as foxes: some temporal aspects of epistemological access to basic education
- Scripture and practices
- How does the form of curriculum affect systematic learning?
- Epistemological access as an open question in education
- Seeking substance in student teaching
- On the possibility of multicultural education through a politics of difference: A response to Wally Morrow

SUITABLE FOR

Academics, researchers, post-graduate students, policy makers.



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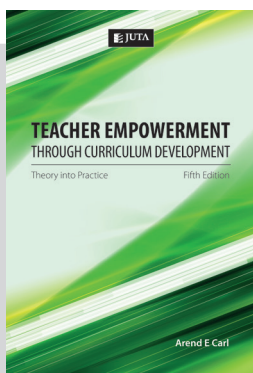
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288 PAGES

TEACHER EMPOWERMENT THROUGH CURRICULUM DEVELOPMENT

*Theory into practice***AE CARL**

South African educationists face major challenges, of which curriculum changes are at the core. Teachers play an important role as key agents of curriculum change, and can contribute to the successful and dynamic development of curriculum if they are empowered with the appropriate skills and knowledge. Their own disposition towards curriculum can also be an empowering aspect adding value to the process of relevant curriculum development.

Teacher Empowerment through Curriculum Development: Theory into Practice encourages the empowerment and involvement of teachers in the curriculum development process.

CONTENTS

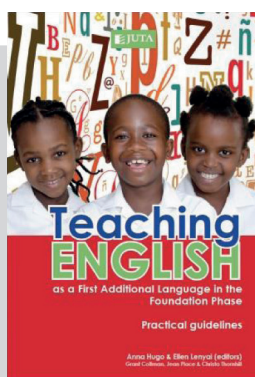
- The issue of empowerment of the teacher as curriculum agent: some perspectives
- Curriculum studies as a field of study
- The process of curriculum development
- Effective curriculum design for dynamic curriculum development
- Curriculum dissemination as a critical phase within dynamic curriculum development
- Successful curriculum implementation
- Comprehensive curriculum evaluation within dynamic curriculum development
- The operationalisation of the curriculum
- The responsibility of the empowered teacher with regard to curriculum development

ABOUT THE AUTHOR

Professor Arend Carl is a curriculum specialist who has worked and published extensively in the field of Curriculum Studies. Until recently, he was a professor in the Department of Curriculum Studies in the Faculty of Education, Stellenbosch University.

SUITABLE FOR

- Education degrees such as BEd (Honours) and PGCE and Teachers at all grades and phases as part of their continuing professional development.



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TEACHING ENGLISH AS A FIRST ADDITIONAL LANGUAGE IN THE FOUNDATION PHASE

*Practical guidelines***A HUGO & E LENYAI (EDITORS)**

Teaching English as a First Additional Language in the Foundation Phase: Practical guidelines provides the essential foundations to teach English as a first additional language. It includes strategies, techniques, tips and hints for introducing English into the classroom and teaching it alongside the learners' home language. The chapters cover the teaching of all the essential language skills: speaking, listening, reading, writing, and assessment. It combines both theoretical perspectives and practical guidelines that need to be implemented.

CONTENTS

- Setting the scene for teaching English as a First Additional Language
- Theories and methods of teaching English as a First Additional Language
- Teaching listening in English as a First Additional Language
- Teaching speaking skills in English as a First Additional Language

- Strategies for teaching reading in English as a First Additional Language
- Teaching writing, spelling and language structures in English as a First Additional Language
- Strategies for teaching writing, spelling and language structures in English as a First Additional Language

ABOUT THE AUTHORS

Professors Anna Hugo and Ellen Lenyai were based in the Department of Teacher Education at the University of South Africa (UNISA) at the time of writing.

Grant Coltman and Dr Jean Place work in the School of Education at the University of the Witwatersrand and Christa Thornhill teaches at the Cape Peninsula University of Technology.

SUITABLE FOR

Foundation Phase teachers (Grade R–3), both pre-service and inservice.

TEACHING ENGLISH AS A FIRST ADDITIONAL LANGUAGE IN THE INTERMEDIATE AND SENIOR PHASE

Practical guidelines
A HUGO (EDITOR)

The Intermediate Phase is a critically important period in schooling, as most learners must make the transition from learning in their home language to using English as the language of learning and teaching.

Teaching English as a First Additional Language in the Intermediate and Senior Phase supports teachers by exploring who the Intermediate and Senior Phase learner is, physically, socially, emotionally and cognitively, and then focuses on the skills of reading and viewing, writing, and speaking and listening.

CONTENTS

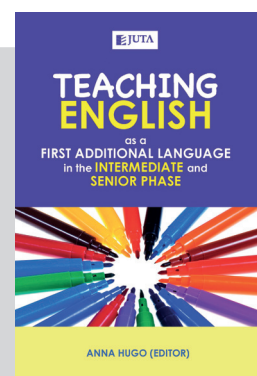
- The Grade 4–9 learner with reference to the learning of English
- How is an additional language learnt?
- The role of the first language in additional language teaching
- Teaching listening and speaking
- Teaching reading and viewing
- Language structures
- Teaching writing
- Integration in the first additional language classroom
- Language in the subject areas
- The use of ICT in the language classroom
- Language assessment practices

ABOUT THE AUTHORS

Professor Anna Hugo was in the Department of Language Education, Arts and Culture in the College of Education at the University of South Africa at the time of writing.

SUITABLE FOR

English additional language methodology courses offered in the BEd, ACE and PGCE qualification. It can also be used by inservice teachers as part of their continual professional development (CPD) training.



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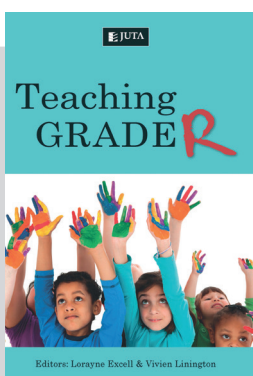
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TEACHING GRADE R

L EXCELL, V LININGTON (EDITORS)

Teaching Grade R promotes a participatory and child-centred approach to learning, based on a pedagogy of play that positions the children as active learners and encourages teachers to become critically reflective practitioners. This pedagogy of play is explained in detail in the book, and suggestions and pointers are given as to how this pedagogy can be used in classroom practice.

CONTENTS

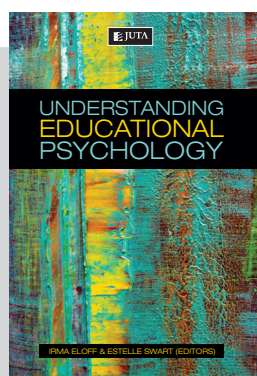
- What is Grade R?
- Perspectives on early childhood education
- Guiding principles of the Grade R curriculum, teaching and learning
- Knowing the Grade R child
- Who is the Grade R teacher?
- The broader community
- An optimal learning environment
- Teaching and learning
- Assessment
- Learning and teaching through play
- Pathway to literacy
- Language diversity: Teaching a second language in Grade R
- Early concept development in mathematics/numeracy
- Life Skills

ABOUT THE EDITORS AND AUTHORS

Dr. Lorayne Excell is the coordinator of early childhood development in the School of Education at the University of the Witwatersrand and Vivien Linington is a Principal Tutor in the same department.

SUITABLE FOR

BEd Foundation Phase; PGCE Foundation Phase; Grade R Diploma; inservice teachers.



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2018



512 PAGES

UNDERSTANDING EDUCATIONAL PSYCHOLOGY

I ELOFF & E SWART (EDITORS)

Understanding Educational Psychology provides a multitude of insights into the work of educational psychologists in South Africa at the present moment. Researchers and practitioners share their perspectives on some of the most urgent challenges faced by educational psychologists and offer insightful views and innovative approaches in dealing with these challenges. Educational psychology as a science is explored within a variety of contexts and then connected to educational psychology as a dynamic profession.

The book covers broad themes such as teaching and learning, teachers, cognition, language, health and wellbeing, inclusion, schools, careers and educational psychological support. It offers contemporary interpretations of educational psychology and responds to the vibrant global discourses in the discipline and its related fields.

CONTENTS

- Introduction
- Educational Psychology as science and profession in South Africa
- Educational psychology as the intersection between philosophy and psychology and education
- The role of educational psychologists in teaching and learning
- Children's rights in South Africa: Implications for educational psychologists
- Teachers
 - Becoming a teacher
 - Teachers as role models
 - The emotionally intelligent teacher

Teaching & learning

- Teaching for learning in South African schools: A sociocultural approach
- Learning theories and the use of technology in the classroom
- Learning styles and intelligences in diverse classrooms
- Simultaneous multisensory instruction to advance children's academic achievement
- Indigenous stories and games as approaches to teaching within the classroom
- Whole child development during formal teaching and learning

Cognition

- Cognition in the world of action
- Piaget, mental networks and learning to act in the world
- Vygotsky, regulating alignment with tools, people and the world
- Knowledge of neuroscience in the classroom
- Cognitive psychology: Post-Piagetian notions of childhood conceptual change
- Identity, motivation and achievement

Language

- Understanding language development and learning
- Communication across the curriculum
- Individual learner support

Health and wellbeing

- Teacher well-being and the role of positive psychology
- Promoting psychosocial well-being in teaching and learning environments
- A relationship-focused approach to the optimal development of learning and wellbeing
- Positive psychology and diversity: Accumulation of strengths
- School-based championship of resilience

- The role of self-talk in self-evaluation

Inclusion

- Inclusive education: The global movement
- Inclusive education in the South African context
- Learning support in South Africa
- Teacher collaboration and working with school-based support teams
- Disability and inclusive employment through the lens of educational psychology

Schools

- Considering school-based interventions: What do you need to think about?
- Strengthening parental partnerships

Educational psychological support

- Educational psychology and aesthetic learning
- Sexuality education
- 'Teenage pregnancy' or early reproduction
- Exploring the complexity of aggression and violence within the school context
- Gender and violence against women and girls
- Giftedness
- Attention deficit hyperactivity disorder and the role of the educational psychologist
- Assessment and support of learners with autism spectrum disorders
- The brain, cognition and neuro-physical impairment
- Efficacy of the student support services

Careers

- Life design: The essence of helping people design successful lives and make social contributions
- A map to career paths to educational psychology
- Pathways to technical and vocational education in the school curriculum

KEY FEATURES

- Accessible, contemporary with a focus on issues in South Africa today
- Vast, experienced team of authors from all institutions in South Africa.

ABOUT THE EDITORS

Irma Eloff is a professor of Educational Psychology, a registered educational psychologist and a rated social scientist. She was the seventh dean of the Faculty

of Education at the University of Pretoria and also the first woman to hold this position.

Estelle Swart is a professor in the Department of Educational Psychology at Stellenbosch University which she chaired for several years. She is a registered educational psychologist and was a member of the HPCSA Board for Psychology and chair of the PsySSA Division for Educational Psychology.

SUITABLE FOR

Scholars, undergraduate students completing a BEd degree (all phases) and PGCE students taking a course in educational psychology.



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2018



544 PAGES

INSIGTE UIT OPVOEDKUNDIGE SIELKUNDE I ELOFF, E SWART

Indien jy op soek is na die jongste navorsing en praktykwerk in Opvoedkundige Sielkunde in Suid-Afrika is hierdie die boek vir jou. Navorsers en praktisyns van sestien Suid-Afrikaanse universiteite het saamgewerk om kort, kragtige, insiggewende en kontekstueel-relevante hoofstukke aan te bied oor Opvoedkundige Sielkunde op die oomblik. Opvoedkundige Sielkunde as 'n *wetenskap* word verken in 'n wye verskeidenheid kontekste en dit word in verband gebring met die dinamiese van opvoedkundige sielkunde. Die boek maak gebruik van Suid-Afrikaanse voorbeelde wat diep geworteld is in die Suid-Afrikaanse samelewing. Op hierdie wyse word genuanseerde sieninge van die kompleksiteit van Opvoedkundige Sielkunde as 'n ontwikkelende vakgebied aangebied.

INHOUDSOPGAWE

Deel 1: Inleiding

- Hoofstuk 1: Opvoedkundige sielkunde as wetenskap en beroep in Suid-Afrika
- Hoofstuk 2: Opvoedkundige sielkunde as die kruispunt tussen filosofie en sielkunde en opvoedkunde
- Hoofstuk 3: Die rol van opvoedkundige sielkundiges in onderrig en leer
- Hoofstuk 4: Kinderregte in Suid-Afrika: Implikasies vir opvoedkundige sielkundiges

Deel 2: Onderwysers

- Hoofstuk 5: Om 'n onderwyser te word
- Hoofstuk 6: Onderwysers as rolmodelle
- Hoofstuk 7: Die emosioneel intelligente onderwyser

Deel 3: Onderrig en leer

- Hoofstuk 8: Onderrig vir leer in Suid-Afrikaanse skole: 'n Sosiokulturele benadering
- Hoofstuk 9: Leerteorieë en die gebruik van tegnologie in die klaskamer
- Hoofstuk 10: Leerstyle en intelligensies in uiteenlopende klaskamers

- Hoofstuk 11: Gelyktydige multisensoriese onderrig om kinders se akademiese prestasie te verbeter
- Hoofstuk 12: Inheemse stories en speletjies as benaderings tot onderrig in die klaskamer
- Hoofstuk 13: Geheelkinderontwikkeling deur middel van formele onderrig en leer

Deel 4: Kognisie

- Hoofstuk 14: Kognisie in die wêreld van aksie
- Hoofstuk 15: Piaget, denknatwerke en om te leer hoe om in die wêreld op te tree
- Hoofstuk 16: Vygotsky, regulering van belyning met instrumente, mense en die wêreld
- Hoofstuk 17: Kennis van neurowetenskap vir die klaskamer
- Hoofstuk 18: Kognitiewe sielkunde: Post-Piagetiaanse sienings oor konseptuele veranderinge in die kinderjare
- Hoofstuk 19: Identiteit, motivering en prestasie

Deel 5: Taal

- Hoofstuk 20: Insigte in taalontwikkeling en -verwerwing

- Hoofstuk 21: Kommunikasie regoor die kurrikulum
- Hoofstuk 22: Geïndividualiseerde leerderondersteuning

Deel 6: Gesondheid en welstand

- Hoofstuk 23: Onderwyserwelstand en die rol van positiewe sielkunde
- Hoofstuk 24: Bevordering van psigososiale welstand in onderrig-en-leer-omgewings
- Hoofstuk 25: 'n Verhoudinggefokusde benadering tot die optimale ontwikkeling van leer en welstand
- Hoofstuk 26: Positiewe sielkunde en diversiteit: Akkumulasie van sterkpunte
- Hoofstuk 27: Skoolgebaseerde aanmoediging van veerkragtigheid
- Hoofstuk 28: Die rol van selfspraak in selfregulering

Deel 7: Insluiting

- Hoofstuk 29: Inklusiewe onderwys: Die wêreldwye beweging
- Hoofstuk 30: Inklusiewe onderwys in die Suid-Afrikaanse konteks
- Hoofstuk 31: Leerondersteuning in Suid-Afrika
- Hoofstuk 32: Onderwysersamewerking en medewerking met skoolgebaseerde ondersteuningspanne
- Hoofstuk 33: Gestremdheid en inklusiewe indienseneming deur die lens van opvoedkundige sielkunde

Deel 8: Skole

- Hoofstuk 34: Beskouing van skoolgebaseerde intervensies: Waaraan moet jy dink?

- Hoofstuk 35: Versterking van ouervennootskappe

Deel 9: Opvoedkundige sielkundige ondersteuning

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- Hoofstuk 37: Geslagsopvoeding
- Hoofstuk 38: "Tienerswangerskap" of vroeë voortplanting
- Hoofstuk 39: Verkenning van die kompleksiteit van aggressie en geweld binne die skoolkonteks
- Hoofstuk 40: Gender en geweld teen vroue en meisies
- Hoofstuk 41: Begaafdheid
- Hoofstuk 42: Aandagtekort-hiperaktiwiteitsversteuring en die rol van die opvoedkundige sielkundige
- Hoofstuk 43: Assessering en ondersteuning van leerders met outismespektrumversteurings
- Hoofstuk 44: Die brein, kennis en neurofisiese aantasting
- Hoofstuk 45: Doeltreffendheid van die studente-ondersteuningsdienste

Deel 10: Loopbane

- Hoofstuk 46: Lewensontwerp: Die kern daarvan om mense te help om suksesvolle lewens te bou en sosiale bydraes te maak
- Hoofstuk 47: 'n Rigtingwyser vir loopbaanroetes in opvoedkundige sielkunde
- Hoofstuk 48: Kanale vir tegniese en beroepsgerigte opleiding in die skoolkurrikulum

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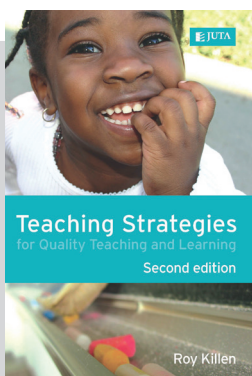
Irma Eloff is 'n professor in Opvoedkundige Sielkunde, 'n geregistreerde opvoedkundige sielkundige en 'n NNR-gegradeerde sosiale wetenskaplike navorser.

Estelle Swart is 'n professor in Opvoedkundige Sielkunde by die Universiteit van Stellenbosch, 'n geregistreerde opvoedkundige sielkundige en NNS gegradeerde navorser.

Hoofstuk-skrywers sluit hoogs aangeskrewe Suid-Afrikaanse sosiale wetenskaplikes in, sowel as opvoedkundige sielkundige praktisyns wat reeds etlike dekades binne die Suid-Afrikaanse omgewing werksaam is.

GEPAS VIR GEBRUIK DEUR

- Navorsers en akademici in Opvoedkundige Sielkunde en Opvoedkunde
- Voorgraadse studente wat belangstel in Opvoedkundige Sielkunde; B Ed, NGOS, BA.
- Onderwysers wat in die beroep staan



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472 PAGES

TEACHING STRATEGIES

For quality teaching and learning

R KILLEN

Teaching Strategies for Quality Teaching and Learning provides an introduction to nine teaching strategies that can be used in a range of educational settings, from school to higher education. The teaching strategies presented in the book form the foundation for quality teaching and learning, and each strategy is approached in a pragmatic way, with a focus on when, why and how the strategy can be used.

CONTENTS

- Understanding the National Curriculum Statement
- Foundations for teaching and learning
- A framework for quality teaching and learning
- Planning for quality teaching and learning
- Reflecting on quality teaching and learning
- Using direct instruction as a teaching strategy
- Using discussion as a teaching strategy
- Using small-group work as a teaching strategy
- Using co-operative learning as a teaching strategy
- Using problem solving as a teaching strategy
- Using inquiry as a teaching strategy
- Using case study as a teaching strategy
- Using role-play as a teaching strategy
- Using writing as a teaching strategy
- assessment principles

ABOUT THE AUTHOR

Roy Killen was formerly an Associate Professor in the School of Education at the University of Newcastle, Australia, and an Extraordinary Professor in the Faculty of Education at the University of Pretoria.

SUITABLE FOR

- Inservice education students completing their BEd or PGCE
- Lecturers and trainers in the FET context and HE environment
- Practicing teachers and for continuing professional development (CPD).



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TEACHING STRATEGIES

For quality teaching and learning – concise version

R KILLEN

Teaching Strategies for Quality Teaching and Learning is a practical guide to quality teaching and learning in South African schools, and provides an introduction to the principles of effective teaching and learning. This concise version gives detailed guidelines for using selective teaching strategies that have proven to be effective across all phases of school.

CONTENTS

- Chapter 1 Foundations for effective teaching and learning
- Chapter 2 Planning for quality teaching and learning
- Chapter 3 Using direct instruction as a teaching strategy
- Chapter 4 Using discussion as a teaching strategy
- Chapter 5 Using small-group work as a teaching strategy
- Chapter 6 Using co-operative learning as a teaching strategy
- Chapter 7 Using problem solving as a teaching strategy
- Chapter 8 Using inquiry as a teaching strategy
- Chapter 9 Using case study as a teaching strategy
- Chapter 10 Using role play as a teaching strategy
- Chapter 11 Using writing as a teaching strategy

ANATOMY OF A SOUTH AFRICAN GENOCIDE, THE

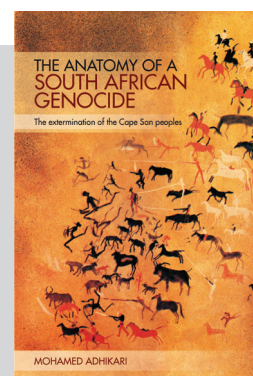
The extermination of the Cape San peoples

M ADHIKARI

During the 18th and 19th centuries, Dutch-speaking pastoralists who infiltrated the Cape interior dispossessed its aboriginal inhabitants and damaged the environment with their destructive farming and hunting practices. In response to indigenous resistance colonists formed armed, mounted militia units known as commandos with the express purpose of destroying San bands. This ensured the virtual extinction of the Cape San peoples. In 1998 David Kruiper, the leader of the #Khomani San who today live in the Kalahari Desert, lamented '... we have been made into nothing'. The author argues that their fate amounted to genocide because there was clear intent to eradicate San society which, as a result of settler violence, was no longer able to reproduce itself biologically or culturally. This book explores the history of the genocide and its modern outcome.

SUITABLE FOR

Academics and students of African studies and genocide studies, as well as the interested lay reader.



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FROM PROHIBITED IMMIGRANTS TO CITIZENS

The origins of citizenship and nationality in South Africa

J KLAAREN

Blending legal and social history, the author argues that distinctively South African notions of citizenship and nationality date from the period 1897–1937, through legislation and official practices employing the key concept of 'prohibited immigrant' and seeking to regulate the mobility of three population groups: African, Asian and European. Further, he makes the case that the regulation and administration of immigrants from the Indian sub-continent, in particular, provided the basis for the vision and eventual reality of a unified, although structurally unequal, South African population.

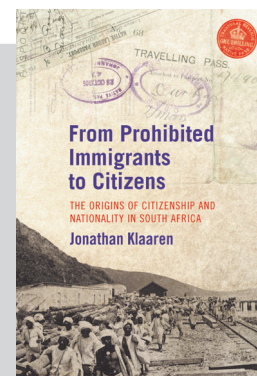
CONTENTS

List of legislation

- Glossary
- Chapter 1 – South African citizenship in context
- Chapter 2 – Early practices of regulating mobility
- Chapter 3 – The rise of borders
- Chapter 4 – Union, the Act and the Registrar of Asiatics, 1907–1914
- Chapter 5 – Nationalisation of the immigration bureaucracy, 1914–1927
- Chapter 6 – African mobility and bureaucracy, 1911–1927
- Chapter 7 – The Commissioner's population, 1927–1937
- Chapter 8 – One official South Africa
- Chapter 9 – Enacting nationality, 1927–1937
- Chapter 10 – South African citizenship and the way forward

ABOUT THE AUTHOR

Jonathan Klaaren is a Professor at the School of Law, University of the Witwatersrand, and Visiting Professor at the Wits Institute for Social and Economic Research (WiSER). His research includes interdisciplinary work on law, culture and



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2017

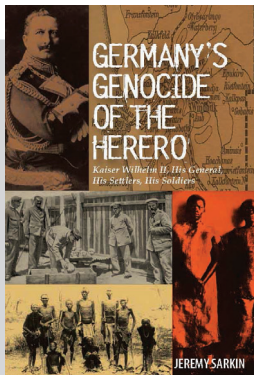


260 PAGES

society. He is a Member of the Immigration Advisory Board of South Africa, and an Advocate of the High Court.

SUITABLE FOR

Academics and scholars of Migration Law, South African and African Studies, Migration Studies and South African history.



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2011



284 PAGES

GERMANY'S GENOCIDE OF THE HERERO

Kaiser Wilhelm II, his general, his settlers, his soldiers

J SARKIN

In 1884 today's Namibia was declared a German colony: German South West Africa. When the indigenous Herero people rebelled in 1904 the colonisers retaliated with utmost brutality that caused the most egregious human rights catastrophe. An extermination order (Vernichtungsbefehl) was issued. In a very short time, between 60,000 and 100,000 Herero people, almost all civilians, including many women and children, were killed by bullets, clubs, hanging, or fire. Many were forced into the desert to die by starvation, thirst or by drinking water from poisoned water wells. Thousands were condemned to slavery in concentration camps with a very high mortality rate. Herero women were forced to become 'comfort women.'

Germany's Genocide of the Herero argues that the genocide was not the work of a rogue army general or the practices of the German military in general, but resulted from German colonial policy. It suggests that causal factors included the colony's status as 'New Germany', which precluded the option of military, economic or social failure; the desire to acquire Herero land and cattle, rebuild German pride and fulfil Germany's racist ideology; and an order from the Kaiser himself.

SUITABLE FOR

Academics and the lay reader interested in human rights, history, comparative and historical law, as well as colonialism, Africa, historical human rights violations, German and Namibian history and reparations.

HISTORY OF THE IZIKO SOUTH AFRICAN NATIONAL GALLERY, A

Reflections on art and national identity

A TIETZE

In South Africa, with its highly contested and changing understandings of national identity, its National Gallery is no less a contested space. This book considers questions of artistic and cultural identity, from the late 19th century to the present day. It explores how the gallery has understood its function and its public, as a 'national' gallery from 1930 and, before that, the chief gallery of the Cape Colony. This question is investigated through a study of the gallery's administration, collection and exhibition practices over the last 150 years.

CONTENTS

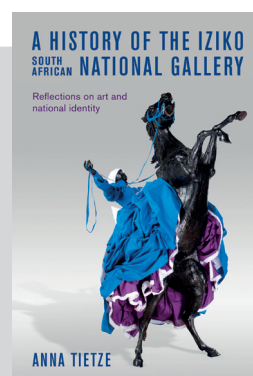
- Introduction: The aims and scope of a national gallery
- Chapter 1: The colonial gallery: acquisitions and identity, 1875-1930
- Chapter 2: Collecting for a national gallery, 1930-47
- Chapter 3: The post-war years, 1947-72
- Chapter 4: The protest years, 1973-1989
- Chapter 5: Transformation post-apartheid, 1990-2017
- Conclusion

ABOUT THE AUTHOR

Anna Tietze is a Senior Lecturer in Art History at the University of Cape Town, with an interest in past and present conceptions of art, academic art history and the art museum. She has taught at the University of Cape Town for many years, in the departments of Cultural History, History of Art, Historical Studies and Michaelis School of Fine Art, and has had extensive curatorial experience with the Iziko South African National Gallery. She is a research associate of Iziko South African National Gallery.

SUITABLE FOR

Students of Museum and Heritage Studies, Curatorship and African Studies, South African art and history.



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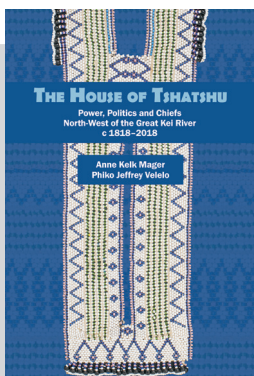
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264 PAGES



978 177582 225 7

ZAR R333.00



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ZAR R303.00



2018



196 PAGES

HOUSE OF TSHATSHU, THE

Power, politics and chiefs west of the Kei, 1828-2017

A MAGER & J PHIKO VELELO

Chieftaincies are resurging in South Africa after having been disbanded in colonial times, among them the amaTshatshu of the Eastern Cape. In tracing their history this book explores the meaning of chieftainship and the ways in which power is constructed. It is also about gender and land, about belonging, identity and naming. The book unsettles accounts of chiefly authority, unpacks conflicts between royal families, municipalities and government departments, and explores the impasse created by these quarrels. It draws the disempowered back into the process of making history.

CONTENTS

- Introduction: What is to be done about the chiefs?
- Chapter One: Conquest and the northeastern frontier: Bawana, Maphasa and the making of Tambookieland
- Chapter Two: Colonial enclosure: Yiliswa and Nonesi in the Tambookie location
- Chapter Three: Settler colonialism and the vendetta against Gungubele and Mfanta
- Chapter Four: Colonisation of the Transkei: Gungubele's sons, their neighbours and the ambitions of Kayser Daliwonga Matanzima
- Chapter Five: Claiming identity, constructing ethnicity: the rise of the right hand house of Tshatshu and the politics of bantustanisation
- Chapter Six: Restitution and new imaginings in the era of democracy
- Summary and Postscript

ABOUT THE AUTHORS

Anne Mager is Emerita Professor of Historical Studies at the University of Cape Town. She grew up on the land from which the amaTshatshu were forcibly removed in 1852 following the eighth frontier war.

Jeff Phiko Velelo is an agricultural officer, Anglican priest and amateur historian, and a counsellor to the heir of Maphasa's chieftaincy.

SUITABLE FOR

Undergraduates in African Studies, South African history, South African Political Studies, Gender Studies. Also, development practitioners interested in land and gender.

IMAGINING THE CAPE COLONY

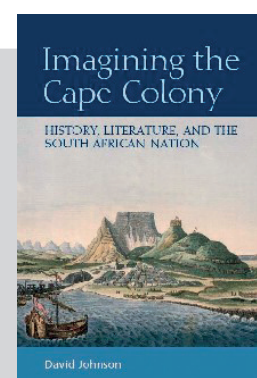
History, literature, and the South African nation

D JOHNSON

Imagining the Cape Colony revisits a key phase of South African history – the period 1770–1830, when the American Revolution of 1776 and the French Revolution of 1789 produced the most influential forms of the modern nation state. The book addresses current debates in postcolonial studies about settler nationalism, anti-colonial resistance and the imprint of 18th-century colonial histories on contemporary neo-colonial politics through the lens of writers of the time, such as François Levaillant and Lady Anne Barnard, and figures on the margins of colonial history, like settler rebels, slaves and early African nationalists.

SUITABLE FOR

- Academics and students of history and South African history in the colonial period
- Critics, theorists and students of postcolonial literary studies, the eighteenth century and Romantic period, and travel writing.



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RURAL RESISTANCE IN SOUTH AFRICA

The Mpondo revolts after fifty years

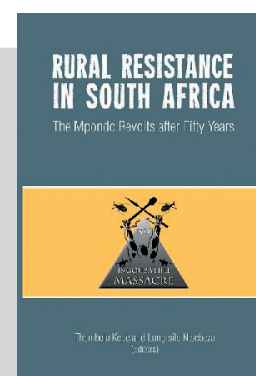
L NTSEBEZA & T KEPE (EDITORS)

Much has been written about anti-apartheid resistance by the marginalised people of South Africa, as well as its violent repression by security forces in urban areas (such as the Sharpeville massacre and the Soweto riots). But very little attention has been paid to resistance by rural people. The Mpondo Revolts, which began in the 1950s and reached a climax in 1960, rank among the most significant rural resistances in South Africa.

During this period Mpondo villagers emphatically rejected the introduction of Bantu Authorities and unpopular rural land-use planning that meant loss of land, and many lost their lives as a result. This volume presents a fresh understanding of the uprising as well as its meaning and significance then and now, particularly relating to land, rural governance, party politics and the agency of the marginalised.

SUITABLE FOR

- Historians
- Students and academics in African history, human rights, land rights and political studies
- General readership.



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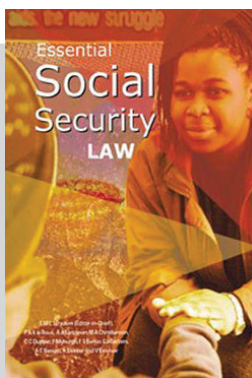
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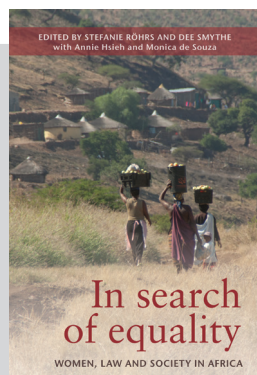


304 PAGES

ESSENTIAL SOCIAL SECURITY LAW

**EML STRYDOM (EDITOR-IN-CHIEF), PAK LE ROUX,
AA LANDMAN, MA CHRISTIANSON, OC DUPPER,
P MYBURGH, FS BARKER, CJ GARBERS, AC BASSON,
A DEKKER & V ESSELAAR**

The second edition of *Essential Social Security Law* examines the law that seeks to alleviate the economic and social consequences suffered by people in the event of a complete or partial loss of income. It focuses on those contingencies that have a direct impact on a person's earning capacity, such as old age, injuries, unemployment, sickness and pregnancy. It also deals with the death of a breadwinner, medical incapacity, the inability to maintain children, personal and community crises, hardship caused by the state and the lack of opportunities for disadvantaged members of society. In the process of examining these contingencies, the book deals with legislation such as the Social Assistance Act, Pension Funds Act, Compensation for Occupational Injuries and Diseases Act, Unemployment Insurance Act, Basic Conditions of Employment Act and Medical Schemes Act.



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2014



256 PAGES

IN SEARCH OF EQUALITY

Women, law and society in Africa

S RÖHRS, D SMYTHE & A HSIEH

In the 1960s several African countries drew up a new Constitution which included a Protocol on the Rights of Women. Decades later, is there gender equality for women in Africa? The authors of this volume provide insights into women's rights in Côte d'Ivoire, Malawi, Namibia, Nigeria, Rwanda, South Africa and Uganda. They look at the causes, context and consequences of the struggle to uphold women's rights and illustrate property-grabbing in Malawi, women's citizenship in Nigeria, and the rise of hate crimes and sexual violence against black lesbians in South Africa, among other issues.

CONTENTS

- CHAPTER 1: Challenges in litigation on gender issues in Namibia
- CHAPTER 2: Constitutionalism and the law of inheritance: Recent experiences from Uganda
- CHAPTER 3: Gender equality in customary marriages in South Africa
- CHAPTER 4: Enforcing women's rights in Malawi
- CHAPTER 5: The justice system and women's rights in Côte d'Ivoire
- CHAPTER 6: Ending impunity for hate crimes against black lesbians: An opportunity to create feminist jurisprudence
- CHAPTER 7: Strategic litigation of women's constitutional rights in Rwanda's changing judicial
- CHAPTER 8: Associational life and women's constitutional rights in Africa

ABOUT THE EDITORS:

Stefanie Röhrs is a Research Associate at the Centre for Law and Society at the University of Cape Town.

Dee Smythe is Professor and Director of the Centre for Law and Society in the Faculty of Law at the University of Cape Town.

SUITABLE FOR

Academics and students interested in Gender, Human Rights Law and Constitutional Studies; human rights groups and activists across Africa; legal professionals, policy-makers and NGOs.

LAND, POWER & CUSTOM

Controversies generated by South Africa's Communal Land Rights Act
A CLAASSENS & B COUSINS (EDITORS)

The book is relevant to debates about land tenure taking place throughout Africa and other parts of the world. It will be of great interest to students of customary law and land law, sociology and political science, legal practitioners and development workers engaged with land issues.

The book includes a DVD containing over 3 000 pages of related material, including current and historical legislation affecting communal land and affidavits by rural applicants, state officials and traditional leaders in pending litigation concerning land rights and chiefly power.

SUITABLE FOR

- Historians
- Students and academics in African history, human rights, land rights and political studies
- General readership.



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LAW OF PERSONS

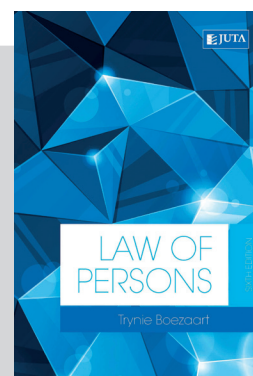
T BOEZAART

Law of Persons (also available as *Personereg*), now in its sixth edition, has become a standard text on the South African law of persons. The book was first published in 1995, just after the dawn of South Africa's first democratic dispensation. The book constitutes a general and fully referenced source on the law of persons, and reflects the transformation of the law of persons in line with the values entrenched in the Constitution of the Republic of South Africa, 1996, with specific reference to the Bill of Rights.

First-year students will derive the most benefit from *Law of Persons* if the book is used in conjunction with the *Law of Persons Sourcebook*.

SUITABLE FOR

- Students
- Academics
- Libraries.



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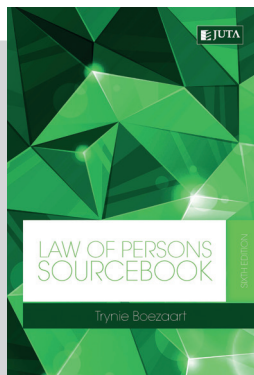


270 PAGES

PERSONEREG T BOEZAART

Personereg, wat nou die sesde uitgawe beleef, het deur die jare 'n standaardwerk oor die Suid-Afrikaanse personereg geword. Hierdie boek is vir die eerste keer in 1995 gepubliseer, net nadat Suid-Afrika 'n nuwe demokratiese bedeling aanvaar het. Die boek is 'n algemene bron oor die personereg wat ook uitgebreide verwysings bevat. Dit reflekteer die transformasie van die personereg om die waardes te weerspieël wat in die Grondwet van die Republiek van Suid-Afrika, 1996, met spesifieke verwysing na die Handves van Regte, verskans word.

Die sistematiese uiteensetting en breedvoerige oorsig maak hierdie boek geskik om as 'n handboek te gebruik. Dit is ook in Engels beskikbaar. Eerstejaarsstudente kan verwag om die grootste voordeel uit *Personereg* te put indien dit saam met *Law of Persons Sourcebook* gebruik word.



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LAW OF PERSONS SOURCEBOOK / PERSONEREG BRONNEBUNDEL T BOEZAART

Law of Persons Sourcebook, now in its sixth edition, was first published in 1995, just after the dawn of South Africa's first democratic dispensation. This book is more than a casebook because it also contains extracts from statutes. Each entry is followed by comprehensive notes linking the quoted extracts with existing legal rules and other sources. In this way the legal rules are illustrated and explained while also using a problem-solving approach.

First-year students will derive the most benefit from *Law of Persons* and *Personereg* if these books are used in conjunction with the *Law of Persons Sourcebook*.

RAPE UNRESOLVED

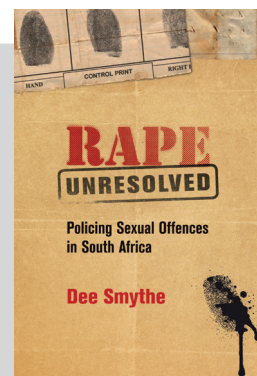
Victims and police responses in South Africa

D SMYTHE

Of the approximately 50 000 rape cases reported in South Africa every year, 30 000–35 000 simply disappear. The majority are closed by the police: case withdrawn, undetected, unfounded. Prosecutors decline to prosecute approximately half those referred to them. Of the remainder that are prosecuted, around 40% result in conviction. This translates into an overall conviction rate of 4–8% of reported cases. Through a detailed qualitative review of rape dockets the author provides novel insights into police responses to rape. A key insight from the study is that while stereotypes certainly abound, it is in the process of investigating rape cases that things fall apart. The book shines new light on complainant withdrawals, false rape complaints and police responses to rape.

ABOUT THE AUTHOR

Dee Smythe is Director of the Law, Race and Gender Unit in the Faculty of Law at the University of Cape Town. She is also senior lecturer in the Department of Public Law. She is a co-author (with Pithey, B., and Artz, L) of *Commentary on the Criminal Law (Sexual Offences and Related Matters) Amendment Act 32 of 2007*, (Juta, 2011), and the co-editor of *In Search of Equality: Women, Law and Society in Africa* (UCT Press, 2014).



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TRADITIONAL AFRICAN RELIGIONS

In South African law

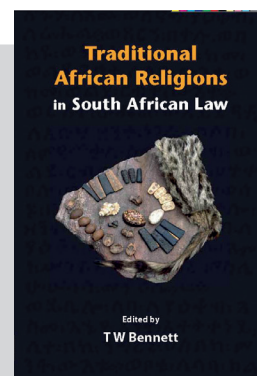
TW BENNETT (EDITOR)

Traditional African beliefs, together with African cultural traditions, are enjoying a new-found respect in South Africa, due in large part to the advent of the country's democratic constitution. Even so, Traditional African Religion is poorly understood and, in spite of constitutional guarantees, receives far from equal treatment, a situation quite at odds with the country's commitment to equality and religious and cultural diversity. Throughout Africa, there is a strong tendency to equate indigenous beliefs with culture. And because religion is always taken more seriously than culture, this means that traditional beliefs do not attract the respect they deserve.

The overall purpose of this book is to consider whether indigenous African religions, independent African churches and traditional practices such as traditional healing, witchcraft, animal sacrifice, circumcision, marriage and burial deserve constitutional protection and recognition by the state. This book thus explores the legal and constitutional implications of traditional religion and, in particular, the state's intervention in them.

SUITABLE FOR

- Lawyers (both academics and practitioners) and law students
- Academics and students of religious studies and social anthropology.



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ACCOUNTABLE GOVERNMENT IN AFRICA

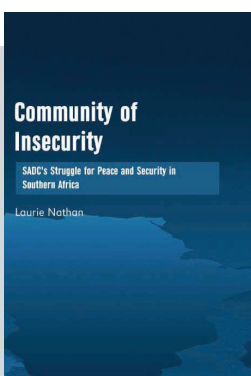
Perspectives from public law and political studies

D CHIRWA & L NIJZINK (EDITORS)

In the early 1990s, a wave of democratisation swept the African continent, resulting in a flurry of constitution-making and constitutional revision. Two decades later it is time to take stock and assess to what extent accountable governance has taken root in Africa. Combining insights from a number of leading experts in the fields of public law, political science and democratisation studies, this edited volume looks at various institutions and mechanisms of accountability, their effectiveness and how the institutions themselves are being held accountable. This book presents new knowledge about legal and political developments in a number of African countries – Ghana, Malawi, Mali, South Africa, Tanzania, Uganda and Zambia, with further references to Mozambique, Kenya and Swaziland – bringing the policy goal of developing and deepening democratic governance and accountable government on the continent up to date.

SUITABLE FOR

- Academics
- Students and practitioners in the fields of public law, public administration, political studies and African studies.



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196 PAGES

COMMUNITY OF INSECURITY

SADC's struggle for peace and security in southern Africa

L NATHAN

Why have the countries of the Southern African Development Community (SADC) struggled to establish a viable security regime? Why has SADC been unable to engage in successful peacemaking? And why has it defied the optimistic prognosis in the early 1990s that it would build a security community in Southern Africa? Exploring the formation, evolution and effectiveness of the regional security arrangements, Nathan examines a number of vital and troubling questions: He argues that the answers to these questions lie in the absence of common values among member states, the weakness of these states and their unwillingness to surrender sovereignty to the regional organisation. Paradoxically, the challenge of building a co-operative security regime lies more at the national level than at the regional level. The author's perspective is based on a unique mix of insider access, analytical rigour and accessible theory.

SUITABLE FOR

Academics and scholars in the fields of Political Science, International Relations, African Studies, Human Rights law, Security Studies, and the layperson interested in current affairs.

DOMAINS OF FREEDOM

Justice, citizenship and social change in South Africa)

T KEPE, M LEVIN & B VON LIERES (EDITORS)

Freedom has been enabled by apartheid's end, but at the same time some of apartheid's key institutions and social relations are reproduced under the guise of 'democracy'. This collection of essays explores the dynamics of social change and the complex ways in which power is produced and reproduced. It seeks to understand the lengthy and often indirect ways in which new communities are imagined and new solidarities are built. It aims to read the present historically, critically and politically, and to offer insights into the ongoing, iterative and often messy struggles for freedom.

CONTENTS

- Justice: Overview
- Chapter 1 Land, politics and policy change in South Africa: What questions for land redistribution policy and practice?
- Chapter 2 Law and political conflict in South African land reform
- Chapter 3 Cui Bono? A political-economy assessment of 20 years of South African freedom
- Chapter 4 South African housing policy over two decades: 1994–2014
- Freedom: Overview
- Chapter 5 Freedom Park and the Voortrekker Monument: Commemorative practices between reconciliation and decolonisation
- Chapter 6 The paradox of trade union action in post-apartheid South Africa
- Chapter 7 The politics of women and gender in the ANC: Reflecting back on 20 years
- Chapter 8 The role of rights and litigation in assuring more equitable access to healthcare in South Africa
- Citizenship: Overview
- Chapter 9 The politics of citizenship in South Africa
- Chapter 10 Fire in the vineyards: Farm workers and agrarian change in post-apartheid South Africa
- Chapter 11 From ubuntu to Grootboom: Vernacularising human rights through restorative and distributive justice in post-apartheid South Africa
- Chapter 12 Social protests and the exercise of citizenship in South Africa
- Chapter 13 Migration to South Africa since 1994: Realities, policies and public attitudes

ABOUT THE EDITORS

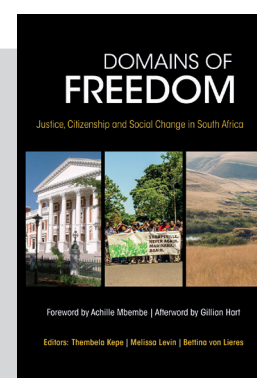
Thembela Kepe is Associate Professor in the Department of Geography, and the Centre for Critical Development Studies at the University of Toronto, Canada. He is also a Visiting Professor in the Geography Department at Rhodes University.

Melissa Levin is an instructor in African Studies at the University of Toronto. She has taught the politics of regional integration at Nelson Mandela Metropolitan University and African Literature at Khanya College.

Bettina von Lieres is a Lecturer in the Centre for Critical Development Studies at the University of Toronto, and Extraordinary Senior Researcher in Political Studies at the University of the Western Cape.

SUITABLE FOR

Academics and scholars in African Studies, Sociology, Political Science, Public Policy, Human Geography, International Relations, Comparative Politics, South African History, and Development Studies



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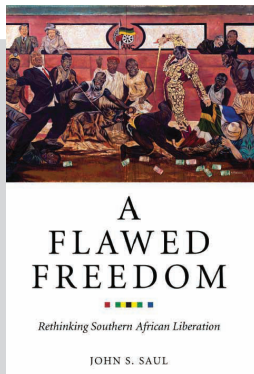
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FLAWED FREEDOM, A

Rethinking southern African liberation

JS SAUL

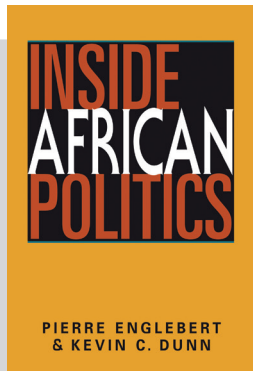
Twenty years on from the fall of apartheid, veteran analyst and struggle activist John S. Saul examines the liberation struggle in southern Africa. He places it in a regional and global context and looks at how initial optimism and hope has given way to a sense of crisis and dysfunction, exemplified by soaring levels of inequality and violence.

With chapters on South Africa, Tanzania and Mozambique, Saul examines the reality of southern Africa's post-'liberation' plight. He argues that globalisation is fostering in Africa a limited brand of development that offers wealth and power to the fortunate few and a form of recolonisation to the poorer majority. Saul discusses the ongoing 'rebellion of the poor', including the recent Marikana massacre, that continues to shake the region. He suggests that a second southern African liberation struggle is entirely possible in the future.

The book contains a tribute to Ruth First, revolutionary and social scientist, whose tragic end occurred down the hall from Saul's office at the University of Eduardo Mondlane in Maputo; and a salute to Nelson Mandela.

SUITABLE FOR

Historians, sociologists, political scientists, students of Development Studies and African Studies, and anyone with an interest in African politics more generally.



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2014



464 PAGES

INSIDE AFRICAN POLITICS

P ENGLEBERT & KC DUNN

This up-to-date introduction to contemporary African politics focuses on states as well as citizens across the continent, looking at politics from above and below. It examines why we should know about African politics; the evolution of African states; people, identity and power; the practice of power; the range of regimes in Africa; the economic dimensions of African politics; the shifting landscape of conflict and security; and African politics in international relations. Using an abundance of data and illustrative examples, the authors highlight the contributions of African experiences to the broader knowledge of comparative politics and international relations.

The straightforward, accessible style makes this book suitable for the general reader interested in current affairs. But the book will also serve as an essential text and a long-term resource for students and scholars alike.

SUITABLE FOR

Undergraduate students of politics, African politics and international relations, as well as the general reader.

LIMITS OF DEMOCRATIC GOVERNANCE, THE

Power, politics and chiefs west of the Kei, 1828-2017

L PICARD & T MOGALE

The authors examine the impact of the transition from apartheid rule to democratic governance on South African society at its base. At the subnational government level they identify two trends: a promise of—or at least the demand for—local participatory governance; and local political elites trying to impose political structures and processes on society. This book examines the clash between those two historical trends and addresses the concern that South Africans may one day share the fate of many in the rest of Africa who reside in its urban slums and in its rural areas.

CONTENTS

- Political Development in South Africa
- Patterns of Local Governance: Africa's Colonial Legacy
- The Colonial Origins of Local Control in South Africa
- Authoritarian Institutions and Governance: The British Come to the Cape
- From Colonialism to Apartheid: State Structures at the Base
- The Urban Local State in the Apartheid Era
- The Local State vs. Local Governance after Apartheid
- Where's the Money? The Fiscal Debate
- The Special Challenges of Rural Local Governance
- The Continuing Role of Traditional Authorities
- The Dilemmas of Decentralized Governance

ABOUT THE AUTHORS

Louis A. Picard is professor of public and international affairs and African studies and director of the Ford Institute for Human Security at the University of Pittsburgh. His numerous publications include *The State of the State: Institutional Transformation and Political Change in South Africa* (Wits University Press, 2006).

Thomas Mathuku Mogale is Professor and Executive Dean: College of Economic and Management Sciences at the University of South Africa (Unisa), and former Director of the Graduate School of Public and Development Management at the University of the Witwatersrand.

SUITABLE FOR

Scholars of South African History and Politics, International Relations, Public Administration and Development Studies, as well as policymakers and practitioners in the area of public administration and governance.



978 1 77582 071 0

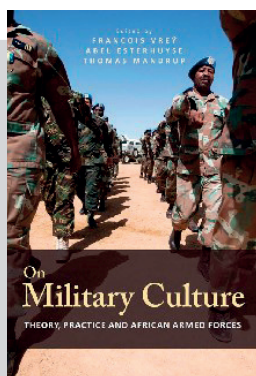
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2015



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ON MILITARY CULTURE

Theory, practice and African armed forces

F VREÿ, T MANDRUP & A ESTERHUYSE (EDITORS)

African armed forces face many challenges with regard to military professionalism, as recent coups in Mali and Niger, and the poor performance of the DRC's armed forces, illustrate. And military professionalism is linked to military culture, which is about the collective activities of armed forces, particularly their distinctive practices and collective understanding of shared goals and how to achieve them.

One of the reasons for their flawed performance is that Africa's different military cultures are at a formative stage. But how do we understand and reconcile them when discussion of military culture largely occurs from a Western perspective? This book offers a contemporary view of military culture within Africa, with contributions from scholars and practitioners from Africa, as well as North America, Europe and Australia.

It first focuses on the theory of military culture, the implications for civil-military relations, and the role of the armed forces in society. It then presents a number of cases, from Ethiopia, Kenya and Namibia as well as Australia and Canada. Thirdly, the book discusses the South African military, with a retrospective view of its military culture and an examination of its post-apartheid vision. The underlying argument of this book is that African armed forces need to come to terms with the elements of military culture if they want to become more professional as an instrument of war and in their purpose of serving society.

ABOUT THE EDITORS

Francois Vreÿ is Associate Professor of Strategy, Faculty of Military Science, Stellenbosch University, South Africa. He is on the editorial board of the Journal of Military and Strategic Studies and has written many journal articles and book chapters, including in *South African Contemporary Counterinsurgency: Roots, practices, prospects* (UCT Press, 2010). Thomas Mandrup is Associate Professor at the Institute for Strategy, Royal Danish Defence College. Abel Esterhuyse is Associate Professor of Strategy, Faculty of Military Science, Stellenbosch University, South Africa. He is Editor of *Scientia Militaria*, the South African Journal of Military Studies.



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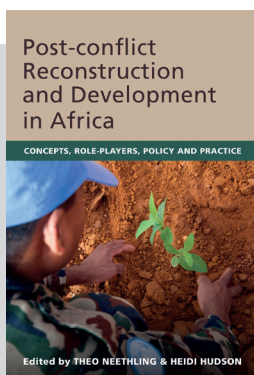
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2013



304 PAGES



POST-CONFLICT RECONSTRUCTION AND DEVELOPMENT IN AFRICA

Concepts, role-players, policy and practice

T NEETHLING & H HUDSON (EDITORS)

Some of the bloodiest conflicts occur on the African continent. An Afrocentric perspective is therefore a suitable starting point for research into the possible strategies for post-conflict peacebuilding. The authors of this book consider the problems around the concept of 'post-conflict' and the blurring of military and civilian roles, analysing the UN roles in the DRC and Sierra Leone, as well as the African Union Mission in Burundi. The main context of the book, however, is the South African Army's strategy for PCRD in Africa, which has been developed with the African Union's 2006 Post-Conflict, Reconstruction and Development Needs Assessment Guide in mind. This book emanates from this plan. It therefore also explores South Africa's policy imperatives to integrate development projects and peace missions, involving the military as well as civilian organisations.



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2013



320 PAGES

ABOUT THE EDITORS

Theo Neethling is Professor and Head of the Department of Political Studies and Governance at the University of the Free State. He is widely published in accredited academic journals and currently serves on the editorial board of *Scientia Militaria: South African Journal of Military Studies* and the *Journal of Contemporary History*.

Heidi Hudson is Professor and Director of the Centre for Africa Studies (CAS) at the University of the Free State. Her areas of research are gender and the politics of security, with a current focus on the postcolonial discursive and material dynamics of peacebuilding in Africa. She is co-editor of the *International Feminist Journal of Politics* and serves on the editorial board of, among others, *International Peacekeeping* and *Africa Insight*.

SUITABLE FOR

- Academics and students of military academies
- Human rights lawyers and NGOs
- Students of international relations and political science
- Educated lay readers.

SOUTH AFRICA PUSHED TO THE LIMIT

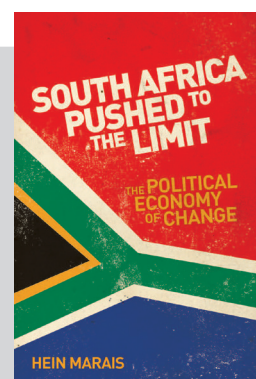
The political economy of change

H MARAIS

Close to half the South African population lives in poverty, jobs are scarce, and the country is more unequal than ever. In its wide-ranging, incisive and provocative analysis, *South Africa Pushed to the Limit* shows that although the legacies of apartheid and colonialism weigh heavy, many of the strategic choices made since the early 1990s have compounded those handicaps. Building on his acclaimed book *Limits to Change*, Marais examines South Africa's most pressing issues – from the real reasons behind President Jacob Zuma's rise and the purging of his predecessor, Thabo Mbeki, to piercing analyses of the country's continuing AIDS crisis, its economic path and the changes wrought in the world of work. *South Africa Pushed to the Limit* presents a riveting benchmark analysis of the incomplete journey beyond apartheid.

SUITABLE FOR

- Students and academics in the fields of sociology, politics, African studies, economics, development studies, public health, and history
- Policymakers, parliamentarians and state officials
- Analysts and researchers
- Political and business journalists
- Development NGOs and activists.



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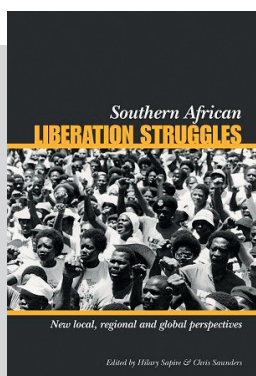
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2010



576 PAGES



SOUTHERN AFRICAN LIBERATION STRUGGLES

New local, regional and global perspectives

H SAPIRE & C SAUNDERS (EDITORS)

The writing of critical, reflective histories of southern African liberation movements is still in its infancy. Unlike the many hagiographic, justificatory or partisan accounts that have been published, this collection of essays examines the fissures and tensions that existed within them and seeks to present nuanced accounts of the international solidarity movements that flourished alongside the southern African liberation and exile movements. This collection of essays illustrates the intertwined histories of southern African liberation struggles and international solidarity movements from the 1960s to 1994, reflecting the new directions taken by local scholars and those writing from abroad.

SUITABLE FOR

- Academics and students of history and politics, and African Studies
- The educated lay reader interested in the recent history of southern Africa.



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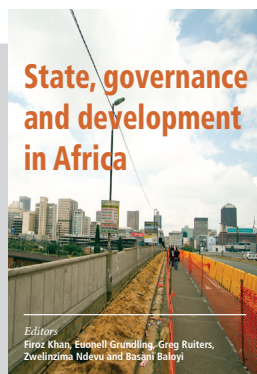
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2012



320 PAGES



STATE, GOVERNANCE AND DEVELOPMENT IN AFRICA

F KHAN, E GRUNDLING, G RUITERS, Z NDEVU, B BALOYI (EDITORS)

The book opens with forewords by eminent African scholars, including Ben Turok and Mohamed Halfani. The chapters that follow examine rent-seeking, patronage, neopatrimonialism and bad governance. They engage with statehood, state-building and statecraft and challenge the mainstream opinions of donors, funders, development banks, international non-governmental organisations and development organisations.

They include the role of China in Africa, Kenya's changing demographics, state accountability in South Africa's dominant party system, Somalia's prospects for state-building, urban development and routine violence, and resource mobilisation.

At a time in which core institutions are being tested -- the market, the rule of law, democracy, civil society and representative democracy -- this book offers a much-needed multi- and inter-disciplinary perspective, and a different narrative on what is unfolding, while also exposing dynamics that are often overlooked.

ABOUT THE LEAD EDITOR

Firoz Khan is a Senior Lecturer at the School of Public Leadership, Stellenbosch University, focusing on Development Planning and Applied Economics. He has a PhD in Public and Development Management from Stellenbosch University, and a Master's in Town and Regional Planning from the University of Natal (Durban). He is the co-editor with Thring, P. *Housing Policy and Practice in Post-Apartheid South Africa* (Heinemann, 2003) and the author of many book chapters and journal articles.

SUITABLE FOR

Politicians; government officials; staff and agents of donors and multilateral organisations; policy and governance think tanks; teachers, researchers and practitioners in the development and public administration schools and the NGO sector; civil society and activists, workers, advocates and champions; and students.



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978 1 48511 763 6

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2016



288 PAGES

THE STRATEGIC CORPORAL REVISITED

Challenges facing combatants in 21st-century warfare

D LOVELL & DP BAKER (EDITORS)

As we enter an era of multidimensional warfare, and the pace of war trends towards 'machine speed', the importance of decisions made by junior military leaders--some of them with strategic impact--continues to grow exponentially. US Marine Corps General Charles C. Krulak coined the term 'The Strategic Corporal' nearly two decades ago, and it is more relevant today than ever.

This book is the first scholarly analysis of the challenges facing Strategic Corporals – and those who seek to prepare and equip them – in the 21st century. The topics addressed include leadership and education, military culture, peacekeeping, counterinsurgency, cyberwarfare, and private military contractors and NGOs in the contemporary battlespace.

Also included is a historian's reflection on General Krulak's development of the 'Strategic Corporal' concept, and a practitioner's response to the scholarly arguments contained in the book.

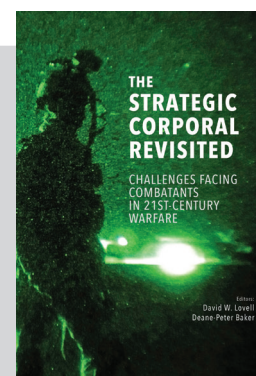
ABOUT THE EDITORS

David Lovell is Professor of International and Political Studies, and Head of the School of Humanities and Social Sciences, at the University of New South Wales at the Australian Defence Force Academy. He is a member of the Australian Political Studies Association and the International Political Studies Association, and is on the committee of the International Society for the Study of European Ideas (and is co-editor of its journal, *The European Legacy*).

Deane-Peter Baker is a lecturer at the University of New South Wales. He was formerly an Assistant Professor of Ethics in the Department of Leadership, Ethics and Law at the United States Naval Academy. Prior to that Dr Baker was Associate Professor of Ethics at the University of KwaZulu-Natal, South Africa. He was a co-editor of *South Africa and Contemporary Counterinsurgency: Roots, practices, prospects* (UCT Press: 2010)

SUITABLE FOR

Undergraduates in law, history, ethics, politics and international studies courses that deal with the nature of war, counterinsurgency or the 'global war on terrorism'; Professionals and researchers in military development, particularly in military education and training establishments in South Africa, the UK, US, Canada and Australia; academic libraries.



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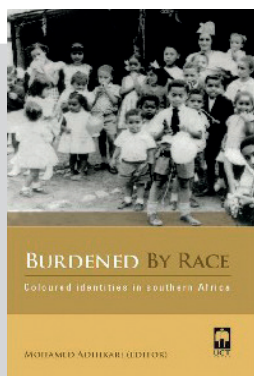
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2017



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2009



272 PAGES

BURDENED BY RACE

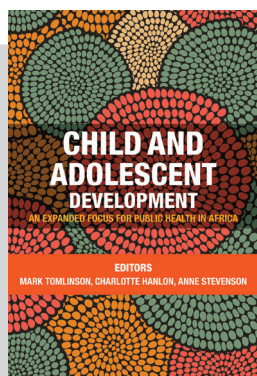
Coloured identities in southern Africa

M ADHIKARI (EDITOR)

Burdened by Race showcases recent innovative research and writing on coloured identity in southern Africa. Drawing on a wide range of disciplines and applying fresh theoretical insights, the book brings new levels of understanding to processes of coloured self-identification. This collection also breaks virgin ground by examining diverse manifestations of colouredness across the region, using interlinking themes and case studies from South Africa, Zimbabwe, Zambia and Malawi to present analyses that both challenge and overturn much of the conventional wisdom around the identity in the current literature.

SUITABLE FOR

Students, academics and the educated lay reader interested in African studies, history, sociology, political science, postcolonial, postmodern and cultural studies, and identity studies.



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2018



360 PAGES

CHILD AND ADOLESCENT DEVELOPMENT

An expanded focus for public health in Africa

M TOMLINSON, C HANLON & A STEVENSON (EDITORS)

For children to thrive they must make good developmental progress from birth until the end of adolescence. Addressing the social determinants of developmental problems, this volume offers a broad, contextualised understanding of the factors that impact on children and adolescents in Africa, with case studies in Ethiopia, Kenya, Malawi, Nigeria, Rwanda and South Africa. Covering mental health as well as physical and social development, it looks at policies and practice, culture and priorities for research, identifying challenges and proposing solutions.

ABOUT THE EDITORS:

Mark Tomlinson is a Professor of Psychology and co-Director of the Institute for Child and Family Health Research at Stellenbosch University, and Honorary Professor in Psychiatry and Mental Health at the University of Cape Town.

Charlotte Hanlon is Associate Professor at Addis Ababa University, Ethiopia, and Clinical Senior Lecturer in Global Mental Health at King's College, London.

Anne Stevenson is Programme Manager for the Chester M. Pierce, MD Division of Global Psychiatry at Massachusetts General Hospital, and has managed healthcare and research programmes in Boston, Rwanda and Ghana.

SUITABLE FOR

Academics, students and practitioners in psychology, developmental psychology, child clinical psychology, developmental psychopathology, psychiatry, human ecology, and in schools of education; nurses and paediatricians, health workers and those interested in early childhood development.

COMMUNITY PSYCHOLOGY

Analysis, context and action

**N DUNCAN, B BOWMAN, A NAIDOO, J PILLAY
& V ROOS (EDITORS)**

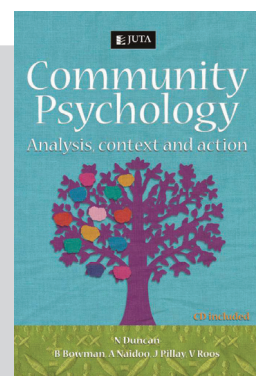
Community Psychology: Analysis, context and action contains a rich diversity of insights and critical debates on the key theoretical, analytic, teaching, learning and action approaches in community psychology. The book offers an incisive examination of a range of contextual factors that influence the practice of community psychology.

CONTENTS

- Analysis, context and action: An introduction to community psychology
- The international emergence and development of community psychology
- A history of 'community' and community psychology in South Africa
- Assumptions and values of community psychology
- The mental health model: Preventing 'illness' or social inequality
- The social ecological model as theoretical framework in community psychology
- A critical orientation to community psychology
- Intergenerational rites of passage
- Contextual issues: Poverty
- Contextual issues: 'Race' and childhood health in South Africa
- Contextual issues: Power, violence and community psychology
- Contextual enablers of the HIV pandemic in South Africa: A community psychology perspective
- Vulnerable communities: The different faces of homelessness
- Vulnerable communities: The elderly
- Vulnerable communities: Former combatants in South Africa
- Community competence
- Learning in community psychology
- Indigenous knowledge and learning development
- Healing practices in communities
- Understanding community learning
- Teaching community psychology in South Africa
- Training psychology students and Interns in non-urban areas
- Community-based coping: An HIV/ Aids case study
- Ethics and community psychology
- Programme evaluation: Approaches for supporting Innovation and engaging communities
- Activating action: Aims, methods and imperatives in community psychology

SUITABLE FOR

Students of community psychology, lecturers, practitioners and social workers and community workers.



978 1 48510 212 0

ZAR R592.00



978 1 48512 243 2

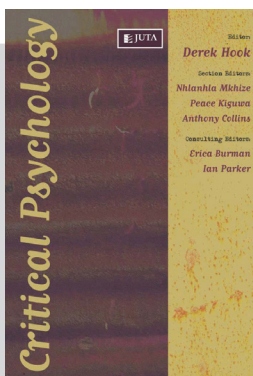
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2013



480 PAGES



CRITICAL PSYCHOLOGY

D HOOK, N MKHIZE, A COLLINS, P KIGUWA, E BURMAN & I PARKER (EDITORS)

Critical Psychology is an approach rather than a theory, an orientation towards psychological knowledge and practice, and to relations of power in general. It is an orientation that cuts across the various sub-disciplines in psychology, and is made up of diverse theoretical perspectives and forms of practice. This book is also a response to the need to rethink a more politically aware and participant psychology in South Africa; it hence features focus chapters on racism, community development, HIV/Aids and participatory action forms of research.

SUITABLE FOR

Undergraduate and postgraduate students of critical psychology, lecturers and practitioners



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978 1 48510 425 4

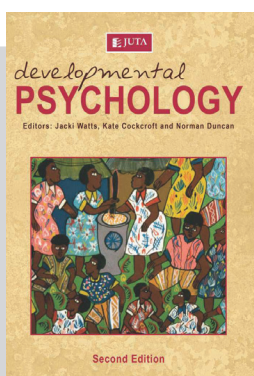
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2013



672 PAGES



DEVELOPMENTAL PSYCHOLOGY

J WATTS, K COCKCROFT & N DUNCAN (EDITORS)

Developmental Psychology provides a theory-driven approach to understanding human development from two perspectives – the psychoanalytic and the cognitive. These two perspectives, which form the first two sections of the book, complement one another. The third section of the book brings together thoughts on the South African context and the impact it has on development.

KEY FEATURES

- A thorough introduction to the key aspects of various psychoanalytic theorists and domains within the cognitive field, including new chapters on Fairbairn, Bion, Kernberg and Kohut
- A number of new chapters devoted to areas of concern and significance to the South African context, such as the impact of crime and trauma on development
- New chapters on evolutionary development and the latest cognitive science approaches.
- A series of critical thinking tasks, case studies and applied exercises to engage and challenge readers and help them to relate the subject to everyday life
- Interest boxes, recommended readings and glossary terms which encourage readers to read beyond the text and to develop a broad and diverse understanding of the discipline of developmental psychology
- Photographs, illustrations and diagrams which complement and animate the text and design, and ensure that readers do not get lost in theoretical discussion.

SUITABLE FOR

Undergraduates and postgraduate students of psychology; health professionals.



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ZAR R606.00



2e 2009



696 PAGES

FROM BOYS TO MEN

Social constructions of masculinity in contemporary society

**T SHEFER, K RATELE, A STREBEL, N SHABALALA
& R BUIKEMA (EDITORS)**

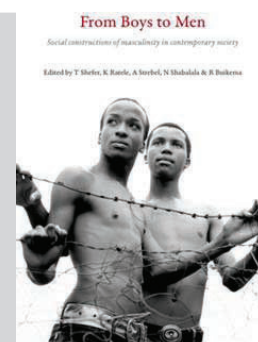
There is a growing critical men's studies discipline in South Africa, though it remains relatively marginalised. *From Boys to Men* addresses the topic of what it means to be a man in a trans-disciplinary and interdisciplinary manner.

CONTENTS

- The problems boys and men create, the problems boys and men experience
- Researching and working with boys in Southern Africa in the context of HIV/Aids: a radical approach
- Multiple meanings of manhood among boys in Ghana
- Do you want to be a father? School-going youth in Durban schools at the turn of the 21st century
- Teenage masculinity: the double find of conformity to hegemonic standards
- 'Moffies, jock and cool guys': Boys' accounts of masculinity and their resistance in context
- South African boys with plans for the future: why a focus on dominant discourses tells us only a part of the story
- 'A woman cannot marry a boy': rescue, spectacle and transitional Xhosa masculinities
- Social construction of masculinity on the racial and gendered margins of Cape Town
- Masculinities in the era of HIV/Aids: the perspectives of rural male Zulu youth
- Masculinities in the ANC-led liberation movement
- Culture change, Zulu masculinity and intergenerational conflict in the context of civil war in Pietermaritzburg (1987–1991)

SUITABLE FOR

Researchers, academics, teachers, students and authors across a wide range of disciplines.



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ZAR R422.00



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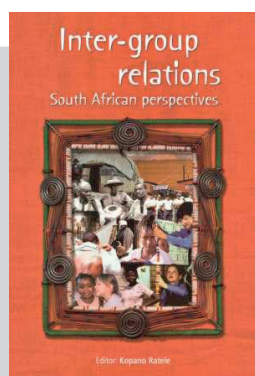
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2007



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INTER-GROUP RELATIONS

South African perspectives

K RATELE

"Is it natural to categorise people into groups? How do we determine category borders — the in-group 'we' and out-group 'them'? How and why is in-group love so close to out-group hate, and why do people who have to live side by side manage to hate one another so deeply?"

This title investigates inter-group relations in a post-apartheid South Africa. It examines how out-group hatred and in-group affection can be, and often are, drawn not only along lines of gender, religion, class and race, but are also at play in homes and families, in relationships between different cultural groups, the landed and the landless, language communities, the employed and unemployed, and the stigmatisation of people living with HIV/Aids. *Inter-group relations* looks at a wide range of social, personal and interpersonal issues from psychological and ideological perspectives. Pertinent subjects covered include: The nature and causes of social dominance and prejudice; racial stereotyping; racially motivated attacks; homelessness and the land question; the phenomenon of gated communities and the politics of space and exclusion; the politics of HIV/Aids; majority and minority influence.

ABOUT THE AUTHOR

Kopano Ratele is Professor in the Institute for Social and Health Sciences at UNISA. Best known for his work on men and masculinity — specifically in relation to violence, race, sexualities, and tradition — he has published a number of books, scholarly essays, research papers, and shorter pieces on a range of psychological, cultural and social topics. His list of publications include the co-edited book *From Boys to Men: Social Constructions of Masculinities in Contemporary Society* (UCT Press) and *There Was This Goat* (UKZN Press) co-authored with Nosisi Mpolweni and Antjie Krog. He is a past president of the Psychological Society of South Africa, and the incumbent chairperson of the board of Sonke Gender Justice.

SUITABLE FOR

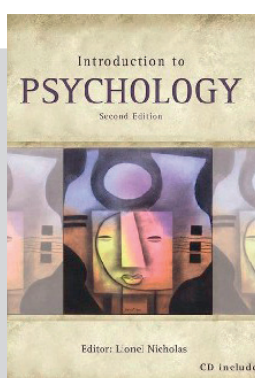
Psychology students, especially students of social psychology.

978 0 70217 189 5

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2006

352 PAGES



INTRODUCTION TO PSYCHOLOGY

L NICHOLAS (EDITOR)

This edition of *Introduction to Psychology* is a visually appealing, comprehensive and accessible text designed to help students make sense of psychology and its relationship to their everyday lives.

The authors provide fresh perspectives and stimulating South African case materials. A range of cultural viewpoints are discussed and current debates about psychology are presented from different perspectives to allow students to develop their capacity to think critically. Chapter overviews, suggested further readings and a comprehensive index make the book easy to use.

CONTENTS

- Introduction to psychology
- Research and statistics
- Biological bases of behaviour
- Sensation and perception
- Learning
- Cognitive processes
- Intelligence and psychological testing
- Psychopathology
- Psychotherapy
- Personality
- Developmental psychology
- Social psychology
- Community psychology
- Industrial psychology
- Sexuality
- Health.

978 1 91989 502 4

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424 PAGES

ABOUT THE EDITOR

Professor Lionel J Nicholas (PhD, EdD) is affiliated to the South African College of Applied Psychology. He is a former president of the Psychological Society of South Africa, editor of the South African Journal of Psychology and executive member of the Professional Board of Psychology. He has published widely on student problems, sexuality, oppression, racism and the history of psychology.

SUITABLE FOR

Undergraduate students of psychology.

PSYCHOLOGICAL ASSESSMENT

Thinking innovatively in contexts of diversity

R FERREIRA (EDITOR)

Psychological Assessment - Thinking innovatively in contexts of diversity is an innovative text on assessing human behavior in developing and multicultural contexts. It focuses on alternative assessment approaches and has a strong focus on ethics, bias and fairness, and the role of indigenous knowledge. Many of the contributions are written by private practitioners which serves to balance the theoretical and practical aspects of the book.

CONTENTS

Part 1: Situating psychometric testing within the context of south africa

- Contextualising psychological service provision in South Africa
- Understanding the role of indigenous knowledge in psychological assessment and intervention in a multicultural South African context
- Non-Western (African) views of psychological constructs: Current context of psychological assessment in South Africa
- How psychological tests work: Understanding standardisation
- Methodological standards and fit for purpose: Criteria to evaluate psychological tests and assessments
- Developing psychometric instruments for a specific context: The South African Personality Inventory

Part 2: Alternative approaches to implementing and interpreting psychometric tests

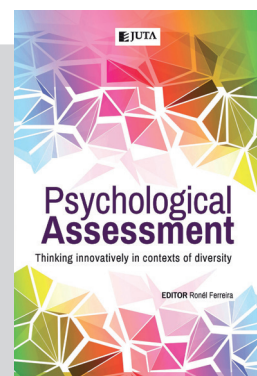
- Assessing mental abilities: A critical view on historical and modern intelligence measures used in South Africa
- Dynamic assessment as an alternative avenue when intervening with children
- Addressing diversity in assessment: The value of an integrated qualitative

and quantitative approach to career counselling

- Using genograms for the psychological assessment and support of vulnerable clients
- Family assessment in contexts of diversity

Part 3: 'Thinking out of the box' when rendering psychological services

- Flowing between assessment and therapy through creative expressive arts
- Sandwork as a psychological assessment technique
- Using body mapping to step into your future: Life design in a context of high risk and high diversity
- EAGALA model equine-assisted psychotherapy and learning as a psychological assessment technique
- Using the Mmogo-method® to identify quality of life contributors and inhibitors in the lives of older people in residential care facilities in South Africa
- Providing psychological services in a context of diversity: Lessons learnt from private practice
- Integrating traditional ethical guidelines with challenges posed by a digital world.



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ZAR R466.00



2016



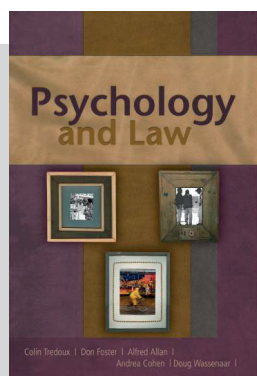
376 PAGES

ABOUT THE EDITOR

Ronél Ferreira is a professor and Head of the Department of Educational psychology in the Faculty of Education at the University of Pretoria

SUITABLE FOR

- Students of psychology, both undergraduate and postgraduate
- Practitioners in the fields of psychology, social work, counselling and related fields



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ZAR R699.00



978 0 70219 606 5

ZAR R653.00



2005



446 PAGES

PSYCHOLOGY AND LAW

**C TREDOUX, D FOSTER, A ALLAN,
A COHEN & D WASSENAAR (EDITORS)**

Psychology and law are disciplines and professions that seem to be, at first glance, quite distinct and separate – but in reality their congruences are many and varied: psychologists frequently appear in court as expert witnesses, and they often actively research topics that are directly related to law and legal practice. Similarly, lawyers and other legal professionals often face questions in their professional practice that are inherently psychological in nature.

The congruencies between psychology and law are explored in this collection of learning objectives, exercises, and reference material that addresses the intersection of these two disciplines. In addition to practical topics such as crime and policing, the detection of deception and truthfulness, dangerousness and the risk of violence, and the employment of the psychologist as expert witness, it also discusses modern moral issues such as the role and treatment of child witnesses in legal proceedings, investigative psychology and psychological profiling, and the use of insanity and diminished capacity defenses.

CONTENTS

- Introduction
- What is psychology?
- The South African legal system
- Psychological assessment for the courts
- Crime and policing
- Assessing custody and placement of children
- Credibility assessment
- Eyewitness testimony
- Child witnesses
- Risk assessment
- The psychologist as expert witness
- Introducing investigative psychology
- Psychology and human rights
- Psychological evaluations of mental state in criminal cases

SUITABLE FOR

Lawyers, law students, legal professionals, clinical psychologists, research psychologists, psychology students, any reader interested in the interface of the disciplines of psychology and law

SELF, COMMUNITY AND PSYCHOLOGY

K RATELE, N DUNCAN, D HOOK, N MKHIZE, P KIGUWA & A COLLINS (EDITORS)

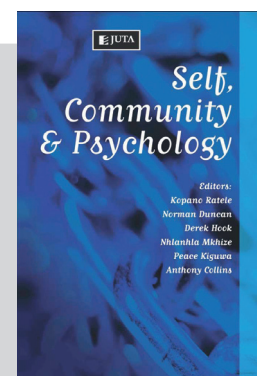
Self, Community and Psychology provides a broad introduction to community psychology, power and social formations and posits a liberatory response utilising critical analysis, self-definition and collective action. The text addresses the ideologies of race, gender and sexuality that together create particular South African post-colonial realities that legitimise oppression and cultural dispossession.

CONTENTS

- Liberation psychology
- Critical reflections on community and psychology in South Africa
- Social psychology and research methods
- Psychology: An African perspective
- Sociocultural approaches to psychology: dialogism and African conceptions of the self
- Frantz Fanon and racial identity in postcolonial contexts
- Feminist critical psychology in South Africa
- Heterosexuality
- Activity Theory as a framework for psychological research and practice in developing societies
- Participatory Action Research and local knowledge in community contexts
- Street life and the construction of social problems
- The role of collective action in the prevention of HIV/Aids in South Africa
- Understanding and preventing violence

SUITABLE FOR

Community psychology students.



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ZAR R556.00



978 1 48512 257 9

ZAR R500.00



2008



416 PAGES

SOCIAL PSYCHOLOGY

Identities and relationships

K RATELE & N DUNCAN (EDITORS)

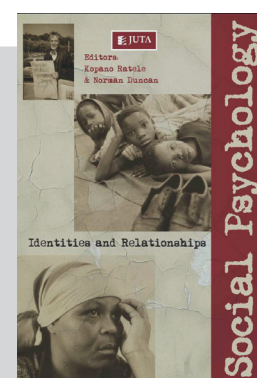
Using current socio-political thought and research, the authors of *Social Psychology: Identities and relationships* examine topics such as violence, social and political transition, race and racism, and sexualities.

CONTENTS

- Introduction: A psychology of a society
- Social psychology and research methods
- Racism: A social psychological perspective
- Race, racism and the media
- Bodies and Apartheid
- Frantz Fanon and racial identity in post-colonial contexts
- Black adolescent identity during and after Apartheid
- Identity dynamics and the politics of self-definition
- Women abuse: A critical review
- Gender inequality, family relations and passion crime
- Black women's identities
- 'Mixed' relations
- Lesbianism
- Heterosexuality
- Historical representations of 'race', masculinity and homosexuality
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- Understanding and preventing violence

SUITABLE FOR

Students and scholars of social psychology, human behaviour and gender studies.



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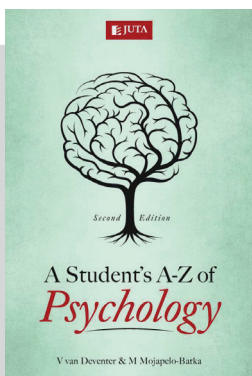
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STUDENT'S A-Z OF PSYCHOLOGY, A

V VAN DEVENTER & M MOJAPELO-BATKA

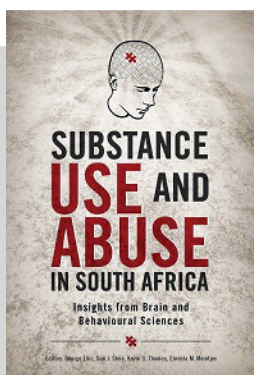
This second edition of *A Student's A-Z of Psychology* is a response to the requirements of the modern learning environment. It provides the core psychological knowledge required for a first year course in psychology as well as information on specific skills-based topics. As an alphabetically arranged resource, it is an easy-to-use companion for the entry-level student of psychology.

ABOUT THE AUTHORS

Vasi van Deventer is an Associate Professor in the Department of Psychology at University of South Africa. Mapula Mojaelo-Batka is HOD of the same department.

SUITABLE FOR

- Students of introductory psychology
- Learners who need an introduction to specific topics in psychology.



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SUBSTANCE USE AND ABUSE IN SOUTH AFRICA

Insights from brain and behavioural sciences

G ELLIS, D STEIN, E MEINTJIES & K THOMAS (EDITORS)

Substance abuse is an enormous social problem in South Africa, as elsewhere. It is one of the focus areas of the Brain-Behaviour Initiative (BBI) at the University of Cape Town, which relates neuroscience and behavioural science to social issues. This ground breaking book, which presents some of the cutting-edge research of this unit, looks at the problem of substance abuse from multiple perspectives and particularly in the light of recent discoveries in brain and behavioural science, but also taking a public health view. Its focus ranges from brain imaging and dopaminergic neurocircuitry to policy and prevention. In South Africa in particular, tik (crystal meth, or methamphetamine) and alcohol are devastating society, aggravating poverty and crime, and contributing to child abuse and gender violence. *Substance Use and Abuse* is the first book to address the nature of this problem in an integrated way, written by local researchers at the forefront of this subject.

ABOUT THE EDITORS

George Ellis is Professor Emeritus of Applied Mathematics at the University of Cape Town, an A-rated researcher and winner of the prestigious Templeton Prize (2004) and the Order of Mapungubwe (2006), among other awards.

Dan Stein is Professor and Chair of the Department of Psychiatry and Mental Health at the University of Cape Town, and Director of the Brain-Behaviour Initiative.

Ernesta Meintjies is a senior scientist in the MRC/UCT Medical Imaging Research Unit at the University of Cape Town.

Kevin Thomas is a senior lecturer in the Department of Psychology at the University Cape Town.

SUITABLE FOR

Clinicians, academics interested in substance abuse, policy-makers, lay people interested in South African social issues and their relation to current research

TRAUMA COUNSELLING

Principles and practice in South Africa today

A HERBST & G REITSMA (EDITORS)

South Africa has extremely high levels of trauma and violence. This trauma takes places in a variety of contexts, and different responses and interventions are needed in each setting. This accessible and practical book covers a basic understanding of counselling skills and then focuses on appropriate interventions in a multitude of settings.

CONTENTS

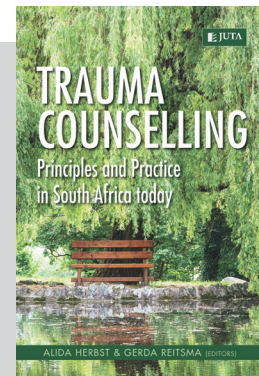
- What is traumatic stress?
- A basic understanding of trauma counselling
- The context of community trauma in South Africa
- Trauma counselling related to health, illness and death
- Traumatic incidents in the family context
- The phenomenology of rape in South Africa
- Understanding the effects of indirect trauma
- Brief interventions
- Cognitive Behavioural Informed Trauma Counselling
- Narrative practices in trauma care, support and counselling
- Strengths-based interventions in trauma counselling
- An integrated approach to working with trauma
- Care-sense: the importance of self-care for counsellors.

ABOUT THE EDITORS

Professor Alida Herbst is Director of the School of Psychosocial Behavioural Sciences at the North-West University and Dr Gerda Reitsma is the Academic Development Officer in the same school.

SUITABLE FOR

Undergraduate students in the fields of psychology and social work; counsellors, psychologists, social workers, medical staff, school counsellors and emergency personnel.



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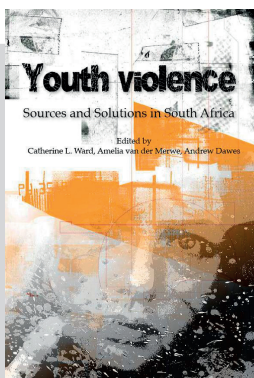
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YOUTH VIOLENCE

Sources and solutions in South Africa

C WARD, A DAWES & A VAN DER MERWE (EDITORS)

This book thoroughly and carefully reviews the evidence for risk and protective factors that influence the likelihood of young people acting aggressively. Layers of understanding are built by viewing the problem from a multitude of perspectives, including the current situation in which South African youth are growing up, perspectives from developmental psychology, the influences of race, class and gender, and of the media. The book examines the evidence for effective interventions in the contexts of young people's lives – their homes, their schools, their leisure activities, with gangs, in the criminal justice system, in cities and neighbourhoods, and with sexual offenders. In doing so, thoughtful suggestions are made for keeping an evidence-based perspective while (necessarily) adapting interventions for developing world contexts, such as South Africa.

ABOUT THE EDITORS

Catherine Ward is a senior lecturer in the Department of Psychology at the University of Cape Town and author of many journal articles on children and violence.

Andrew Dawes is Associate Professor Emeritus and co-editor with R Bray and A van der Merwe of *Monitoring Child Well-Being: a South African rights based approach* (HSRC Press, 2007). He has written many chapters and journal articles on children in circumstances of political change and violence.

Amelia van der Merwe is a Research Psychologist currently working as a research associate at the Child, Youth, Family & Social Development research programme of the HSRC, and also a co-editor of *Monitoring Child Well-Being: A South African rights based approach* (HSRC Press, 2007).

SUITABLE FOR

Academics, policy-makers, those who develop and manage violence prevention programmes. The Departments of Justice, Social Development and Correctional Services; the National Prosecuting Authority; Youth diversion service providers (e.g. NICRO); youth-oriented NGOs (e.g., RAPCAN); professional groups of public health practitioners, criminologists, psychologists.

ASSIGNMENT AND THESIS WRITING

South African edition

J ANDERSON & M POOLE

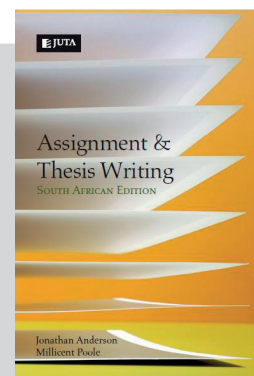
"This edition provides the tools and insights necessary to write succinctly and logically, to complete theses and essays in time, to comply with standards of academic scholarship, to conduct in-depth research and to develop general writing and computer skills and proficiency." Professor Ngqabomzi Gawe, Deputy Vice-Chancellor: Institutional Support, Durban University of Technology.

CONTENTS

- Writing at the tertiary level
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- Planning the thesis
- Scholarly writing: A case study
- Computer tools for writing and publishing
- The computer as an information tool
- Common features of editorial style
- The general format
- Page and chapter format
- The use of quotations
- Footnotes
- Tables and figures
- Referencing
- Appendices
- Editing and evaluating the final product

SUITABLE FOR

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COMPLETE YOUR THESIS OR DISSERTATION SUCCESSFULLY

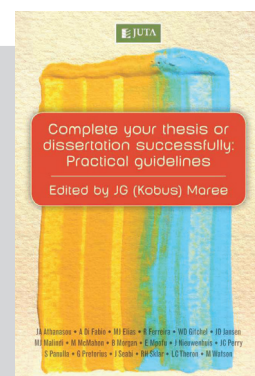
Practical guidelines

JG (KOBUS) MAREE (EDITOR)

This user-friendly and comprehensive volume covers a wide range of topics related to postgraduate study. This book is an essential aid for all students entering a master's or doctorate programme.

CONTENTS

- The quality of doctoral education in South Africa: A question of significance
- Planning your thesis: Systemic and personal issues
- Choosing a topic
- Writing a research proposal
- Theoretical-conceptual and structural aspects of thesis writing
- Basic issues in thesis writing
- Sampling and research paradigms
- Research designs and data collection techniques
- Conducting qualitative research: Practical guidelines on fieldwork
- Writing the quantitative research method chapter
- Conducting mixed-methods research
- Ensuring quality in scholarly writing
- Linking purpose and ethics in thesis writing: South African illustrations of an international perspective
- Writing style
- Communication between student and supervisor
- The role of critical readers in postgraduate studies
- Examining a thesis and writing an examiner's report
- Choosing examiners for a thesis or dissertation
- How to prepare for an oral doctoral examination
- The ultimate aim of your studies: Getting a manuscript published
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ABOUT THE EDITOR

Jacobus Gideon (Kobus) Maree is a professor in the Faculty of Education at the University of Pretoria.

SUITABLE FOR

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- Supervisors of postgraduate students in all disciplines.

DESIGNING YOUR FIRST RESEARCH PROPOSAL

A manual for beginning researchers

R VITHAL & J JANSEN

This popular manual has been updated to address current research challenges in all disciplines, while maintaining its succinct content. It presents a simple, clear and coherent strategy for preparing a research proposal with two additional sections to take into account research ethics and funding applications. This practical, application-focused guide can be used in a variety of academic disciplines in both tertiary and secondary education.

CONTENTS

- Preface
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- Some guidelines for the effective use of this manual
- Steps in writing a research proposal
- Selecting a focus
- Identifying critical questions
- Stating a rationale
- Conducting a literature review
- Locating a conceptual/theoretical framework
- Preparing a data collection plan
- Planning for data analysis
- Anticipating the report outline
- Dealing with validity and reliability concerns
- Acknowledging the limitations of research
- Protecting human subjects (ethics)
- Estimating a budget

KEY FEATURES

- Clear and coherent strategy for preparing a research proposal for basic to advanced research
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- Appropriate across many disciplines
- Accessible to English second-language speakers
- Interactive structure promotes self-directed research training – suitable for distance education

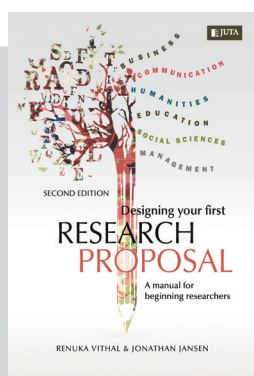
ABOUT THE AUTHORS

Renuka Vithal is Honorary Professor in Mathematics Education at the University of Witwatersand and Doctoral Programme Director at the Management College of Southern Africa, Honoris United Universities. She has founded and led cohort models of doctoral programmes for two decades and is currently a Chair of the International Commission on Mathematical Instruction Study on School Mathematics Curriculum Reforms.

Jonathan Jansen is Distinguished Professor of Education at the University of Stellenbosch and President of the Academy of Science of South Africa. He has trained more than 100 doctoral and Masters' students in Education and the Social Sciences, and currently leads a project that prepares young academics (lecturers, senior lecturers) to become professors in their respective fields.

SUITABLE FOR

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EMERGING RESEARCHER, THE

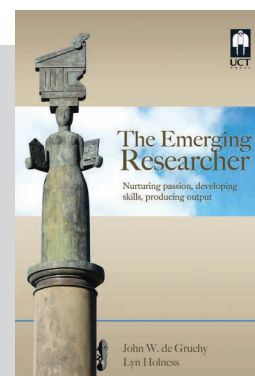
Nurturing passion, developing skills, producing output
J DE GRUCHY & L HOLNESS

The Emerging Researcher Programme (ERP) at the University of Cape Town was launched in 2003 in response to an urgent need for the building of research capacity in a new generation of researchers in South Africa. The Programme focuses on issues such as Completing higher degrees; Writing for publication; Preparation of proposals; Research planning and Graduate supervision.

The ERP draws on the expertise of retired senior academics – who work in conjunction with the programme co-ordinators – to assist academics in the development of their personal research profiles. This book is an account of what has been done in the ERP, the challenges encountered along the way, and what has been learnt in the process. As a model it could be adapted to other situations both within South Africa and in the broader African context.

NEW FOR THIS EDITION

- New examples and case studies from a range of disciplines
- New sections: *Protecting human subjects (ethics)* and *Estimating a budget*.



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FIRST STEPS IN JOURNAL ARTICLE WRITING

JG (KOBUS) MAREE (EDITOR)

This concise and practical volume guides the reader through the process of article writing for submission to scholarly journals. It provides helpful examples and clarification of the steps involved and will prove to be an invaluable resource for both novice and experienced researchers.

CONTENTS

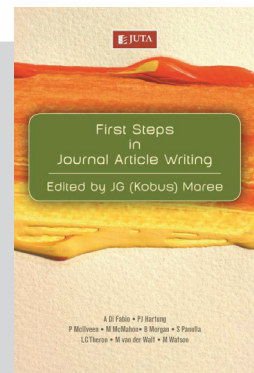
- Getting published: motives, personal qualities and methods
- Identifying an appropriate journal and preparing the manuscript for submission
- Writing the manuscript: standard guidelines
- Preparing the abstract of a manuscript
- Writing your first draft
- Preparing the manuscript: technical considerations
- Managing the peer review process
- The ethics of article publications
- Electronic submissions
- Avoiding basic errors in scholarly writing

ABOUT THE EDITOR

Jacobus Gideon (Kobus) Maree is a professor in the Faculty of Education at the University of Pretoria.

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FUNDAMENTALS OF RESEARCH METHODOLOGY FOR HEALTHCARE PROFESSIONALS

H BRINK, C VAN DER WALT, G VAN RENSBURG

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- Clearly defined learning objectives to indicate the focus of each chapter
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ABOUT THE AUTHORS

Christa van der Walt is a retired Professor of Research Methods in Health Sciences. She is still appointed as an Associate Professor at NWU. Gisela van Rensburg is a Professor in the Department of Health Sciences at Unisa.

They are indebted to the founding author, the late Professor Emeritus Hilla Brink.

SUITABLE FOR

Undergraduate and post-graduate students

FUNDAMENTALS OF SOCIAL RESEARCH METHODS

An African perspective

C Bless, C Higson-Smith & S Levy Sithole

Fundamentals of Social Research Methods: An African Perspective draws examples from a broad spectrum of fields including agriculture, public health, social welfare, community development and regional planning. The material is compatible with social science methodology courses in sociology, economics, political science, psychology and education.

CONTENTS

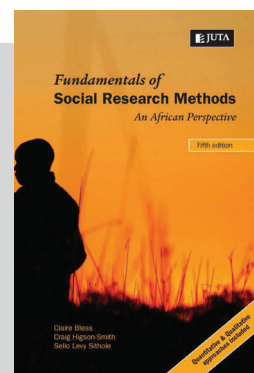
- The different methods of acquiring knowledge
- The scientific method applied to social reality
- Research ethics
- Problem conception and background information
- The types of research
- Research questions and variables
- Participatory and action research
- Research and community development
- Project monitoring and evaluation
- Research planning and design
- Sampling
- Data collection: Basic concepts and techniques
- Ensuring the quality of data
- Quantitative data analysis and interpretation
- Qualitative data analysis and interpretation
- Research findings and dissemination
- Research management.

ABOUT THE AUTHORS

Claire Bless studied psychology/genetic epistemology with J. Piaget at the University of Geneva, Switzerland. Craig Higson-Smith works as a researcher with special interests in the areas of war, civil conflict, peace, community intervention and traumatic stress. Sello Levy Sithole is associate professor in the Department of Social Work at the University of Limpopo – Turfloop campus.

SUITABLE FOR

Students and non-professional researchers who are interested in conducting social research (practitioners, community activists, government administrators, policy-makers).



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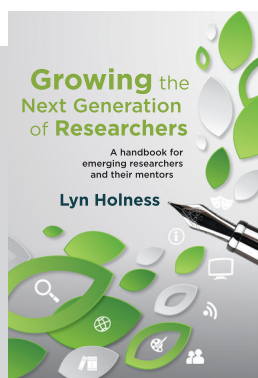
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L HOLNESS

Designed as a tool for emerging researchers and their mentors, this book provides strategies for research growth in areas such as understanding the relationship between teaching and research; obtaining higher degrees; producing peer-reviewed research output; generating and managing research funding; effective research planning; engaging in interdisciplinary research; and postgraduate supervision. It addresses three primary readerships: institutions, mentors of new or inexperienced academics and emerging researchers themselves. It is set in an African context, addressing topics and challenges relevant across the continent.

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Part 1: Welcome to academia

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- Chapter 2: The research landscape: Internationalisation, quality assurance and benchmarking
- Chapter 3: Crossing research boundaries

Part 2: Developing a research profile: The art and craft of research

- Chapter 4: Research information and its management
- Chapter 5: Research integrity
- Chapter 6: Planning your research
- Chapter 7: Optimising research opportunities: Sabbaticals, conferences and research visits
- Chapter 8: Securing and managing research grants

Part 3: Getting research into the public sphere

- Chapter 9: Scholarly publishing: From motivation to publication
- Chapter 10: Scholarly publishing: Writing a book
- Chapter 11: Research impact

Part 4: Doing and supervising a PhD

- Chapter 12: Embarking on a PhD; Supervisor and student perspectives
- Chapter 13: Writing a thesis: The preparatory stages
- Chapter 14: The writing process: Submission and examination
- Excursus: Complementary models of supervision
- Conclusion
- Appendix A: Memorandum of Understanding

ABOUT THE AUTHOR

Lyn Holness was Cluster Manager for Research Development and Manager of the Emerging Researcher Programme at the University of Cape Town until 2009.

SUITABLE FOR

Emerging researchers, academics in universities, mentors and research policy-makers in Africa and other developing markets.

HEAD START IN DESIGNING RESEARCH PROPOSALS IN THE SOCIAL SCIENCES

JG MAREE & C VAN DER WESTHUIZEN

This book bridges a gap between the theory and practice of writing research or funding proposals in the social sciences, including psychology, education and social work.

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Phase I: The first three steps in preparing to write a research proposal

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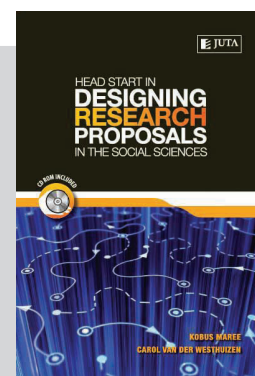
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- Research questions
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- Concept clarification
- Research premises: delineating paradigmatic assumptions and perspectives

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- Ethical considerations
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Writing a proposal for funding

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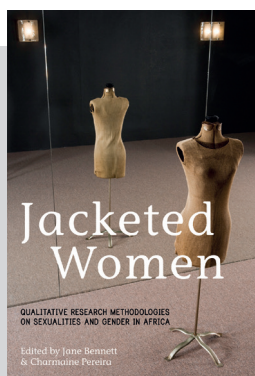
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JACKETED WOMEN

Qualitative research methodologies on sexualities and gender in Africa
J BENNETT & C PEREIRA (EDITORS)

This book explores a research methodology suited to carrying out in-depth case studies of the dynamics of gender and contemporary sexual cultures in Africa. The chapters cover broad-ranging issues and include questions about what it means to research topics that are unpopular or fraught with the sense of the taboo that underpins much work in sexualities and gender studies. Overall, the diverse pieces within the collection offer the opportunity to see qualitative research not as the 'poor cousin' of quantitative studies but as a zone which raises intellectual and political challenges.

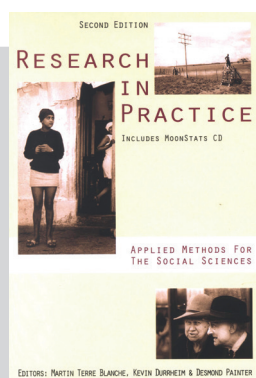
ABOUT THE EDITORS

Jane Bennett is an Associate Professor, Director of the School of African and Gender Studies, Anthropology and Linguistics, and Director of the African Gender Institute based at the University of Cape Town, an eminent research organisation in this field. She has published many articles and book chapters in the areas of feminist theory, sexualities, gender and violence.

Charmaine Pereira is the co-ordinator of the Initiative for Women's Studies in Nigeria, a leading research organisation. She is the author of a book on gender and higher education and writes on questions of citizenship, sexuality and rights.

SUITABLE FOR

Academics and students of gender studies, social anthropology, human rights and public health, and NGOs working in these sectors.



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RESEARCH IN PRACTICE

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- Putting design into practice: Writing and evaluating research proposals
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- Collecting quantitative data: Sampling and measuring
- Evaluating research design
- Basic quantitative analysis
- Jumping to conclusions: An overview of inferential statistical methods
- Multivariate data analysis

Qualitative research techniques

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- From encounter to text: Collecting data in qualitative research
- First steps in qualitative data analysis
- Lived experience and interpretation: The balancing act in qualitative analysis
- Calling it a day: Reaching conclusions in qualitative research

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- Researching public policy

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- Postcolonial African methods and interpretation

SUITABLE FOR

Postgraduate students in all disciplines.

RESEARCH MATTERS

F DU PLOOY-CILLIERS, R BEZUIDENHOUT & C DAVIS

Research Matters is a text written for South African under-graduate students. It diffuses typically dense content into easy-to-read chapters to guide beginners through each step in the research process. Examples and applications utilised in the text focus on research problems and objectives in South Africa which students can identify with.

CONTENTS

- What is research?
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- Theory in research
- From topic to research question
- The aims of research
- Formulating hypotheses
- The research rationale
- The literature review
- Conceptualisation
- Constructing arguments in research
- Sampling
- Quantitative data collection
- Qualitative data collection
- Action research
- Quantitative data analysis
- Qualitative data analysis
- Validity and reliability
- Ethics in research
- Limitations, delimitations and recommendations
- The research proposal
- The research report
- Referencing

ABOUT THE AUTHORS

Dr Franzél du Plooy-Cilliers is Head of Faculty: Applied Humanities at the Independent Institute of Education. Dr Rose-Marié Bezuidenhout teaches at Monash University and Dr Corné Davis is in the Department of Communication at the University of Johannesburg.

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Undergraduate students and first time researchers in all disciplines.



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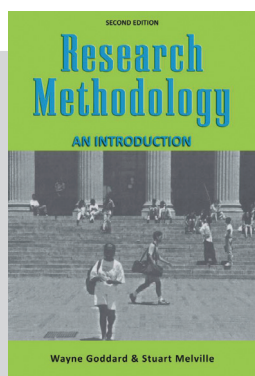
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RESEARCH METHODOLOGY

An introduction

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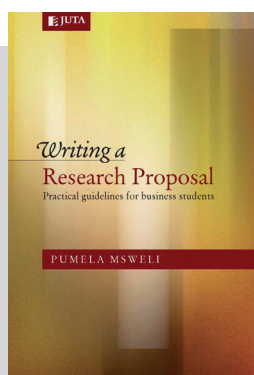
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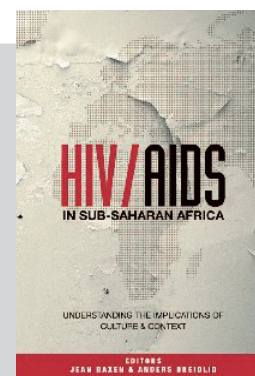
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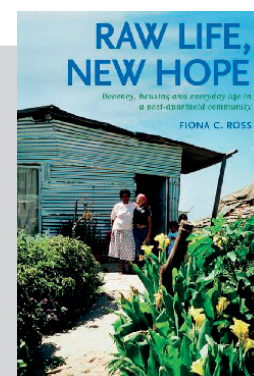
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F ROSS

The Cape Flats is home to more than a million people, many of whom live in sprawling shack settlements. The post-apartheid state is attempting to eradicate such settlements by providing formal houses in planned residential estates. *Raw Life, New Hope* is concerned with the residents of one such shack settlement, The Park, who moved to new, 'formal' houses in The Village, at the turn of the millennium.

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Paul Stewart is a Senior Lecturer in Sociology at UKZN where he has taught for over twenty years. He has published in local and international journals on mining, around labour issues with occupational health and safety as a key focus.

Johan Zaaiman is Associate Professor in Sociology at the School of Social Studies at the North-West University, Potchefstroom campus. His research interests include political sociology, social theory and research methodology.

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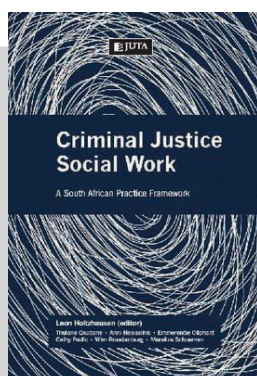
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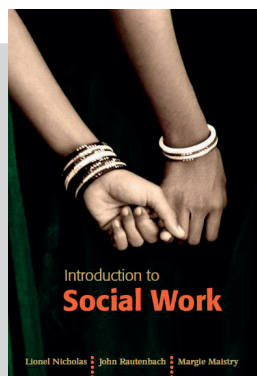
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ABOUT THE EDITOR

Dr Leon Holtzhausen is a senior lecturer in the Department of Social Development at the University of Cape Town.

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