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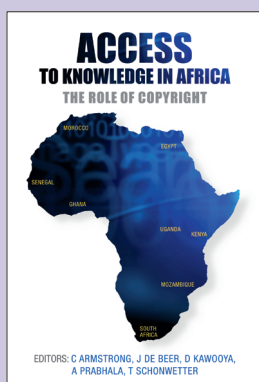
Goods must be collected from the Juta warehouse within seven days of being notified of an unauthorised return. Unauthorised returns which remain on our premises after seven days will be returned to the sender and the cost of this charged to the customer's account.

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- Replacement goods will be invoiced in full.

Please Note:

- In instances where the return is not as a result of an error on Juta's part, the cost of carriage will be for the customer's account. Should the return be due to an error on Juta's part, we will arrange collection at our expense, with a carrier nominated by us.
- Returns on sale or discounted priced titles will not be accepted.



2010
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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.

Contents

Introduction: The importance of improving African education systems • Connecting education with perspectives on copyright • Existing research on copyright and education • The ACA2K research project • Research objectives • Research methods, project design, monitoring • ACA2K and gender • Research results

Egypt: Background • Doctrinal analysis • Qualitative analysis • Conclusions and recommendations

Ghana: Background • Doctrinal analysis • Qualitative analysis • Conclusions and recommendations

Kenya: Background • Doctrinal analysis • Qualitative analysis • Gender-specific findings • Conclusions and recommendations

Morocco: Background • Doctrinal analysis • Qualitative analysis • Conclusions and recommendations

Mozambique: Background • Doctrinal analysis • Qualitative analysis • Conclusions and recommendations

Senegal: Background • Doctrinal analysis • Qualitative analysis • Conclusions and recommendations

South Africa: Background • Doctrinal analysis • Qualitative analysis • Conclusions and recommendations

Uganda: Background • Doctrinal analysis • Qualitative analysis • Conclusions and recommendations

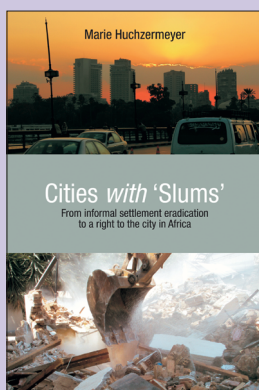
Summary and conclusions: Introduction • Doctrinal research findings • Qualitative research findings • Copyright and education in Africa: The road ahead • Afterword • Index

Cities with 'Slums'

– From Informal Settlement Eradication to a Right to the City in Africa

M Huchzermeyer

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 are promoted as best practice. And yet, the South African target to eradicate informal settlements by 2014 is 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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Recommended for

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

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).

Community Development

– Breaking the Cycle of Poverty

H Swanepoel & F de Beer

Community Development: Breaking the Cycle of Poverty continues to be the definitive guide for community development workers, students and practitioners alike. It lays a solid contextual foundation based on participation and empowerment and will be invaluable for practitioners, policy makers and students alike. It enables the development worker to train others, thereby building capacity in the community and working towards breaking the cycle of poverty.

Contents

Poverty, ill-being and wellbeing • The development environment • Stakeholders in community development • The origins of community development • The features and outcomes of community • The principles of community development • The community as main actor in community • The place and role of community development workers • Participatory decision-making and management • Communication skills • Leadership development and group facilitation • Conflict resolution, mediation and negotiation • 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

Key features

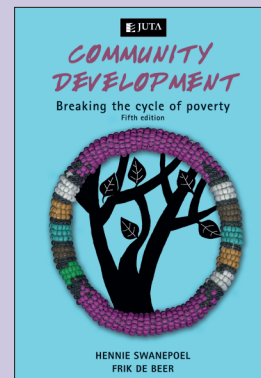
Gives guidance to practitioners in the area of community development • Focuses on participatory development • Based on years of experience of authors and community workers

Recommended for

Developments Studies students and community-based practitioners.

About the authors

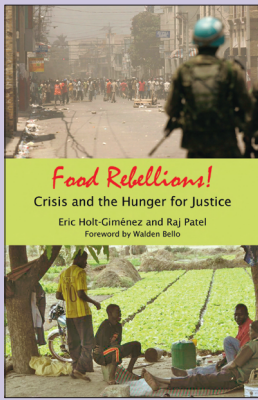
Hennie Swanepoel is Professor Emeritus at the University of South Africa. Professor Frik de Beer is head of the Department of Development Studies at the University of South Africa.



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Food Rebellions!

– Crisis and the Hunger for Justice

E Holt-Giménez & R Patel

This book is an analytical resource for anyone interested in understanding the food crisis. It is also an information manual for those who wish to do something about it.

Contents

Introduction to the Global Food Crisis

Part One: The Real Story behind the World Food Crisis

Hunger, Harvests and Profits: The Tragic Records of the Global Food Crisis • Root Causes: How the Industrial Agrifoods Complex Ate the Global South • The Overproduction of Hunger: Uncle Sam's Farm and Food Bill • Agrofuels: A Bad Idea at the Worst Possible Time • Summing Up the Crisis

Part Two: What We Can Do About It

Overcoming the Crisis: Transforming the Food System • Africa and the End of Hunger • The Challenge of Food Sovereignty in Northern Countries • Epilogue

Appendices

Appendix 1: Civil Society statement on the World Food Emergency • Appendix 2: Land, Territory and Dignity Forum, Porto Alegre, March 6–9, 2006 • Appendix 3: ROPPA – Pan-African Farmers' Platform • Appendix 4: Declarations of the African Organizations – Planet Diversity, 12–16 May 2008 • Appendix 5: Africa: 25th FAO Africa Conference – African Women's Statement • Appendix 6: High-Level Meeting on Food Security, Madrid 26–27 January 2009 • Appendix 7: US Call to Action • Appendix 8: Declaration for Healthy Food and Agriculture

Hostels, Homes, Museum

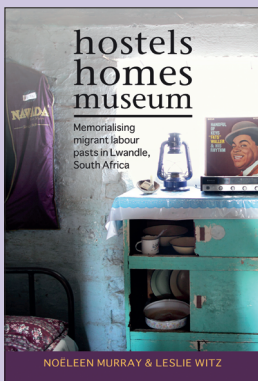
– Memorialising Migrant Labour Pasts In Lwandle, South Africa

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. Literally translated from isiXhosa as 'the sea', Lwandle was built in sight of the Atlantic Ocean. Conceptualised as a temporary labour camp, it was 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 around population influx control, the pass system and the policy of Coloured Labour Preference. In the 1990s, as part of the post-apartheid 'Hostels to Homes' scheme, such hostels were reconfigured and refurbished into homes for family accommodation. A steering committee in Lwandle decided to preserve one dormitory, block 6, hostel 33, as a museum. Officially opened in May 2000, the primary purpose of the Lwandle Migrant Labour Museum was to serve as a reminder of the system of migrant labour, single-sex hostels and the control of workers through that infamous identity document – the pass book. 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.

Recommended 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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About the authors

Noëleen Murray is an architect and academic in the Department of Geography and Environmental Studies at the University of the Western Cape. Her research is in the area of architecture and urban planning under and after apartheid. She was the principal editor of *Desire Lines – Space, Memory and Identity in the Post-apartheid City* (Routledge ArchiText Series, 2007). Leslie Witz is a Professor in the History Department at the University of the Western Cape and author of *Apartheid's Festival: Contesting South Africa's National Pasts* (Indiana University Press, 2003). His major research centres around how different histories are created and represented in the public domain through memorials, museums, festivals and tourism.

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 ecosystems. *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?

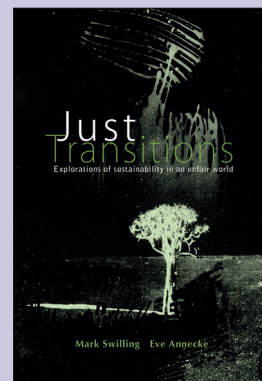
This book considers a just transition which reconciles the sustainable use of nature resources with a pervasive commitment to sufficiency (where over-consumers are satisfied with less so that under-consumers can secure enough). It synthesises a range of different literatures to illuminate new ways of thinking from a sustainability perspective. It rethinks development with special reference to the greening of the developmental state, explores the key role that cities could play in the transition to a more sustainably urbanised world, highlights the neglect of soils and examines the potential of sustainable agriculture to feed the world. 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.

Recommended 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.

About the authors

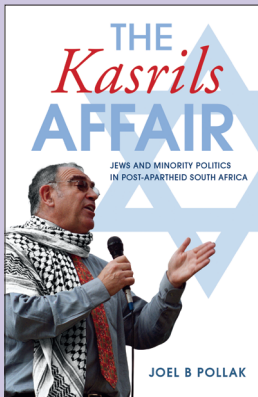
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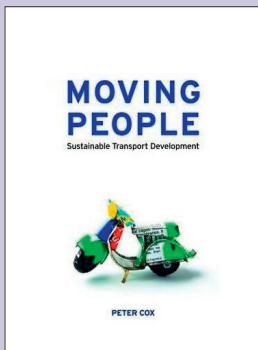
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Kasrils Affair, The

– 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. Kasrils offered Jews a choice – oppose Israel and Zionism, and be welcomed into the post-apartheid order, or else remain stuck in the apartheid past, on the fringes of South Africa's changing society, ostracised by the African National Congress (ANC) government. Kasrils's 'declaration of conscience' marked the first time in recent world history that a prominent Jewish politician outside Israel had attacked the Israeli government and its policies so vehemently – and done so, publicly and self-consciously, as a Jew.

The Kasrils Affair: Jews and minority politics in post-apartheid South Africa 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. The book investigates broader patterns of Jewish political behaviour prior to the normalisation and democratisation of South African society and compares the experience of the South African Jewish community in *The Kasrils Affair* with the recent experiences of Jewish communities in Britain, France and the United States.

There are few books on minority politics in South Africa in the post-apartheid era. This book illuminates an interesting but underexplored area of current affairs scholarship.

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.

Moving People

– Sustainable Transport Development

P Cox

This book provides an attention-grabbing introduction to sustainable transport development in practice via a series of case studies. Re-assessing the value and importance of non-motorised transport, it raises questions about the whole nature of development as a process. It advocates low-impact technologies and sustainable transport and shows how they make a practical contribution to post-development discourses.

The case studies come from across the globe, both North and South (Bogota, Delhi, Jakarta, China and South Africa). The book demonstrates that achieving equity and sustainability will require profound transformation in the industrialised nations as much as in developing nations.

Contents

- Movement and Mobility • Sustainable Development and Econobility • The problem of car dominance • Automobility and its alternatives • The City as a System: Transport as Network • Mobility in the Megacity: Delhi • Non-motorised Transport: Bicycles and other wheeled vehicles • Bicycle and NMT programmes in action • Bicycles and Rickshaws in South Asia • Institutional changes • Conclusions



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Portfolios of the Poor

– How the World's Poor Live on \$2 a Day

D Collins, J Morduch, S Rutherford & O Ruthven

The authors report on the year-long 'financial diaries' of villagers and slum dwellers in Bangladesh, India and South Africa (in Johannesburg, Cape Town and rural Eastern Cape), records that track cent by cent how specific households manage their money – including finding the funds for vastly expensive funerals. The stories of these families are often surprising and inspiring. Most poor households do not live hand to mouth, spending what they earn in a desperate bid to keep afloat. Instead, they employ financial tools, many linked to informal networks and family ties. They push money into savings for reserves, squeeze money out of creditors whenever possible, run sophisticated savings clubs, and use micro-financing wherever available. Their experiences reveal new methods to fight poverty and ways to envision the next generation of banks for the 'bottom billion'.

Contents

The Portfolios of the Poor • The Daily Grind • Dealing with Risk • Building Blocks: Creating Usefully Large Sums • The Price of Money • Rethinking Microfinance: The Grameen II Diaries • Better Portfolios • Appendixes: Areas in Which Financial Diaries Households Resided; Average PPP Dollar Per Capita Daily Incomes for Selected Diary Households; Microfinancial Instruments, Services, and Devices; 15 Sample Portfolios: Financial Net Worth at the Start and End of the Research Year • Acknowledgments • Notes • Bibliography • Index

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.

Contents

Part One: Principles of international relations

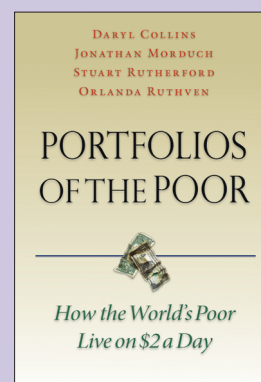
The Study of International Relations • Theories of International Relations • Morality and Ethics in International Relations • The Evolution of the Global Political Economy • States and the Inter-State System • Analysing and Evaluating Foreign Policy • International Institutions and Law • Non-State Actors in International Relations • Globalisation and the South: Markets, Mafias and Movements

Part Two: Africa's international relations

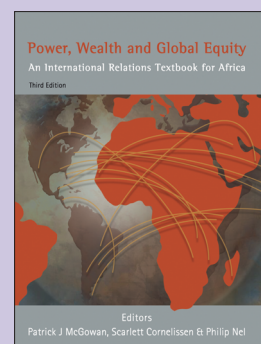
Africa in the Global System, 1600 to Decolonisation • Africa in the Contemporary World Africa's International Relations • Conflict and Conflict Resolution in Africa • The Evolution of South Africa's Foreign Policy, 1994.2005 • The Southern Africa Regional Sub-System The West African Regional Sub-System • The East African Regional Sub-System • African Development: Debates and Prospects

Key features

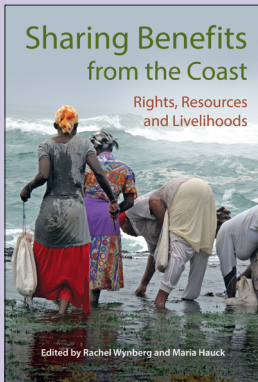
This textbook is extremely user-friendly, providing the student with an extensive glossary, list of acronyms, bibliography, index, maps and biographies of important people mentioned in the text • This edition includes completely new chapters on the international relations of the East and West African 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.



2009
328 pages
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R335.00



3rd edition 2006
462 pages
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2013
 206 pages
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 Printed 9781775820062
R279.00
 WebPDF 9781775821649
R172.00

Sharing Benefits From the Coast

– Rights, Resources and Livelihoods

R Wynberg & M Hauck (Editors)

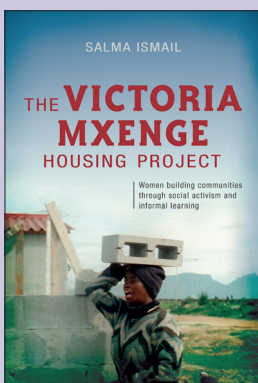
Coastal resources are vital for communities in developing countries, many of whom live in abject poverty. These resources also hold significant value for a number of different sectors of the economy, such as mining, fisheries, forestry and tourism, many of which supply expanding global consumer markets. 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.

Recommended for

Development practitioners, environmental researchers, NGOs, conservation managers, policy-makers and those working in the fisheries, forest, tourism and mining sectors; academics in environmental science, marine and fisheries science, sociology, anthropology, philosophy and law.

About the editors

Rachel Wynberg is Associate Professor at the Environmental Evaluation Unit, University of Cape Town. She works actively on environmental issues with a wide range of international and South African organisations, and is a Senior Research Fellow at the United Nations University. Recent co-edited books include *Indigenous Peoples, Consent and Benefit-Sharing: Lessons from the San Hoodia Case* (Springer, 2009) and *Wild Governance: Finding Policies that Work for Nontimber Forest Products* (Earthscan, 2010). *Maria Hauck* is a Senior Researcher at the Environmental Evaluation Unit at the University of Cape Town, focusing on issues related to coastal and fisheries governance. She has co-edited *Waves of Change: Coastal and fisheries co-management in South Africa* (with Merle Sowman; UCT Press, 2003), and a special edition of the journal *Marine Policy* (2007), with Lance van Sittert.



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R199.00
 e-Book 9781775821687
R175.00

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.

Recommended 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.

About the author

Salma Ismail is a senior lecturer at the Centre for Higher Education and Development at the University of Cape Town, South Africa. She convenes and teaches on the Adult Education programmes at undergraduate and postgraduate level.

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. *Academic Literacy* covers all the necessary academic skills and competencies for constructive and successful study. Not only is the focus on reading, writing, listening and verbal communication, but also on developing your thinking skills, possibly the core skill needed at this level of study. Other skills that the learner will be exposed to are: understanding and engaging in academic study; developing vocabulary; reading for study purposes; argument; paraphrasing and summarising; writing paragraphs; assignment writing, and examination skills.

Academic Literacy will assist you in coping with the reading and writing demands of further and higher education. You will also be guided to be more knowledgeable about yourself, your aspirations, career goals, and how to manage your time and stress more effectively.

New to the second edition:

- Chapter on study skills
- Expanded section on referencing and how to avoid plagiarism
- Evaluating material on the internet for academic purposes.

Recommended for

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

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 in 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 development. *Jenni Underhill* works in the Academic Development Centre at the University of Johannesburg, working in tutor development and mentorship. *Herman Potgieter* works at the Institute of Marketing Management (IMM). He previously managed the Open University MBA programme in South Africa for seven years.

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.

Contents

The changing world: The changing social and physical environments • The changing world of work • The changing youth of our time

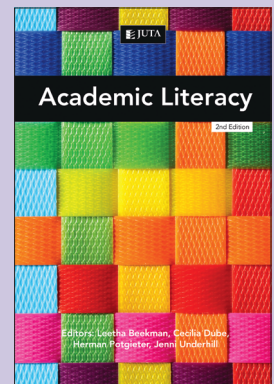
Authentic learning: The challenge for education: The purpose of education • Learning to know • Learning to be • Becoming authentic

Facilitating learning: A unique professionalism: Facilitating learning in practice • The inner landscape of a facilitator of learning • Educating a facilitator of learning

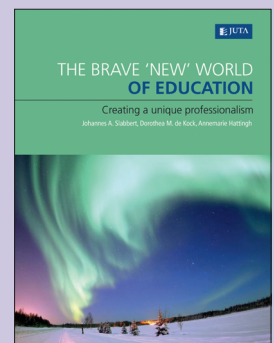
Living the questions

Key features

Addresses the theory-practice gap • Presents principles, ideas and tools for designing the best possible learning opportunities, even in very difficult contexts • Is designed for authentic learning and assessment • Creates an awareness of selfhood and personal transformation • Introduces a partnership in training between teacher educator, mentor teacher and student teacher

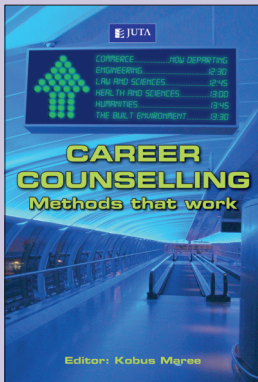


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Career Counselling

– Methods that Work

JG Maree et al

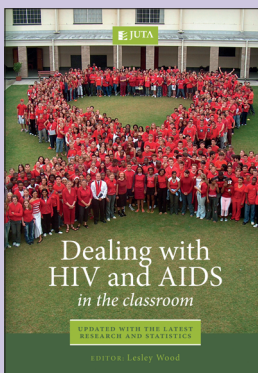
Career counselling: Methods that work is an introductory text that provides practitioners with a wide range of efficient and effective career interventions. Representing the main schools of thought in career counselling today, the book identifies and reflects the growing global interest in innovative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

Key features

Facilitates an understanding and application of contemporary theories, goals, methods and strategies in career counselling • Provides an overview of the most recent and current international perspectives on 21st-century career counselling • Examines the historical and philosophical underpinnings of qualitative, quantitative and multi-method approaches to career counselling and suggests how these approaches may be utilised by practitioners • Critically analyses questions such as, 'How can career counselling be best facilitated for all learners, in all contexts, including learners who experience barriers to learning?' and 'How does one use the career-story questionnaire to promote self-reflection for life design?' • Discusses various assessments that could be used to facilitate clients' self-expression and discovery of their identity and personality configuration

Recommended 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.



2013
240 pages
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R275.00

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

Key features

The chapters have been updated with recent statistics and to reflect the current measures to address the pandemic • A focus on the self-development of the teacher: Teachers have the potential to be change agents and can start to take the lead in shifting attitudes towards HIV and Aids in the educational context • Practical application guidelines: Each chapter gives concise ideas on how to practically apply the theory/knowledge in the school setting, with particular emphasis on the creative use of limited resources • Simple, straightforward language: Teachers will find the book easy to read • Personal, real-life experiences of teachers, along with their own photographs: teachers will relate to these experiences, as theirs are probably similar

Recommended for

• Educators at all grades and phases • District officials • Teacher trainers

About the editor

Lesley Wood is a Research Professor in the Faculty of Education Sciences at North-West University, Potchefstroom Campus. She favours a participatory approach, such as action research and visual methodologies, to ensure that teachers themselves benefit and learn from the research.

Education Studies for Initial Teacher Development



L Ramrathan, L Le Grange & P Higgs

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. Classic theories, that informed and continue to inform teacher education, have dominated the engagement within education but this book shifts focus to current research and innovative theories that have evolved to promote teaching and learning in a challenging and complex educational context.

Hence, this book makes a deliberate attempt to map out influential classical theories that have informed the study of Education as a backdrop to explore how contemporary theories are currently influencing teaching and learning.

Contents

Section A: Teaching and learning: Understanding policy analysis: South African policy context shaping teaching and teachers • The challenge of a critical history of education for South African students • The novice teacher as learner • Exploring teaching methods for diverse educational milieus • Technology in education for teachers • So you think you can lead? Becoming and being a teacher leader in schools

Section B: Curriculum: The concept 'Curriculum' and classical curriculum theories that informed teaching and learning • Contemporary curriculum theories informing teaching and learning • Outcomes based education • Curriculum and assessment • Curriculum development and design

Section C: Philosophy in Education: Why is philosophy important (for education)? • A pluralistic problem-centred approach to philosophy of education • The crisis in education: questioning relations in education • The role of philosophy of education in initial teacher education • African Philosophy

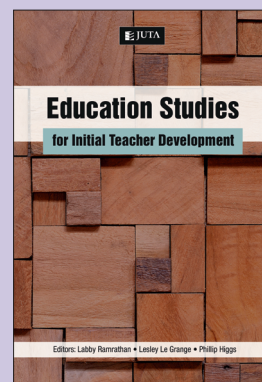
Section D: Sociology of Education: Teaching for diversity, inclusion and social justice • Critical pedagogy and critical thinking • Inclusive Education – a sociological perspective • Making sense of Sociology in schooling today • Bourdieu and its relevance to school education

Section E: Psychology in Education: Psychology in the classroom • Pedagogical psychology for learning • Learning difficulties and interventions • Social-emotional development in childhood and adolescence • Inclusive education – a psychology perspective

Section F: Researching Education: Research design: Introductory concepts and research methodology • Proposal development • Action research • Indigenous methods of research

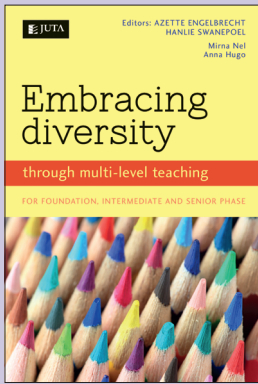
About the editors

Labby Ramrathan is an Associate Professor in the School of Education at the University of KwaZulu-Natal. He has been in leadership positions within the school in various capacities and has been involved in teacher education for more than 20 years. *Lesley le Grange* is a Distinguished Professor at the University of Stellenbosch where he teaches and researches in the fields of environmental education, curriculum and assessment, science education and educational research. *Phillip Higgs* is an Emeritus Professor and Research Fellow in the Department of Education Studies at the University of South Africa. His academic interests focus on philosophy of education and issues related to the transformation of higher education.

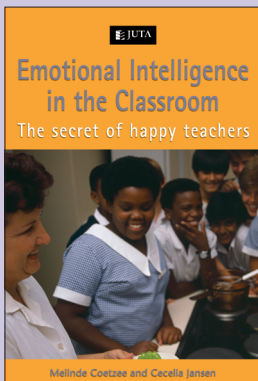


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2007
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Embracing Diversity Through Multi-level Teaching

– For Foundation, Intermediate and Senior Phase

A Engelbrecht, H Swanepoel, M Nel & A Hugo

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

Recommended for

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

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.

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. It entails the intelligence that all successful educators bring to their daily interactions with learners.

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.

Contents

Teaching is a work of heart • Taking a closer look at emotions • Kindling warmth in the classroom • The power of managing emotions • Nurturing the child that hurts • Be good to yourself • Do it – because you can • Appendix: The behavioural profile of effective teachers

Learning School, The

– A Psycho-Social Approach to School Development

S Davidoff, S Lazarus & N Moolla

Developing effective schools which provide relevant, meaning-filled, quality education in South Africa today is a daunting task. Since apartheid was dismantled, the educational environment of many schools is still rife with the structural inequalities and challenges that form part of apartheid's legacy. And in the current South African educational system, enabling policy frameworks only go so far in creating a meaningful school environment.

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

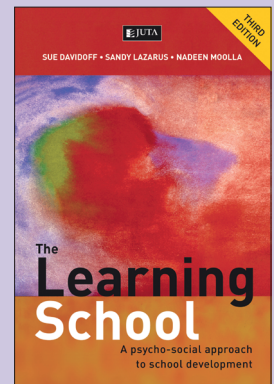
Schools in context • A framework for understanding and developing schools • Understanding school development • Leadership, management and governance • Culture • Identity • Strategy • Structures and procedures • Technical support • People support and development • Last reflections

Recommended for

The Learning School is a stimulating and essential handbook for principals, teachers, district support practitioners and others interested in the holistic development of schools, particularly within a developing context such as South Africa.

About the authors

Sue Davidoff has worked in the field of education and social development for the past 25 years. Her passion lies in facilitating processes which enable people to connect more deeply with themselves and their sense of purpose in a challenging world. *Sandy Lazarus* is a community psychologist specialising in community development and research. She 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). Her areas of interest and expertise are developmental psychology and psychology in schools.



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244 pages

Soft cover

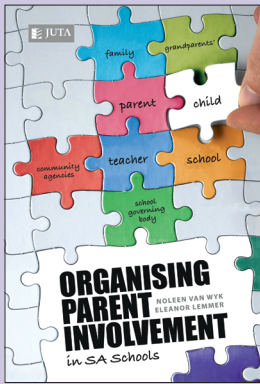
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2008
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Organising Parent Involvement in SA Schools

N van Wyk & E Lemmer

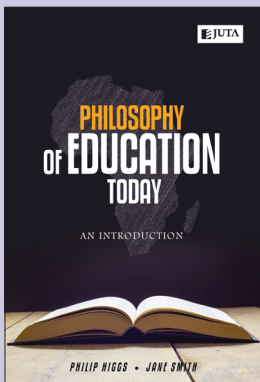
The more parents are involved in their children's schooling the better their children's academic achievements, the more confident their attitudes to schooling and the lower the drop-out rate. These are the outcomes shown by the latest, worldwide research. In addition, parents involved in schools are 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.

Contents

Theoretical background: Caring for the children we share • The practice of parent involvement

Key areas of parent involvement: Parenting • Communicating with families • Parents as volunteers • Learning at home • Decision making • Community involvement

Organising parent involvement: Involving parents on school governing bodies • Organising parent involvement – The role of the action team • Strategies to involve diverse types of families



2015
144 Pages
Soft cover
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WebPDF TBA
R149.00

Philosophy of Education Today

– An Introduction

P Higgs & J Smith

What is the aim of education in the 21st century? Is it to search for truth, to improve the human condition, or to bolster a country's economy and meet the workforce needs of the state? Or should the aim of education be focused on social, academic, cultural and intellectual development so that young people can grow up to be engaged and critical citizens?

These very searching questions – 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.

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

Recommended for

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

About the authors

Philip Higgs is an Emeritus Professor and Research Fellow in the Department of Education Studies at the University of South Africa. His academic interests focus on philosophy of education and issues related to the transformation of higher education in South Africa. *Jane Smith* has a Masters' degree in Philosophy and Theology from the University of Oxford and is a professional editor.



Practising Training and Development in South African Organisations

M Coetzee (Editor), J Botha, J Kiley, K Truman & MC Tshilongamulenzhe

This second edition addresses the evolving skills development landscape, which has profound implications for training and development (T&D) in the workplace. It offers a sound theoretical and practical framework for both experienced professionals and those new to the outcomes-based, occupation-directed and work-based T&D approach to workplace learning design.

Contents

The South African training and development landscape: Training and development in the South African context • The South African occupational learning system

Learning theory: The psychology of learning, employee motivation and performance

The systematic training cycle: Conducting a training and development needs analysis • Outcomes-based workplace learning design Delivering training • Assessment and moderation in training and development • Evaluating training effectiveness

Sustaining training and development capability: Managing training and development in the workplace • Profession and practice of training and development

Key features

Explains the new skills development legislation and the implications for workplace learning design, delivery, assessment and evaluation in the South African occupational learning system context • Offers insight into the psychology of adult learning, motivation and performance • Guides students and T&D professionals through the classical training cycle and offers practical guidelines for occupation-directed, work-based learning design, delivery, assessment and evaluation • Explores T&D management from a Human Resources Development (HRD) strategic and value-adding perspective • Discusses quality assurance matters related to work-based learning design, delivery, assessment, evaluation and management • Provides guidance to T&D professionals regarding the profession, ethical standards and values, and their continued professional development.

Recommended for

Integrating theoretical and practical perspectives, this book offers a comprehensive overview of the National Skills Development Framework, as well as the occupation-directed, work-based learning design approach to T&D practices, tools and techniques as they apply to the South African workplace. As a result, this book will be invaluable to both undergraduate students and practising T&D and HRD professionals.

About the editor and authors

Melinde Coetzee (editor) is a professionally registered Industrial Psychologist and professor in the Department of Industrial and Organisational Psychology at the University of South Africa. *Jo-Anne Botha* is a lecturer in the Department of Human Resource Management at the University of South Africa. *Jerome Kiley* is registered as a Master Human Resource Practitioner (HRD) with the South African Board for Personnel Practice. He is currently a lecturer in the Department of Human Resource Development at the Cape Peninsula University of Technology. *Kiru Truman* has over 20 years' experience in education and training. Kiru is a qualified verifier, skills development facilitator, moderator, assessor and curriculum designer. *Maelekanyo Christopher Tshilongamulenzhe* is a senior lecturer of Human Resource Development in the Department of Human Resource Management at the University of South Africa. He is a member of the South African Board for People Practices (SABPP) at the level of a Master Human Resource Practitioner (MHRP) at the Wits School of Education.



2nd edition 2012

672 Pages

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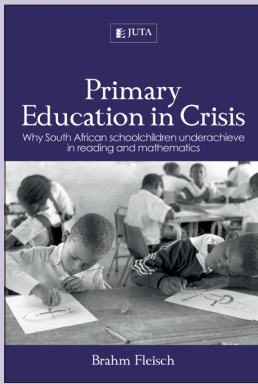
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Primary Education in Crisis

– 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. The author suggests that there are no quick fixes, but only hard choices and that, for reform to succeed, it must be evidence-informed.

Contents

Two nations and the bimodal distribution of achievement • Health and under-achievement • Poverty and Performance • Expenditure and Outcomes • Language and Learning • Teaching and Knowing • Evidence-informed Conversations

Quality Assessment



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 and by providing illustrations of approaches and methods that will help teachers design and implement sound, meaningful assessment strategies.

Contents

Introducing quality assessment • Principles of assessment • Assessment of, for and as learning • Assessment policies in SA • Assessment processes • Designing of assessment activities • Grading, rubrics and moderation • Recording and reporting • Conclusion

Key features

Examines the theoretical underpinnings and practical applications of assessment • Discusses assessment strategies at classroom and programme level • Examines strategies, methods and techniques • Provides guidelines for application and implementation of policy guidelines.

Recommended for

BEd students • PGCE students • A useful reference for practicing teachers and for continual professional development (CPD)

About the authors

Chris Reddy is a professor in Faculty of Education at the University of Stellenbosch. His teaching and research is in the fields of teacher education, curriculum, instruction and assessment, and environmental education. *Lesley le Grange* is a Distinguished Professor at the University of Stellenbosch. He teaches and researches in the fields of environmental education, curriculum and assessment, science education, and educational research. *Peter Beets* was a professor in the same faculty at the time of writing and *Samuel (Sampie) Lundie* was a lecturer and programme leader in the Faculty of Education, North West University at the time of writing.



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128 Pages
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Rethinking our World

NEW
EDITION

P Higgs & J Smith

Does life have any meaning for you? Is it possible to create meaning? What do you think life is about? Do you think life is worth living? These questions, taken from the text of *Rethinking Our World*, challenge 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, then analyse the type of thinking each approach encourages. They go on to challenge readers to examine ways in which the different approaches can be used to understand the world.

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 is the world am I? • Is there a world that speaks to us? • Where in the world are we going?

Recommended for

Rethinking Our World will be invaluable to 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.

About the authors

Philip Higgs is an Emeritus Professor and Research Fellow in the Department of Education Studies at the University of South Africa. His academic interests focus on philosophy of education and issues related to the transformation of higher education. *Jane Smith* has a Masters' degree in Philosophy and Theology from the University of Oxford and is a professional editor.

Rethinking Truth

P Higgs & J Smith

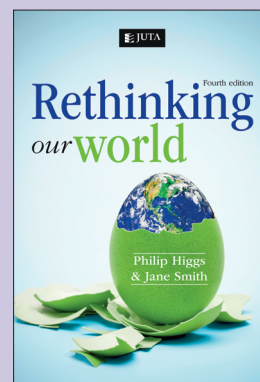
What is truth? Can it be discovered objectively as science claims? Or is truth a created, highly contested and changing entity, lasting but a moment? Is there more than one truth? Do we pursue truth or does it pursue us? Why have people sacrificed their lives for it? What is it about truth that can elicit such reactions?

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

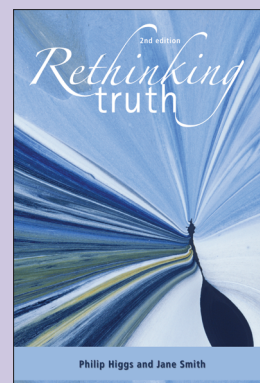
In this accessible and interactive text, readers are asked to reflect critically on what truth means to them.

Contents

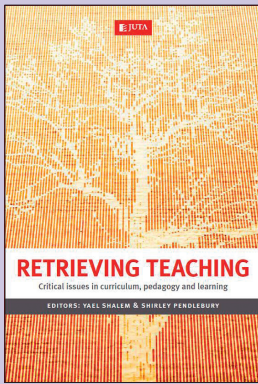
Introduction • Logical empiricism: Truth as reason and sense experience • Hermeneutics: Truth as understanding • Systems theory: Truth as a whole • Feminism: Truth as being woman • Phenomenology: Truth as authenticity • Critical theory: Truth as unmasking • African philosophy: Truth as African • Critical rationalism: Truth as exploration • Postmodernism: Truth as an illusion • Nihilism: Truth as meaninglessness • Conclusion • References



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Retrieving Teaching

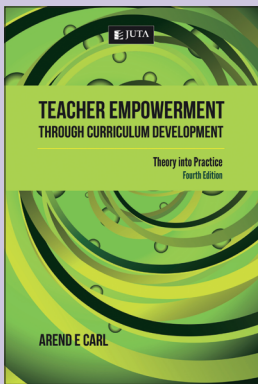
– Critical Issues in Curriculum, Pedagogy and Learning

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 eupraxis of Wally Morrow • The concept of teaching • Outcomes-based education: understanding what went wrong • Reclaiming the authority of the teacher • The A, B and Z of education • Time for hedgehogs as well as foxes: some temporal aspects of epistemological access to basic education • Scripture and practices: a reply to Wally Morrow • 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



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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

Key features

Provides a sound theoretical foundation for Curriculum Studies as a field of study and for the process • Gives examples of how this theory may be implemented in practice • Provides a comprehensive overview of the curriculum functions and roles of the teacher as an empowered curriculum agent.

Recommended for

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

About the author

Professor Arend Carl is a curriculum specialist who has worked and published extensively in the field of Curriculum Studies. He is currently the Vice-Dean (Teaching) at the Faculty of Education, Stellenbosch University, and has National Research Foundation rating.

Teaching English as a First Additional Language in the Foundation Phase

– Practical Guidelines

A Hugo, E Lenyai (Editors), G Coltman, J Place & C Thornhill

In Grade 4, the majority of learners make the transition from their home language to English as the language of learning and teaching. To assist learners in this transition, it is important that teachers introduce English into the classroom from as early as Grade R. The earlier learners are exposed to English, the more proficient they will become.

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 • 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

Recommended for

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

About the editors and authors

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

Teaching English as a First Additional Language in the Intermediate and Senior Phase

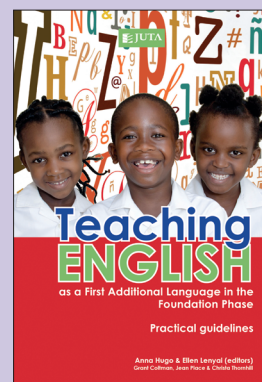


A Hugo (Editor)

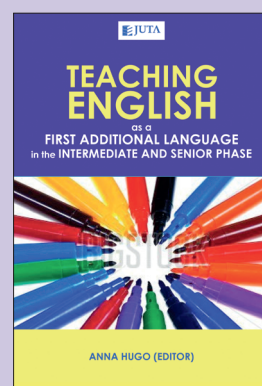
English first additional language teaching has been identified as a key lever for improving educational attainment in the classroom. The Intermediate Phase is a critically important period in schooling, as most learners must make the transition from learning in their home language to using English as the language of learning and teaching.

The language and literacy challenges experienced in the transition and in developing knowledge of English as a subject, coupled with the challenges associated with the linguistic complexities of classrooms in urban areas, are daunting for both learners and teachers alike. In addition, recent research has indicated that many Intermediate Phase learners are still not fluent readers.

Teaching English as a First Additional Language in the Intermediate and Senior Phase attempts to support teachers in overcoming these classroom challenges. It starts 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.



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In addition the text: Explains the supporting role the home language can play in learning an additional language • provides strategies for integrating language skills in a second language classroom • includes examples of how language teaching can be extended across all curriculum subjects • explores ways in which assessment can be used to support students' learning • focuses on the use of ICTs in the language classroom.

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 • Assessment

Recommended 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.

About the authors

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

Teaching Grade R



L Excell, V Linington (Editors)

The Reception Year is a critical introduction to formal schooling, and a quality preschool education, including the Grade R year, will make a difference to children's overall development and learning capabilities. However recent research suggests that only a small percentage of quality Grade R programmes exist. Instead, evident in many school-based Grade R classes is the instructional approach, where learners are found seated at tables completing formal activities much like Grade 1 learners.

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 • Principles of early childhood education • Who is the Grade R child? • Who is the Grade R teacher? • The broader community • An optimal learning environment • Participatory teaching and learning • Assessment • Teaching through play • Literacy • Language diversity • Numeracy • Life Skills

Key features

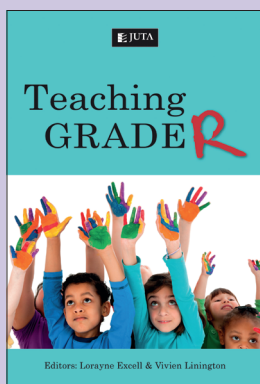
Covers key learning areas in Grade R • Supports holistic development of the Grade R child • Frequent examples and case studies to explain theoretical concepts • Promotes an participatory approach to teaching and learning • Written by highly experienced Grade R practitioners

Recommended for

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

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 School of Education at Wits. Contributors are drawn from a wide range of institutions: *Professor Hasina Ebrahim* (University of the Free State); *Corne Kruger* (North-West University); *Elsebe Wessels* (North-West University); *Annemarie Loubscher* (North-West University); *Susan Greyling* (North-West University); *Dr Naseema Schaik* (Cape Peninsula University of Technology); *Dr Linda Rutgers* (Stellenbosch University); *Dr Jane Sethusha* (University of South Africa).



2015
368 pages
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R378.00

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.

What is new? Revised to match CAPS • Assessment chapter follows new assessment guidelines • Updated to include current research • New weblinks that readers can use to access appropriate resources • Suggestions about using technology and social media

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

Recommended for

In service education students completing their BEd or PGCE • Suitable for lecturers and trainers in the FET context and HE environment • A useful reference for practicing teachers and for continuing professional development (CPD)

About the author

Roy Killen is Cojoint Associate Professor in the School of Education at the University of Newcastle, Australia, and was Extraordinary Professor in the Department of Education at the University of Pretoria. He has lectured in teacher education for over 30 years, specialising in teaching strategies and curriculum development.

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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'. His comment applies to the fate of all the hunter-gatherer societies of the Cape Colony who were destroyed by the impact of European colonialism.

In South Africa, surviving San communities have been marginalised and their histories effectively ignored. Until relatively recently, the extermination of the Cape San has been treated as little more than a footnote to South African narratives of colonial conquest, and none of the recent works that deal with the destruction of San society explicitly analyse it as a case of genocide. The author argues that it is 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.

Contents

Timeline • Map • Introduction • Colonial expansion through the eighteenth century • The dynamic of conflict on the frontier under Dutch rule • Attrition under British colonial rule • A case of genocide? • Conclusion • Guide to further reading

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, many women and children, were killed by bullets, clubs, hanging, or by burning their huts. Many were forced into the desert to die by starvation, thirst or by drinking water at 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.'

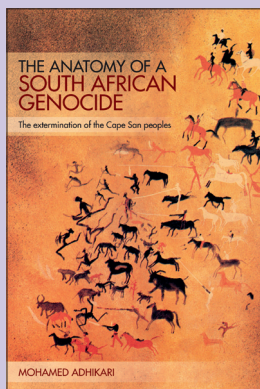
Germany's Genocide of the Herero argues that the genocide was not the work of a rogue army general or the practices of the German military in general, but resulted from German colonial policy. It suggests that causal factors included the colony's status as 'New Germany', which precluded the option of 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.

Recommended 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.

About the author

Jeremy Sarkin is an Attorney of the High Court of South Africa and of the State of New York and was Distinguished Visiting Professor of Law at Hofstra University in Hempstead, New York. A graduate of the University of the Western Cape and of Harvard Law School he has been visiting professor at several US universities where he has taught Comparative Law, International Human Rights Law, International Criminal Law and Transitional Justice. He has worked on constitutional, transitional issues (including truth commissions) in various countries, including Rwanda, the Democratic Republic of the Congo, Sierra Leone, Angola, Namibia, Sudan, Burma and East Timor. He is the legal advisor for the Herero people.



2010

120 pages

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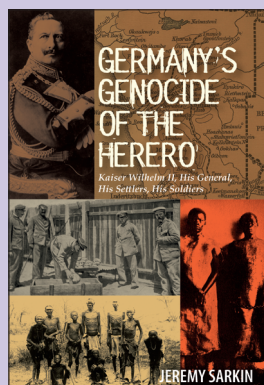
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284 pages

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R304.00

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.

The book also looks at imaginings of the post-apartheid South African nation and how they influence readings of the 18th-century history of the Cape Colony, with extensive commentaries on literature and history associated with the Thabo Mbeki presidency given particular attention.

'Johnson's work offers the innovative argument that colonial forms of nationhood and nationalism resisted/subverted/even ignored normative concepts developed in the northern hemisphere'
– Benita Parry, Emerita Professor, University of Warwick

Recommended 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.

About the author

David Johnson is Senior Lecturer and Head of Department, Department of English, The Open University. He is the author of *Shakespeare and South Africa* (Clarendon Press, 1996).

Rural Resistance in South Africa

– The Mpondo Revolts after Fifty Years

L Ntsebeza & T Kepe (Editors)

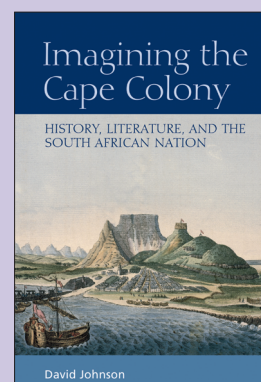
Much has been written about anti-apartheid resistance by the marginalised people of South Africa, as well as its violent repression by security forces in urban areas (such as the Sharpeville massacre and the Soweto riots). But very little attention has been paid to resistance by rural people. The Mpondo 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.

Recommended for

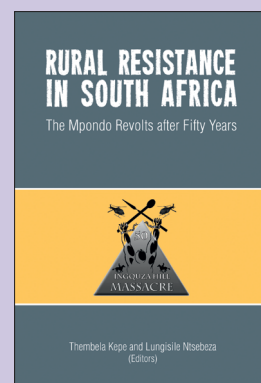
Historians • Students and academics in African history, human rights, land rights and political studies
• General readership.

About the editors

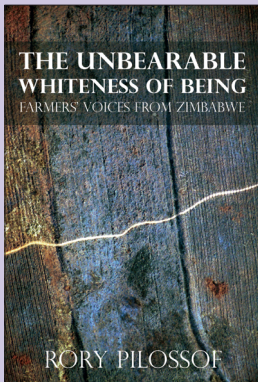
Lungisile Ntsebeza is Professor of Sociology at the University of Cape Town and holds the NRF Research Chair in Land Reform and Democracy in South Africa. He is the author of *Democracy Compromised* (Brill, 2005, and HSRC Press, 2006). *Thembele Kepe* is Associate Professor of Geography at the University of Toronto. He is co-editor of *Land, Memory, Reconstruction and Justice: Perspectives on Land Claims in South Africa* (Ohio University Press and University of KwaZulu-Natal Press, 2010).



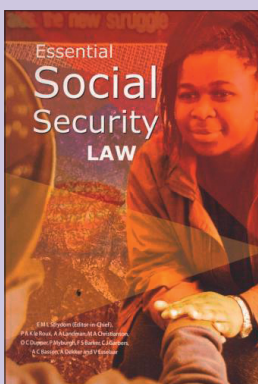
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Unbearable Whiteness of Being, The

– Farmers' Voices from Zimbabwe

R Pilosof

The history of colonial land alienation, the grievances fuelling the liberation war, and post-independence land reforms have all been grist to the mill of recent scholarship on Zimbabwe. Yet for all the attention the country's white farmers have received from academics and journalists, the fact that they themselves have played a dynamic role in cataloguing and representing their own affairs has gone unremarked. It is this crucial dimension that Rory Pilosof explores in *The Unbearable Whiteness of Being*. His examination of farmers' voices – in *The Farmer* magazine, in memoirs, and in recent interviews – reveals continuities as well as breaks in their relationships with land, belonging and race.

His focus on the Liberation War, Operation Gukuruhundi and the post-2000 land invasions frames a nuanced understanding of how white farmers engaged with the land and its peoples, and the political changes of the last 40 years. *The Unbearable Whiteness of Being* helps to explain why many of the events in the countryside unfolded in the ways they did.

'With honesty, integrity and, above all, without sentimentality, Rory Pilosof meticulously details how the spectre of war was resurrected by the Zimbabwean government and in the minds of white farmers during the violent farmer occupations after 2000' – Jan-Bart Gewald, Senior Researcher, African Studies Centre, Leiden

'This absorbing account of white farmers' voices is one of the very best books on land and identities to have appeared for many years' – Ian Phimister, Professor of International History, University of Sheffield

Recommended for

Academics • Students in African History, African Studies, identity studies • Interested lay readers.

About the author

Rory Pilosof is a Post-Doctoral Fellow at the University of Pretoria, South Africa. His research interests include cultural and social history, colonial/post-colonial transitions, land and current politics in Zimbabwe.

LAW

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.

Contents

Introduction to social security law • Old age and death • Employment injuries • Unemployment • Sickness • Invalidity • Medical care • Maternity • The need to maintain children • Personal and community crises • Hardship caused by the state • The lack of opportunities for disadvantaged members of society • Financing social security • The administration of social security • Discrimination in social security legislation • Migrant workers • The role of the International Labour Organisation in social security

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-Rom 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.

Contents

Part I: Introduction

Situating the CLRA case and the articles in the context of broader policies and theoretical debates – *Ben Cousins* • Summary and analysis of the Act – *Henk Smith* • Tagging the Bill, gagging the provinces: the Communal Land Rights Act in Parliament – *Professor Christina Murray* and *Richard Stacey*

Part II: Land rights and customary law

Land in indigenous law in Africa – *Professor Hastings Okoth-Ogendo* • The nature of customary systems and tenure – *Professor Tom Bennett* • The nature of land rights in communal areas in contemporary South Africa – *Professor Ben Cousins* • Women, land and power: The impact of the Communal Land Rights Act – *Aninka Claassens* and *Sizani Nguban*

Part III: Traditional leaders, land administration and power

The changing nature of chiefly power and land rights – *Professor Peter Delius* • Current political developments in relation to chiefly power – *Professor Lungisile Ntzebeza* • Land rights, power and customary law: the Communal Land Rights Act – *Aninka Claassens*

Part IV: Case studies

Kalkfontein – *Aninka Claassens* and *Durkje Gilfillan* • Makuleke – *Aninka Claassens* and *Moray Hathorn* • Makgobistad – *Aninka Claassens* and *Henk Smith* • Rabula and Fingo Village – *Rosalie Kingwill*

Conclusion – *Aninka Claassens*

Table of cases

Law of Persons

T Boezaart

The 5th edition of *Law of Persons* and *Personereg* addresses inter alia the revolutionary changes brought about by the Children's Act 38 of 2005. Available in English and Afrikaans, the book seeks to make this dynamic area of the law accessible to students, including first-year students.

It is recommended that these books be used in conjunction with *Personeregbronnebundel / Law of Persons Sourcebook*.

Contents

Definition of concepts • Beginning of legal subjectivity • Domicile • Effect of age on status • Children of unmarried parents • Diverse factors which influence status • Termination of legal subjectivity • Table of cases and statutes reflecting the law as at beginning July 2010

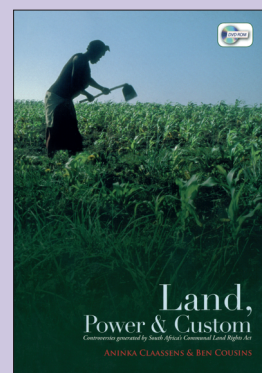
Recommended for

Students • Academics • Libraries.

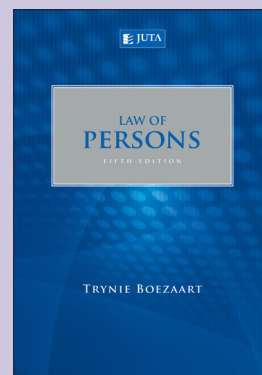
Personereg

T Boezaart

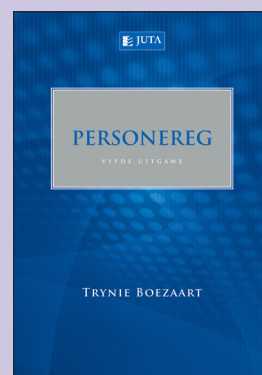
Die Afrikaanse weergawe van *Law of Persons*.



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Law of Persons Sourcebook / Personereg Bronnebundel

T Boezaart

The 5th edition of this bilingual sourcebook contains the most important decisions in the law of persons, providing an analysis of the decisions pertaining to this subject as well as judgments which illustrate the application of the substantive legal rules in a practical manner. It has been thoroughly reviewed and rewritten so that it can be used in conjunction with the *Law of Persons* and *Personereg*.

As was the case with previous editions (authored together with Rita Jordaan), this edition contains case law and statutes, in their entirety or in part.

In the law of persons the impact of the Constitution is clear in both statutory and case law. This edition incorporates changes brought about by the Constitution as well as the Children's Act which has introduced revolutionary changes to this area of the law.

Contents

The law of persons and constitutional reform • Beginning of legal subjectivity • Domicile • Effect of age on status • Children of unmarried parents • Diverse factors which influence status • Termination of legal subjectivity

Selfless Constitution, The

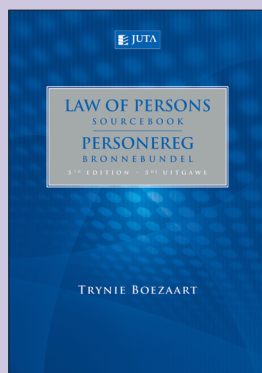
– Experimentalism and Flourishing as Foundations of South Africa's Basic Law

S Woolman

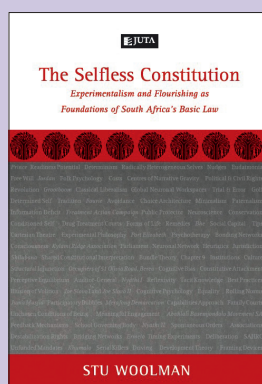
Do you possess 'freedom', the will to do as you like? Well, no. Not as most of us understand a term loaded down with metaphysical baggage. Don't worry. Most South Africans have something better: a brain that carries out the most complex analytical tasks; membership in communities that sustain huge stores of knowledge; a constitutional order that provides (some of) the material goods and immaterial conditions that enable us to pursue a life worth valuing. As recent studies reveal, our neurological systems are complex feedback mechanisms designed to create myriad opportunities for trial and error and the production of new stores of knowledge. Individuals – the product of radically heterogeneous, naturally and socially determined selves – are always experimenting, attempting to divine what works best: even when 'best' means fully embracing who we already are. A constitutional democracy that serves such complex creatures should continually run experiments that nudge us away from our negative defaults toward more optimal heuristics. After weaving together insights from current findings in neuroscience, empirical philosophy, behavioural psychology, development economics, the capabilities approach and emergent experimental governance, *The Selfless Constitution* contends that only a politics that promotes rolling and reflexive experiments in living, when married to an enhancement of individual capabilities, is likely to produce the truly just, fair, egalitarian pluralist social order contemplated by our basic law. Its trenchant analysis of South African institutions and case law shows us how far we have come – and how far we still have to go.

Contents

Preface • The basic structure and the methodology of the argument • Why rethinking the foundations of South African constitutional law is necessary • How rethinking our understanding of the self and the social services a better constitutional theory • A theory of the self: Consciousness and radically heterogeneous selves as feedback mechanisms • A theory of the social: Constraint, friction and change • A theory of the constitutional: Experimental constitutionalism • Experimental constitutionalism in South Africa: Institutions and doctrines • Experimental constitutionalism in South Africa: The evolution of law and policy in Housing and Education • Flourishing and fundamental rights under the South African Constitution • Tweaking doctrine: Constitutional court cases revisited and revised • Coda • Bibliography: Books, articles, chapters and reports • Constitutions and covenants – international • Legislation, regulations and policy documents – national • Table of cases • Glossary • Subject matter index



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Recommended for

Scholars, lecturers and students of human rights, constitutional law and comparative law worldwide • Legal philosophers • Researchers • Social scientists • Legal practitioners • Human rights centres and institutions worldwide.

About the author

Professor *Stu Woolman*, Elizabeth Bradley Chair of Ethics, Governance and Sustainable Development, University of the Witwatersrand, is Editor-in-Chief and primary author of the four volume treatise, *Constitutional Law of South Africa*. His other publications range from articles and chapters on constitutional law, legal theory, education policy, sustainable development, HIV/ AIDS law and policy, intellectual property and the relationship between business and human rights to monographs, collections and collaborations that include, amongst others, *The Constitution in the Classroom: Law and Education in South Africa, 1994 – 2008*; *Constitutional Conversations*; *The Business of Sustainable Development in Africa: Human Rights, Partnerships & Alternative Business Models*; *The Dignity Jurisprudence of the Constitutional Court of South Africa*; and *Is This Seat Taken? Conversations at the Bar, the Bench and the Academy about the South African Constitution*. Professor Woolman is also Academic Director of the South African Institute for Advanced Constitutional, Public, Human Rights & International Law and Managing Editor of the *Constitutional Court Review*.

Traditional African Religions in South African Law

T 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.

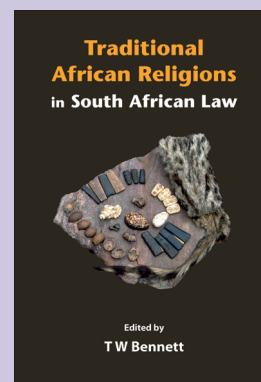
The overall purpose of this book is to consider whether indigenous African religions, independent African churches and traditional practices such as traditional healing, witchcraft, animal sacrifice, circumcision, marriage and burial deserve constitutional protection and recognition by the state. This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

Recommended for

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

About the editor

Thomas Bennett is Professor of Law at the University of Cape Town, and currently lectures in Conflict of Laws, Principles of Public International Law, and International Law on the Regulation of Disputes. He is a consultant and advisor on matters of human rights, customary law and international law to various NGOs and has written extensively on customary law.



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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.

Recommended for

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

About the editors

Danwood Mzikenge Chirwa is currently Head of the Public Law Department at the University of Cape Town. He has published widely on economic and social rights. *Lia Nijzink* is a Senior Researcher with the Department of Public Law, University of Cape Town.

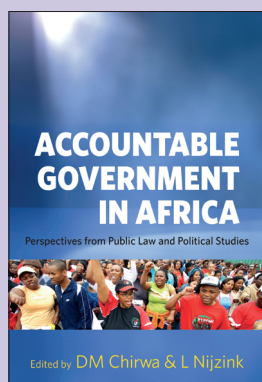
Beer, Sociability and Masculinity in South Africa

A Kelk Mager

Beer connects commercial, social, and political history in this sobering look at the culture of drinking in South Africa. Beginning where stories of colonial liquor control and exploitation leave off, Anne Kelk Mager looks at the current commerce of beer, its valorising of male sociability and sports, and the corporate culture of South African Breweries (SAB), the world's most successful brewing company. Mager shows how the industry, dominated by a single brewer, was compelled to comply with legislation that divided customers along racial lines, but also promoted images of multi-racial social drinking in the final years of apartheid. Since the transition to majority rule, SAB has expanded rapidly into new markets – including the United States with the purchase of Miller Brewing Company. This lively book affords a unique view into global manufacturing, monopolies, politics and public culture, race relations, and cold beer

Contents

Acknowledgements • Introduction • E-spotini: Illicit drinking, prohibition and sociability in apartheid's townships • 'If you want to run with the big dogs': Beer wars, competition and monopoly • Beer advertising beer: Making markets and imagining sociability in a divided society • 'Tomorrow will also be a hard day': Antisocial drinking cultures and alcoholic excess • Remaking the old order: Beer, power and politics • Heritage and beer tourism: Re-imagining beer after apartheid • Global competition, world-class manufacturing and national economic restructuring • Epilogue: global and local • Appendix • Bibliography



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2010
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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.

Recommended 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.

About the author

Laurie Nathan is Director of the Centre for Mediation in Africa and Professor in the Department of Political Science at the University of Pretoria. He is most recently co-editor of and contributor to *Falls the Shadow: Between the promise and the reality of the South African Constitution* (UCT Press, 2013).

Flawed Freedom, A

– Rethinking Southern African Liberation

J 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.

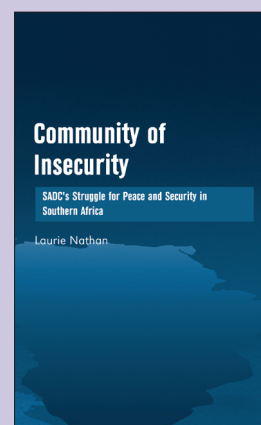
The book contains a tribute to Ruth First, revolutionary and social scientist, whose tragic end occurred down the hall from Saul's office at the University of Eduardo Mondlane in Maputo; and a salute to Nelson Mandela.

Recommended for

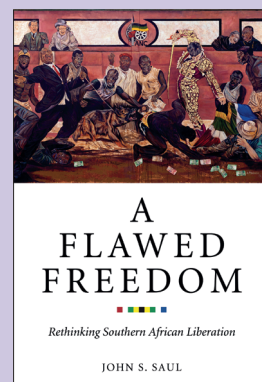
Historians, sociologists, political scientists, students of Development Studies and African Studies, and anyone with an interest in African politics more generally.

About the Author

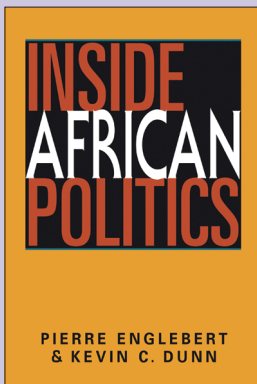
John Saul is Emeritus Professor of Politics at York University in Toronto, Canada. He is a Canadian political economist and activist whose work has focused on the liberation struggles of southern Africa, from the 1960s to the present. His most recent work includes *South Africa – The Present as History*, co-written with Patrick Bond (Jacana Media, 2014).



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Inside African Politics

P Englebert & KC Dunn

'A comprehensive tour d'horizon of African politics, as well as an incisive review of existing scholarship. Inside African Politics is destined to become a standard reference for teaching and research' – Michael Bratton, Michigan State University

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.

Recommended for

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

About the authors

Pierre Englebert is Professor of Political Science at Pomona College, in the US. He is author of the award-winning *Africa: Unity, sovereignty, and sorrow* (Lynne Rienner Publishers, 2009) and *State legitimacy and development in Africa* (Lynne Rienner Publishers, 2002). *Kevin C Dunn* is Associate professor of political science at Hobart and William Smith Colleges. His recent publications include *The Politics of Origin in Africa: Autochthony, citizenship, and conflict* (Zed Books, 2013).

On Military Culture

– Theory, Practice and African Armed Forces

F Vreÿ, T Mandrup & A Esterhuysen (Editors)

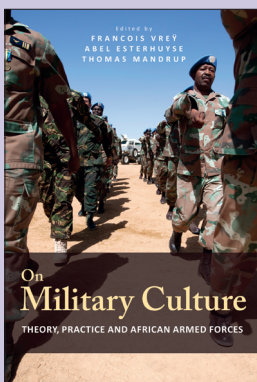
African armed forces face many challenges with regard to military professionalism, as the latest coups in Mali and Niger, and the poor performance of the DRC's armed forces, illustrate. And military professionalism is linked to military culture, which is about the collective activities of armed forces, 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 Esterhuysen* 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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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.

Recommended for

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

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*.

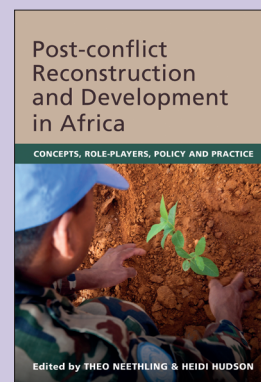
South Africa Pushed to the Limit

– The Political Economy of Change

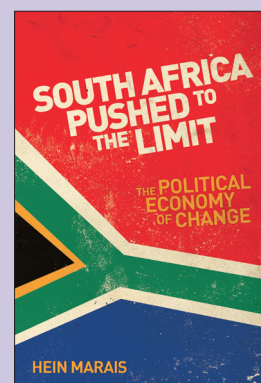
H Marais

South Africa's democratic government has worked hard at improving the lives of the black majority, yet close to half the population lives in poverty, jobs are scarce, and the country is more unequal than ever. For millions, the colour of people's skin still decides their destiny. 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. The big winners of the transition, Marais demonstrates, have been the country's conglomerates, especially those active in the finance sector. The basic structure of Africa's biggest economy, however, remains largely intact and continues to serve a gilded minority, which now accommodates sections of the new political elite. The government, meanwhile, has squandered crucial leverage in a series of errors and miscalculations – at huge detriment to efforts to reduce poverty and inequality. The book explains why those choices were made, where they went awry, and why South Africa's vaunted formations of the left – old and new – have failed to prevent or alter them.

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, and how the African National Congress replenishes its power, to piercing analyses of the country's continuing AIDS crisis, its economic path, the changes wrought in the world of work, and the unfolding struggles over belonging and identity. *South Africa Pushed to the Limit* presents a riveting, benchmark analysis of the incomplete journey beyond apartheid.



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Recommended 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

About the author

Hein Marais is widely regarded as one of the most trenchant and provocative analysts of South Africa today. Since the early 1990s, when he was deputy editor of *Work in Progress* magazine, his numerous essays and articles have been published widely in South Africa and abroad. Marais has also written two benchmark studies on South Africa's AIDS epidemic: *To the Edge: AIDS Policy in South Africa* (Centre for the study of AIDS: 2000) and *Buckling: The Impact of AIDS in South Africa* (Centre for the study of AIDS: 2005). He is a former chief writer for the Joint UN Programme on AIDS.

Southern African Liberation Struggles

– New Local, Regional and Global Perspectives

H Sapire & C Saunders (Editors)

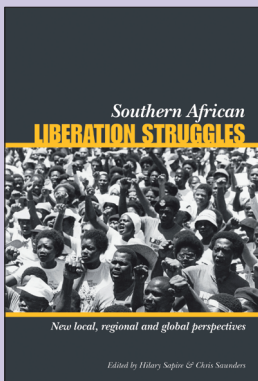
The writing of critical, reflective histories of southern African liberation movements is still in its infancy. Unlike the many hagiographic, justificatory or partisan accounts that have been published, this collection of essays examines the fissures and tensions that existed within them and seeks to 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.

Recommended for

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

About the editors

Hilary Sapire teaches imperial and southern African history in the Department of History, Classics and Archaeology, Birkbeck College, University of London. She is the editor of the *Journal of Southern African Studies* and co-author of *African Apocalypse: The Story of Nontetha Nwenkwe, a Twentieth-Century South African Prophet* (Ohio University Press, 1999). *Chris Saunders* is Emeritus Professor, Historical Studies, University of Cape Town. He has written widely on the history and historiography of southern Africa. He is author of, among other books, *The Making of the South African Past* (Cape Town and New York, 1988) and co-author with Rodney Davenport of the fifth edition of *South Africa A Modern History* (Macmillan, 2000). He has contributed to the *Cambridge History of the Cold War*, volume 3, the *Cambridge History of South Africa*, volume 2, and the *Oxford History of Historical Writing*, volume 4 forthcoming.



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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.

Contents

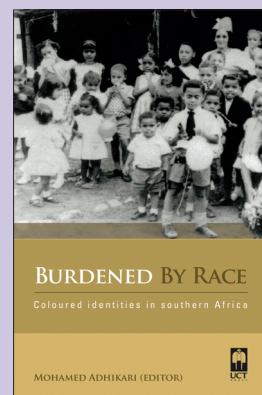
From narratives of miscegenation to post-modernist re-imagining: towards a historiography of coloured identity in South Africa • ‘...[C]onfused about being coloured’: creolisation and coloured identity in Chris van Wyk’s *Shirley, Goodness and Mercy* • Trauma and memory: the impact of apartheid-era forced removals on coloured identity in Cape Town • Identity and forced displacement: community and colouredness in District Six • Collaboration, assimilation and contestation: emerging constructions of coloured identity in post-apartheid South Africa • ‘We are the original inhabitants of this land’: Khoesan identity in post-apartheid South Africa • Race, ethnicity and the politics of positioning: the making of coloured identity in colonial Zimbabwe, 1890–1980 • Absent white fathers: coloured identity in Zambia • ‘A generous dream, but difficult to realize’: the making of the Anglo-African community of Nyasaland, 1929–1940

Community Psychology

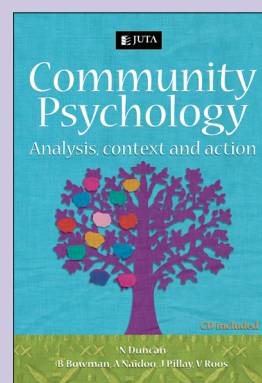
– Analysis, Context and Action

N Duncan, B Bowman, A Naidoo, J Pillay & V Roos (Editors)

While endeavouring to offer students a sound and comprehensive theoretical grounding in community psychology, the text also aims to serve as a practical and experiential ‘handbook’ for training students at undergraduate level. To this end, the book makes extensive use of indigenous knowledge systems and local case studies and illustrations throughout. In addition to offering students a solid theoretical grounding in community psychology, each chapter also aims to sharpen students’ critical awareness and enhance their social responsiveness. Very importantly, through its engagement with local community projects, indigenous knowledge systems and case studies drawn from local communities, the book lays the basis for the development of a uniquely South African orientation to community psychology.



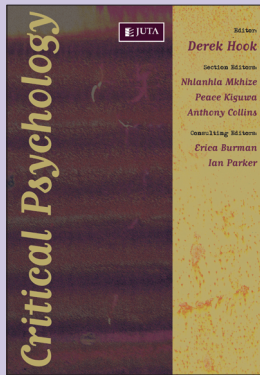
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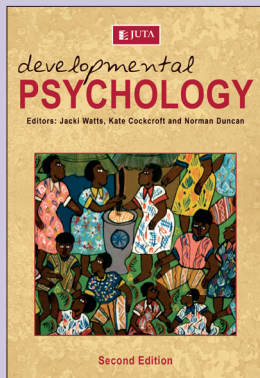
Critical Psychology

D Hook, N Mkhize, A Collins, 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. As such, the best way to grasp critical psychology is by getting a sense of its agendas and functioning across a spread of theories and practices. This is exactly what this book offers, a broad and flexible introduction to critical psychology that explores the diverse concerns of this orientation as it applies to the socio-political contexts of post-apartheid South Africa. The book expands on the theoretical resources usually referred to in the field of critical psychology – Marxism, psychoanalysis, post-structuralism, feminism – by providing substantive discussions of Black Consciousness, post-colonialism and Africanist forms of critique. 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.

Contents

Critical psychology: the basic coordinates • Theoretical resources • Psychology: an African perspective • Dialogism and African conceptions of the self • Frantz Fanon, Steve Biko, psychopolitics and critical psychology • Fanon and the psychoanalysis of racism • Psychoanalysis and critical psychology • Marxism and critical psychology • Psychology and the regulation of gender • Foucault, disciplinary power, critical psychology • Governmentality and technologies of subjectivity • The South African context • Feminist critical psychology in South Africa • Critical reflections on community and psychology in South Africa • Theorising the role of collection action management of HIV/AIDS in South Africa • South African psychology and racism • About black psychologies • Forms of practice • Activity theory as a framework for psychological research and practice in developing societies • Participatory action research in community contexts • Community psychology: emotional processes in political subjects • Discursive practice: analyzing a Lovelines text on sex communication for parents • Writing into action: the critical research enterprise • Liberation psychology • Human development in 'under-developed' contexts



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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. *Developmental Psychology* is a broad and integrated introduction to the subject for undergraduates, postgraduates and health professionals.

Contents

Basic concepts and principles in developmental psychology

Psychoanalytic approaches to development and personality: A basic introduction to psychoanalytic thought • Freud's psychoanalytic theory of development and personality • Klein's object relations theory of development and personality • Fairbairn's contributions to object relations theory • Wilfred Bion: Thinking, feeling and the search for truth • Donald Winnicott • Kernberg's theory of normal and pathological development • Heinz Kohut: Self psychology • Attachment theory • Jung's analytic theory of the development of personality • Lacan's mirror stage • Erikson's psychosocial stages of development

Cognitive development: Introduction to cognitive development • Piaget's constructivist theory of cognitive development • Intellectual development • Memory development • Language development • Kohlberg's theory of moral reasoning • Evolutionary psychology • Contributions of cognitive science approaches to cognitive developmental psychology • Vygotsky's theory of the development of cultural tools

Psychosocial and socio-political contexts of development: Developmental psychology: Critiques and contextual considerations • Bronfenbrenner's ecological theory of development • Violent crime and human development in South Africa • The effects of trauma on child development: Children in South Africa • Critical issues in developmental psychology • Race, culture and psychological theory • Gender identity: Contestations and questions • Theory and South African developmental psychology research and literature

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. A number of key texts have emerged in the area over the last few years, but there still is very little work that looks at the construction of masculinities, particularly at an empirical level and that speaks of local experiences in the South African and African context about what it means to be a man. *From Boys to Men* addresses this topical area of study in a trans-disciplinary and interdisciplinary manner and will therefore be of interest to a range of researchers, academics, teachers, students and authors across a wide range of disciplines.

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 bind 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)

Gender of Psychology, The

T Shefer, F Boonzaier & P Kiguwa (Editors)

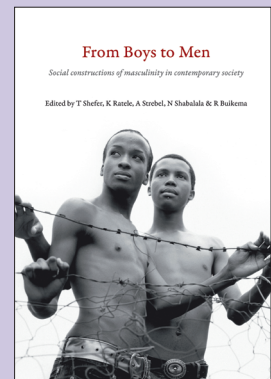
The Gender of Psychology is a South African-based textbook looking at the relationship between gender and psychology. Psychology as a discipline has historically been criticised for perpetuating sexism, reproducing gender inequality and neglecting women's and other marginalised perspectives. There has been an increasing attempt internationally to provide a critical gender analysis of the discipline and practice, and to theorise the contributions that psychology may indeed make to addressing such issues.

Contents

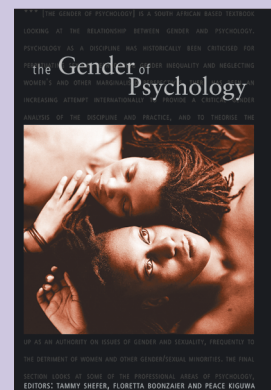
(Re)production of knowledge in psychology: Gendered Research • Narratives of gender and identity constructs • The possibility of a reflexive gaze: The relevance of feminist debates on reflexivity, representation and situated knowledge's for psychology • Psychoanalysis, sexual difference and the castration problematic • Lacan, the meaning of the phallus, and the 'sexed' subject • Women as a minority group

De/re-constructing psychological knowledge about gender: Sexualities • Early reproduction and gendered assumptions about adolescence and adolescent (hetero)sexuality • A gendered analysis of woman abuse • The prevailing paradigm of 'family' in the 'psy' professions • Men and masculinities: Psychology and politics • Motherhood • 'Going places': Black women negotiating race and gender in post-apartheid South Africa

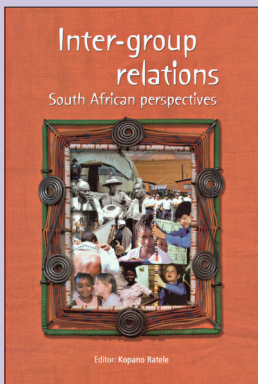
Gendered practice and profession: Pathological wombs and raging hormones: Psychology, reproduction and the female body • Western psychiatry and gender identity disorder (GID): A critical perspective • Becoming a psychologist: Professionalism, feminism, activism



2007
250 pages
Soft cover
Printed 9781919895031
R359.00
WebPDF 9781920499860
e-Book 9781920516611
R287.00



2006
400 pages
Soft cover
Printed 9781919713922
R461.00



2006
352 pages
Soft cover
Printed 9780702171895
R375.00

Inter-group Relations

– South African Perspectives

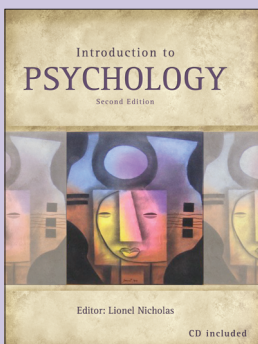
K Ratele (Editor)

This thought-provoking book 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.

Contents

Introduction: Inter-group relations, after apartheid • Theoretical and metatheoretical frames in inter-group psychology: Three competing perspectives • The social dominance theory perspective on discrimination and prejudice • Feminist theory and conflict • Social construction accounts of inter-group relations and identity • Social influence • HIV/Aids: Politics and inter-group relations • The land question • Homelessness • 'Fortress society': The gated community and the politics of space, exclusion, privilege • Towards a social psychology of language • Racially motivated attacks • Racial stereotyping fetishism, fantasy, racism • Index



2nd edition 2008
424 pages
Soft cover
Printed 9781919895024
R525.00

Introduction to Psychology

L Nicholas (Editor)

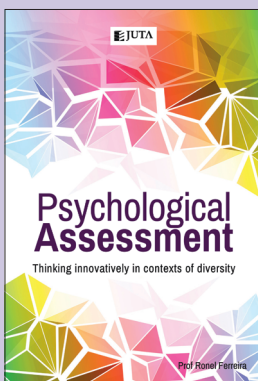
This revised edition of *Introduction to Psychology* has been comprehensively revised, reorganised and updated. Every chapter has new material, new illustrations and photographs – which are incorporated into the accompanying CD-Rom (as well as multiple-choice questions and answers and chapter-by-chapter PowerPoint slides).

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

Key features

An expanded psychotherapy chapter includes other modes of therapy, e.g. group family and play therapy • The sexuality chapter includes the latest HIV/Aids updates, new case material and South African research relevant to student lives • The chapter on research and statistics by statistician Professor K. Dumont is completely new • The community psychology chapter has current case study materials to illustrate its theoretical foundations • Three additional theoretical approaches to learning are introduced



2016
336 pages
Soft cover
Printed 9780702189791
WebPDF TBA
R339.00

Psychological Assessment

– Thinking innovatively in contexts of diversity

R Ferreira (Editor)

Psychological Assessment 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 • Addressing Diversity in Assessment: The Value of an Integrated, Qualitative+Quantitative Approach to Career Counselling • Dynamic assessment as an alternative avenue when intervening with children • Utilising genograms to psychologically assess and support 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 psychological assessment technique • Body mapping to step into your future: Life design in a context of high risk and high diversity • EAGALA method Equine Assisted Psychotherapy and Learning as an innovative psychological assessment technique • Using the Mmogo-method® to obtain Quality of Life contributors and inhibitors in the lives of older people in residential care facilities in South Africa

Part 4: Reflections and lessons learnt

Providing psychological services in a context of diversity: Lessons learnt from private practice • Integrating traditional ethical guidelines with challenges posed by a digital world

Recommended for

Psychology, industrial psychology and educational psychology students, practitioners and managers.

About the editor

Ronel Ferriera is a Professor and Head of the Department of Educational Psychology in the Faculty of Education at the University of Pretoria.

Psychology and Law

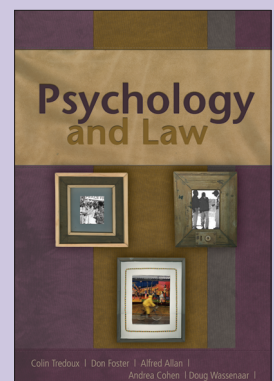
C Tredoux, D Foster, A Allan, A Cohen & D Wassenaar (Editors)

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.

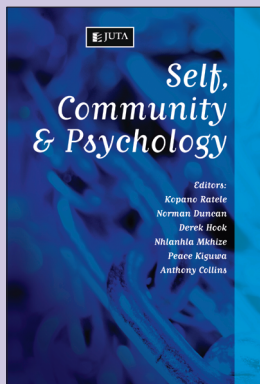
This well-researched, comprehensive and accessible text introduces the reader to some of the intersections of psychology and law. Each chapter includes learning objectives, exercises and a detailed reference section.

Contents

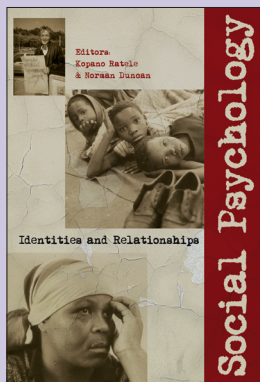
What is psychology? • The South African legal system • Psychological assessment for the courts • Crime and policing • Assessing custody and placement of children • Credibility assessment • Eyewitness testimony • Child witnesses • Risk assessment • The psychologist as expert witness • Introducing investigative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



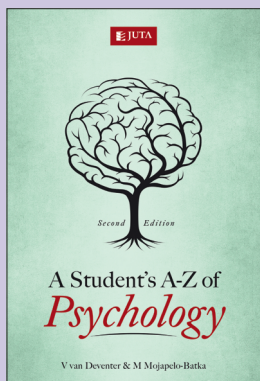
4th edition 2005
464 pages
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2008
408 pages
Soft cover
Printed 9781485102328
WebPDF TBA
R444.00



2003
432 pages
Soft cover
Printed 9781485102434
R462.00



2013
352 pages
Soft cover
Printed 9780702189050
WebPDF 9780702189579
R297.00

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 which legitimise oppression and cultural dispossession.

Self, Community & Psychology brings together some of the best local work written from critical, social constructionist, participatory and liberatory perspectives. The text was selected from two volumes published by UCT Press, dealing with social and critical psychology respectively, namely *Critical Psychology* edited by Derek Hook, Nhlamhla Mkhize, Peace Kiguwa and Anthony Collins, and *Social Psychology: Identities and Relationships* edited by Kopano Ratele and Norman Duncan.

Social Psychology

– Identities and Relationships

K Ratele & N Duncan (Editors)

Contents

Contents and Concepts: Introduction: A Psychology of a Society • Social Psychology and Research Methods

Race, Racism and Identities: 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

Intimacy, Inequality and Gendered Violence: Women Abuse: A Critical Review • Gender Inequality, Family Relations and Passion Crime • Black Women's Identities • 'Mixed' Relations

Sexualities and Masculinities: Histories and Future Possibilities: Lesbianism • Heterosexuality • Historical Representations of 'Race', Masculinity and Homosexuality

Psychology and the Political, the Social and Leadership: Political Leadership in the Context of Reconciliation • Street Life and the Construction of Social Problems • Understanding and Preventing Violence

Looking ahead • Exercises for critical engagement • Recommended reading • Bibliography

Student's A-Z of Psychology, A

V van Deventer & M Mojapelo-Batka

A Student's A-Z of Psychology 2e 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.

Contents

Cognition: Problem solving Cognition: Reasoning • Cognition: Thinking • Consultation scenario for a psychological research project • Consultation scenario for a stress management programme • Consultation scenario for a study management programme • Consultation interview • Emotion and motivation • Emotion: Classification of • Emotion: Concept of • Emotion: Theories of • Emotional intelligence: Concept of • Emotions: Interpretation of • Groups: Attributes of human groups • Groups: Differentiation of groups • Groups: Interaction of groups • Human nervous system: Impulse conduction in the neuron • Human nervous system: Impulse conduction in the synapse • Human nervous system: Structure and function • Human nervous system: The structure of the neuron • Individual differences



in behaviour • Information analysis: Correlation between variables • Information analysis: Difference between groups • Information modelling: Expandable tree structures • Information modelling: Flow charts Information modelling: Graphs • Information modeling: Visiograms • Intelligence: Concept and measurement of • Intelligence: Theories of • Intelligence and creativity • Interpersonal communication • Interpersonal dynamics • Interpersonal relationships • Learning: Associative learning • Learning: Cognitive learning • Learning: Concept of • Learning: Social learning • Memory • Motivation: The nature of motivated behaviour • Motivation: The process of motivated behaviour • Personality and health • Personality concepts • Personality theories • Presentations • Psychological disorders • Psychological programme: Content for stress management • Psychological programme for stress • Psychological programme for study management • Psychological programmes • Psychological science • Psychology: What is it all about? • Research essays • Self: The concept of self • Self: The dynamics of self • Self: The foundations of self • Sensation and perception • Sensation: The visual system • Social issues • States of consciousness • Stress: The effects of stress • Stress: The process of stress • Stress: The psychophysiology of stress • Work: Motivation in the workplace • Work: The concept of work • Work: The dynamics of unemployment • Work: The ethic of work

Recommended for

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

About the authors

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

Substance Use and Abuse in South Africa

– Insights from Brain and Behavioural Sciences

G Ellis, D Stein, E Meintjies & K Thomas (Editors)

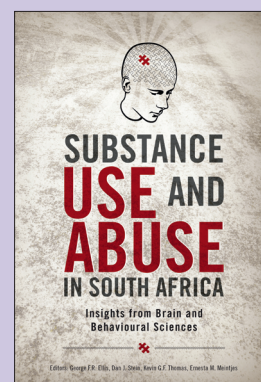
Substance abuse is an enormous social problem in South Africa, as elsewhere. It is one of the focus areas of the Brain-Behaviour Initiative (BBI) at the University of Cape Town, which relates neuroscience and behavioural science to social issues. This ground breaking book, which presents some of the 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.

Recommended for

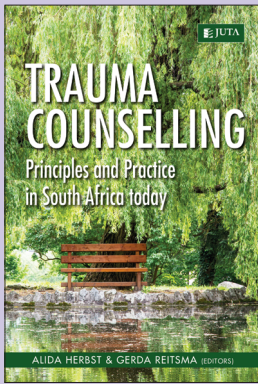
Clinicians • Academics interested in substance abuse • Policy-makers • Lay people interested in South African social issues and their relation to current research

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.



2012
448 pages
Soft cover
Printed 9781919895291
R514.00
WebPDF 9781920541255
R411.00



2016
320 pages
Soft cover
Printed 9781485103721
WebPDF TBA
R295.00

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 place 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

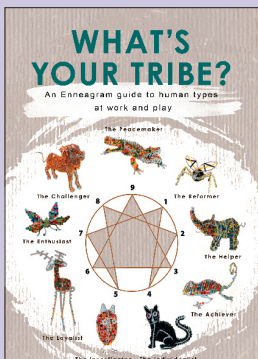
What is traumatic stress • A basic understanding of trauma counselling • The context of community trauma in South Africa • Trauma counselling related to health, illness and death • Traumatic incidents in the family context • The phenomenology of rape in South Africa • Understanding the effects of indirect 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

Recommended for

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

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.



2010
112 pages
Soft cover
Printed 9781770130791
R130.00

What's Your Tribe?

– An Enneagram Guide to Human Types at Work and Play

L Kingma

The Enneagram is an ancient model for identifying nine personality types. Despite its roots it has been scientifically validated in modern psychological research. *What's Your Tribe?* uses the Enneagram to give readers a practical tool to understand their own and others' behaviour, improving relationships at work and in their private lives.

In this book the nine types of the Enneagram (the tribes) are richly illustrated using ordinary people as examples, who identify with a specific type. For example, The Challenger – the Lion – takes charge, is a straight-talker, likes to do things his or her way, may walk over others, yet inspires them and may make sacrifices for others. The Peacemaker – the Crocodile – sits things out rather than pushes for an outcome, may procrastinate, but remains calm under pressure, and sees both sides of the argument.



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Youth Violence

– Sources and Solutions in South Africa

C Ward, A Dawes & A van der Merwe (Editors)

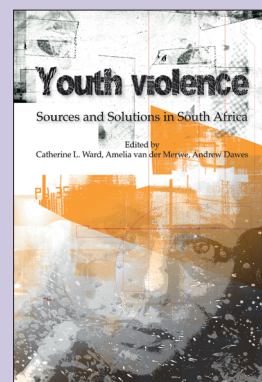
This book thoroughly and carefully reviews the evidence for risk and protective factors that influence the likelihood of young people acting aggressively. Layers of understanding are built by viewing the problem from a multitude of perspectives, including the current situation in which South African 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.

Recommended 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.

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 Bray, R. and Van Der Merwe, A. of *Monitoring Child Well-Being: a South African rights based approach* (HSRC Press, 2007) and author of 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 co-editor with Dawes, A. and Bray, R. of *Monitoring Child Well-Being: A South African rights based approach* (HSRC Press, 2007).



2012
448 pages
Soft cover
Printed 9781919895871
R365.00
WebPDF 9781920541651
e-PUB 9781920541286
R293.00

Also available as e-chapters

RESEARCH SKILLS

Assignment and Thesis Writing

– South African edition

J Anderson & M Poole

In order to do well in their higher education studies, students have to develop excellent research and writing skills. Without these skills it is unlikely that they will move beyond undergraduate studies. The South African edition of *Assignment and Thesis Writing* is destined to become a classic, as its Australian predecessor is, with students in higher education. The book has been adapted with local examples to ensure relevance for students in South African institutions.

Contents

Part 1: Assignments and theses at the tertiary level

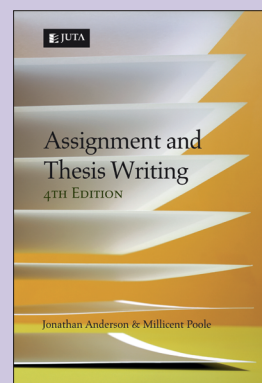
Writing at the tertiary level • Planning the assignment • Planning the thesis • Scholarly writing: A case study • Computer tools for writing and publishing • The computer as an information tool

Part 2: Writing the assignment or thesis

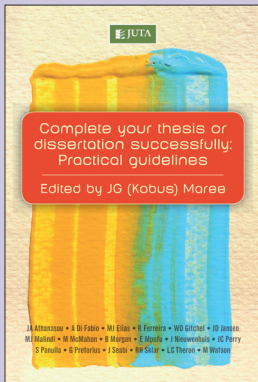
Common features of editorial style • The general format • Page and • format • The use of quotations • Footnotes • Tables and figures • Referencing • Appendices

Part 3: Revising the assignment or thesis

Editing and evaluating the final product • Appendix A: Additional resources for writers • Appendix B: Abbreviations commonly used in scholarly writing • Index



2008
192 pages
Soft cover
Printed 9780702177484
R272.00



2012
320 pages
Soft cover
Printed 9780702189166
WebPDF 9780702196515
R404.00

Complete your Thesis or Dissertation Successfully

– Practical Guidelines

JG Maree (Editor)

This user-friendly and comprehensive volume covers a wide range of topics related to postgraduate study. Chapter topics are wide ranging and include: the relationship between supervisor and students, financing of studies, selecting a topic, writing a research proposal, structuring the thesis, designing and conducting the research, writing the chapters and ensuring technical accuracy.

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 • Electronic submissions to journals

Key features

Current, practical, South African, up-to-date, cross disciplinary • Includes an overview of international perspectives • Provides practical guidelines on how to write theses and dissertations • Assists with preparing manuscripts for submission to scholarly journals

Recommended for

Postgraduate students in all disciplines • Supervisors of postgraduate students in all disciplines

About the editor

Jacobus Gideon (Kobus) Maree is a professor in the Faculty of Education at the University of Pretoria. He has three doctorates, has received a number of awards for his work and was awarded the Chancellor's Award (University of Pretoria) for Teaching and Learning for 2010 and the Exceptional Academic Achiever Award (University of Pretoria) for a third term (2010–13).

Designing your First Research Proposal

– A Manual for Researchers in Education and the Social Sciences

R Vithal & J Jansen



2010
64 pages
Soft cover
Printed 9780702177842
WebPDF 9780702189395
R151.00

Contents

Preface • Introduction • Some guidelines for the effective use of the manual • Steps in writing a research proposal • Selecting a focus • Identifying critical questions • Stating a rationale • Conducting a literature review • Locating a theoretical framework • Preparing a data collection plan • Planning a data analysis strategy • Anticipating the report outline • Enhancing validity and reliability • Acknowledging the limitations of the research • Conclusion • Reading list • Appendix • Index

Key features

Workbook format for use in workshops for doctoral, Master's and baccalaureate students • Appropriate across disciplines: law, health sciences and management studies • Can be used for all levels of research • Accessible to English second-language speakers • Interactive structure, which promotes and reinforces self-directed research training, making it suitable for distance education.



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.

First Steps in Journal Article Writing

JG 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. Chapters include selecting a topic, proposal design, research design and methodological considerations, submitting an article for publication and the role of critical readers.

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

Recommended for

Postgraduate students in all disciplines • Supervisors and academics in all disciplines

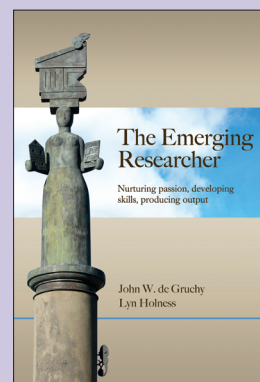
About the editor

Jacobus Gideon (Kobus) Maree is a professor in the Faculty of Education at the University of Pretoria. He has three doctorates, has received a number of awards for his work and was awarded the Chancellor's Award (University of Pretoria) for Teaching and Learning for 2010 and the Exceptional Academic Achiever Award (University of Pretoria) for a third term (2010–13).

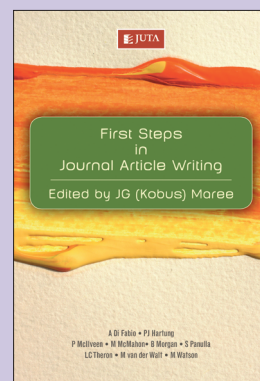
Fundamentals of Research Methodology for Healthcare Professionals

HI Brink (Revised by C van der Walt & G van Rensburg)

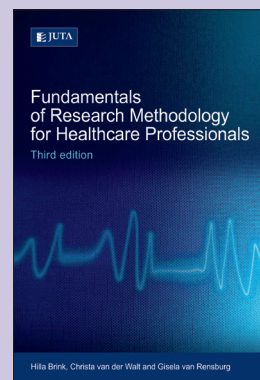
Fundamentals of Research Methodology for Healthcare Professionals examines the vital role research plays in the improvement of health sciences practices. This third edition of *Fundamentals of Research Methodology for Healthcare Professionals* has been completely revised and updated to incorporate the latest trends in research methodology and evidence-based practice. It details the steps involved in planning and undertaking a research project, from identifying and formulating the problem through to reporting findings. It underscores the importance of a clear understanding of research methodology and terminology in order to read research reports with the critical insight necessary to structure and implement evidence-based practice and to expand research further. This edition is certain to stimulate awareness of the myriad researchable and research-requiring questions encountered daily in health practice.



2007
208 pages
Soft cover
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R213.00



2012
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Printed 9780702189159
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3rd edition 2013
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Contents

Orientation to health sciences research • Research and theory • Ethical considerations in the conduct of health sciences research • An overview of the research process • Selecting or identifying research problems • The literature review • Refining and defining the research question or formulating a hypothesis and preparing a research proposal • Quantitative research • Non-traditional and qualitative research designs • Sampling • Data collection • Data quality • Data analysis • Research reports and report evaluation

Key features

Clearly defined learning objectives to indicate the focus of each chapter • Chapter summaries to reinforce learning • Exercises to put the theory into practice • A practical, hands-on introduction to research methodology

About the authors

Christa van der Walt is Associate Professor in the School of Nursing Science at North-West University. *Gisela van Rensburg* is Professor in the Department of Health Studies at the University of South Africa. Christa and Gisela have extensive experience in tertiary education and research. They are indebted to the founding author of *Fundamentals of Research Methodology for Healthcare Professionals*, the late Professor Emeritus *Hilla Brink*.

Fundamentals of Social Research Methods

– An African Perspective

C Bless, C Higson-Smith & S Levy Sithole

Healthy societies can only be built on a realistic understanding of people and their world. The call for African solutions to the continent's problems demands an innovative pool of knowledgeable and skilled social researchers.

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

Key features

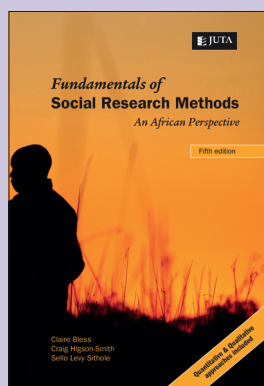
The fifth edition of *Fundamentals of Social Research Methods: An African Perspective* has been transformed to include a far broader set of research skills than previous editions. This edition includes qualitative, quantitative and mixed-methods research, as well as an extensive new section on the analysis of both quantitative and qualitative data.

Recommended for

This text is suitable for students and non-professional researchers who are interested in conducting social research, be they practitioners, community activists, government administrators, policy-makers or business people.

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. *Selly Levy Sithole* is associate professor in the Department of Social Work at the University of Limpopo – Turfloop campus.



5th edition 2013

424 pages

Soft cover

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Guide to Managing Research, A

W Fox & MS Bayat

A Guide to Managing Research balances theory and practice so that the researcher is equipped to resolve issues and solve problems utilising methodologies that will validate results. This useful, accessible guide not only balances theory and practice but focuses on both quantitative and qualitative research. It will be invaluable for undergraduate or graduate students, as well as practitioners.

Contents

The scientific method • Research topic and research problem • Literature review • Population and sampling • Qualitative research design and methodology • Quantitative research design and methodology • Data analysis and interpretation of results • Research proposals • Report writing

Headstart in Designing Research Proposals in the Social Sciences

JG Maree & C van der Westhuizen

Contents

Phase I – The first three steps in preparing to write a research proposal: Select a focus and write your statement of purpose • Research questions • Preliminary literature review

Phase II – Drafting the research proposal: Orientation • Rationale • Statement of purpose or aim of the research • Working assumptions • Research questions • Theoretical and conceptual framework • Concept clarification • Research premises: delineating paradigmatic assumptions and perspectives • Research sites • Describing the sample and sampling strategy • Methodological considerations • Data analysis strategies • Quality assurance: data verification quantitative research • Possible contribution of your study • Your role as researcher • Ethical considerations • Delimiters of the study • Possible limitations and challenges of the study • Problems arising during the research • Proposed layout of the study • Proposed research schedule • References • Addenda • Designing a cover page

Writing a proposal for funding: Project information • Problem identification • Rationale and motivation • Research aims • Workplan (research activities) • Potential impact of your research • Potential impact on redress and equity • Potential outcomes of your study • Progress to date • Research outputs (progress to date) • Co-investigator or supervisor outputs • Budget details • Concluding comments • References • Reading list • Addenda A and B • Index • Appendix

Key features

Step-by-step guidelines to follow when writing a first research (or funding) proposal • Simple explanations of intricate concepts • Practical examples of actual research proposals that have been developed under the authors' guidance, on a CD • A template on CD that could be used for particular research proposals • A section on writing a proposal for funding • Sections on the triangulation and crystallisation of ideas, which few other textbooks cover • A section on referencing, figures and tables, and the use of bulleted points.



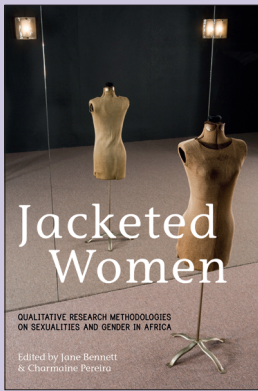
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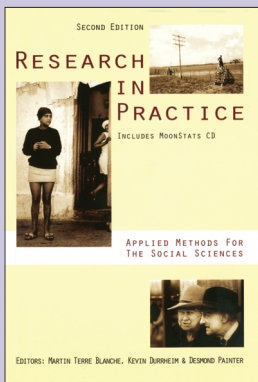
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2nd edition 2006
608 pages
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Jacketed Women

– 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.

Recommended for

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

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.

Research in Practice

– Applied Methods for the Social Sciences

M Terre Blanche, K Durrheim & D Painter

Over the past few decades there has been a major shift in research methodology – away from technicist to more contextual and pragmatic approaches. This is reflected in a greater emphasis on interdisciplinary and applied research skills, the concurrent use of qualitative and quantitative methods, and a more sophisticated understanding of the epistemological grounding of research. *Research in Practice: Applied Methods for the Social Sciences* incorporates these new trends while also providing comprehensive coverage of the full range of established research approaches and techniques.

Contents

The research process: Histories of the present: Social science research in context • Doing an information search • Research design • Ethical issues in social science research • Putting design into practice: Writing and evaluating research proposals • Publish or perish: Disseminating your research findings

Quantitative research techniques: Generating quantitative data • Evaluating research design • Basic quantitative analysis • Jumping to conclusions: An overview of inferential statistical methods • Multivariate data analysis

Qualitative research techniques: Why qualitative research? • 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

Research in applied contexts: Jobs and careers in social science research • Programme evaluation • Participatory action research: A practical guide for realistic radicals • 20. Researching public policy • Research methods in clinical research • Assessment research • Standpoint methodologies: Marxist, feminist, and black scholarship perspectives • Postmodernism: A critical practice? • Postcolonial African methods and interpretation

Key features

Lively text which incorporates new trends while also providing comprehensive coverage of the full range of established research approaches and techniques • Structured to facilitate systematic study of each phase of the research process in sequence • Aims to ground research methodology in terms of practical outcomes, and to equip students with applied technical know-how and conceptual tools to evaluate and contextualise their work in terms of larger social and philosophical issues • A strong emphasis on practical examples drawn from the southern African experience • Richly supplemented by photographs, case studies, tips and checklists • Comes with the statistics program, Moonstats, on CD

Research Matters

F du Plooy-Cilliers, R Bezuidenhout & C Davis

Research Matters is a text written for South African pre-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? • Research paradigms and traditions • 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

Key features

Cutting edge research and latest trends • Focus on qualitative and quantitative research • Extensive coverage on data collection, data analysis, interpretation and presentation • Ethics chapter • Technical guidance on research report writing

Recommended for

Undergraduate students in all disciplines.

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.

Writing a Research Proposal

– Practical Guidelines for Business Students

P Msweli

Proposal writing can be challenging. *Writing a research proposal* takes the reader through the necessary steps in a clear and logical manner in order to demystify the process and to successfully bridge the gap between theory and practice. The eight chapters in the book focus on separate facets of the proposal writing process, with end-of-chapter tasks reinforcing and consolidating the chapter's key teaching points.

Contents

Definition and purpose of research proposals • Thinking and problem-solving skills for writing research • Writing logically sound arguments to convince proposal • Writing scholarly research ideas • Research approach • Writing the research proposal • Citation and documentation • Technicalities of writing

Recommended for

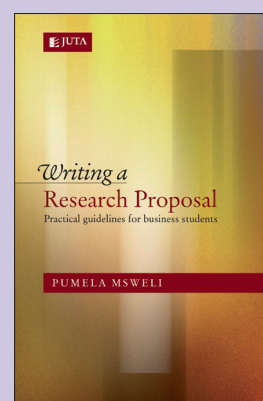
This book is aimed at students in master's and doctoral programmes in business schools. It can however be used successfully in other disciplines and by undergraduate students.

About the author

Professor Pumela Msweli teaches research methods and corporate governance at the Graduate School of Business Leadership (SBL) at the University of South Africa. Previously she taught at the University of the Witwatersrand and at the University of KwaZulu-Natal. Her areas of specialisation are research methods and quantitative research techniques.



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2011
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SOCIOLOGY

Circular Migration in Zimbabwe and Contemporary Sub-Saharan Africa

D Potts

An authoritative and insightful analysis of migration patterns and trends in sub-Saharan Africa. A key objective of the study is to show how the nature and extent of migration to, and from, African cities responds or adapts particularly to changing economic circumstances. In so doing, the study documents how and why patterns of circular migration between rural and urban areas persist, even when these patterns are not institutionally enforced. The empirical core of the work is on migration in Zimbabwe, analysed in the context of the post-independence period through to the crises in the 2000s. The study, based on primary data collected in surveys and through focus group discussions, offers a descriptively rich and textured analysis of the characteristics of migrants, their attitudes to migration and their rural links, and how these changed as conditions in Zimbabwe deteriorated.

Recommended for

Migration scholars • A wider audience of academics and students in urban geography, population studies, economics, social anthropology and development • Policy-makers and planners

About the author

Deborah Potts is a senior lecturer in Geography at King's College, London.

HIV/AIDS in Sub-Saharan Africa

– Understanding the Implications of Culture and Context

J Baxen & A Breidlid

The book avoids a simplistic approach to the pandemic, by exploring the complex and sometimes contradictory spaces in which HIV/AIDS discourse are negotiated, and thus goes some way to present a more hermeneutic profile of the HIV/AIDS problem. *HIV/AIDS in Sub-Saharan Africa* is as much about identity construction as it is about HIV/AIDS. The authors recognise the interrelatedness of sex, sexuality, identity and HIV/AIDS in the shaping of individual and collective identities and have thus gone beyond merely asking questions about what people know.

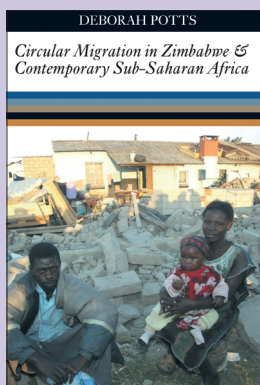
Contents

Limitations in the Educational Research Agenda (1994–2005): Researching HIV/AIDS and Education in Sub-Saharan Africa: Examining the Gaps and Challenges • What Questions? HIV/AIDS Educational Research: Beyond More of the Same to Asking Different Epistemological Questions • HIV/AIDS, Cultural Constraints and Educational Intervention Strategies

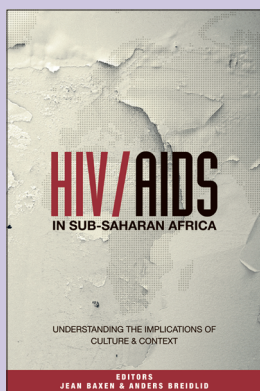
Schools, Community, Culture and Context: School Culture, Teacher Identity and HIV/AIDS • Examining Religious Leaders' and Traditional Healers' Responses to HIV/AIDS in a Modern Community

Youth, Identity, Sexuality and HIV/AIDS: Masculinising and Feminising Identities: Factors Shaping Primary School Learners' Sexual Identity Construction in the Context of HIV/AIDS • Performing Masculine and Feminine Identities: Sexuality and Identity Construction among Youth in the Context of HIV/AIDS • Grade 10 Learners' Conceptions of Risk of HIV Infection in Four Secondary Schools in the Western Cape • Cultural Practices, Gender and HIV/AIDS: A Study of Young Women's Sexual Positioning in the Context of HIV/AIDS in South Africa

HIV/AIDS Educational Research – Epistemological and Methodological Implications: Afterword: Towards a Hermeneutic Understanding of HIV/AIDS in South Africa



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2009
160 pages
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Knowledge in the Blood

– Confronting Race and the Apartheid Past

J Jansen

How is it that young Afrikaners, born at the time of Mandela's release from prison, hold firm views about a past they never lived, rigid ideas about black people and fatalistic thoughts about the future? This book describes how white South African students remember and enact an apartheid past of which they were never part. Jonathan Jansen, the first black Dean of Education at the historically white University of Pretoria (and now the first black Vice-Chancellor at the University of the Free State), was dogged by this question during his tenure at Tukkies, and *Knowledge in the Blood* seeks to answer it.

Jansen offers an intimate look at the effects of social and political change after apartheid, as white students first experienced learning and living alongside black students. He reveals the novel role pedagogical interventions played in confronting the past, as well as critical theory's limits in dealing with conflict in a world where formerly clear-cut notions of victims and perpetrators are blurred.

While Jansen originally set out simply to convey a story of how white students change under the leadership of a diverse group of senior academics, *Knowledge in the Blood* ultimately became an unexpected account of how these students in turn changed him.

Contents

Acknowledgments • Abbreviations • Glossary of Afrikaans Words, Names and Phrases • Prologue: Bearing Witness • Loss and Change • Indirect Knowledge • Sure Foundations • Bitter Knowledge • Kollegas! (Colleagues!) • Knowledge in the Blood • Mending Broken Lines • Meet the Parents • Teaching to Disrupt • Notes • References • Index

Raw Life, New Hope

– Decency, Home and Housing in a Post-apartheid Community

F Ross

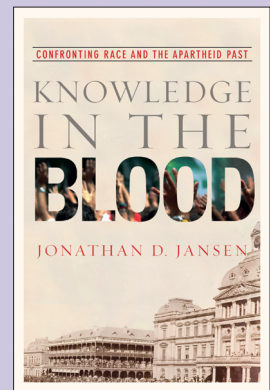
The Cape Flats is home to more than a million people, many of whom live in sprawling shack settlements. The post-apartheid state is attempting to eradicate such settlements by providing formal houses in planned residential estates. *Raw Life, New Hope* is concerned with the residents of one such shack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

Based on 17 years of work, the ethnography introduces readers to core social science topics and modes of theorising. There are few sustained studies of the lives, aspirations and coping strategies of people in impoverished circumstances in South Africa. Still fewer take a longitudinal perspective. This approach has allowed the author to trace how ordinary people attempt to live in accord with their ideals of decency under almost impossible circumstances and to trace the effects of material changes in their lives after 1994 – including democratic transformations and, significantly for the residents, the provision of RDP housing.

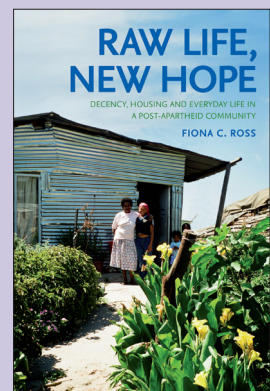
The book's chapters are separated by illustrative breaks (photos, anecdotes, recipes, philosophical reflections on subjects that arose during conversations, maps etc.) that elicit a sense of the everyday, the provocations it poses and how people engage with and attempt to solve the problems of poverty. Detailed descriptions, lively characterisation, verbatim quotes from interviews and conversations give a sense of the particularity of people's lives and make the characters come alive to readers. An accessible and jargon-free style creates a novelistic feel which will appeal to lay readers as well as academics.

Contents

Preface • Teen die pad, Die Bos' (Alongside the road, The Bush) • 'I Long to Live in a House' • Sense-scapes: Senses and emotion in the making of place • Relationships that count and how to count them • 'Just working for food': making a living, making do and getting by • Truth, lies, stories and straight-talk: on addressing another • Illness and accompaniment



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2010
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R272.00

Sociology:

– A concise South African introduction

P Stewart & J Zaaiman (Editors)

Sociology: A Concise South African Introduction is a selection of chapters taken from the original text, *Sociology: A South African Introduction*. The twelve chapters included in this concise edition provide a comprehensive introduction to widely taught first year themes and topics. A new chapter on Class has been added to the original chapters on Culture, Socialisation and identity, Family, Religion, Crime, Poverty and inequality, Race, Gender, Work, Economy, and Politics and governance.

Each chapter addresses key issues, topics and debates in sociology today, and uses contemporary and relevant South African case studies make the material relevant and meaningful to students. Chapter introductions serve as a narrative linking and providing cross-references to material covered in other chapters, where appropriate.

Written with the student in mind, the language used is accessible and easy to understand and the carefully developed pedagogical features in each chapter serve to support students' learning.

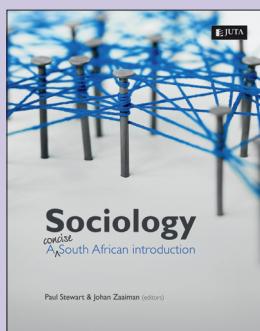
Additional references at the end of each chapter in the textbook include journal articles, books, and websites.

Recommended for

First year undergraduate introductory sociology courses.

About the editors

Paul Stewart is a Senior Tutor at the University of the Witwatersrand where he has taught Sociology since 1997. His recently completed PhD entitled Labour time in South African gold mines: 1886–2006 has been published. His current research is on the right of refusal to do dangerous work underground. *Johan Zaaiman* is Director of the School of Social and Government Studies at the North-West University, Potchefstroom campus. He has taught first year sociology for 21 years, first at the Huguenot College in Wellington, and presently at the North-West University. His research interests include political sociology, social theory and research methodology. He has presented research methodology workshops nationally and internationally, has published on community power and has contributed to the theorising of power.



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Sociology

– A South African Introduction

P Stewart & J Zaaiman (Editors)

Sociology: A South African Introduction provides a comprehensive introduction to the sociological theories and themes commonly taught in first year and undergraduate courses.

The textbook is divided into five broad sections:

The Foundations of Sociology

Social theory • Research methodology • Population • Social change

The Individual in society

Culture • Socialisation and identity • Gender • Race • Class

The Institutions in society

Organisations, movements and bureaucracy • Family and households • Education • Religion • Work • The Economy • Politics and governance • Media and technology • Medicine and health

The Challenges for society

Poverty and inequality • Crime and deviance • Urbanisation • The environment

Sociology in context

A brief history of sociology in South Africa

Each chapter addresses key issues, topics and debates in sociology today, and uses contemporary and relevant South African case studies to make the material relevant and meaningful to students. Introductions to each chapter serve as a narrative linking the chapters, and providing cross-references where appropriate.

Written with the student in mind, the language used is accessible to students who do not speak English as a home language and the carefully developed pedagogical features in each chapter serve to support students' learning.

Additional references at the end of each chapter in the textbook include journal articles, books, and websites. The glossary is also available on a mobi site and accessible to all students using the book.

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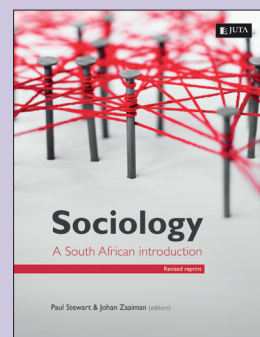
Sociological theory • Research methodology • Population • Social change • Culture • Socialisation and identity • Gender • Race • Class • Organisations, movements and bureaucracy • Family and households • Education • Religion • Work • The economy • Politics and governance • Media and technology • Medicine and health • Poverty and inequality • Crime and deviance • Urbanisation • The environment • A brief history of sociology in South Africa

Recommended for

Undergraduate students of sociology.

About the editors

Paul Stewart is a Senior Tutor at the University of the Witwatersrand where he has taught Sociology since 1997. His recently completed PhD entitled *Labour time in South African gold mines: 1886–2006* has been published. His current research is on the right of refusal to do dangerous work underground. *Johan Zaaiman* is Director of the School of Social and Government Studies at the North-West University, Potchefstroom campus. He has taught first year sociology for 21 years, first at the Huguenot College in Wellington, and presently at the North-West University. His research interests include political sociology, social theory and research methodology. He has presented research methodology workshops nationally and internationally, has published on community power and has contributed to the theorising of power.



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R486.00



Criminal Justice Social Work

– A South African Practice Framework

L Holtzhausen (Editor)

Criminal Justice Social Work: A South African Practice Framework is a text for those working with criminal offenders and victims of crime. It offers readers a grounding in theory, research, practice and clinical expertise for practising effectively in the field of criminal justice. Readers are exposed to a wide range of methods, techniques and interventions situated in a uniquely South African practice framework for addressing criminal justice issues and challenges.

Contents

What is criminal justice social work? • The Criminal Justice Practice Framework • Working with offenders • Working with victims of crime • A developmental social work approach to crime prevention through restorative justice • Working with addicted and substance-abusing offenders • Assessment of general, violent/aggressive and sex offenders • Working with youth sexual offenders • Assessment of economic offenders • Aetiology of crime and assessment indicators of female offenders • Criminology and the criminologists' role in offender assessment practices • The practice of offender assessment: integrated needs and risk assessment criteria • Future directions for offender assessment

Key features

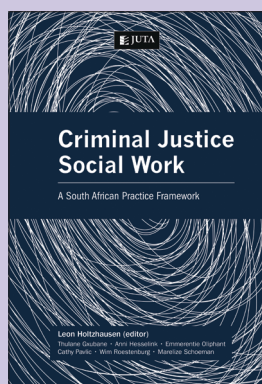
Focuses on current issues and real-life problems faced by practitioners in dealing with both offenders and victims • Provides a definition of the emerging specialisation of criminal justice social work • Examines particular criminal justice populations such as juvenile offenders, violent criminal offenders, women offenders, substance-addicted offenders, economic offenders and sex offenders • Offers numerous theoretical perspectives throughout with an emphasis on best practice models • Provides case studies and practical applications that illustrate key points • Lists up-to-date research findings that give both students and practitioners an overview of the current state of the field both in South Africa and internationally

Recommended for

Senior undergraduate and postgraduate students in social work, criminology, correctional practice, probation and parole, criminal justice, psychology and sociology • New and seasoned practitioners and administrators

About the editor

Dr Leon Holtzhausen is a senior lecturer in the Department of Social Development at the University of Cape Town. He is a licensed social worker with the South African Council for Social Service Profession (SACSSP) and a member of the International Association of Schools of Social Work (IASSW).



2012

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Introduction to Social Work

L Nicholas, J Rautenbach & M Maistry (Editors)

Introduction to Social Work deals effectively with relevant aspects of the nationally approved exit level outcomes that were formulated by the Social Work Standards Generating Body. This comprehensive book deals with a range of issues, from the early history of social work, to working with individuals and small groups in contemporary debates around economic policy, and macro level intervention, management, administration and research. It also covers youth at risk, HIV/AIDS, child sexual abuse and addiction as particular fields of practice. It also covers the salient areas of poverty, diversity and multicultural practice, values and ethics and theories for practice.

Contents

Section 1: Introduction • The history of South African Social Work • Social welfare policy and legislation in South Africa • Theories of social work practice

Section 2: Social work values and ethics • Casework • Group Work • Community Development • Management and administration • Social work research and evaluation

Section 3: Youth at risk • HIV/AIDS and child sexual abuse • Addiction • Diversity and Multicultural Practice • Poverty

Rape Unresolved

– Victims and Police Responses in South Africa

D Smythe

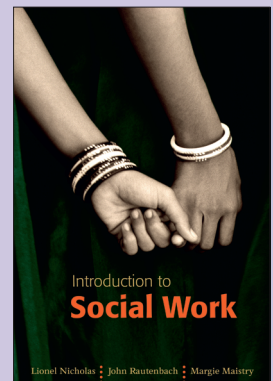
Of the approximately 50 000 rape cases reported in South Africa every year, 30 000–35 000 simply disappear. The majority are closed by the police: case withdrawn, undetected, unfounded. Prosecutors decline to prosecute approximately half those referred to them. Of the remainder that are prosecuted, around 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.

Recommended for

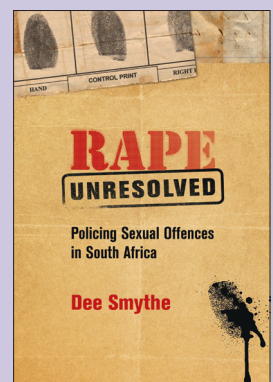
Local and international academics concerned with policing and gender-based violence, policy-makers working on improving criminal justice responses to rape; readers interested in understanding the failure of the criminal justice system to deal with rape.

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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