

SOCIAL SCIENCES



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HELP OUR NEXT GENERATION OF LEADERS GRADUATE and go on to realise their full potential.

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MORE ABOUT OUR PUBLISHING PROGRAMME:

- Juta offers a comprehensive selection of higher education content and teaching and learning resources, covering a wide range of disciplines with a variety of product types.
- Extensive lecturer support materials are available to support lecturer and student success.
- Juta products support academic literacy, develop professional competence and workplace readiness and our content focus assists in the decolonisation of curricula.
- Because we understand the need to upgrade South Africa's delivery capacity through distance education, we have designed our materials for education at a distance and self-directed learning.
- Juta customises print and electronic content to serve the specific needs of institutions and training providers with flexible, integrated, learning solutions.
- Juta is a wholly owned subsidiary of Kagiso Media. Dividends support the developmental endeavours of the Kagiso Education Trust and the Tiso Foundation in South Africa.
- Over the years we have developed a strong pool of highly qualified authors who are experts in their fields.
- We welcome comments from our readers and ideas from prospective authors. We regularly run author workshops, and are always ready to develop new talent because, ultimately, the people of southern Africa are our most valuable assets.

PROSPECTIVE AUTHORS

We are always interested in proposals for new books. Please send the relevant publisher a synopsis and an indication of the market for which your book is intended. Contact details appear on the opposite page.

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ICON KEY







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RIGHTS

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KEY FEATURES





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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.

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.

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).

in development and urban studies

Policy-makers

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 NGOs and government organisations dealing with housing rights.

SUITABLE FOR

Academics and students

COMMUNITY DEVELOPMENT

- BREAKING THE CYCLE OF POVERTY H SWANEPOEL & F DE BEER



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

Communication skills

group facilitation

and negotiation

Public speaking

Contact-making

methodology

Participatory research

The start of a project

Evaluation and control

Planning and facilitating a

The training dialogue

training workshop

Planning and implementation

Meetings

Operational writing

Leadership development and

Conflict resolution, mediation

Mobilisation and motivation

CONTENTS

- Poverty, ill-being and well-being
- The development environment
- Stakeholders in community
 development
- The origins of community development
- The features and outcomes of community development
- The principles of community
 development
- The community as main actor in community development
- The place and role of community development workers
- Participatory decision-making and management

MAIN UPDATES IN THIS EDITION

- Extensive support material
- More practical case studies
- Questions on the case studies are included in the book.

ABOUT THE AUTHORS



Hennie Swanepoel is Professor Emeritus at the University of South Africa.

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



IL INTA

NEW EDITION



SUITABLE FOR

 Developments Studies students and communitybased practitioners.



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.

ZAR

260 PAGES R 317.00

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HOSTELS, HOMES, MUSEUM

- MEMORIALISING MIGRANT LABOUR PASTS IN LWANDLE, SOUTH AFRICA N MURRAY & L WITZ



SUITABLE FOR

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

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 eco-systems. Just Transitions provides an overview of these challenges from a global South perspective. How do developing countries eradicate poverty via economic development while encountering the consequences of global warming and dwindling supplies of clean water, productive soils, cheap oil, minerals and other resources?

This book considers a just transition which reconciles the sustainable use of nature resources with a pervasive commitment to sufficiency (where over-consumers are satisfied with less so that under-consumers can secure enough). 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.

ABOUT THE AUTHORS

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

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





SUITABLE FOR

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





KASRILS AFFAIR, THE

- JEWS AND MINORITY POLITICS IN POST-APARTHEID SOUTH AFRICA **JB POLLAK**



In 2007, Minister Ronnie Kasrils, the highest-ranking Jew in South Africa's post-apartheid government, launched a campaign against Israeli policy in the occupied territories. In so doing, he ignited a public debate about the Israeli-Palestinian conflict that challenged the identity of South African Jews in the new South Africa. 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.



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'.



POWER, WEALTH AND GLOBAL EQUITY

- AN INTERNATIONAL RELATIONS TEXTBOOK FOR AFRICA PJ MCGOWAN, S CORNELISSEN & P NEL (EDITORS)



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

KEY FEATURES

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- 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.





Sharing Benefits



SUITABLE 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.

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. 'Benefitsharing' 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 Mozambigue, 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.

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.

VICTORIA MXENGE HOUSING PROJECT, THE

- BUILDING HOUSES AND COMMUNITIES THROUGH SOCIAL ACTIVISM AND

PEDAGOGY SISMAIL



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

ABOUT THE AUTHOR

Salma Ismail is 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.



SUITABLE FOR

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



If you are a teaching academic or course leader, you may request a **FREE inspection** copy to consider as textbooks for students on your course. The Request Form is at the back of this catalogue; alternatively, go to **bit.ly/jutainspection**





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:

- New chapter on study skills
- Expanded section on referencing and how to avoid plagiarism
- Expanded Reading chapter
- New chapter on grammar and punctuation.

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 literacies 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) as an academic development officer.

BRAVE 'NEW' WORLD OF EDUCATION, THE

- CREATING A UNIQUE PROFESSIONALISM J SLABBERT, T DE KOCK & A HATTINGH



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

OTHER KEY FEATURES INCLUDE:

- Addressing theory-practice gaps
- Principles, ideas and tools for designing powerful learning opportunities
- Creating an awareness of selfhood and personal transformation.
- undergraduate and postgraduate pre-service students, in-service students.

Teacher educators,

SUITABLE FOR

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.

CONTENTS

- Career assessment: using scores and stories in life designing
- Using the best of both worlds: not a question of one or the other
- Enough for my mielie-meal: the cultural preparedness approach to the delivery of careers services
- Career counselling of people with disability
- Can tests 'predict' success or help you find a career?
- Story telling: moving from thin stories to thick and rich stories
- Obtaining an interest profile
- Personality and value-related Information
- Obtaining a study orientation profile

- Obtaining, developing and enhancing an emotional intelligence profile
- The role of the family in career interest development
- Creative approaches to gathering baseline information
- The interface between career counselling and other counselling/psychotherapy
- Adapting in a changing world: dealing with repeated career transition
- Testing the water: carrying out a job/work analysis
- The final product: writing a career counselling report
- Two case studies
- Identifying life-career themes: with the career-story interview

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



SUITABLE FOR

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

SUITABLE FOR

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

ABOUT THE EDITOR



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





SUITABLE FOR

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

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.

CONTENTS

- Teaching and learning: Understanding policy analysis: South African policies shaping teachers as professionals
- The challenge of a critical History of Education for South Africa
- The Novice Teacher as Learner: a metaphor of becoming a strategic weaver of self-directed professional learning
- Exploring teaching methods for diverse educational milieus
- Technology in Education for Teachers
- Becoming and being a teacher leader in schools
- Curriculum: Classical theories and theorists of curriculum studies
- Contemporary curriculum theories and their influence on teaching and learning
- Curriculum development and design
- Outcomes-based education
- Assessment and curriculum
- 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

ABOUT THE EDITORS

- Introducing Philosophy for Children (P4C) in the School Curriculum
- Can we speak of an African Philosophy?
- Sociology in Education: The Relevance of Sociology for Education
- Critical thinking and critical pedagogy in education
- Bourdieu and his key concepts relevant to Education
- Exclusion, violence and education
- Making sense of sociology in schooling today
- Psychology in Education: Educational Psychology for Teachers: From philosophicalhumanistic analysis to scientific research methods
- From the cognitive revolution to constructivism
- Working memory in the classroom
- Learning Difficulties
- Inclusive education
- Research
- Educational research: Key concepts and processes in developing a research proposal
 Emancipatory Action Research
- Research ethics
- Decolonising/Indigenous methodologies

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

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 multilevel classes

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.

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.

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- Multi-level teaching and learning strategies
- Strategies for supporting language
- Multi-level assessment





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

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in the Classroom The secret of happy teachers



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SUITABLE FOR

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





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

LEARNING SCHOOL, THE

 A PSYCHO-SOCIAL APPROACH TO SCHOOL DEVELOPMENT **S DAVIDOFF, S LAZARUS & N MOOLLA**



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

CONTENTS

- Schools in context
- A framework for understanding and developing schools
- Understanding school development
- Leadership, management and governance
- Culture

ABOUT THE EDITORS

- Identity
- Strategy
- Structures and procedures

ZAR

- Technical support
- People support and development
- Last reflections

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

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.

PHILOSOPHY OF EDUCATION TODAY

- AN INTRODUCTION

P HIGGS & J SMITH



Questions about the nature of education are the concern of a particular area of philosophy: philosophy of education. In *Philosophy of Education Today* the authors explore the various responses provided by different philosophies of education to these questions, and discuss the way in which different philosophies influence education and the ways education is understood.

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

ABOUT THE AUTHOR

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

- Critical theory and education
- Feminism and education
- Postmodernism and education
- A comparison of African Philosophy and Western philosophies



NEW TITLE



SUITABLE FOR

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

JUTA SOCIAL SCIENCES CATALOGUE | 2016/2017



Practising Training and Development in South African Organisations

PRACTISING TRAINING AND DEVELOPMENT IN SOUTH AFRICAN ORGANISATIONS M COETZEE (EDITOR), J BOTHA, J KILEY, K TRUMAN & MC TSHILONGAMULENZHE





SUITABLE 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.

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.

Outcomes-based workplace

Assessment and moderation in

Evaluating training effectiveness

development in the workplace

learning design Delivering

training and development

Sustaining training and

development capability:

Profession and practice of

training and development

Managing training and

training

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

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 occupationdirected, 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.

ABOUT THE EDITORS



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.

PRIMARY EDUCATION IN CRISIS - WHY SOUTH AFRICAN SCHOOLCHILDREN UNDERACHIEVE IN READING AND MATHEMATICS B FLEISCH



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





SUITABLE FOR

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

Duality

SUITABLE FOR

practicing teachers and

development (CPD).

for continual professional

BEd students

PGCE students A useful reference for

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

ABOUT THE AUTHORS

Assessment processes

- Designing of assessment activities
- Grading, rubrics and moderation
- Recording and reporting



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

JUTA SOCIAL SCIENCES CATALOGUE | 2016/2017



num Rethinking

SUITABLE 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.





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

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

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

Can we change our world?

Where in the world are we

Who is the world am I?

Rethinking a woman's world

Is there a world that speaks to

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?

ABOUT THE AUTHORS



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

us?

going?

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

RETHINKING TRUTH P HIGCS & J SMITH



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

In *Rethinking Truth* the authors reflect on these questions in exploring critically the claims concerning truth, 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.

Rethinking

SUITABLE FOR

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

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
- Time for hedgehogs as well as foxes: some temporal aspects of epistemological access to basic education
- Scripture and practices
- How does the form of curriculum affect systematic learning?

TEACHER EMPOWERMENT THROUGH CURRICULUM DEVELOPMENT





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

Epistemological access as an

open question in education

On the possibility of

a politics of difference: A

response to Wally Morrow

teaching

Seeking substance in student

multicultural education through

- 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

SUITABLE FOR

RETRIEVING TEACHING

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



TEACHER EMPOWERMENT

SUITABLE 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.



SUITABLE FOR

service and inservice.

Foundation Phase teachers (Grade R–3), both pre-

TEACHING ENGLISH AS A FIRST ADDITIONAL LANGUAGE IN THE FOUNDATION

- PRACTICAL GUIDELINES A HUGO, E LENYAI (EDITORS), G COLTMAN, J PLACE & C THORNHILL



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

ABOUT THE AUTHORS

- 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



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

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

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

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







CONTENTS

- The Grade 4–9 learner with reference to the learning of English
- How is an additional language learnt?
- The role of the first language in additional language teaching
- Teaching listening and speaking
- Teaching reading and viewing
- Language structures

ABOUT THE AUTHORS



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

Teaching writing

classroom

Assessment

language classroom

Integration in the first additional

Language in the subject areas

The use of ICT in the language

SUITABLE FOR

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

BJUTA

Teaching

GRADE

SUITABLE FOR

BEd Foundation Phase; PGCE

Foundation Phase; Grade R

Diploma; inservice teachers.

TEACHING GRADE R L EXCELL, V LININGTON (EDITORS)



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

CONTENTS

- What is Grade R?
- Perspectives on early childhood education
- Principles of early childhood education
- Who is the Grade R child?
- Who is the Grade R teacher?
- The broader community
- An optimal learning environment

ABOUT THE EDITORS AND AUTHORS



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



- Assessment
- Teaching through play
- Literacy
- Language diversity
- Numeracy
- Life Skills

NEW SOCIAL SCIENCES TITLES FROM JUTA ACADEMIC

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TEACHING STRATEGIES

- FOR QUALITY TEACHING AND LEARNING **R KILLEN**



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

CONTENTS

- Understanding the National **Curriculum Statement**
- Foundations for teaching and • learning
- A framework for quality teaching and learning
- Planning for quality teaching • and learning
- Reflecting on quality teaching • and learning
- Using direct instruction as a teaching strategy
- Using discussion as a teaching strategy
- Using small-group work as a teaching strategy

ABOUT THE AUTHOR



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

Using co-operative learning as a teaching strategy

ZAR

- 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





SUITABLE FOR

- Inservice 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).



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.

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.

 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.

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

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.

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). Thembela 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).







SUITABLE FOR

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





SUITABLE FOR

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



THE UNBEARABLE WHITENESS OF BEING ERMERS VOICES FROM ZIMEABWE

PILOSSO

SUITABLE FOR

Students in African History,

African Studies, identity

Interested lay readers.

Academics

studies



- FARMERS' VOICES FROM ZIMBABWE

R PILOSSOF



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 Pilossof 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 Gukurahundi 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 Pilossof 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

ABOUT THE AUTHORS



Rory Pilossof 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. 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.

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.



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



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.



- 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

DIUTA

The Selfless Constitution Experimentation and Foundations as Providences of South Advisor's Basic Law

- 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

ABOUT THE EDITORS

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





SUITABLE FOR

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

POLITICS & HUMAN RIGHTS





SUITABLE FOR

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

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.

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.

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.

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 cooperative 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.

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).



SUITABLE FOR

Community of Insecurity

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.







SUITABLE FOR

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

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.

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).



PIERRE ENGLEBERT & KEVIN C. DUNN



SUITABLE FOR

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





'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 longterm resource for students and scholars alike.
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 Hobard 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 ESTERHUYSE (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 civilmilitary 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 postapartheid vision. The underlying argument of this book is that African armed forces need to come to terms with the elements of military culture if they want to become more professional as an instrument of war and in their purpose of serving society.

ABOUT THE EDITORS



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



Post-conflict Reconstruction and Development in Africa





SUITABLE FOR

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

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.

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

HMARAIS



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.





SUITABLE FOR

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





SUITABLE FOR

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

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.

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.

BURDENED BY RACE

- COLOURED IDENTITIES IN SOUTHERN AFRICA MADHIKARI (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.

PSYCHOLOGY



BURDENED BY RACE Toward Another a contrast Atom

COMMUNITY PSYCHOLOGY

- ANALYSIS, CONTEXT AND ACTION N DUNCAN, B BOWMAN, A NAIDOO, J PILLAY & V ROOS (EDITORS)



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

CONTENTS

- The international emergence and development of community psychology
- The mental health model: Preventing 'illness' or social inequality
- The social ecological model as theoretical framework in community psychology
- A critical orientation to community psychology
- Intergenerational rites of passage
- Contextual issues
- Contextual enablers of the HIV pandemic in South Africa
- Vulnerable communities
- Community competence
- Learning in community psychology

- Indigenous knowledge and learning development
- Healing practices in communities
- Understanding community learning
- Teaching community psychology in South Africa
- Training psychology students and Interns in non-urban areas
- Community-based coping: An HIV/Aids case study
- Ethics and community psychology
- Programme evaluation: Approaches for supporting Innovation and engaging communities
- Activating action



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

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. 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.

• Undergraduate and

ritical

Undergraduate and postgraduate students of critical psychology, lecturers and practitioners

JUTA SOCIAL SCIENCES CATALOGUE | 2016/2017









SUITABLE FOR

 Undergraduates and postgraduate students of psychology; health professionals.



SOFT COVER 9781485102274 2e 2009



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.

CONTENTS

- Basic concepts and principles in developmental psychology
- Psychoanalytic approaches to development and personality: A basic introduction to psychoanalytic thought.
- Cognitive development: Introduction to cognitive development
- Intellectual development
- Memory development
- Language development
- Evolutionary psychology
- Contributions of cognitive science approaches to cognitive developmental psychology

FROM BOYS TO MEN

- Psychosocial and socio-political contexts of development: Developmental psychology
- Violent crime and human development in South Africa
- The effects of trauma on child development
- Critical issues in developmental psychology
- Race, culture and psychological theory
- Gender identity
 - Theory and South African developmental psychology research and literature
- SOCIAL CONSTRUCTIONS OF MASCULINITY IN CONTEMPORARY SOCIETY T SHEFER, K RATELE, A STREBEL, N SHABALALA & R BUIKEMA (EDITORS)



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

CONTENTS

- The problems boys and men create, the problems boys and men experience
- Researching and working with boys in Southern Africa in the context of HIV/Aids: a radical approach
- Multiple meanings of manhood among boys in Ghana
- Do you want to be a father? School-going youth in Durban schools at the turn of the 21st century
- Teenage masculinity: the double find of conformity to hegemonic standards
- 'Moffies, jock and cool guys': Boys' accounts of masculinity and their resistance in context

- South African boys with plans for the future: why a focus on dominant discourses tells us only a part of the story
- 'A woman cannot marry a boy': rescue, spectacle and transitional Xhosa masculinities
- Social construction of masculinity on the racial and gendered margins of Cape Town
- Masculinities in the era of HIV/ Aids: the perspectives of rural male Zulu youth
- Masculinities in the ANC-led liberation movement
- Culture change, Zulu masculinity and intergenerational conflict in the context of civil war in Pietermaritzburg (1987–1991)



From Boys to Me



SUITABLE FOR

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

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.

ZAR



SUITABLE FOR

Students of gender studies; academics, researchers and policy makers.

Inter-group

relations

INTER-GROUP RELATIONS

- SOUTH AFRICAN PERSPECTIVES **K RATELE**



Inter-group Relations looks at a wide range of social, personal and interpersonal issues from psychological and ideological perspectives.

SUITABLE FOR

Psychology students, especially students of social psychology.

INTRODUCTION TO PSYCHOLOGY L NICHOLAS



This revised edition of Introduction to Psychology has been comprehensively revised, reorganised and updated. 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 ٠ illustrate its theoretical foundations
- Three additional theoretical approaches to learning are introduced.





SUITABLE FOR

Undergraduate students of psychology.



NEW TITLE



SUITABLE FOR

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

PSYCHOLOGICAL ASSESSMENT THINKING INNOVATIVELY IN CONTEXTS OF DIVERSITY R FERRIERA (EDITOR)



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

CONTENTS

- 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
- Assessing mental abilities: A critical view on historical and modern intelligence measures used in South Africa
- Addressing Diversity

 Assessment: The
 Value of an Integrated,
 Qualitative+Quantitative
 Approach to Career Counselling
- Dynamic assessment as an alternative avenue when intervening with children

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.

- Utilising genograms to psychologically assess and support vulnerable clients
- Family assessment in contexts of diversity
- 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
- Providing psychological services in a context of diversity: Lessons learnt from private practice
- Integrating traditional ethical guidelines with challenges posed by a digital world

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.

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.

SOCIAL PSYCHOLOGY - IDENTITIES AND RELATIONSHIPS K RATELE & N DUNCAN (EDITORS)



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

CONTENTS

- Introduction: A Psychology of a Society
- Social Psychology and Research Methods
- Racism: A Social Psychological
 Perspective
- Race, Racism and the Media
- Bodies and Apartheid
- Frantz Fanon and Racial Identity in Post-Colonial Contexts
- Black Adolescent Identity During
 and After Apartheid
- Identity Dynamics and the Politics of Self-Definition
- Women Abuse: A Critical Review

- Gender Inequality, Family
 Relations and Passion Crime
- Black Women's Identities
- 'Mixed' Relations
- Lesbianism
- Heterosexuality
- Historical Representations of 'Race', Masculinity and Homosexuality
- Political Leadership in the Context of Reconciliation
- Street Life and the Construction of Social Problems
- Understanding and Preventing Violence



45

STUDENT'S A-Z OF PSYCHOLOGY, A v van deventer & m mojapelo-batka





SUITABLE FOR

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

ABOUT THE AUTHORS



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

• Intelligence and creativity

Ed

• Interpersonal communication

2e 2013 352 PAGES R 200.00

ZAR

- 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

SUBSTANCE USE AND ABUSE IN SOUTH AFRICA

- INSIGHTS FROM BRAIN AND BEHAVIOURAL SCIENCES G ELLIS, D STEIN, E MEINTJIES & K THOMAS (EDITORS)



SUBSTANCE USE AND ABUSE IN SOUTH AFRICA INSOUTH AFRICA

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

ABOUT THE EDITORS



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

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

Ernesta Meintjes 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.



NEW TITLE

SUITABLE FOR

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

TRAUMA COUNSELLING

- PRINCIPLES AND PRACTICE IN SOUTH AFRICA TODAY A HERBST & G REITSMA (EDITORS)



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

CONTENTS

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

ABOUT THE EDITORS

e effects of

Brief interventions

Trauma Counselling

trauma counselling

working with trauma

self-care for counsellors

Cognitive Behavioural Informed

Narrative practices in trauma

care, support and counselling

An integrated approach to

Care-sense: the importance of

Strengths-based interventions in

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.



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.

YOUTH VIOLENCE

- SOURCES AND SOLUTIONS IN SOUTH AFRICA C WARD, A DAWES & A VAN DER MERWE (EDITORS)



ALSO AVAILABLE AS E-CHAPTERS

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 off enders. In doing so, thoughtful suggestions are made for keeping an evidence-based perspective while (necessarily) adapting interventions for developing world contexts, such as South Africa.

ABOUT THE EDITORS



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

Andrew Dawes is Associate Professor Emeritus and co-editor with 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).





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.





SUITABLE FOR

- Postgraduate students in all disciplines
- Supervisors of postgraduate students in all disciplines.



- Postgraduate students in all disciplines
- Supervisors of postgraduate students in all disciplines.

ASSIGNMENT AND THESIS WRITING - SOUTH AFRICAN EDITION

JANDERSON & M POOLE



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

CONTENTS

- 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
- Common features of editorial style

- The general format
- Page and format
- The use of quotations
- Footnotes
- Tables and figures
- Referencing
- Appendices
- Editing and evaluating the final product

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. 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

ABOUT THE EDITOR



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

2012 320 PAGES R 437.00

e programme.

- 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

DESIGNING YOUR FIRST RESEARCH PROPOSAL

- A MANUAL FOR RESEARCHERS IN EDUCATION AND THE SOCIAL SCIENCES

R VITHAL & J JANSEN



This popular manual has received an updated and modern look while maintaining its succinct content. The book presents a simple, clear and coherent strategy for preparing a research proposal. It is a practical, application-focused guide to writing a proposal for basic and advanced research projects, and can be used in a variety of educational contexts in both tertiary and secondary education.

CONTENTS

- 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



SUITABLE FOR

- Postgraduate students in all disciplines
- Supervisors of postgraduate students in all disciplines.

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 JM (KOBUS) MAREE



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

CONTENTS

- Getting published: motives, personal qualities and methods
- Identifying an appropriate journal and preparing the manuscript for submission
- Writing the manuscript: standard guidelines
- Preparing the abstract of a manuscript

ABOUT THE EDITOR

- Preparing the manuscript:
- technical considerations
 Managing the peer review process

Writing your first draft

- The ethics of article publications
- Electronic submissions
- Avoiding basic errors in scholarly writing

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Fundamentals of Research Methodology for Healthcare Professionals There ealso

SUITABLE FOR

disciplines

all disciplines.

Postgraduate students in all

Supervisors and academics in

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

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.

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



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.

Research planning and design

Data collection: Basic concepts

Ensuring the quality of data

Quantitative data analysis and

Qualitative data analysis and

Sampling

and techniques

interpretation

interpretation

dissemination

Research findings and

Research management

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

ABOUT THE AUTHORS



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



SUITABLE FOR

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



GUIDE TO MANAGING RESEARCH, A

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 in their chosen fields.

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



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

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



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Undergraduate or graduate

ESIGNING

ROPOSALS

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disciplines

all disciplines.

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Postgraduate students in all

Supervisors and academics in

E JUTA

students, as well as practitioners.

JACKETED WOMEN

- QUALITATIVE RESEARCH METHODOLOGIES ON SEXUALITIES AND GENDER IN AFRICA

J BENNETT & C PEREIRA (EDITORS)



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

ABOUT THE EDITORS



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

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

RESEARCH IN PRACTICE

- APPLIED METHODS FOR THE SOCIAL SCIENCES **M TERRE BLANCHE, K DURRHEIM & D PAINTER**



Research in Practice: Applied Methods for the Social Sciences incorporates new trends in research methodology 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



disciplines.

- 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
- 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



SUITABLE FOR

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



SUITABLE FOR

Postgraduate students in all

RESEARCH

RACTICE



EIUTA RESEARCH





SUITABLE FOR

Undergraduate students in all disciplines.

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

ABOUT THE AUTHORS

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

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.





SUITABLE FOR

- Advanced undergraduate students
- Postgraduate students
- New researchers



W Goddard & S Mellville



Research Methodology: An Introduction covers all facets of the research process, from finding a topic to disseminating the results. The subject is placed in the context of the academic scene and research needs in South Africa, and methodologies discussed include traditional modes of inquiry, research technology such as the Internet, and the role of oral tradition in the social sciences.

KEY FEATURES



- Includes discussion questions and exercises for those who want to use it as the basis for course instruction.
- Highly suitable for new researchers needing a guide for selfstudy.

WRITING A RESEARCH PROPOSAL

- PRACTICAL GUIDELINES FOR BUSINESS STUDENTS **PMSWELI**



Proposal writing can be challenging and this title takes the reader through the necessary steps in a clear and logical manner in order to demystify the process and bridge the gap between theory and practice.

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

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.

HIV/AIDS IN SUB-SAHARAN AFRICA

- UNDERSTANDING THE IMPLICATIONS OF CULTURE AND CONTEXT JBAXEN & 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.



Writing a Research Proposal

E JUTA

SUITABLE 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.





SUITABLE FOR

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





KNOWLEDGE IN THE BLOOD

- CONFRONTING RACE AND THE APARTHEID PAST 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 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.

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336 PAGES R 427.00

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

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.





Johan Zaaiman is Director of the School of Social and Government Studies at the North-West University, Potchefstroom campus.

First year undergraduate introductory sociology courses.

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. 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.

CONTENTS

- ٠ Sociological theory
- Research methodology
- Population
- Social change ٠
- Culture •
- Socialisation and identity
- Gender
- Race
- Class
- Organisations, movements and bureaucracy
- Family and households
- Education

ABOUT THE EDITORS



Paul Stewart is a Senior Tutor at the University of the Witwatersrand where he has taught Sociology since 1997.

Johan Zaaiman is Director of the School of Social and Government Studies at the North-West University, Potchefstroom campus.

- 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



SUITABLE FOR

Undergraduate students of sociology.





SUITABLE FOR

 Senior undergraduate and postgraduate students in social work, criminology, correctional practice, probation and parole, criminal justice, psychology and sociology.

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.

Assessment of economic

Aetiology of crime and

Criminology and the

assessment practices

The practice of offender

assessment indicators of female

criminologists' role in offender

assessment: integrated needs

Future directions for offender

and risk assessment criteria

offenders

offenders

assessment

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

ABOUT THE AUTHORS



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





 Undergraduate students of social work.

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 poverty, diversity and multicultural practice, values and ethics and theories for practice.

RAPE UNRESOLVED

- VICTIMS AND POLICE RESPONSES IN SOUTH AFRICA D SMYTHE



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

ABOUT THE AUTHOR



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



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UNRESOLVED



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.



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