

Uct Application Forms 2015 Undergraduate Guide

The Routledge Companion to Global Indigenous History presents exciting new innovations in the dynamic field of Indigenous global history while also outlining ethical, political, and practical research. Indigenous histories are not merely concerned with the past but have resonances for the politics of the present and future, ranging across vast geographical distances and deep time periods. The volume starts with an introduction that explores definitions of Indigenous peoples, followed by six thematic sections which each have a global spread: European uses of history and the positioning of Indigenous people as history's outsiders; their migrations and mobilities; colonial encounters; removals and diasporas; memory, identities, and narratives; deep histories and pathways towards future Indigenous histories that challenge the nature of the history discipline itself. This book illustrates the important role of Indigenous history and Indigenous knowledges for contemporary concerns, including climate change, spirituality and religious movements, gender negotiations, modernity and mobility, and the meaning of 'nation' and the 'global'. Reflecting the state of the art in Indigenous global history, the contributors suggest exciting new directions in the field, examine its many research challenges and show its resonances for a global politics of the present and future. This book is invaluable reading for students in both undergraduate and postgraduate Indigenous history courses.

Written at a level appropriate to undergraduates, this book covers such topics as the Hilbert Basis Theorem, the Nullstellensatz, invariant theory, projective geometry, and dimension theory. Contains a new section on Axiom and an update about MAPLE, Mathematica and REDUCE.

Was plane geometry your favourite math course in high school? Did you like proving theorems? Are you sick of memorising integrals? If so, real analysis could be your cup of tea. In contrast to calculus and elementary algebra, it involves neither formula manipulation nor applications to other fields of science. None. It is Pure Mathematics, and it is sure to appeal to the budding pure mathematician. In this new introduction to undergraduate real analysis the author takes a different approach from past studies of the subject, by stressing the importance of pictures in mathematics and hard problems. The exposition is informal and relaxed, with many helpful asides, examples and occasional comments from mathematicians like Dieudonne, Littlewood and Osserman. The author has taught the subject many times over the last 35 years at Berkeley and this book is based on the honours version of this course. The book contains an excellent selection of more than 500 exercises.

"This book offers insightful reflections on academic development practices. The contributors engage the reader painstakingly in the dynamics of professional learning and effective teaching. This volume facilitates the examination of the need for reflection that leads to professional maturity. All educational institutions seek teachers who continuously search for

effective strategies in improving student success. The contributors uncover a variety of approaches as they evince proven suggestions. The chapters are refreshing and edifying. This book is essential for all teachers, lecturers and trainers who want to improve their teaching practice immensely".

Professor Vuyisile T. Msila Researcher at the Thabo Mbeki African School of Public and International Affairs, University of South Africa.

Methods and Applications

Writing Centres in Higher Education

Theory and Practice

Perspectives on Identity, Decolonial Ethics and Comparative Philosophy

Microeconometrics

Enhancing the Effectiveness of Team Science

These Proceedings represent the work of contributors to the 14th European Conference on e-Learning, ECEL 2015, hosted this year by the University of Hertfordshire, Hatfield, UK on 29-30

October 2015. The Conference and Programme Co-Chairs are Professor Amanda Jefferies and Dr Marija Cubric, both from the University of Hertfordshire. The conference will be opened with a keynote address by Professor Patrick McAndrew, Director,

Institute of Educational Technology, Open University, UK with a talk on "Innovating for learning: designing for the future of education." On the second day the keynote will be delivered by

Professor John Traxler, University of Wolverhampton, UK on the subject of "Mobile Learning - No Longer Just e-Learning with Mobiles." ECEL provides a valuable platform for individuals to

present their research findings, display their work in progress and discuss conceptual advances in many different branches of e-Learning. At the same time, it provides an important opportunity

for members of the EL community to come together with peers, share knowledge and exchange ideas. With an initial submission

of 169 abstracts, after the double blind, peer review process there are 86 academic papers, 16 Phd Papers, 5 Work in Progress papers and 1 non academic papers in these Conference

Proceedings. These papers reflect the truly global nature of research in the area with contributions from Algeria, Australia, Austria, Belgium, Botswana, Canada, Chile, Coventry, Czech

Republic, Denmark, Egypt, England, Estonia, France, Germany, Ireland, Japan, Kazakhstan, New Zealand, Nigeria, Norway, Oman, Portugal, Republic of Kazakhstan, Romania, Saudi Arabia,

Scotland, Singapore, South Africa, Sweden, the Czech Republic, Turkey, Uganda, UK, United Arab Emirates, UK and USA, Zimbabwe. A selection of papers - those agreed by a panel of reviewers and

the editor will be published in a special conference edition of the EJEL (Electronic Journal of e-Learning www.ejel.org). This volume focuses on selected innovative programs designed to

augment the science, engineering, engineering and mathematics (STEM) workforce through increasing and enhancing the participation of under-represented groups. The programs span the STEM career pathway—primary, secondary, and tertiary education—and professional development and socialization—in the United States, South Africa, and New Zealand. Similarities as well as differences between and among programs across nations will be systematically analyzed for lessons learned. The conceptualization for this volume developed over the past several years during various international conferences—starting in Havana, Cuba in 2006, and continuing at meetings in Japan (2014), South Africa (2013 and 2015), and New Zealand (2015).

Does sexism against men exist? What it looks like and why we need to take it seriously This book draws attention to the "second sexism," where it exists, how it works and what it looks like, and responds to those who would deny that it exists. Challenging conventional ways of thinking, it examines controversial issues such as sex-based affirmative action, gender roles, and charges of anti-feminism. The book offers an academically rigorous argument in an accessible style, including the careful use of empirical data, and includes examples and engages in a discussion of how sex discrimination against men and boys also undermines the cause for female equality. This book provides an introduction to the mathematical and algorithmic foundations of data science, including machine learning, high-dimensional geometry, and analysis of large networks. Topics include the counterintuitive nature of data in high dimensions, important linear algebraic techniques such as singular value decomposition, the theory of random walks and Markov chains, the fundamentals of and important algorithms for machine learning, algorithms and analysis for clustering, probabilistic models for large networks, representation learning including topic modelling and non-negative matrix factorization, wavelets and compressed sensing. Important probabilistic techniques are developed including the law of large numbers, tail inequalities, analysis of random projections, generalization guarantees in machine learning, and moment methods for analysis of phase transitions in large random graphs. Additionally, important structural and complexity measures are discussed such as matrix norms and VC-dimension. This book is suitable for both undergraduate and graduate courses in the design and analysis of algorithms for data.

**New Directions in the Sociology and History of Technology
A First Course in Probability
History, Culture, Representation
Discrimination Against Men and Boys**

Access, Persistence and Retention

An Introduction to Ontology Engineering

Competition Policy

Places of Privilege Interdisciplinary Perspectives on Identities, Change and Resistance
BRILL

This lively, practical text presents a fresh and comprehensive approach to doing qualitative research. The book offers a unique balance of theory and clear-cut choices for customizing every phase of a qualitative study. A scholarly mix of classic and contemporary studies from multiple disciplines provides compelling, field-based examples of the full range of qualitative approaches. Readers learn about adaptive ways of designing studies, collecting data, analyzing data, and reporting findings. Key aspects of the researcher's craft are addressed, such as fieldwork options, the five phases of data analysis (with and without using computer-based software), and how to incorporate the researcher's "declarative" and "reflective" selves into a final report. Ideal for graduate-level courses, the text includes: * Discussions of ethnography, grounded theory, phenomenology, feminist research, and other approaches. * Instructions for creating a study bank to get a new study started. * End-of-chapter exercises and a semester-long, field-based project. * Quick study boxes, research vignettes, sample studies, and a glossary. * Previews for sections within chapters, and chapter recaps. * Discussion of the place of qualitative research among other social science methods, including mixed methods research.

The past half-century has witnessed a dramatic increase in the scale and complexity of scientific research. The growing scale of science has been accompanied by a shift toward collaborative research, referred to as "team science." Scientific research is increasingly conducted by small teams and larger groups rather than individual investigators, but the challenges of collaboration can slow these teams' progress in achieving their scientific goals. How does a team-based approach work, and how can universities and research institutions support teams? *Enhancing the Effectiveness of Team Science* synthesizes and integrates the available research to provide guidance on assembling the science team; leadership, education and professional development for science teams and groups. It also examines institutional and organizational structures and policies to support science teams and identifies areas where further research is needed to help science teams and groups achieve their scientific and translational goals. This report offers major public policy recommendations for science research agencies and policymakers, as well as recommendations for individual scientists, disciplinary associations, and research universities. *Enhancing the Effectiveness of Team Science* will be of interest to university research administrators, team science leaders, science faculty, and graduate and postdoctoral students.

This book traces the personal and intellectual histories of six remarkable women anthropologists, using a rich cocktail of new archival sources.

Debating African Philosophy

Planning Cities in Africa

Current Issues and Future Prospects of Urban Governance and Planning

The Ecology of Human Development

Knowledge Production and Contradictory Functions in African Higher Education

Perspectives on Lifelong Learning and Global Citizenship

Real Mathematical Analysis

*The first book offering a systematic treatment of the economics of antitrust or competition policy. While access to higher education has increased globally, student retention has become a major challenge. This book analyses various aspects of the learning pathways of black students from a range of disciplinary backgrounds at a relatively elite, English-medium, historically white South African university. The students are part of a generation of young black people who have grown up in the new South Africa and are gaining access to higher education in unprecedented numbers. Based on two longitudinal case studies, *Negotiating Learning and Identity in Higher Education* makes a contribution to the debates about how to facilitate access and graduation of working-class students. The longitudinal perspective enabled the students participating in the research to reflect on their transition to university and the stumbling blocks they encountered in their senior years. The contributors show that the school-to-university transition is not linear or universal. Students had to negotiate multiple transitions at various times and both resist and absorb institutional, disciplinary and home discourses. The book describes and analyses the students' ambivalence as they straddle often conflicting discourses within their disciplines; within the institution; between home and the institution, and as they occupy multiple subject positions that are related to the boundaries of place and time. Each chapter also describes the ways in which the institution supports and/or hinders students' progress, explores the implications of its findings for models of support and addresses the issue of what constitutes meaningful access to institutional and disciplinary discourses.*

This open access book provides insights into challenges, threats and opportunities of urban development in Africa. It discusses how and why African cities need localised urban planning concepts and theories to deal with challenges and threats of rapid urbanisation and climate change. The book delivers an in-depth view of the nature and gaps of the framework on which current planning practice and education in Africa are based. With that, it discusses the potentials of African cities to mobilise local knowledge, resources and capacity building for sustained and resilient urban growth. This work is addressed to educationists and practitioners in the field of urban development management, climate change adaptation and urban resilience. Specifically, such audiences include researchers, spatial planners, graduate students and member of civil societies working on urban development management.

Places of Privilege, edited by Nicole Oke, Christopher C. Sonn and Alison M. Baker, interrogates the dynamics of privilege and power that are shape place in a period of rapid transformation of our social worlds.

A Global Perspective

ECEL2015-14th European Conference on e-Learning,

An Introduction to Computational Algebraic Geometry and Commutative Algebra

Faculty Perspectives on Vocational Training in South Africa

The Social Construction of Technological Systems, anniversary edition

Pioneers of the Field

The Second Sexism

"Ethical quandries in social research opens up a space of frank discussion about the often unsettling, messy realities of ethical decision-making in the thick of social research. They expose tensions within professional codes of ethics, as well as a range of dilemmas that arise when personal ethical convictions jostle with disciplinary and institutional ethical imperatives."--Back cover.

This handbook explores prejudice, stereotyping and discrimination primarily as phenomena embedded in the social organization of societies and connected to structural factors and larger societal systems. It offers a unique critical and cross-disciplinary approach to the study of contemporary manifestations of prejudice, stereotyping and discrimination. New socio-psychological analyses of the most pressing social problems of our age bring into view future directions of research on prejudice, stereotyping and discrimination oriented to social change

and collective action and that engage with wider systems of norms and discourse. The editors draw on social psychology, sociology, social policy, clinical psychology, cultural studies and feminist, antiracist and decolonizing social science to show how social psychology can successfully rekindle its intellectual dialogue with kindred social science fields to create broader foundations for the exploration of the paradoxes lodged at the heart of the social expression of prejudice in liberal democracies. This is essential reading for anyone interested in prejudice, discrimination and stereotypes. The handbook will be of interest to academics and researchers exploring both the quantitative and qualitative aspects of discrimination, inequality and social exclusion, as well as students undertaking masters or doctoral studies in social psychology, political psychology and political science.

Drawing on examples from the global North and South, this book examines the relationship between migration, development and diaspora engagement from a governance perspective. It explores the ways that governments interact with their own extra-national diasporic populations in order to boost economic development, build global trading and investment networks, and increase their political leverage overseas. Inside, readers will find fifteen essays which highlight such issues as diaspora engagement by governments at different scales, the divisions that often exist within diaspora groups, diaspora transnationalism and return migration, diaspora knowledge networks and higher education capacity building, and the neglected issues of South-South migration and diasporas as well as North-South migration and diasporas. The book presents empirical case studies from various geographical contexts including Australia, Canada, the Philippines, India, the Caribbean, Zimbabwe, and the United States. Overall, this book presents fresh insights into how and why migrant-sending countries are increasingly turning to the diaspora option to attempt to benefit from the transfer of knowledge, skills and financial and social capital. It provides policy makers, researchers, and students with new perspectives on governance and the means by which states are attempting to utilize their diaspora resources.

This book brings together essays on North East India from across disciplines to explore new understandings of the colonial and contemporary realities of the region. Departing from the usual focus on identity and politics, it offers fresh representations from history, social anthropology, culture, literature, politics, performance and gender. Through the lens of modern practices, the essays in this volume engage with diverse issues, including state-making practices, knowledge production and its politics, history writing, colonialism, role of capital, institutions, changing locations of orality and modernity, production and reception of texts, performances and literatures, social change and memory, violence and gender relations, along with their wider historical, geographical and ideational mappings. In the process, they illustrate how the specificities of the region can become useful sites to interrogate global phenomena and processes — for instance, in what ways ideas and practices of modernity played an important role in framing the region and its people. Further, the volume underlines the complex ways in which the past came to be imagined, produced and contested in the region. With its blend of inter-disciplinary approach, analytical models and perspectives, this book will be useful to scholars, researchers and general readers interested in North East India and those working on history, frontiers and borderlands, gender, cultural studies and literature.

Places of Privilege

Decolonisation in Universities

Jay Pather, Performance, and Spatial Politics in South Africa

Radical Solutions and eLearning

Proceedings of the 1st International Conference on the Use of iPads in Higher Education (ihe2014)

Decision Making Under Uncertainty

Divorce, Families and Emotion Work

An introduction to decision making under uncertainty from a computational perspective, covering both theory and applications ranging from speech recognition to airborne collision avoidance. Many important problems involve decision making under uncertainty—that is, choosing actions based on often imperfect observations, with unknown outcomes. Designers of automated decision support systems must take into account the various sources of uncertainty while balancing the multiple objectives of the system. This book provides an introduction to the challenges of decision making under uncertainty from a computational perspective. It presents both the theory behind decision making models and algorithms and a collection of example applications that range from speech recognition to aircraft collision avoidance. Focusing on two methods for designing decision agents, planning and reinforcement learning, the book covers probabilistic models, introducing Bayesian networks as a graphical model that captures probabilistic relationships between variables; utility theory as a framework for understanding optimal decision making under uncertainty; Markov decision processes as a method for modeling sequential problems; model uncertainty; state uncertainty; and cooperative decision making involving multiple interacting agents. A series of applications shows how the theoretical concepts can be applied to systems for attribute-based person search, speech applications, collision avoidance, and unmanned aircraft persistent surveillance. Decision Making Under Uncertainty unifies research from different communities using consistent notation, and is accessible to students and researchers across engineering disciplines who have some prior exposure to probability theory and calculus. It can be used as a text for advanced undergraduate and graduate students in fields including computer science, aerospace and electrical engineering, and management science. It will also be a valuable professional reference for researchers in a variety of disciplines.

Educational Technology is the right couple to a radical innovation. Thanks to the appropriate technology in the right context with the best fit to the target audience, education can be drastically improved, meaning a better performance, competence achievement, match with the user's expectations and with the market needs. Serious games, Virtual reality, Augmented reality, Remote labs, Online learning, Blockchain, Mobile learning and many other key technologies allow for a better explanation of so many subjects, and even more: for a complete student involvement and a full teacher engagement into the educational system. Technology gives another angle to the same content, provides the user with a personalised experience and pushes

the limits of knowledge a little further, every time. This book presents a number of radical innovations through technology, from experienced cases studies, to be replicated and inspired by; a powerful resource handbook for cutting-edge education.

"This volume brings together excellent scholarship and innovative policy discussion to demonstrate the essential role of higher education in the development of Africa and of the world at large. Based on deep knowledge of the university system in several African countries, this book will reshape the debate on development in the global information economy for years to come. It should be mandatory reading for academics, policy-makers and concerned citizens, in Africa and elsewhere." - Manuel Castells, Professor Emeritus, University of California at Berkeley, Laureate of the Holberg Prize 2012 and of the Balzan Prize 2013.

#RhodesMustFall. Nibbling at Resilient Colonialism in South Africa by Francis Nyamnjoh was awarded the 2018 Fage & Oliver Prize. This book on rights, entitlements and citizenship in post-apartheid South Africa shows how the playing field has not been as levelled as presumed by some and how racism and its benefits persist. Through everyday interactions and experiences of university students and professors, it explores the question of race in a context still plagued by remnants of apartheid, inequality and perceptions of inferiority and inadequacy among the majority black population. In education, black voices and concerns go largely unheard, as circles of privilege are continually regenerated and added onto a layered and deep history of cultivation of black pain. These issues are examined against the backdrop of organised student protests sweeping through the country's universities with a renewed clamour for transformation around a rallying cry of 'Black Lives Matter'. The nuanced complexity of this insightful analysis of the Rhodes Must Fall movement elicits compelling questions about the attractions and dangers of exclusionary articulations of belonging. What could a grand imperialist like the stripling Uitlander or foreigner of yesteryear, Sir Cecil John Rhodes, possibly have in common with the present-day nimble-footed makwerekwere from Africa north of the Limpopo? The answer, Nyamnjoh suggests, is to be found in how human mobility relentlessly tests the boundaries of citizenship.

The politics of knowledge

Foundations of Data Science

Lessons and Innovations from the Cape Peninsula University of Technology

New Trends in Psychobiography

Diasporas, Development and Governance

The Routledge International Handbook of Discrimination, Prejudice and Stereotyping

Practical Innovations and Online Educational Technology

This book lays the groundwork for the future of global citizenship, and it discusses where we are now, where to go from here, and how all of this fits into a lifelong learning context. It incorporates case studies, meta-narratives, and empirical studies to support cosmopolitanism through a lifelong learning lens and is a must read for educators, activists, non-governmental organizations, civil society, and community organizations. The framing for this book is with the United Nations Sustainable Development Goal 4 in mind: ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, with the intent that all learners will acquire the knowledge, skills, and attitudes necessary to promote "sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development" (UN Sustainable Development Goal, target 4.7). It is through this lens that this book showcases the work of researchers, practitioners, civil society, and thought leaders in global citizenship for lifelong learning. While this tension between nationalism and cosmopolitanism exists, the wheels of globalization still turn and shape our local, national, and global connections. Through this exploration, this book lifts up examples of global citizenship education done well, across the age spectrum, and in a variety of contexts. The binding factor is the core values, ethics, and moral structure of a world in collaboration toward its larger human and ecological thriving. It unpacks complex topics such as ethical and cultural relativism, accountability and responsibility in a global world, decolonial education and unmaking ideas of "development", and ethical models for community-based global learning and engagement. What voices are missing in the discussion of global learning and global citizenship education?

Jay Pather, Performance and Spatial Politics in South Africa offers the first full-length monograph on the award-winning choreographer, theater director, curator, and creative artist in contemporary global performance. Working within the contexts of African studies, dance, theater, and performance, Ketu H. Katrak explores the extent of Pather's productive career but also places him and his work in the South African and global arts scene, where he is considered a visionary. Pather, a South African of Indian heritage, is known as a master of space, site, and location. Katrak examines how Pather's performance practices

place him in the center of global trends that are interdisciplinary, multidisciplinary, collaborative, and multimedia and that cross borders between dance, theater, visual art, and technology. Jay Pather, *Performance and Spatial Politics in South Africa* offers a vision of an artist who is strategically aware of the spatiality of human life, who understands the human body as the nation's collective history, and who is a symbol of hope and resilience after the trauma of violent segregation.

The proceedings of the 1st International Conference on the use of iPads in Higher Education (iHE2014) gathered in this volume will be of interest to a wide range of academics regardless of research discipline. With the widespread implementation of the use of tablets, particularly iPads, in Higher Education, this book will be useful to academics that are interested in using iPads in teaching and learning, irrespective of the scale of implementation. The contributions to this volume cover a wide range of academic areas, including Urban Planning and Management; Urban Studies; Education; Environmental Management; Biology; Medical Education; Business Administration; Teacher Training and Education; Physics; Languages; Conference and Meetings Management; Art and Design; Computing and Mathematics; and Physiotherapy and Occupational Therapy. They also utilise a variety of research methods, such as surveys, questionnaires, focus groups, and field studies.

Shortly after the giant bronze statue of Cecil John Rhodes came down at the University of Cape Town, student protestors called for the decolonisation of universities. It was a word hardly heard in South Africa's struggle lexicon and many asked: What exactly is decolonisation? This edited volume brings together the best minds in curriculum theory to address this important question. In the process, several critical questions are raised: Is decolonisation simply a slogan for addressing other pressing concerns on campuses and in society? What is the colonial legacy with respect to curriculum and can it be undone? How is the project of curriculum decolonisation similar to or different from the quest for postcolonial knowledge, indigenous knowledge or a critical theory of knowledge? What does decolonisation mean in a digital age where relationships between knowledge and power are shifting? The book combines strong conceptual analyses with novel case studies of attempts to 'do decolonisation' in settings as diverse as South Africa, Uganda, Tanzania and Mauritius. Such a comparative perspective enables reasonable judgements to be made about the prospects for institutional take-up within the curriculum of century-old universities.

Ideals, Varieties, and Algorithms

***Negotiating Learning and Identity in Higher Education
Beyond the Classroom***

ECE12015

***The Routledge Companion to Global Indigenous History
Qualitative Research from Start to Finish, First Edition
Higher Education Pathways***

The Cape Peninsula University of Technology (CPUT) is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training. This book presents faculty experiences of CPUT ' s innovative, work-integrated learning and teaching model, as well as findings from practice-based research being done in the institution. The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies, as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa.

This market-leading introduction to probability features exceptionally clear explanations of the mathematics of probability theory and explores its many diverse applications through numerous interesting and motivational examples. The outstanding problem sets are a hallmark feature of this book. Provides clear, complete explanations to fully explain mathematical concepts. Features subsections on the probabilistic method and the maximum-minimums identity. Includes many new examples relating to DNA matching, utility, finance, and applications of the probabilistic method. Features an intuitive treatment of probability—intuitive explanations follow many examples. The Probability Models Disk included with each copy of the book, contains six probability models that are referenced in the book and allow readers to quickly and easily perform calculations and simulations.

An Introduction to Ontology Engineering introduces the student to a comprehensive overview of ontology engineering, and offers hands-on experience that illustrate the theory. The topics covered include: logic foundations for ontologies with languages and automated reasoning, developing good ontologies with methods and methodologies, the top-down approach with foundational ontologies, and the bottomup approach to extract content from legacy material, and a selection of advanced topics that includes Ontology-Based Data Access, the interaction between ontologies and natural languages, and advanced modelling with fuzzy and temporal ontologies. Each chapter contains review questions and exercises, and descriptions of two group assignments are provided as well. The textbook is aimed at advanced undergraduate/postgraduate level in computer science and could fit a semester course in ontology engineering or a 2-week intensive course. Domain experts and philosophers may find a subset of the chapters of interest, or work through the chapters in a different order. Maria Keet is an Associate Professor with the Department of Computer Science, University of Cape Town, South Africa. She received her PhD in Computer Science in 2008 at the KRDB Research Centre, Free University of Bozen-Bolzano, Italy. Her research focus is on knowledge engineering with ontologies and Ontology, and their interaction with natural language and conceptual data modelling, which has resulted in over 100 peer-reviewed publications. She has developed and taught multiple courses on ontology engineering and related courses at various universities since 2009.

This book provides the most comprehensive treatment to date of microeconometrics, the analysis of individual-level data on the economic behavior of individuals or firms using regression methods for cross section and panel data. The book is oriented to the practitioner. A basic understanding of the linear regression model with matrix algebra is assumed. The text can be used for a microeconometrics course, typically a second-year economics PhD course; for data-oriented

applied microeconometrics field courses; and as a reference work for graduate students and applied researchers who wish to fill in gaps in their toolkit. Distinguishing features of the book include emphasis on nonlinear models and robust inference, simulation-based estimation, and problems of complex survey data. The book makes frequent use of numerical examples based on generated data to illustrate the key models and methods. More substantially, it systematically integrates into the text empirical illustrations based on seven large and exceptionally rich data sets.

Cities, Space and Power

Modern Practices in North East India

#RhodesMustFall

South Africa's Women Anthropologists

Contextualised Critical Reflections on Academic Development Practices

Towards professional learning

South African Undergraduate Education and the Public Good

“This book is a carefully researched, clearly written, very important contribution to our understanding of divorce.” —Arlie Hochschild, University of California, USA “This rich, evidence-informed narrative provides a frank, ‘up close and personal’ portrait of the aftermath of marriage dissolution.” — Mary Corcoran, Maynooth University, Ireland “Moore throws a welcome light on the moral identities and gendered inequalities of parenting after separation.” — Rosalind Edwards, University of Southampton, UK This book focuses on parental commitment to family life after divorce, in contrast to its common perception as an irrevocable breaking up of the family unit, which is often perpetuated by representations from popular culture and the media. In the first detailed review of emotions and emotion work undertaken by divorced parents, the author sheds light on how parents manage feelings of guilt, fear, on-going anger and everyday unhappiness in the course of family life post-divorce. Moore demonstrates how the emotional dimension of divorce is shaped by societal and structural factors and requires parents to undertake considerable emotion work in the creation of new moral identities. The book points to the often gendered responsibilities for sustaining family lives post separation, and how these reflect extensive inequalities in family practices. The author concludes that divorce is not dangerous for society; it is not a social evil or a demonstration of the rise of selfish individualism, and that divorcees remain committed to former partners and children long after divorce. This book will be of interest to scholars and students in the areas of Sociology, Psychology, Family Studies, Social Policy, Social Work and Law.

In what ways does access to undergraduate education have a transformative impact on people and societies? What conditions are required for this impact to occur? What are the pathways from an undergraduate education to the public good, including inclusive economic development? These questions have particular resonance in the South African higher education context, which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent. Higher education is recognised in core legislation as having a distinctive and crucial role in building post-apartheid society. Undergraduate education is seen as central to addressing skills shortages in South Africa. It is also seen to yield significant social returns, including a consistent positive impact on societal institutions and the development of a range of capabilities that have public, as well as private, benefits. This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues. The scholarly purpose of this manuscript is to provide a resource for academics and researchers looking into cities, space and power in emerging economies. It also takes into consideration the relationship between emerging economies and developing contexts, as well as the lessons that may be shared between them. This book presents a unique perspective

and aims to highlight issues not addressed much in writing on the built environment. Based on substantiation and references to numerous other sources and authors, alternative theoretical frameworks for the study of the built environment are developed. This is a very relevant contribution at this time, especially as cities will most probably go through transformations in the post-COVID-19 era. Our first line of defense against this public health crisis will be in areas of poverty, with people who have generally been excluded and urban practices that have been undocumented or labeled as informal. The main thesis of the manuscript is that space and power are strongly linked in cities. The research results prevalent in the book are original, and while the authors consult widely across disciplines, the themes are firmly rooted in the built environment fields – with a focus on the architectural discipline.

In African countries there has been a surge of intellectual interest in foregrounding ideas and thinkers of African origin—in philosophy as in other disciplines—that have been unjustly ignored or marginalized. African scholars have demonstrated that precolonial African cultures generated ideas and arguments which were at once truly philosophical and distinctively African, and several contemporary African thinkers are now established figures in the philosophical mainstream. Yet, despite the universality of its themes, relevant contributions from African philosophy have rarely permeated global philosophical debates. Critical intellectual excavation has also tended to prioritize precolonial thought, overlooking more recent sources of home-grown philosophical thinking such as Africa's intellectually rich liberation movements. This book demonstrates the potential for constructive interchange between currents of thought from African philosophy and other intellectual currents within philosophy. Chapters authored by leading and emerging scholars: recover philosophical thinkers and currents of ideas within Africa and about Africa, bringing them into dialogue with contemporary mainstream philosophy; foreground the relevance of African theorizing to contemporary debates in epistemology, philosophy of language, moral/political philosophy, philosophy of race, environmental ethics and the metaphysics of disability; make new interventions within on-going debates in African philosophy; consider ways in which philosophy can become epistemically inclusive, interrogating the contemporary call for 'decolonization' of philosophy. Showing how foregrounding Africa—its ideas, thinkers and problems—can help with the project of renewing and improving the discipline of philosophy worldwide, this book will stimulate and challenge everyone with an interest in philosophy, and is essential reading for upper-level undergraduate students, postgraduate students and scholars of African and Africana philosophy.

Interdisciplinary Perspectives on Identities, Change and Resistance

iPads in Higher Education

Theory and Application

STEM and Social Justice: Teaching and Learning in Diverse Settings

Ethical Quandaries in Social Research

Sustainability in the Mineral and Energy Sectors

'Only Death Will Make Us Part'

This volume offers insights into contemporary trends and perspectives in psychobiographical research. It applies new theoretical and methodological frameworks and presents discourses on psychobiography from transdisciplinary backgrounds and various socio-cultural contexts, displaying the new state-of-the-art, new trends and themes in psychobiography. The book outlines psychobiography's outstanding contribution to psychology from 36 internationally reputable authors. It also presents the ideas of five outstanding psychobiographers through

interview excerpts. This book is a must for researchers, lecturers and practitioners in the field of psychology and social sciences interested in the use of new psychological theories and methodologies in life-span research.

Writing Centres in South Africa, and globally, are now well established academic support centres within many universities. Historically tasked with supporting students as they grapple with the demands of academic writing, many centres are now moving beyond their own walls to work with academic tutors, lecturers and departments to rethink the ways in which knowledge is transformed into different kinds of disciplinary writing. This move raises pertinent questions for writing centre directors, tutors/consultants, and for the universities that house them: how does a centre, tasked with supporting more general academic literacy development through writing pedagogies, initiate students into a range of particularised discourse communities? How do writing centre staff and disciplinary lecturers negotiate their shared, and separate, concerns for student learning through collaborative writing development projects? How do writing centres work with assignments and forms of literacy that challenge them to reconfigure their own pedagogical practices and expand their conceptions of writing support? How do writing centres maintain their core focus as they move flexibly beyond their own spaces to understand the nature of disciplinary writing? This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines. Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored. The chapters speak to the global move in higher education to reconsider how knowledge is made, who makes it, and how support and development opportunities for students and lecturers should be created and sustained across the disciplines. This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa. It builds on the work of the first collection of such essays: *Changing Spaces: Writing Centres and Access to Higher Education* (Eds. A. Archer and R. Richards, 2011, SUN PReSS) to understand why working within the disciplines is so critical for writing development in a South African context.

Sustainable practices within the mining and energy sectors are assuming greater significance due to uncertainty and change within the global economy and safety, security, and health concerns. This book examines sustainability issues facing the mining and energy sectors by addressing six major themes: Mining

and Mineral Processing; Metallurgy and Recycling; Environment; Energy; Socioeconomic and Regulatory; and Sustainable Materials and Fleets. Emphasizing an integrated transdisciplinary approach, it deliberates on optimizing mining productivity and energy efficiency and discusses integrated waste management practices. It discusses risk management, cost cutting, and integration of sustainable practices for long-term business value. It gives a comprehensive outlook for sustainable mineral futures from academic and industry perspectives covering mine to mill optimization, waste, risk and water management, improved efficiencies in mining tools and equipment, and performance indicators for sustainable developments. It covers how innovation and research underpin management of natural resources including sustainable carbon management. •Focuses on mining and mineral processing, metallurgy and recycling, the environment, energy, socioeconomic and regulatory issues, and sustainable materials and fleets. •Describes metallurgy and recycling and uses economic, environmental and social parameter analyses to identify areas for improvement in iron, steel, aluminium, lead, zinc, copper, and gold production. •Discusses current research on mining, performance indicators for sustainable development, sustainability in mining equipment, risk and safety management, and renewable energy resources •Covers alternative and conventional energy sources for the mineral sector as well water treatment and remediation and energy sustainability in mining. •Provides an overview of sustainable carbon management. •Offers an interdisciplinary approach with international focus.

An anniversary edition of an influential book that introduced a groundbreaking approach to the study of science, technology, and society. This pioneering book, first published in 1987, launched the new field of social studies of technology. It introduced a method of inquiry—social construction of technology, or SCOT—that became a key part of the wider discipline of science and technology studies. The book helped the MIT Press shape its STS list and inspired the Inside Technology series. The thirteen essays in the book tell stories about such varied technologies as thirteenth-century galleys, eighteenth-century cooking stoves, and twentieth-century missile systems. Taken together, they affirm the fruitfulness of an approach to the study of technology that gives equal weight to technical, social, economic, and political questions, and they demonstrate the illuminating effects of the integration of empirics and theory. The approaches in this volume—collectively called SCOT (after the volume's title) have since broadened their scope, and twenty-five years after the publication of this book, it is difficult to think of a technology that has not been studied from a SCOT

perspective and impossible to think of a technology that cannot be studied that way.

Nibbling at Resilient Colonialism in South Africa