Reports
Publications, Films and Conferences
Roxanne Varzi, Fadi A. Bardawil, Soheila Shahshahani and Konstantina Isidoros

PUBLICATIONS
Mohammad Malas, The Dream: The Diary of a Film (Cairo: American University in Cairo Press, 2016)

FILMS
Moshtaq Goharim, Mâziyâr Zimbol of Baluchestân, 90 minutes, produced by Documentary Aljazeera Network, 2016

CONFERENCES

Resist and Revivify
Democratic Theory in a Time of Defiance
Jean-Paul Gagnon and Emily Beausoleil

The field of democratic theory is blossoming with strategies to resist violence against democracy and to revivify those democratic institutions that would benefit from conceptual and/or practical reform. We find ourselves not in a period of democratic despondency and political disarray, as less circumspect cynics would have it, but rather in a vitalizing time of defiance. There is power in this. To defy in the name of democracy is to oppose “truthiness,” confront arbitrary decision making, disobey illogic, and dissent from any policy that will, to use Dewey’s phraseology, constitute treason to our
A Response to 'Counter-Violence and Terrorism'

Deborah Evans

In this response to 'Counter-Violence and Terrorism', I argue, with Maria Russo, that fundamentalist Islamic terrorism transcends the boundaries of legitimate counter-violence on the Sartrean model, since this violence primarily oppresses Muslim communities. The ideological imperative of the jihadists' way of being-in-theworld, based on a literalist Salafist/Wahhabist interpretation of sacred texts eschewed by a majority of Muslims, is the radical negation of otherness in all its forms: political, religious, cultural, civilisational and ideological. This jihadist worldview is nevertheless supported by millions of Muslims worldwide who seek to impose, by force if necessary, the global hegemony of sharia (Islamic) law as a divinely mandated system of government. By asserting the divine right to rule, the jihadists appear to give a (false) religious legitimacy to their fascist, totalitarian agenda.
Reviews

Rachel J. Wilde, Gayle Clifford, Áron Bakos and Kristine Hickle


Reviews

Stefan Nygård, Matti La Mela and Frank Nullmeier


Reviews

Ling Tang, Jun Zubillaga-Pow, Hans Rollman, Amber Jamilla Musser, Shannon Scott and Kristen Sollée

Rick Turner as …
Theologian?
Anthony Egan

This article proposes that Rick Turner needs to be considered as a theologian as well as a philosopher. It examines the sources behind his ‘religious’ writings, notably The Eye of the Needle, to understand the theological world view he had imbibed before he wrote it. It then looks at how he framed the book theologically and how theology informs the whole text. In light of this, its similarity with roughly contemporary works of liberation theology, and the way it anticipated currents within the subsequent church engagement in the anti-apartheid struggle, the proposal is made that he should be called a South African theologian.

Rick Turner, Participatory Democracy and Workers’ Control
Alex Lichtenstein

This article considers the contribution of radical South African philosopher Rick Turner to theories of ‘workers’ control’. Turner’s philosophical work, especially his book, The Eye of the Needle (1972), posited the workplace as a fundamental site of ‘participatory democracy’ and a space for the potential radical transformation of South African society. During the early 1970s, Turner’s philosophical writings, teaching at the University of Natal, and political activism in Durban helped galvanise a cohort of radical white students who joined in support of protesting black workers in the 1973 Durban mass strikes. The confluence of Turner’s ideas about workers’ control, the students’ activism, and the collective action of the black working class gave South Africa’s labour movement a radically democratic, shop-floor orientation that deserves a revival in the new South Africa.
Learn about the basic principles of teaching and learning in higher education. In this course you will be introduced to well-known educational perspectives on how students approach learning. You'll be drawing on your experiences and the experiences of your peers. This course looks at questions like: How do students approach learning? What is 'quality' teaching? How does teaching change in different learning contexts? Explore the roles of the teacher and student approaches to learning. The changing role of teachers in higher education often requires more of a facilitative approach to teaching while students are encouraged to take on more responsibility for their learning.

In this early part of the 21st century the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classrooms all over the world, as illustrated in this book, have become central to language practice. We are now firmly embedded in a time when digital technologies, the focus of this book, are what Bax has referred to as 'normalised' (2003, 2011) in daily life in many parts of the world, although not amongst all and still not always in the world in the field of pedagogy, learning by teaching (German: Lernen durch Lehren, short LdL) is a method of teaching in which students are made to learn material and prepare lessons to teach it to the other students. There is a strong emphasis on acquisition of life skills along with the subject matter. This method was originally defined by Jean-Pol Martin in the 1980s.

Roll Out the Barrel
French and Algerian Ports and the Birth of the Wine Tanker
Owen White

When shipping companies first experimented with transporting wine in steel containers in the 1930s they promised to revolutionize the way French Algeria sent its most important export to metropolitan France. What capitalists saw as a rational and efficient use of new technology, however, dockworkers and barrelmakers saw as a dire threat to their livelihoods in a time of intense economic hardship. This article traces the social conflict that followed the introduction of the wine tanker and the declining use of wine barrels in port cities in both Algeria and France. In doing so it illustrates the wide range of people and places that held a direct stake in economic activity arising from France’s colonization of Algeria, from the rural environments in which wine was produced all the way to distant urban spaces such as Rouen.