

Reteaching Activity Mobilizing For Defense Answers

Love Wins Debbie Cenziper 2016-06-14 The fascinating and very moving story of the lovers, lawyers, judges and activists behind the groundbreaking Supreme Court case that led to one of the most important, national civil rights victories in decades—the legalization of same-sex marriage. In June 2015, the Supreme Court made same-sex marriage the law in all fifty states in a decision as groundbreaking as *Roe v Wade* and *Brown v Board of Education*. Through insider accounts and access to key players, this definitive account reveals the dramatic and previously unreported events behind *Obergefell v Hodges* and the lives at its center. This is a story of law and love—and a promise made to a dying man who wanted to know how he would be remembered. Twenty years ago, Jim Obergefell and John Arthur fell in love in Cincinnati, Ohio, a place where gays were routinely picked up by police and fired from their jobs. In 2013, the Supreme Court ruled that the federal government had to provide married gay couples all the benefits offered to straight couples. Jim and John—who was dying from ALS—flew to Maryland, where same-sex marriage was legal. But back home, Ohio refused to recognize their union, or even list Jim’s name on John’s death certificate. Then they met Al Gerhardstein, a courageous attorney who had spent nearly three decades advocating for civil rights and who now saw an opening for the cause that few others had before him. This forceful and deeply affecting narrative—Part Erin Brockovich, part Milk, part Still Alice—chronicles how this grieving man and his lawyer, against overwhelming odds, introduced the most important gay rights case in U.S. history. It is an urgent and unforgettable account that will inspire readers for many years to come.

Investing in America's Workforce Carl E. Van Horn 2018

Past as Prologue Michael J. Feuer 2015

Transnationalizing Radio Research Golo Föllmer 2018-09-30 *Transnationalizing Radio Research* presents a theoretical and methodological guide for exploring radio's multiple »global ages«, from its earliest years through its recent digital transformations. It offers radio scholars theoretical tools and concrete case studies for moving beyond national research frames. It gives radio practitioners inspiration for production and archiving, and offers scholars from many disciplines new ways to incorporate radio's vital voices into work on transnational institutions, communities, histories and identities.

Notice & Note G. Kylene Beers 2012 "Examines the new emphasis on text-dependent questions, rigor, and text complexity, and what it means to be literate in the 21st century"--P. [4] of cover.

The New Policing Herman Goldstein 1993

Renewing the Social Studies Curriculum Walter Parker 1991 This book covers the the sort of reform that comes from the hearts and minds of people who actually work with children in the schools and on whose shoulders the burden of implementation lies.

The Diversity Bargain Natasha Warikoo 2016-11-15 We’ve heard plenty from politicians and experts on affirmative action and higher education, about how universities should intervene—if at all—to ensure a diverse but deserving student population. But what about those for whom these issues matter the most? In this book, Natasha K. Warikoo deeply explores how students themselves think about merit and race at a uniquely pivotal moment: after they have just won the most competitive game of their lives and gained admittance to one of the world’s top universities. What Warikoo uncovers—talking with both white students and students of color at Harvard, Brown, and Oxford—is absolutely illuminating; and some of it is positively shocking. As she shows, many elite white students understand the value of diversity abstractly, but they ignore the real problems that racial inequality causes and that diversity programs are meant to solve. They stand in fear of being labeled a racist, but they are quick to call foul should a diversity program appear at all to hamper their own chances for advancement. The most troubling result of this ambivalence is what she calls the “diversity bargain,” in which white students reluctantly agree with affirmative action as long as it benefits them by providing a diverse learning environment—racial diversity, in this way, is a commodity, a selling point on a brochure. And as Warikoo shows, universities play a big part in creating these situations. The way they talk about race on campus and the kinds of diversity programs they offer have a huge impact

on student attitudes, shaping them either toward ambivalence or, in better cases, toward more productive and considerate understandings of racial difference. Ultimately, this book demonstrates just how slippery the notions of race, merit, and privilege can be. In doing so, it asks important questions not just about college admissions but what the elite students who have succeeded at it—who will be the world’s future leaders—will do with the social inequalities of the wider world.

Restorative Justice Heather Strang 2017-09-19 The astonishing development of restorative justice practice over the past decade has inspired creative new thinking about the philosophy of punishment and principles of justice. Many of the questions raised in this book – such as the relationship between restorative and retributive justice and the values and processes which should guide restorative practice – are the subject of intense debates. With contributions from many of the most distinguished scholars in the field, this book analyzes the gap between philosophy and practice and the need for practice to be more informed by philosophy. This volume is a milestone in the development of those underlying principles which will direct the progress of restorative justice in the future.

Antiracism Inc Felice Blake 2019 "Antiracism Inc. considers new ways of struggling toward racial justice in a world that constantly steals and misuses radical ideas and practices. The critical essays, interviews, and poetry collected here focus on people and methods that do not seek inclusion in the hierarchical order of gendered racial capitalism. Rather, they focus on aggrieved peoples who have always had to negotiate state violence and cultural erasure, but who also work to build the worlds they envision. These collectivities seek to transform social structures and establish a new social warrant guided by what W.E.B. Du Bois called 'abolition democracy,' a way of being and thinking that privileges people, mutual interdependence, and ecological harmony over individualist self-aggrandizement and profits. Further, these aggrieved collectivities reshape social relations away from the violence and alienation inherent to gendered racial capitalism, and towards the well-being of the commons."--Provided by publisher

Learning Problems & Learning Disabilities Howard S. Adelman 1992 Taking a broad view of both learning problems and learning disabilities, the authors advocate moving the field forward toward comprehensive teaching approaches that integrate a full range of preventive and treatment interventions. The authors place learning disabilities firmly in perspective as only one type of learning problem and focus on what society in general and schools in particular can do about them. Both broad in scope and futuristic in outlook, the authors emphasize current and evolving assessment and intervention approaches. The book's unique organization features a four-part structure, with twenty readings (written specifically for this book) that cover specific topics in greater depth. This ensures that specialized topics (such as learning disabilities) and basic concepts and information (on topics such as assessment) are covered, but in a way that does not disrupt the main flow of the text. Although the readings appear after the main text, they can be read at any time that seems appropriate, and Read More About It sections throughout the chapters remind students of appropriate readings.

Raising Expectations (and Raising Hell) Jane McAlevey 2014-05-06 This “breath-taking trip through the union-organizing scene of America in the 21st century” reveals the victories and unconventional strategies of a renowned—and notorious—militant union organizer (Barbara Ehrenreich, author of *Nickel and Dimed*) In 1995, in the first contested election in the history of the AFL-CIO, John Sweeney won the presidency of the nation’s largest labor federation, promising renewal and resurgence. Today, less than 7 percent of American private-sector workers belong to a union, the lowest percentage since the beginning of the twentieth century, and public employee collective bargaining has been dealt devastating blows in Wisconsin and elsewhere. What happened? Jane McAlevey is famous—and notorious—in the American labor movement as the hard-charging organizer who racked up a string of victories at a time when union leaders said winning wasn’t possible. Then she was bounced from the movement, a victim of the high-level internecine warfare that has torn apart organized labor. In this engrossing and funny narrative—that reflects the personality of its charismatic, wisecracking author—McAlevey tells the story of a number of

dramatic organizing and contract victories, and the unconventional strategies that helped achieve them. Raising Expectations (and Raising Hell) argues that labor can be revived, but only if the movement acknowledges its mistakes and fully commits to deep organizing, participatory education, militancy, and an approach to workers and their communities that more resembles the campaigns of the 1930s—in short, social movement unionism that involves raising workers' expectations (while raising hell).

A Coalition of Lineages Duane Champagne 2021-05-25 The experience of the Fernandeano Tataviam Band of Mission Indians is an instructive model for scholars and provides a model for multicultural tribal development that may be of interest to recognized and nonrecognized Indian nations in the United States and elsewhere.

Press On! Donn Starry 2013-12 General Starry's range of interests, as will be apparent to all who come to this collection, was extraordinarily broad. Many topics he addressed repeatedly over long periods of time, his views—and his articulation of those views—evolving over the years. That is particularly the case with respect to doctrinal matters, the tank-antitank calculus, and the preeminent importance of the individual soldier. Materials chosen for inclusion in this collection accordingly reflect some repetition, especially in matters of long-term interest to General Starry, illustrating how his thinking developed. Starry himself often made intentional use of repetition, as for example in his well-known speech "Tanks Forever and Ever," in which he recapitulated virtually his entire argument from the earlier "Tanks Forever." To provide some structure to this wide range of material, it was decided to present items in categories and then, within those categories, chronologically. As will be apparent, quite a number of the pieces could just as well have been inserted in other categories, so where to place them was simply a matter of editorial judgment. The real impact of this material is, in any event, in its cumulative depth and range, so it is hoped that many readers will make their way through the entirety of the collection. For those primarily concerned with particular aspects of General Starry's eclectic interests, in addition to categorizing the materials under topical headings, an extensive index has been provided. Articles and speeches are, for the most part, rendered in their entirety. Where exceptions have been made, those are indicated in the usual manner by the use of ellipses. When it comes to messages and correspondence, however, only internal omissions have been shown and, in the majority of cases, what has been included is only a pertinent excerpt from a longer communication. Often General Starry annotated papers to show that he had seen them by drawing a small star and inserting within it a capital letter Y (thus Starry). An example may be seen on the book's back cover and at certain other points in the text. A frequent sign-off, often followed by the hand-drawn star, was "Press On!" which has thus been adopted for this collection's main title. Finally, there will be found, in some categories of materials, considerable discussion of the threat. In the context of the times, of course, that meant primarily the Soviet and Warsaw Pact threat, which also constituted the principal anticipated adversary in the much-discussed Central Battle. While that threat no longer exists, at least to the same degree, it is important to be aware of the Starry conception and depiction of it in order to understand much of what—in terms of doctrine, tactics, equipment, and training—was driven primarily by contemporary appreciation of that threat.

Bringing Human Rights Education to US Classrooms Susan Roberta Katz 2015-04-09 This book offers research-based models of exemplary practice for educators at all grade levels, from primary school to university, who want to integrate human rights education into their classrooms. It includes ten examples of projects that have been effectively implemented in classrooms: two from elementary school, two from middle school, three from high school, two from community college, and one from a university. Each model discusses the scope of the project, its rationale, students' response to the content and pedagogy, challenges or controversies that arose, and their resolution. Unique in integrating theory and practice and in addressing human rights issues with special relevance for communities of color in the US, this book provides indispensable guidance for those studying and teaching human rights.

Restorative Justice & Responsive Regulation John Braithwaite 2002 Braithwaite's argument against punitive justice systems and for restorative justice systems establishes that there are good theoretical and empirical grounds for anticipating that well designed restorative justice processes will restore victims, offenders, and communities better than existing criminal justice practices. Counterintuitively, he also shows that a restorative justice system may deter, incapacitate, and rehabilitate more effectively than a punitive

system. This is particularly true when the restorative justice system is embedded in a responsive regulatory framework that opts for deterrence only after restoration repeatedly fails, and incapacitation only after escalated deterrence fails. Braithwaite's empirical research demonstrates that active deterrence under the dynamic regulatory pyramid that is a hallmark of the restorative justice system he supports, is far more effective than the passive deterrence that is notable in the stricter "sentencing grid" of current criminal justice systems.

Neo-nationalism and Universities John Aubrey Douglass 2021-09-07 "This book offers the first significant examination of the rise of neo-nationalism and its impact on the missions, activities, behaviors, and productivity of leading national universities. This book also presents the first major comparative exploration of the role of national politics and norms in shaping the role of universities in nation-states, and vice versa, and discusses when universities are societal leaders or followers—in promoting a civil society, facilitating talent mobility, in researching challenging social problems, or in reinforcing and supporting an existing social and political order"—

The Invisible Thread Yoshiko Uchida 1995 Children's author, Yoshiko Uchida, describes growing up in Berkeley, California, as a Nisei, second generation Japanese American, and her family's internment in a Nevada concentration camp during World War II.

Looking Like a Language, Sounding Like a Race Jonathan Rosa 2019-01-15 Looking like a Language, Sounding like a Race examines the emergence of linguistic and ethnoracial categories in the context of Latinidad. The book draws from more than twenty-four months of ethnographic and sociolinguistic fieldwork in a Chicago public school, whose student body is more than 90% Mexican and Puerto Rican, to analyze the racialization of language and its relationship to issues of power and national identity. It focuses specifically on youth socialization to U.S. Latinidad as a contemporary site of political anxiety, raciolinguistic transformation, and urban inequity. Jonathan Rosa's account studies the fashioning of Latinidad in Chicago's highly segregated Near Northwest Side; he links public discourse concerning the rising prominence of U.S. Latinidad to the institutional management and experience of raciolinguistic identities there. Anxieties surrounding Latinx identities push administrators to transform "at risk" Mexican and Puerto Rican students into "young Latino professionals." This institutional effort, which requires students to learn to be and, importantly, sound like themselves in highly studied ways, reveals administrators' attempts to navigate a precarious urban terrain in a city grappling with some of the nation's highest youth homicide, dropout, and teen pregnancy rates. Rosa explores the ingenuity of his research participants' responses to these forms of marginalization through the contestation of political, ethnoracial, and linguistic borders.

Please Understand Me David Keirse 1978

The Pacific War Remembered John T. Mason 2003 In this remarkable oral history collection, thirty-three participants in the turbulent epic that began with the day of infamy at Pearl Harbor and ended with the signing of the surrender documents in Tokyo Harbor tell their stories. Their remembrances of heartbreak, frustration, heroism, hope, and triumph were collected over a period of twenty-five years by John T. Mason. Their recollections reveal perspectives and facts not included in traditional works of history. Each selection, introduced with a preface that places it in the context of the Pacific War, takes the reader behind the scenes to present the personal, untold stories of naval history. Included are Admiral William S. Sullivan's account of the problems involved in clearing Manila Harbor of some five hundred wrecked vessels left by the departing Japanese and Admiral Thomas C. Kinkaid's description of the communications breakdown at the Battle of Leyte Gulf. There are also the very personal recollections of humor and horror told by the unknown actors in the war: the hospital corpsman, the coxswain, and the machinist's mate. Originally published in 1986, this volume is an unusual and lasting tribute to the ingenuity and teamwork demonstrated by America's forces in the Pacific as well as a celebration of the human spirit

U.S. Marines and Irregular Warfare Nicholas J. Schlosser 2015 U.S. Marines in Irregular Warfare: Training and Education is a brief history that recounts how the U.S. Marine Corps adapted to fight the Global War on Terrorism during 2000-10. The Marine Corps has a long history of fighting irregular wars, including the Banana Wars in Central America during the 1920s and the Vietnam War during the 1960s. To battle the insurgencies in Iraq and Afghanistan, the Corps drew upon this experience while also implementing new

plans and programs to better prepare Marines to carry out counterinsurgency operations. The Marine Corps updated the curriculum at the Command and Staff College and transformed the annual Combined Arms Exercise into Exercise Mojave Viper: an immersive training program that simulated the urban environments in which Marines would be operating in Southwest Asia. Most importantly, Marines adjusted in the field, as battalion and company commanders drew on their basic training and education to devise innovative tactics to better combat the new threats they now faced. ?us, as this story shows, the Marine Corps did not undergo a radical transformation to fight in Iraq and Afghanistan, but instead drew on principles that had defined it as a warfighting organization throughout most of its history. Keywords: United States Marine Corps; United States Marines; U.S. Marine Corps; U.S. Marines; Marines; Marine Corps; Global War on Terrorism; global war on terrorism; irregular warfare; military strategy; counterinsurgency; combat; Iraq War; Afghanistan; military education; soldier training; combat training and tactics; Southwest Asia

Business Ethics Joseph W. Weiss 1998 Integrating late 20th-century issues from the complex workplace, this text spotlights major contemporary and international topics in business ethics. Following the premise that though ethical issues change, ethical principles remain constant, the text equips readers with practical guidelines to apply to the ethical dilemmas they will ultimately face.

Applied Conversation Analysis Jessica N. Lester 2018-04-26 Focusing on applied conversation analysis (CA), this timely book offers practical insights and guidelines for CA scholars studying social interactions in institutional settings. Written in an accessible style and packed with case studies, examples, activities, and practical tips, the book takes readers through the entire process of planning and carrying out an applied CA research study. By highlighting challenges, debates, and important questions, each chapter provides the theoretical foundation necessary for making informed decisions at every stage of a research project. The book is divided into three sections (context and planning, doing a project using conversation analysis, and disseminating your research) to mirror the research process.

Journey Into Dialogic Pedagogy Eugene Matusov 2009-01-01 The author came to the decision to embark on this journey into dialogic pedagogy when he firmly realised that education is essentially dialogic. It is not that pedagogy should be dialogic -- he rather argues that it is always dialogic. This is true whether the participants in it, or outside observers of it, realise it or not -- and even when the participants are resistant to dialogue. This statement is in contrast with views that promote dialogic interaction in the classroom as a form of instruction. This conceptualisation contrasts with views that dialogic interaction or conversational instruction are more effective instructional means in comparison to, let's say, a more monologic genre of instruction such as a lecture or a demonstration. This statement is also in contrast with views that assume dialogue is a pedagogical instrument that can be turned on and off. He argues that whatever teachers and students do (or not do) whether in their classrooms or beyond it, they are locked in dialogic relations.

Selforganization W. Krohn 2013-03-09 may be complex without being able to be replaced by something »still more simple«. This became evident with the help of computer models of deterministic-recursive systems in which simple mathematical equation systems provide an extremely complex behavior. (2) Irregularity of nature is not treated as an anomaly but becomes the focus of research and thus is declared to be normal. One looks for regularity within irregularity. Non-equilibrium processes are recognized as the source of order and the search for equilibrium is replaced by the search for the dynamics of processes. (3) The classical system-environment model, according to which the adaptation of a system to its environment is controlled externally and according to which the adaptation of the system occurs in the course of a learning process, is replaced by a model of systemic closure. This closure is operational in so far as the effects produced by the system are the causes for the maintenance of systemic organization. If there is sufficient complexity, the systems perform internal self-observation and exert self-control (»Cognition« as understood by Maturana as self-perception and self-limitation, e. g. , that of a cell vis-a. -vis its environment). 22 But any information a system provides on its environment is a system-internal construct. The »reference to the other« is merely a special case of »self-reference«. The social sciences frequently have suffered from the careless way in which scientific ideas and models have been transferred.

The Language of Composition Renee H. Shea 2018-05-08 For over a decade, *The Language of Composition* has been the most successful textbook written for the AP® English Language and Composition

Course. Now, its esteemed author team is back, giving practical instruction geared toward training students to read and write at the college level. The textbook is organized in two parts: opening chapters that develop key rhetoric, argument, and synthesis skills; followed by thematic chapters comprised of the finest classic and contemporary nonfiction and visual texts. With engaging readings and reliable instruction, *The Language of Composition* gives every student the opportunity for success in AP® English Language. AP® is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.

At Risk Families & Schools Lynn Balster Lontos 1992 Provides help for educators in meeting the challenge of involving parents and extended families of at-risk children with ideas on how to communicate with low-income, nonwhite, and non-English-speaking parents.

Handbook of Resilience in Children Sam Goldstein 2023-03-09 The third edition of this handbook addresses not only the concept of resilience in children who overcome adversity, but it also explores the development of children not considered at risk addressing recent challenges as a consequence of the COVID-19 pandemic. The new edition reviews the scientific literature that supports findings that stress-hardiness and resilience in all children leads to happier and healthier lives as well as improved functionality across the lifespan. In this edition, expert contributors examine resilience in relation to environmental stressors as phenomena in child and adolescent disorders and as a means toward positive adaptation into adulthood. The significantly expanded third edition includes new and significantly revised chapters that explore strategies for developing resilience in families, clinical practice, and educational settings as well as its nurturance in caregivers and teachers. Key areas of coverage include: Exploration of the four waves of resilience research. Resilience in gene-environment transactions. Resilience in boys and girls. Resilience in family processes. Asset building as an essential component of intervention. Assessment of social and emotional competencies related to resilience. Building resilience through school bullying prevention. Resilience in positive youth development. Enhancing resilience through effective thinking. *The Handbook of Resilience in Children, Third Edition*, is an essential reference for researchers, clinicians and allied practitioners, and graduate students across such interrelated disciplines as child and school psychology, social work, public health as well as developmental psychology, special and general education, child and adolescent psychiatry, family studies, and pediatrics.

Roosevelt and Churchill Franklin Delano Roosevelt 1975

Calculus for a New Century Lynn Arthur Steen 1988

Gotham Edwin G. Burrows 1998-11-19 To European explorers, it was Eden, a paradise of waist-high grasses, towering stands of walnut, maple, chestnut, and oak, and forests that teemed with bears, wolves, raccoons, beavers, otters, and foxes. Today, it is the site of Broadway and Wall Street, the Empire State Building and the Statue of Liberty, and the home of millions of people, who have come from every corner of the nation and the globe. In *Gotham*, Edwin G. Burrows and Mike Wallace have produced a monumental work of history, one that ranges from the Indian tribes that settled in and around the island of Manna-hata, to the consolidation of the five boroughs into Greater New York in 1898. It is an epic narrative, a story as vast and as varied as the city it chronicles, and it underscores that the history of New York is the story of our nation. Readers will relive the tumultuous early years of New Amsterdam under the Dutch West India Company, Peter Stuyvesant's despotic regime, Indian wars, slave resistance and revolt, the Revolutionary War and the defeat of Washington's army on Brooklyn Heights, the destructive seven years of British occupation, New York as the nation's first capital, the duel between Aaron Burr and Alexander Hamilton, the Erie Canal and the coming of the railroads, the growth of the city as a port and financial center, the infamous draft riots of the Civil War, the great flood of immigrants, the rise of mass entertainment such as vaudeville and Coney Island, the building of the Brooklyn Bridge and the birth of the skyscraper. Here too is a cast of thousands--the rebel Jacob Leisler and the reformer Joanna Bethune; Clement Moore, who saved Greenwich Village from the city's street-grid plan; Herman Melville, who painted disillusioned portraits of city life; and Walt Whitman, who happily celebrated that same life. We meet the rebel Jacob Leisler and the reformer Joanna Bethune; Boss Tweed and his nemesis, cartoonist Thomas Nast; Emma Goldman and Nellie Bly; Jacob Riis and Horace Greeley; police commissioner Theodore Roosevelt; Colonel Waring and his "white angels" (who revolutionized the sanitation department); millionaires John Jacob Astor, Cornelius

Vanderbilt, August Belmont, and William Randolph Hearst; and hundreds more who left their mark on this great city. The events and people who crowd these pages guarantee that this is no mere local history. It is in fact a portrait of the heart and soul of America, and a book that will mesmerize everyone interested in the peaks and valleys of American life as found in the greatest city on earth. Gotham is a dazzling read, a fast-paced, brilliant narrative that carries the reader along as it threads hundreds of stories into one great blockbuster of a book.

Black Racialization and Resistance at an Elite University Rosalind Hampton 2020 A historical narrative and critical analysis of higher education centred on the experiences of Black students and faculty at McGill University.

Ernie's War Ernie Pyle 1987 For all readers, especially those whose only of World War II may be from textbooks or films, Ernie's War offers a revealing, poignant look at the actual experiences of the average foot soldier swept into the tumult of battle. 9 black-and-white photographs.

Reform in School Mathematics and Authentic Assessment Thomas A. Romberg 1995-01-01 Today new ways of thinking about learning call for new ways for monitoring learning. Reform in School Mathematics builds from the vision that assessment can become the bridge for instructional activity, accountability, and teacher development. It places teachers in key roles while developing the theme that we cannot reform the way in which school mathematics is taught without radically reforming the ways the effects of that teaching are monitored. Among others, this volume addresses the issues of the specification of performance standards, the development of authentic tasks, the measure of status and growth or a combination, the development of psychometric models, and the development of scoring rubrics. The new models proposed in this book give teachers a wealth of nontraditional assessment strategies and concrete ways to obtain measures of both group and individual differences in growth.

Preservation, Sustainability, and Equity Erica Avrami 2021-11 Heritage occupies a privileged position within the built environment. Most municipalities in the United States, and nearly all countries around the world, have laws and policies to preserve heritage in situ, seeking to protect places from physical loss and the forces of change. That privilege, however, is increasingly being unsettled by the legacies of racial, economic, and social injustice in both the built environment and historic preservation policy, and by the compounding climate crisis. Though many heritage projects and practitioners are confronting injustice and climate in innovative ways, systemic change requires looking beyond the formal and material dimensions of place and to the processes and outcomes of preservation policy--operationalized through laws and guidelines, regulatory processes, and institutions--across time and socio-geographic scales, and in relation to the publics they are intended to serve. This third volume in the Issues in Preservation Policy series examines historic preservation as an enterprise of ideas, methods, institutions, and practices that must reorient toward a new horizon, one in which equity and sustainability become critical guideposts for policy evolution.

Teaching about Asia in a Time of Pandemic David Kenley 2020-12 Teaching About Asia in a Time of Pandemic presents many lessons learned by educators during the COVID-19 outbreak. The volume consists of two sections, one discussing how to teach using examples and case studies emerging from the pandemic and the other focusing on pedagogical tools and methods beyond the traditional face-to-face classroom.

American General John S.D. Eisenhower 2014-10-07 From respected historian John S. D. Eisenhower comes a surprising portrait of William Tecumseh Sherman, the Civil War general whose path of destruction cut the Confederacy in two, broke the will of the Southern population, and earned him a place in history as "the first modern general." Yet behind his reputation as a fierce warrior was a sympathetic man of complex character. A century and a half after the Civil War, Sherman remains one of its most controversial figures—the soldier who brought the fight not only to the Confederate Army, but to Confederate civilians as well. Yet Eisenhower, a West Point graduate and a retired brigadier general (Army Reserves), finds in Sherman a man of startling contrasts, not at all defined by the implications of "total war." His scruffy, disheveled appearance belied an unconventional and unyielding intellect. Intensely loyal to superior officers, especially Ulysses S. Grant, he was also a stalwart individualist. Confident enough to make demands face-to-face with President Lincoln, he sympathetically listened to the problems of newly freed slaves on his famed march from Atlanta to Savannah. Dubbed "no soldier" during his years at West Point,

Sherman later rose to the rank of General of the Army, and though deeply committed to the Union cause, he held the people of the South in great affection. In this remarkable reassessment of Sherman's life and career, Eisenhower takes readers from Sherman's Ohio origins and his fledgling first stint in the Army, to his years as a businessman in California and his hurried return to uniform at the outbreak of the war. From Bull Run through Sherman's epic March to the Sea, Eisenhower offers up a fascinating narrative of a military genius whose influence helped preserve the Union—and forever changed war.

The Myriad Challenges of Peace Bill Rawling 2004 This publication forms a narrative of how health care was organized, practised, and supported within Canada's fighting services from the first day of peace following World War II to the military operations of the end of the century. It focusses not only on what medical practitioners did, but on how they were recruited, trained, deployed, and supplied. Topics covered include operations in the Korean War & peacekeeping; medical research; personnel issues; infrastructure; logistics; treatment of casualties; field hospitals; search & rescue operations; and treating victims of natural disasters. Includes index.

Gender and the Genocide in Rwanda Sara E. Brown 2017-08-09 This book examines the mobilization, role, and trajectory of women rescuers and perpetrators during the 1994 genocide in Rwanda. While much has been written about the victimization of women during the 1994 genocide in Rwanda, very little has been said about women who rescued targeted victims or perpetrated crimes against humanity. This book explores and analyzes the role played by women who exercised agency as rescuers and as perpetrators during the genocide in Rwanda. As women, they took actions and decisions within the context of a deeply entrenched patriarchal system that limited their choices. This work examines two diverging paths of women's agency during this period: to rescue from genocide or to perpetrate genocide. It seeks to answer three questions: First, how were certain Rwandan women mobilized to participate in genocide, and by whom? Second, what were the specific actions of women during this period of violence and upheaval? Finally, what were the trajectories of women rescuers and perpetrators after the genocide? Comparing and contrasting how women rescuers and perpetrators were mobilized, the actions they undertook, and their post-genocide trajectories, and concluding with a broader discussion of the long-term impact of ignoring these women, this book develops a more nuanced and holistic view of women's agency and the genocide in Rwanda. This book will be of much interest to students of gender studies, genocide studies, African politics and critical security studies. The Open Access version of this book, available at <https://www.routledge.com/Gender-and-the-Genocide-in-Rwanda-Women-as-Rescuers-and-Perpetrators/Brown/p/book/9780367188092>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

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