

Zimsec Advanced Level Sociology Past Exam Papers

This book brings together voices from the Global South and Global North to think through what it means, in practice, to decolonise contemporary higher education. Occasionally, a theoretical concept arises in academic debate that cuts across individual disciplines. Such concepts – which may well have already been in use and debated for some time - become suddenly newly and increasingly important at a particular historical juncture. Right now, debates around decolonisation are on the rise globally, as we become increasingly aware that many of the old power imbalances brought into play by colonialism have not gone away in the present. The authors in this volume bring theories of decolonisation into conversation with the structural, cultural, institutional, relational and personal logics of curriculum, pedagogy and teaching practice. What is enabled, in practice, when academics set out to decolonize their teaching spaces? What commonalities and differences are there where academics set out to do so in universities across disparate political and geographical spaces? This book explores what is at stake when decolonial work is taken from the level of theory into actual practice. The chapters in this book were originally published as a special issue of Third World Thematics.

This volume interrogates the popularity of problematic theories in the study of Africa and Africans in the 21st century. The book provides ethnographic and intellectual material for scholars seeking to rethink and reimagine a number of externally imposed theories used (un-)consciously in Africa, with the intention of raising awareness and fostering critical thinking amongst scholars theorising Africa. With its theorising focus and contributors drawn from diverse disciplines and geographical locations, the book is both a pacesetter on how to think, research and theorise Africa, and an invaluable asset for social scientists, development practitioners, civil society activists and leaders in the politics and economy of everyday life on the continent. It poses an invitation to those seeking to re-embrace and reconnect with theory as an indispensable ingredient and determinant of quality in critical production and consumption of knowledge on Africa and of relevance to Africans.

The role of education in human well being and social development cannot be overestimated. After a number of highly commendable policies on education in the first decade of independence, the education system in Zimbabwe has taken a tumble that needs both examining and rectifying. This volume analyses the challenges facing the education system in Zimbabwe and explores and scrutinises theoretical and practical possibilities for restoring the educational dream that was initiated at independence in 1980. The book is targeted at academics, scholars, college and university students, policy makers and other stakeholders and advocates a multi-pronged approach that must involve all stakeholders if educational retransformation, reconstruction and restoration are to be achieved. The authors provide a range of recommendations for a project that would restore the educational dream in Zimbabwe.

It is common knowledge that development without security is like a runaway horse. Yet, development in Africa has been plagued by insecurities since the extractive periods of slave trade and colonialism. In spite of political independence and the euphoria of sovereignty as states, Africa has failed to address insecurity, which continues to loom large and to threaten aspirations towards truly inclusive and sustainable development. A consequence has been Africa's development naivety vis-à-vis the monopolisation of development by the predatory elite actors of the global North and their local facilitators. To salvage the continent from such predation and the insecurities engendered requires novel and innovative imagination and praxis. This book draws from both the haunted landscapes and bitter memories of past exploitations and from the feeding of the insatiable North with African resources and humanity. It brings together essays by a concerned generation of scholars driven by the urgent need for radical decolonisation of African development and its legacies of insecurities. It is handy to students and practitioners in economics, policy studies, political science, development studies, global and African studies.

War Veterans in Zimbabwe's Revolution

Restoring the Educational Dream. Rethinking Educational Transformation in Zimbabwe

Troubling the Metrics of [Under-]development in Africa

Development Perspectives from the South

The Media and Democratisation Processes in Africa: A case study of Zimbabwe.

A Strategy for Poverty Alleviation and Rural Development in sub-Saharan Africa?

The Origins of Power, Prosperity, and Poverty

Advanced Level SyllabusSociology 9061 : Examination Syllabus for 2013 - 2018My Revision Notes: OCR A Level SociologyHodder Education

Arguably, one of the most polarising figures in modern times has been Robert Gabriel Mugabe, the former President of the Republic of Zimbabwe. The mere mentioning of his name raises a lot of debate and often times vicious, if not irreconcilable differences, both in Zimbabwe and beyond. In an article titled: 'Lessons of Zimbabwe', Mahmood Mamdani succinctly captures the polarity thus: 'It is hard to think of a figure more reviled in the West than Robert Mugabe... and his land reform measures, however harsh, have won him considerable popularity, not just in Zimbabwe but throughout southern Africa.' This, together with his recent 'stylised' ouster, speaks volumes to his conflicted legacy. The divided opinion on Mugabe's legacy can broadly be represented, first, by those who consider him as a champion of African liberation, a Pan-Africanist, an unmatched revolutionary and an avid anti-imperialist who, literally, 'spoke the truth' to Western imperialists. On the other end of the spectrum are those who - seemingly paying scant regard to the predicament of millions of black Zimbabweans brutally dispossessed of their land and human dignity since the Rhodesian days - have differentially characterised Mugabe as a rabid black fascist, an anti-white racist, an oppressor, and a dictator. Drawing on all these opinions and characterisations, the chapters enclosed in this volume critically reflect on the personality, leadership style and contributions of Robert Mugabe during his time in office, from 1980 to November 2017. The volume is timely in view of the current contested transition in Zimbabwe, and with regard to the ongoing consultations on the Land Question in neighbouring South Africa. It is a handy and richly documented text for students and practitioners in political science, African studies, economics, policy studies, development studies, and global studies.

How do we understand health in relation to society? What role do social processes, structures and culture play in shaping our experiences of health and illness? How do we understand medicine and healthcare within a sociological framework? Drawing on international literature and examples, this new edition of Key Concepts in Medical Sociology: · Systematically explains the concepts that have preoccupied medical sociologists from its inception, and which have shaped the field as it exists today. · Packed with new entries, such as: pandemics and epidemics, the environment, intersectionality, pharmaceuticalization, medical tourism and sexuality. · Begins each entry with a definition of the concept then examines its origins, development, strengths and weaknesses, and concludes with suggested further reading for independent learning. Key Concepts in Medical Sociology is essential reading for students in medical sociology as well as those undertaking professional training in health-related disciplines.

The author is a proud sponsor of the 2020 SAGE Keith Roberts Teaching Innovations Award—enabling graduate students and early career faculty to attend the annual ASA pre-conference teaching and learning workshop. Join the conversation with one of sociology's best-known thinkers. In the fully updated Fourth Edition of Essentials to Sociology, bestselling author George Ritzer shows students the relevance of sociology to their lives. Adapted from Ritzer's Introduction to Sociology, this text provides students with a rock-solid foundation in a shorter and more streamlined format. Students will learn about traditional sociological concepts and theories, as well as some of the most compelling contemporary social phenomena: globalization, consumer culture, the Internet, and the "McDonaldization" of society. Packed with current examples and the latest research of how "public" sociologists are engaging with the critical issues of today, this new edition encourages students to apply a sociological perspective to their worldview—empowering them to participate in a global conversation about current social problems. This title is accompanied by a complete teaching and learning package. Contact your SAGE representative to request a demo. Digital Option / Courseware SAGE Vantage is an intuitive digital platform that delivers this text's content and course materials in a learning experience that offers auto-graded assignments and interactive multimedia tools, all carefully designed to ignite student engagement and drive critical thinking. Built with you and your students in mind, it offers simple course set-up and enables students to better prepare for class. Learn more. Assignable Video with Assessment Assignable video (available with SAGE Vantage) is tied to learning objectives and curated exclusively for this text to bring concepts to life. Watch a sample video now. LMS Cartridge (formerly known as SAGE Coursepacks): Import this title's instructor resources into your school's learning management system (LMS) and save time. Don't use an LMS? You can still access all of the same online resources for this title via the password-protected Instructor Resource Site. Learn more. SAGE Lecture Spark Designed to save you time and ignite student engagement, these free weekly lecture launchers focus on current event topics tied to key concepts in Sociology. Access this week's topic.

World Agricultural Economics and Rural Sociology Abstracts

Challenging Neo-colonialism & Settler & International Capital

Why Nations Fail

Violence, Politics and Conflict Management in Africa

AQA Sociology for A Level

Beyond Africa's Poverty and Underdevelopment Game Talk

Morgan Richard Tsvangirai's Legacy

Manage your own revision with step-by-step support from experienced teacher and examiner Steve Chapman. Use a selection of examples activities to improve your understanding of sociological concepts. Apply sociological terms accurately with the help of definitions and key words. - Plan and pace your revision with the revision planner -

Use the expert tips to clarify key points - Avoid making typical mistakes with expert advice - Test yourself with end-of-topic questions and answers and tick off each topic as you complete it - Get exam ready with last minute quick quizzes at www.hodderplus.co.uk/myrevisionnotes

This book is an exploration of the political history of insurgency in Southern Rhodesia. During the early years of its struggle, ZAPU employed non-violent means to try and achieve its goal for majority rule and a non-racial society. Because of the belligerency of the White settler regime, ZAPU added the armed resistance to its strategy and went on to build a formidable army. Problems escalated and alliances were built and dissolved until, tired of being humed down and butchered, the ZAPU leadership decided to merge its party with the ruling party in December 1987.

Poverty has long been a developmental challenge in the Global South in general and in sub-Saharan Africa in particular. With a fifth, mainly from the rural areas of the world, living below the poverty datum line, the world has a huge challenge to reduce poverty, worse still to eradicate it from the face of the earth. A target was set through the 2000-2015 United Nations (UN) Millennium Development Goals (MDGs) and subsequently through the Sustainable Development Goals (SDGs), to reduce poverty by at least half by the years 2015 and 2030 respectively. In pursuing this goal, livelihoods of poor people though meeting with serious challenges, especially in rural areas, play a major role. This book explores the role played by people-centred Public Works Programmes in the fight against poverty and the development of rural communities in Africa. Whereas a number of countries in Africa have been approaching the issue of poverty through several interventions including Public Works Schemes, it is sad to note that poverty still tops the rankings among numerous economic and social challenges facing the continent. One wonders whether the public works strategy is misguided, misconstrued or mismanaged considering that its main objective is to make the unemployed more employable through the provision of temporary employment and training opportunities. The book concludes that Public Works Programmes, if well managed and people-centred, are one of the best ways to alleviate and even eradicate poverty in rural Africa, as it allows governments to make partnership with people, and facilitates implementation while giving space for economic self-sustenance, growth and development.

Build student understanding with this concept-drive approach to the AQA AS and A-level Sociology specifications. It will help them develop the skills to evaluate theories and research, and the knowledge to master sociological topics. Written by a team of leading sociology authors, this Year 2 textbook is approved by AQA for the 2015 AS and A-level Sociology specification. - Feel confident that the content for their course is covered in a clear and accessible way - Develop their knowledge and understanding with up-to-date features on key topics - Strengthen their learning and revision with plenty of practice and extension questions - Build important sociological skills with practical activities

The Politics and Sociology of Development in Contempera

Introduction to Sociology

Retracing the Contours for Africa's Hi-jacked Futures

Zimbabwe@40

Building Bridges of Resilience, Entrepreneurshi

Becoming Zimbabwe. A History from the Pre-colonial Period to 2008

Key Concepts in Medical Sociology

Zimbabwe @ 40 is a celebration of the country's four decades of independence and statehood. Forty years is a relatively short period in a nation's life, but it is a formative period: what lessons can be learnt from the successes and failures, challenges and opportunities of the last 40 years? What should be avoided in the next 40? Lloyd Sachikonye and David Kaulemu have assembled a distinguished team of scholars to address these questions, and the book focuses on issues that characterise the country's development trajectory: the linkage between values and institutions; defects in its democracy; the 'curse' of mineral and agricultural endowment; the impact of migration; and the social exclusion of women and young people. The book is written from a depth of commitment to a just, peaceful and prosperous Zimbabwe, and represents a 'work in progress', reflecting the continuing research, evaluation and dialogue that each of the authors is engaged in, and signalling the nature and direction of future such work. As the editors conclude: 'None of the chapters are pessimistic, nor are they negative about the country. They are realistic about the gravity of the historical moment the nation faces and the high moral, political and economic mountains we must climb before we can see the Promised Land. Yet they are full of hope - they are convinced that we have not come to the end of history.'

Becoming Zimbabwe is the first comprehensive history of Zimbabwe, spanning the years from 850 to 2008. In 1997, the then Secretary General of the Zimbabwe Congress of Trade Unions, Morgan Tsvangirai, expressed the need for a 'more open and critical process of writing history in Zimbabwe. ...The history of a nation-in-the-making should not be reduced to a selective heroic tradition, but should be a tolerant and continuing process of questioning and re-examination.' Becoming Zimbabwe tracks the idea of national belonging and citizenship and explores the nature of state rule, the changing contours of the political economy, and the regional and international dimensions of the country's history. In their Introduction, Brian Raftopoulos and Alois Mlambo enlarge on these themes, and Gerald Mazarire's opening chapter sets the pre-colonial background. Sabelo Ndlovu tracks the history up to WWII, and Alois Mlambo reviews developments in the settler economy and the emergence of nationalism leading to UDI in 1965. The politics and economics of the UDI period, and the subsequent war of liberation, are covered by Joseph Mtisi, Munyaradzi Nyakudya and Teresa Barnes. After independence in 1980, Zimbabwe enjoyed a period of buoyancy and hope. James Muzondidya's chapter details the transition 'from buoyancy to crisis', and Brian Raftopoulos concludes the book with an analysis of the decade-long crisis and the global political agreement which followed.

This volume encompasses a wide range of empirical research on a variety of topics that are related by their focus on the importance of attitudes, culture, and perceptions. The significance of public attitudes, the impact of cultural norms, and the perceptions of military officers and civilians are all analysed in the seven articles in this latest edition of Political and Military Sociology. The first essay asserts that military memoirs should be taken seriously as objects of scholarly analysis. Using the Minorities at Risk Dataset, the second article examines the effects of globalization on ethnic conflict in 106 countries from 1985 to 2002. The next focuses on Canadian attitudes toward military expenditures following the September 11th terrorist attacks. The fourth examines the attitudes of Texans toward recent US wars, the draft, and military service generally. The fifth essay explores the role of the media in promoting democracy and democratic attitudes in southern Africa. Using survey data, the following article addresses the extent to which higher education promotes more tolerant attitudes among Israeli Jews toward Israeli Arabs. The volume concludes with a study of US warrant officers that shows how the rank has evolved over time.

Not so long ago, The Economist described Africa as a hopeless continent. This damning description specifically referred to the development status of Africa. While the debate on the political and socio-economic [under-]development of Africa had been raging on prior to the Economist's daring but controversial pronouncements, it intensified from thereon. Many concerned people from within the continent and elsewhere have reproved the proclamation but mainly in newspapers and the broadcast media. Not enough has been done by development scholars to critically reflect on the description and status of Africa's development condition in a nuanced and systematic fashion. Yet, it is through incisive reflections and systematic engagements with Africa's situations and circumstances that directions and solutions to the African development predicament could be forged. The present volume is an attempt to open up a constructive dialogue between the Global North and the Global South on the African [under-]development conundrum. The book is an eye opener to African governments, social scientists, policy makers and development scholars concerned with the urgent need to rethink, reimagine and retheorise Africa's development gridlock.

Breaking the Colonial "Contract"

Advanced Level Syllabus

Prophets, Profits and the Bible in Zimbabwe

Festschrift for Aynos Masotcha Moyo

Conversations about South Africa's Deep History

A History from the Pre-colonial Period to 2008

Volume 43, Political Attitudes, Perceptions, and Culture: An Annual Review

The book contains important criticisms of the historical developments of education, the meanings and changing intersections of development, schooling, citizenships and their exclusions, and the important interplays of globalization, knowledge, culture and languages.

An award-winning professor of economics at MIT and a Harvard University political scientist and economist evaluate the reasons that some nations are poor while others succeed, outlining provocative perspectives that support theories about the importance of institutions.

In view of the resilience of Africa's underdevelopment, what do Africans make of their determined aspirations for development? The continent of Africa has constantly drawn global attention, most especially for both human and natural evils. Underdevelopment, it appears, is one of the most eminent threatening evils. It has plunged and promises to maintain the majority of Africa in abject poverty, insecurity, and vulnerability. What perpetuates the ghost and gory of underdevelopment in Africa, despite a proliferation of development rhetoric and initiatives? How do ordinary Africans react to repeated talk and claims of development with little evidence of transformation for the better in their material circumstances? This book interrogates the tenacity of underdevelopment amid calls for Africa to rise from its slumber and reclaim its position in global affairs as the mother continent of humankind. It contributes to the ongoing debates on why Africa remains trapped in the clutch of underdevelopment many decades after the purported end of colonialism. The book comes at a critical time in human history; a time when the talk on Africa's [under-]development is louder due to the ravages of economic downturns and dysfunctional conflicts. It poses a challenge to development practitioners, civil society activists, statesmen, economists, political scientists and theorists to rethink and reconsider their role as technocrats, experts and ambassadors of positive change in Africa and the world beyond.

The African conundrum... is rooted out of the historical, philosophical and cultural bastardisation, imbalances and inequalities which many post-colonial African governments have always sought to address, though with varying degrees of success, since the 1960s. Lamentably, this African conundrum is rarely examined in a systematic manner that takes into account the geopolitical milieu of the continent, past and present. This volume seeks to interrogate and examine the extent of the impact of the geopolitical seesaw which seems poised to tip in favour of the Global North. The book grapples with the question on how Africa can wake up from its cavernous intellectual slumber to break away from both material and psychological dependency and achieve a transformative political and socio-economic self-reinvention and self-assertion. While the African conundrum is largely a result of historic oppression and a resilient colonial legacy, this book urges Africans to rethink their condition in a manner that makes Africa responsible and accountable for its own destiny. The book argues that it is through this rethinking that Africa can successfully transcend the logic of post-imperial dependency.

Political and Military Sociology

Sociology 9061 : Examination Syllabus for 2013 - 2018

A Concise Guide to the Second Parliament of Zimbabwe

CRITICAL PERSPECTIVES ON NEOLIBERAL GLOBALIZATION, DEVELOPMENT AND EDUCATION IN AFRICA AND ASIA

The Zimbabwe African People's Union, 1961-87

Development, Democracy and Transformation

Decolonising Curricula and Pedagogy in Higher Education

Morgan Richard Tsvangirai is arguably the most polarising figure and advocate of democracy and human rights in the history of opposition politics in Zimbabwe. He is as much a topic of debate in Zimbabwe and beyond as the late president Robert Gabriel Mugabe. Tsvangirai's legacy, like Mugabe's, remains indisputably controversial and conflicted. Broadly, the divided opinion on the Tsvangirai legacy can be represented, firstly, by those who argue that Tsvangirai was the champion of democracy and the face of the struggle for human rights in Zimbabwe. In this light, Tsvangirai has been variously described as a "selfless...people's hero", a "colossus of the struggle for democracy", "the commander of the struggle", "a symbol of courage and resistance", and "the doyen of constitutionalism" in Zimbabwe. On the other hand, critics have described Tsvangirai as a "sell-out", "a Judas Iscariot", "traitor", and "coward", among other nefarious and pejorative characterisations. Drawing on all these opinions and the various characterisations of Tsvangirai, this book provides a comprehensive and multi-disciplinary appraisal of a gigantic trade unionist and political figure who, in his life and in death, inspires different narratives, emotions and values. This book is therefore about a mortal but "living" figure who left an indelible mark on Zimbabwe, Africa and the rest of the world in fields such as trade unionism, governance and politics. As such, the book is handy for students and practitioners in African studies, political science, policy studies, economics, history, global studies and development studies.

One of the fundamental challenges in rethinking and remaking development in Africa from a Pan African perspective is that too much "mere talk" and "blame game" have played out at the expense of "real action". The blame game and mere talk on Africa's poverty and underdevelopment jam have remained printed in bold on the face of the continent, yet Africa's dire situation warrants nothing less than real emphatic action. This book focuses on the empirics of the production and reproduction of poverty and underdevelopment across Africa in a fashion that warrants urgent pragmatic policy attention and quest for workable homegrown solutions to persistent predicaments. The volume advances the need to recognise the realities of global inequalities and move swiftly in a most informed and transparent manner to address the poverty and underdevelopment conundrum. The book sets the tempo and pace on the need for praxis and pragmatism on the African situation. It is handy to students and practitioners in African studies, poverty and development studies, global studies, policy studies, economics and political science.

This volume critically examines sources of evidence and material from the archive that historically have been used to tell southern Africa's pre-colonial story.

This revised set of resources for Cambridge International AS and A Level Sociology syllabus (9699) is thoroughly updated for the latest syllabus. Written by a highly experienced author, the Coursebook provides comprehensive support for the syllabus. Accessible language combined with the clear, visually-engaging layout makes this an ideal resource for the course. Discussion of significant sociological research, case studies, explanation of key terms and questions within the text reinforce knowledge. Stimulating activities build interpretation and application as well as analytical and evaluation skills. Revision checklists help in consolidating understanding. The book provides complete exam support with each chapter culminating in exam-style questions and a further chapter dedicated to revision, and examination skills and practice. A Teacher's CD-ROM is also available.

The End of an Era? Robert Mugabe and a Conflicting Legacy
Cambridge International AS and A Level Sociology Coursebook
What Role for the Academy in the Sustainability of Africa?

Outcomes of post-2000 Fast Track Land Reform in Zimbabwe
Underdevelopment, Development and the Future of Africa
A Concise Guide to the ... Parliament of Zimbabwe

Rethinking the Trajectories of Historical, Cultural, Philosophical and Developmental Experiences of Africa

Poverty remains a thorny and topical challenge and research topic to scholars and researchers on African development. Scholars in the Global North have since the Second World War sought to research poverty and underdevelopment in Africa, postulating what they think are the major causes of insipid and abject poverty in the continent, but with little or no success on how to solve the poverty enigma. Sadly, little research and homework have been done by scholars in context (in Africa) on why there seems to be more production rather than eradication of poverty and vulnerability in Africa and among Africans. This book is born out of the realisation for the need for both scholars on the ground and outside Africa to earnestly interrogate and reflect on the poverty situation that continues to haunt the people of Africa and rattle the conscience of the world at large. With contributors from across the continent and beyond, the volume offers a balanced and rigorous, multi-faceted analysis of Africa's poverty and vulnerability from a rich tapestry of perspectives. The volume is handy to scholars and students in the fields of African and development studies, as well as to students of Sociology, Anthropology, Political Science and Policy Studies.

This volume critically interrogates, from different angles and dimensions, the resilience of conflict and violence into 21st century Africa. The demise of European colonial administration in Africa in the 1960s wielded fervent hope for enduring peace for the people of Africa. Regrettably, conflict alongside violence in all its dimensions – physical, religious, political, psychological and structural – remain unabated and occupy central stage in contemporary Africa. The resilience of conflict and violence on the continental scene invokes unsettling memories of the past while negatively influencing the present and future of crafting inclusive citizenship and statehood. he book provides fresh insightful ethnographic and intellectual material for rethinking violence and conflict, and for fostering long-lasting peace and political justice on the continent and beyond. With its penetrating focus on conflict and associated trajectories of violence in Africa, the book is an inestimable asset for conflict management practitioners, political scientists, historians, civil society activists and leaders in economics and politics as well as all those interested in the affairs of Africa.

The book exposes various mechanisms and methods by which covert colonial mechanisms are employed to perpetuate colonialism, especially in Africa. Less overt and more covert perpetuation of colonialism is done through the use of networks. The main achievement of the initial phase of colonialism was the establishment of networks that are nefarious and omnipresent; constituting "distributed presence," which allows for "action at a distance." As a result, colonial subjects became willing participants in these processes, unbeknownst to them, which perpetuated their own colonialism. The book exposes forms of colonialism where manufactured consent is used to perpetuate colonialism. Trapped in this capitalist, Western, Christian language and moral world order without sovereignty, African countries continuously sink deeper into the colonial quagmire.

The emergent technoscientific New World Order is being legitimised through discourses on openness and inclusivity. The paradox is that openness implies vulnerability and insecurities, particularly where closure would offer shelter. While some actors, including NGOs, preach openness of African societies, Africans clamour for protection, restitution and restoration. Africans struggle for ownership and access to housing, for national, cultural, religious, economic, and social belonging that would offer them the necessary security and protection, including protection from the global vicissitudes and matrices of power. In the presence of these struggles, to presuppose openness would be to celebrate vulnerability and insecurities. This book examines ways in which emergent technologies expose Africans and, more generally, peoples of the global south to political, economic, social, cultural and religious shocks occasioned by the coloniality of the global matrices of power. It notes that there is the use – by global elites – of technologies to incite postmodern revolutions designed to compound the vicissitudes and imponderables in the already unsettled lives of people north and south. Particularly targeted by these technologies are African and other governments that do not cooperate in the fulfilment of the interests of the hegemonic global elites. The book is handy to students and practitioners in security studies, African studies, development studies, global studies, policy studies, and political science.

My Revision Notes: OCR A Level Sociology

From Oppression to Autonomous Decolonial Futures

People-Centred Public Works Programmes

Opposition Politics and the Struggle for Human Rights, Democracy and Gender Sensitivities

Development Naivety and Emergent Insecurities in a Monopolised World

Archives of Times Past

Global Issues and Analyses

An introduction to the study of sociology that includes information on different sociological theories, the founding fathers of sociology, the ways sociology is studied and practiced around the world, and other related topics.

The struggle over land has been the central issue in Zimbabwe ever since white settlers began to carve out large farms over a century ago. Their monopolisation of the better-watered half of the land was the focus of the African war of liberation war, and was partially modified following Independence in 1980. A dramatic further episode in this history was launched at the start of the last decade with the occupation of many farms by groups of African veterans of the liberation struggle and their supporters, which was then institutionalised by legislation to take over most of the large commercial farms for sub-division. Sustained fieldwork over the intervening years, by teams of scholars and experts, and by individual researchers is now generating an array of evidence-based findings of the outcomes: how land was acquired and disposed of; how it has been used; how far new farmers have carved out new livelihoods and viable new communities; the major political and economic problems they and other stakeholders such as former farm-workers, commercial farmers, and the overall rural society now face. This book will be an essential starting place for analysts, policy-makers, historians and activists seeking to understand what has happened and to spotlight the key issues for the next decade. This book was published as a special issue of the Journal of Peasant Studies.

This interdisciplinary collection of readings pertaining to schooling, higher education, adult and community development education, indigenous education and social movement learning in the African and Asian regions is a contribution to anti/critical colonial scholarship in comparative/international education and the sociology of education. The political and analytical standpoint that weaves through the text considers the imbrications of the colonial and imperial projects currently referenced as neoliberal globalization (globalization of capitalism) and development (compulsory Eurocentric-modernization) and their attendant and mutual implications for education, social reproduction and hegemony. Counter/anti-hegemonic and indigenous education projects and pre/existing alternatives are registered in the critique. At last, a remarkable collection of essays written by a range of scholars, mostly originating from Asia and Africa, demonstrating with admirable clarity how policies and practices of neo-liberal globalization in those regions cannot be adequately understood without appreciating how they are a product of the exploitative histories of colonialism. Written with conceptual sophistication, personal knowledge and deep conviction, these essays represent a major scholarly intervention in contemporary debates about globalization and education.??Fazal Rizvi, Professor, Graduate School of Education, University of Melbourne, Australia & Professor-Emeritus, University of Illinois at Urbana-Champaign, USA. This intriguing and provocative volume deals with crucial intersections between global forces and national initiatives with respect to the most crucial agency of transformation: education. The cumulative efforts of this assembly of committed intellectuals reveal the forces that retard progress in the two largest continents and offers compelling suggestions on how to redefine the boundaries of power, the contents of knowledge, and the use of critical thinking to create alternative spaces of autonomy, freedom, liberation and empowerment. Toyin Falola, University Distinguished Professor & Frances Higginbotham Nalle Centennial Professor, University of Texas at Austin. This volume, well crafted by Dip Kapoor, one of the finest scholars in the postcolonial education field, brings together writers who examine processes of learning and education more broadly within the context of the dominant discourses of globalisation and 'development'. They unveil the underlying neocolonial, neoliberal tenets of these processes strongly echoing what Hardt and Negri would call 'Empire.' In short, another important reading resource provided by Dip Kapoor and colleagues. Peter Mayo, Professor & Chair, Educational Studies, University of Malta. Finally, a much awaited intervention on neoliberal globalization from Asian and African perspectives! This book makes a compelling case for a historically grounded, regionally specific analysis of globalization. The contributions are extraordinary for their textured and embedded analysis of neoliberal globalization. One of those rare books that deserve to be read across the social sciences. Sangeeta Kamat, Associate Professor, International Education, University of Massachusetts, Amherst, USA.

No description available.

A Handbook on Education and Training in Zimbabwe

The African Conundrum

Sociology of Adult Education

Rethinking Securities in an Emergent Technoscientific New World Order

Envisioning Transformation, Peace and Unity in the Twenty-First Century

Mapping research and innovation in the Republic of Zimbabwe

Bringing Decolonial Theory into Contact with Teaching Practice