

Grade 10 2013 June History Paper

When does becoming part of the team go too far? For decades, young men and women endured degrading and dangerous rituals in order to join sororities and fraternities while college administrators blindly accepted their consequences. In recent years, these practices have spilled over into the mainstream, polluting military organizations, sports teams, and even secondary schools. In *Destroying Young Lives: Hazing in Schools and the Military*, Hank Nuwer assembles an extraordinary cast of analysts to catalog the evolution of this dangerous practice, from the first hazing death at Cornell University in 1863 to present day tragedies. This hard-hitting compilation addresses the numerous, significant, and often overlooked impacts of hazing, including including sexual exploitation, mental distress, depression, and even suicide. *Destroying Young Lives* is a compelling look at how universities, the military, and other social groups can learn from past mistakes and protect their members going forward.

In *Driving toward Modernity*, Jun Zhang ethnographically explores the entanglement between the rise of the automotive regime and emergence of the middle class in South China. Focusing on the Pearl River Delta, one of the nation's wealthiest regions, Zhang shows how private cars have shaped everyday middle-class sociality, solidarity, and subjectivity, and how the automotive regime has helped make the new middle classes of the PRC. By carefully analyzing how physical and social mobility intertwines, *Driving toward Modernity* paints a

nuanced picture of modern Chinese life, comprising the continuity and rupture as well as the structure and agency of China's great transformation.

Drawing on two decades of interviews and ethnographic fieldwork (1998–2018), this book presents a unique and multi-faceted history of youth development in South Africa through the lens of a South African non-governmental organization (NGO) prominent in youth development from the mid-1980s until 2008. The book weaves history, ethnography, and discourse analysis to contextualize the Joint Enrichment Project (JEP) in the politics and history of South African education. It examines JEP's role leading up to and during South Africa's transition to democracy, its work and influence in post-apartheid South Africa, and the continued relevance of its legacy to contemporary initiatives seeking to address youth development and social justice. While JEP repeatedly repositioned itself as an organization, from fighting the effects of apartheid on young people to becoming a potential partner with the new African National Congress (ANC)-led government, its most significant role may have been to reposition people. After tracing JEP's twenty-year history, the book focuses on the participants in a 1998 Youth Work Scheme, exploring their learning experiences and the program's immediate impact on their lives. It then revisits these participants twenty years later in 2018, analyzing their life trajectories after JEP and comparing them with the life trajectories of former JEP staff over the same period—shedding light on broader patterns of socio-economic reproduction and change in the country. The

book concludes with a discussion of a perennial paradox facing youth development institutions. This book will be of great interest to academics, researchers and post-graduate students in the fields of education, international development, anthropology, and African studies.

"A gentleman when the game was hard-bitten, played by rough-and-ready lads out to win whatever the cost..."

Australia had few sporting heroes in the years preceding its federation in 1901. But before its 20th-century Olympic trailblazers and Depression-era icons such as Phar Lap and Don Bradman, came an Australian sporting pioneer who was celebrated on the most glamorous stage in the world--American major league baseball. Joe Quinn's story has, until now, been lost in the land of his birth. This tale gallops from the deprivation of famine-ravaged Ireland through colonial Australia to the raucous ballfields of 19th-century America, with their unruly players and owners, brawls and adulation and backroom betrayals. Through 17 seasons in the major leagues, "Undertaker" Joe Quinn earned his place among the colorful characters who pioneered the modern game of baseball, as much for his ability to stand apart from their bad behavior as for his steadfastness on the field. Meet Australia's first professional baseball player (and manager), whose willingness to "have a go" in the grand Australian tradition will live long in the minds of sports fans on both sides of the Pacific.

With this book, managers and decision makers are given the tools to make more informed decisions about big data purchasing initiatives. Big Data Analytics: A

Practical Guide for Managers not only supplies descriptions of common tools, but also surveys the various products and vendors that supply the big data market. Comparing and contrasting the dif

The two centuries after 1800 witnessed a series of sweeping changes in the way in which Britain was governed, the duties of the state, and its role in the wider world. Powerful processes - from the development of democracy, the changing nature of the social contract, war, and economic dislocation - have challenged, and at times threatened to overwhelm, both governors and governed. Such shifts have also presented challenges to the historians who have researched and written about Britain's past politics. This Handbook shows the ways in which political historians have responded to these challenges, providing a snapshot of a field which has long been at the forefront of conceptual and methodological innovation within historical studies. It comprises thirty-three thematic essays by leading and emerging scholars in the field. Collectively, these essays assess and rethink the nature of modern British political history itself and suggest avenues and questions for future research. The Oxford Handbook of Modern British Political History thus provides a unique resource for those who wish to understand Britain's political past and a thought-provoking 'long view' for those interested in current political challenges.

Contrary to the view held by many who study American foreign policy, public diplomacy has seldom played a decisive role in the achievement of the country's foreign policy objectives. The reasons for this are not that the

policies and interventions are ill-conceived or badly executed, although this is sometimes the case. Rather, the factors that limit the effectiveness of public diplomacy lie almost entirely outside the control of American policymakers. In particular, the resistance of foreign opinion-leaders to ideas and information about American motives and actions that do not square with their pre-conceived notions of the United States and its activities in the world is an enormous and perhaps insurmountable wall that limits the impact of public diplomacy. This book does not conclude that public diplomacy has no place in the repertoire of American foreign policy. Instead, the expectations held for this soft power tool need to be more realistic. Public diplomacy should not be viewed as a substitute for hard power tools that are more likely to be correlated with actual American influence as opposed to the somewhat nebulous concept of American standing.

The challenges of teaching history are acute where we consider the world history classroom. Generalized world history courses are a part of many, if not most, K-12 curricular frameworks in the United States. While United States history tends to dominate the scholarship and conversation, there are an equally wide number of middle-level and secondary students and teachers engaged in the study of world history in our public schools. And the challenges are real. In the first place, if we are to mark content coverage as a curricular obstacle in the history classroom, generally, then we must underscore that concern in the world history classroom and for obvious reasons. The curricular terrain to choose

from is immense and forever expanding, dealing with the development of numerous civilizations over millennia and across a wide geographic expanse. In addition to curricular concerns, world historical topics are inherently farther away from most students' lives, not just temporally, but often geographically and culturally. Thus the rationale for the present text, *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History*. The reviews of the first volume *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach United States History* strategy have been overwhelmingly positive, especially as it pertains to the application of the strategy for practitioner. Classroom utility and teacher practice have remained our primary objectives in developing the *Hollywood or History?* strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history. We believe that students' connection to film, along with teachers' ability to use film in an effective manner, will help alleviate some of the challenges of teaching world history. The book provides 30 secondary lesson plans (grades 6-12) that address nine eras in world history. Across Africa, a burgeoning middle class has become the poster child for the 'Africa rising' narrative. Ambitious, aspirational and increasingly affluent, this group is said to embody the values and hopes of the new Africa, with international bodies ranging from the United Nations Development Programme to the World Bank regarding them as

important agents of both economic development and democratic change. This narrative, however, obscures the complex and often ambiguous role that this group actually plays in African societies.

Bringing together economists, political scientists, anthropologists and development experts, and spanning a variety of case studies from across the continent, this collection provides a much-needed corrective to the received wisdom within development circles, and provides a fresh perspective on social transformations in contemporary Africa.

Applied studies scholarship has triggered a not-so-quiet revolution in the discipline of ethnomusicology.

The current generation of applied

ethnomusicologists has moved toward participatory action research, involving themselves in musical communities and working directly on their behalf.

The essays in *The Oxford Handbook of Applied Ethnomusicology*, edited by Svanibor Pettan and Jeff Todd Titon, theorize applied ethnomusicology, offer histories, and detail practical examples with the goal of stimulating further development in the field. The essays in the book, all newly commissioned for the volume, reflect scholarship and data gleaned from eleven countries by over twenty contributors.

Themes and locations of the research discussed encompass all world continents. The authors present case studies encompassing multiple places; other

that discuss circumstances within a geopolitical unit, either near or far. Many of the authors consider marginalized peoples and communities; others argue for participatory action research. All are united in their interest in overarching themes such as conflict, education, archives, and the status of indigenous peoples and immigrants. A volume that at once defines its field, advances it, and even acts as a large-scale applied ethnomusicology project in the way it connects ideas and methodology, *The Oxford Handbook of Applied Ethnomusicology* is a seminal contribution to the study of ethnomusicology, theoretical and applied.

The European economic crisis has been ongoing since 2008 and while austerity has spread over the continent, it has failed to revive economies. The media have played an important ideological role in presenting the policies of economic and political elites in a favourable light, even if the latter's aim has been to shift the burden of adjustment onto citizens. This book explains how and why, using a critical political economic perspective and focusing on the case of Ireland. Throughout, Ireland is compared with contemporary and historical examples to contextualise the arguments made. The book covers the housing bubble that led to the crash, the rescue of financial institutions by the state, the role of the European institutions and the International Monetary Fund, austerity, and the possibility of

leaving the eurozone for Europe's peripheral countries. Through a systematic analysis of Ireland's main newspapers, it is argued that the media reflect elite views and interests and downplay alternative policies that could lead to more progressive responses to the crisis.

Connect Common Core, inquiry, and technology! While technology ushers in exciting and innovative educational opportunities, finding best practices for complete integration remains a challenge. In this practical resource, educators will discover a roadmap for implementing digital age best practices. With discussions on how to promote networked collaboration, bolster purposeful inquiry, and anchor student decision-making and learning with digital-age tools, these research-based strategies deliver: A user-friendly road map for digital transition into new Common Core Standards Lesson plans, benchmarks, and instructional units to bridge the link between 21st century skills, Common Core Standards, and student achievement Practical tips for classroom, building, and district implementation Tools and guidance for successful PLCs

"It can start with a knock on the door one morning. It is the local Indian agent, or the parish priest, or, perhaps, a Mounted Police officer." So began the school experience of many Indigenous children in Canada for more than a hundred years, and so begins the history of residential schools prepared by

the Truth & Reconciliation Commission of Canada (TRC). Between 2008 and 2015, the TRC provided opportunities for individuals, families, and communities to share their experiences of residential schools and released several reports based on 7000 survivor statements and five million documents from government, churches, and schools, as well as a solid grounding in secondary sources. *A Knock on the Door*, published in collaboration with the National Research Centre for Truth & Reconciliation, gathers material from the several reports the TRC has produced to present the essential history and legacy of residential schools in a concise and accessible package that includes new materials to help inform and contextualize the journey to reconciliation that Canadians are now embarked upon. Survivor and former National Chief of the Assembly First Nations, Phil Fontaine, provides a Foreword, and an Afterword introduces the holdings and opportunities of the National Centre for Truth & Reconciliation, home to the archive of recordings, and documents collected by the TRC. As Aimée Craft writes in the Afterword, knowing the historical backdrop of residential schooling and its legacy is essential to the work of reconciliation. In the past, agents of the Canadian state knocked on the doors of Indigenous families to take the children to school. Now, the Survivors have shared their truths and knocked back. It is time for Canadians to open the door to

mutual understanding, respect, and reconciliation. No other cinematic genre more sharply illustrates the contradictions of American society - notions about social class, politics, and socio-economic ideology - than the war film. This book examines the latest cycle of war films to reveal how they mediate and negotiate the complexities of war, class, and a military-political mission largely gone bad.

In writing the Declaration of Independence and the Constitution, our Founding Fathers established a democratic republic with a solid political basis. What they wrote was the political map that future representatives would need to follow to conduct the people's business in an efficient and effective manner. As long as they faithfully carried out the people's will, our democracy and republic would function in a way congruent with our forebears' wishes. What in the world happened? H. John Lyke, a board-certified psychologist and professor emeritus at Metropolitan State College of Denver, and the author of multiple political psychology books, suggests that ever since George Washington retired as captain of our ship of state, subsequent presidents and members of Congress have failed to use the sailing chart of the Constitution. Instead, they've chosen to pursue their own and their political parties' self-interests. Lyke uses psychological principles to explore the reasons why our government has fallen so low, and in the voice of a

kind but determined therapist, he offers simple and viable solutions to get us back to following our map.

WINNER OF THE 2015 BANCROFT PRIZE

WINNER OF THE 2015 PHILIP TAFT PRIZE

FINALIST FOR THE 2015 PULITZER PRIZE FOR HISTORY SHORTLISTED FOR THE 2015

CUNDHILL PRIZE IN HISTORICAL LITERATURE

Economist BOOKS OF THE YEAR 2015 'A

masterpiece of the historian's craft' The Nation For about 900 years, from 1000 to 1900, cotton was the

world's most important manufacturing industry. It

remains a vast business - if all the cotton bales

produced in 2013 had been stacked on top of each

other they would have made a somewhat unstable

tower 40,000 miles high. Sven Beckert's superb new

book is a history of the overwhelming role played by

cotton in dictating the shape of our world. It is both a

gripping narrative and a brilliant case history of how

the world works.

This book engages readers in thirteen conversations

presented by authors from around the world regarding the

role that textbooks play in helping readers imagine

membership in the nation. Authors' voices come from a

variety of contexts – some historical, some contemporary,

some providing analyses over time. But they all consider the

changing portrayal of diversity, belonging and exclusion in

multiethnic and diverse societies where silenced, invisible,

marginalized members have struggled to make their voices

heard and to have their identities incorporated into the

national narrative. The authors discuss portrayals of past

exclusions around religion, ethnicity, sexual orientation, as they look at the shifting boundaries of insider and outsider. This book is thus about “who we are” not only demographically, but also in terms of the past, especially how and whether we teach discredited pasts through textbooks. The concluding chapters provides ways forward in thinking about what can be done to promote curricula that are more inclusive, critical and positively bonding, in increasingly larger and more inclusive contexts.

Taking Northern Ireland as its primary case study, this book applies the burgeoning literature in memory studies to the primary question of transitional justice: how shall societies and individuals reckon with a traumatic past? Joseph Robinson argues that without understanding how memory shapes, moulds, and frames narratives of the past in the minds of communities and individuals, theorists and practitioners may not be able to fully appreciate the complex, emotive realities of transitional political landscapes. Drawing on interviews with what the author terms “memory curators,” coupled with a robust analysis of secondary literature from a range of transitional cases, the book analyses how the bodies of the dead, the injured, and the traumatised are written into - or written out of - transitional justice. The author argues that scholars cannot appreciate the dynamism of transitional memory-space unless they first engage with the often silenced or marginalised voices whose memories remain trapped behind the antagonistic politics of fear and division. Ultimately challenging the imperative of national reconciliation, the author argues for a politics of public memory that incubates at multiple nodes of social production and can facilitate a vibrant, democratic debate over the ways in which a traumatic past can or should be remembered. An authoritative overview of the developing field of public history reflecting theory and practice around the globe This

unique reference guides readers through this relatively new field of historical inquiry, exploring the varieties and forms of public history, its relationship with popular history, and the ways in which the field has evolved internationally over the past thirty years. Comprised of thirty-four essays written by a group of leading international scholars and public history practitioners, the work not only introduces readers to the latest scholarly academic research, but also to the practice and pedagogy of public history. It pays equal attention to the emergence of public history as a distinct field of historical inquiry in North America, the importance of popular history and 'history from below' in Europe and European colonial-settler states, and forms of historical consciousness in non-Western countries and peoples. It also provides a timely guide to the state of the discipline, and offers an innovative and unprecedented engagement with methodological and theoretical problems associated with public history.

Generously illustrated throughout, *The Companion to Public History's* chapters are written from a variety of perspectives by contributors from all continents and from a wide variety of backgrounds, disciplines, and experiences. It is an excellent source for getting readers to think about history in the public realm, and how present day concerns shape the ways in which we engage with and represent the past. Cutting-edge companion volume for a developing area of study Comprises 36 essays by leading authorities on all aspects of public history around the world Reflects different national/regional interpretations of public history Offers some essays in teachable forms: an interview, a roundtable discussion, a document analysis, a photo essay. Covers a full range of public history practice, including museums, archives, memorial sites as well as historical fiction, theatre, re-enactment societies and digital gaming Discusses the continuing challenges presented by history within our broad,

collective memory, including museum controversies, repatriation issues, 'textbook' wars, and commissions for Truth and Reconciliation The Companion is intended for senior undergraduate students and graduate students in the rapidly growing field of public history and will appeal to those teaching public history or who wish to introduce a public history dimension to their courses.

The challenges to American security in the Western Pacific, the seas that surround Europe, and the Persian Gulf are growing. At the same time, U.S. military commanders seek more naval forces to protect America's interest in the safe transit of American goods, deterrence in a proliferating world, and the defense of our key allies. At the same time U.S. defense budgets are shrinking. American seapower has not been as small as it is today since before World War I. Unless reversed, U.S. seapower will continue its decline into the indefinite future as politicians ignore the widening gulf between the cost of modernizing and expanding American seapower, and the resources devoted to this most strategic arm of the nation's defense. Seablindness explains the dilemma. It looks at the consequences of neglect including the effect of increased deployments on families, global scenarios set in the immediate future, the views of America's most knowledgeable military officers, the anxious reactions of U.S. allies, and hard facts to show how a lack of political will is dismantling the nation's global reach and with it, our position as the world's great power.

With crucial insights and indispensable information concerning modern-day political upheavals, Revolutions and Revolutionary Movements provides a representative cross section of the most significant revolutions of the twentieth and twenty-first centuries. This Fifth Edition is revised and updated with a new chapter on the Arab Revolution from its beginning in December 2010 to the present. In this widely

used text, students can trace the historical development of eleven revolutions using a five-factor analytical framework. Author James DeFronzo clearly explains all relevant concepts and events, the roles of key leaders, and the interrelation of each revolutionary movement with international economic and political developments and conflicts, including World Wars I and II, the Cold War, and the War on Terror. Student resources include multiple orienting maps, summary and analysis sections, suggested readings, chronologies, and documentary resources.

While government enforcement of laws and regulations to control the production of chlorofluorocarbons in 1987 has been hailed as exemplifying the precautionary principle, for almost two decades US companies failed to take precautionary measures to prevent chemical emissions, despite the probable risk of stratospheric ozone loss. As a result, human harms in the form of skin cancer have reached epidemic proportions globally and in the United States where, today, one person dies every hour from skin cancer. This book reviews U.S. laws, regulations, and policies, as well as case law regarding similar toxic tort cases to consider whether companies can and should be held legally liable under tort common law theories and related tort justice theories for having contributed to increased risks of skin cancer.

Put learning back into the hands of the learner! Personalized learning empowers learners to take control of their own learning. This resource draws on Universal Design for Learning® principles to create a powerful shift in classroom dynamics by developing self-directed, self-motivated learners. You'll discover: A system that reduces barriers and maximizes learning for all learners An explanation distinguishing personalization from differentiation and individualization The Stages of Personalized Learning Environments that transform teacher and learner roles.

Background information to build a rationale on why to personalize learning Strategies around the culture shift in classrooms and schools as you personalize learning. As recognized authorities, the authors have led educational innovation for almost three decades.

Packed with case studies and ripped-from-the-headlines examples, *Non-Profit Organizations: Real Issues for Public Administrators* introduces critical issues commonly encountered when managing non-profit organizations and gives you the tools to develop policies and procedures to meet the challenges that arise when these issues occur. The authors use

An in-depth look at how U.S. Latino advocacy groups are using ethnoracial demographic projections to bring about political change in the present For years, newspaper headlines, partisan speeches, academic research, and even comedy routines have communicated that the United States is undergoing a profound demographic transformation—one that will purportedly change the “face” of the country in a matter of decades. But the so-called browning of America, sociologist Michael Rodríguez-Muñiz contends, has less to do with the complexion of growing populations than with past and present struggles shaping how demographic trends are popularly imagined and experienced. Offering an original and timely window into these struggles, *Figures of the Future* explores the population politics of national Latino civil rights groups. Based on eight years of ethnographic and qualitative research, spanning both the Obama and Trump administrations, this book investigates how several of the most prominent of these organizations—including UnidosUS (formerly NCLR), the

League of United Latin American Citizens, and Voto Latino—have mobilized demographic data about the Latino population in dogged pursuit of political recognition and influence. In census promotions, get-out-the-vote campaigns, and policy advocacy, this knowledge has been infused with meaning, variously serving as future-oriented sources of inspiration, emblems for identification, and weapons for contestation. At the same time, Rodríguez-Muñiz considers why these political actors have struggled to translate this demographic growth into tangible political gain and how concerns about white backlash have affected how they forecast demographic futures. *Figures of the Future* looks closely at the politics surrounding ethnoracial demographic changes and their rising influence in U.S. public debate and discourse.

The city is a paradoxical space, in theory belonging to everyone, in practice inaccessible to people who cannot afford the high price of urban real estate. Within these urban spaces are public and social goods including roads, policing, transit, public education, and culture, all of which have been created through multiple hands and generations, but that are effectively only for the use of those able to acquire private property. Why should this be the case? As Margaret Kohn argues, when people lose access to the urban commons, they are dispossessed of something to which they have a rightful claim - the right to the city. Political theory has much to say about individual rights, equality, and redistribution, but it has largely ignored the city. In response, Kohn turns to a mostly forgotten political theory called

solidarism to interpret the city as a form of commonwealth. In this view, the city is a concentration of value created by past generations and current residents: streets, squares, community centers, schools and local churches. Although the legal title to these mixed spaces includes a patchwork of corporate, private, and public ownership, if we think of the spaces as the commonwealth of many actors, the creation of a new framework of value becomes possible. Through its novel mix of political and urban theory, *The Death and Life of the Urban Commonwealth* proposes a productive way to rethink struggles over gentrification, public housing, transit, and public space.

The partitioning of British India into independent Pakistan and India in August 1947 occurred in the midst of communal holocaust, with Hindus and Sikhs on one side and Muslims on the other. More than 750,000 people were butchered, and 12 million fled their homes -- primarily in caravans of bullock-carts -- to seek refuge across the new border: it was the largest exodus in history. Sixty-seven years later, it is as if that August never ended. Renowned historian and journalist Dilip Hiro provides a riveting account of the relationship between India and Pakistan, tracing the landmark events that led to the division of the sub-continent and the evolution of the contentious relationship between Hindus and Muslims. To this day, a reasonable resolution to their dispute has proved elusive, and the Line of Control in Kashmir remains the most heavily fortified frontier in the world, with 400,000 soldiers arrayed on either side. Since partition, there have been several acute crises

between the neighbors, including the secession of East Pakistan to form an independent Bangladesh in 1971, and the acquisition of nuclear weapons by both sides resulting in a scarcely avoided confrontation in 1999 and again in 2002. Hiro amply demonstrates the geopolitical importance of the India-Pakistan conflict by chronicling their respective ties not only with America and the Soviet Union, but also with China, Israel, and Afghanistan. Hiro weaves these threads into a lucid narrative, enlivened with colorful biographies of leaders, vivid descriptions of wars, sensational assassinations, gross violations of human rights -- and cultural signifiers like cricket matches. *The Longest August* is incomparable in its scope and presents the first definitive history of one of the world's longest-running and most intractable conflicts.

What makes for a philosophical classic? Why do some philosophical works persist over time, while others do not? The philosophical canon and diversity are topics of major debate today. This stimulating volume contains ten new essays by accomplished philosophers writing passionately about works in the history of philosophy that they feel were unjustly neglected or ignored--and why they deserve greater attention. The essays cover lesser known works by famous thinkers as well as works that were once famous but now only faintly remembered. Works examined include Gorgias' *Encomium of Helen*, Jane Adams' *Women and Public Housekeeping*, W.E.B. DuBois' *Whither Now and Why*, Edith Stein's *On the Problem of Empathy*, Jonathan Bennett's *Rationality*, and more. While each chapter is an expression of

engagement with an individual work, the volume as a whole, and Eric Schliesser's introduction specifically, address timely questions about the nature of philosophy, disciplinary contours, and the vagaries of canon formation.

For decades, US military operations have been contaminating the Pacific region with toxic substances, including plutonium, dioxin, and VX nerve agent. Hundreds of thousands of service members, their families, and residents have been exposed—but the United States has hidden the damage and refused to help victims. After World War II, the United States granted immunity to Japanese military scientists in exchange for their data on biological weapons tests conducted in China; in the following years, nuclear detonations in the Pacific obliterated entire islands and exposed thousands of Americans, Marshallese, Chamorros, and Japanese fishing crews to radioactive fallout. At the same time, the United States experimented with biological weapons on Okinawa and stockpiled the island with nuclear and chemical munitions, causing numerous accidents. Meanwhile, the CIA orchestrated a campaign to introduce nuclear power to Japan—the folly of which became horrifyingly clear in the 2011 meltdowns in Fukushima Prefecture. Caught in a geopolitical grey zone, US territories have been among the worst affected by military contamination, including Guam, Saipan, and Johnston Island, the final disposal site of apocalyptic volumes of chemical weapons and Agent Orange. Accompanying this damage, US authorities have waged a campaign of cover-ups, lies,

and attacks on the media, which the author has experienced firsthand in the form of military surveillance and attempts by the State Department to impede his work. Now, for the first time, this explosive book reveals the horrific extent of contamination in the Pacific and the lengths the Pentagon will go to conceal it.

How do schools protect young people and call on the youngest citizens to respond to violent conflict and division operating outside, and sometimes within, school walls? What kinds of curricular representations of conflict contribute to the construction of national identity, and what kinds of encounters challenge presumed boundaries between us and them? Through contemporary and historical case studies—drawn from Cambodia, Egypt, Northern Ireland, Peru, and Rwanda, among others—this collection explores how societies experiencing armed conflict and its aftermath imagine education as a space for forging collective identity, peace and stability, and national citizenship. In some contexts, the erasure of conflict and the homogenization of difference are central to shaping national identities and attitudes. In other cases, collective memory of conflict functions as a central organizing frame through which citizenship and national identity are (re)constructed, with embedded messages about who belongs and how social belonging is achieved. The essays in this volume illuminate varied and complex inter-relationships between education, conflict, and national identity, while accounting for ways in which policymakers, teachers, youth, and community members replicate, resist, and transform conflict through everyday

interactions in educational spaces.

The global financial crisis has demonstrated the impact and implications of late capitalism and its bedfellow, globalisation. In the European context, crisis is seen as a threat to the stability of the region, rather than a local or national concern. Post-2008, crisis is social and political, rather than merely financial, as Western countries witness the consequences of consumption, growth and profit. In this book, Tsilimpounidi demonstrates how sociologists must develop new approaches to examining rapid shifts in the social landscape, since crisis is not merely reflected in balance sheets, but is mediated through spectacular imagery of loss, deprivation and increased vectors of marginalisation. Providing focused and valuable insight into the pressing problems of those living in Greece in relation to the wider spheres of the nation and at the level of the European Union, *Sociology of Crisis* takes an approach that is firmly located within a critical sociological appeal to reflexivity. A timely engagement with the problem of crisis at a macro-level and in dialogue with the everyday experiences of crisis on a micro-level, this interdisciplinary title will appeal to both undergraduate and postgraduate students interested in sociology, social policy, geography, urban studies and research methods (social science).

This is the first study of the British Women's Liberation Movement's relationship with class politics. It explores the meaning of class to women's liberationists' identities and activism, both nationally and regionally, using a previously neglected feminist cluster in North East England as a case study. Stevenson demonstrates that

British feminism was shaped fundamentally by its relationship to, synthesis with, and rejection of class politics. Through these processes, feminists recognised how post-war changes in the economy and gender roles were reshaping class and the Women's Liberation Movement attempted to remake class politics in response. However, socio-economic and cultural class differences between the women involved - linked to occupation, education and background - remained intractable obstacles causing tensions within groups, fragmentations into specific class-based groups and the ultimate failure of the movement to coalesce into a coherent coalition with labour politics, despite great levels of solidarity around particular struggles. Examining regional feminism against the national backdrop, *The Women's Liberation Movement and the Politics of Class in Britain* provides an engaging exploration of the fruitful but challenging relationship between British feminism and class politics in a capitalist society.

The work of Bryan D. Palmer, one of North America's leading historians, has influenced the fields of labour history, social history, discourse analysis, communist history, and Canadian history, as well as the theoretical frameworks surrounding them. Palmer's work reveals a life dedicated to dissent and the difficult task of imagining alternatives by understanding the past in all of its contradictions, victories, and failures. *Dissenting Traditions* gathers Palmer's contemporaries, students, and sometimes critics to examine and expand on the topics and

themes that have defined Palmer's career, from labour history to Marxism and communist politics. Paying attention to Palmer's participation in key debates, contributors demonstrate that class analysis, labour history, building institutions, and engaging the public are vital for social change. In this moment of increasing precarity and growing class inequality, Palmer's politically engaged scholarship offers a useful roadmap for scholars and activists alike and underlines the importance of working-class history. With contributions by Alan Campbell, Alvin Finkel, Sam Gindin, Gregory S. Kealey, John McIlroy, Kirk Niegarth, Bryan D. Palmer, Leo Panitch, Chad Pearson, Sean Purdy, and Nicholas Rogers.

Globalisation and National Identity in History

Textbooks: The Russian Federation, the 16th book in the 24-volume book series Globalisation, Comparative Education and Policy Research, discusses trends in dominant discourses of identity politics, and nation-building in school history textbooks in the Russian Federation (RF). The book addresses one of the most profound examples of the re-writing of history following a geo-political change. Various book chapters examine debates pertaining to national identity, patriotism, and the nation-building process. The book discusses the way in which a new sense of patriotism and nationalism is documented in prescribed Russian history textbooks,

and in the Russian media debate on history textbooks. It explores the ambivalent and problematic relationship between the state, globalisation and the construction of cultural identity in prescribed school history textbooks. By focusing on ideology, identity politics, and nation-building, the book examines history teachers' responses to the content of history textbooks and how teachers depict key moments in modern Russian history. This book, an essential sourcebook of ideas for researchers, practitioners and policymakers in the fields of globalisation and history education, provides timely information on history teachers' attitudes towards historical knowledge and historical understanding in prescribed Russian history textbooks.

John Joseph Mathews (1894–1979) is one of Oklahoma's most revered twentieth-century authors. An Osage Indian, he was also one of the first Indigenous authors to gain national renown. Yet fame did not come easily to Mathews, and his personality was full of contradictions. In this captivating biography, Michael Snyder provides the first book-length account of this fascinating figure. Known as "Jo" to all his friends, Mathews had a multifaceted identity. A novelist, naturalist, biographer, historian, and tribal preservationist, he was a true "man of letters." Snyder draws on a wealth of sources, many of them previously untapped, to narrate Mathews's story. Much of the

writer's family life—especially his two marriages and his relationships with his two children and two stepchildren—is explored here for the first time. Born in the town of Pawhuska in Indian Territory, Mathews attended the University of Oklahoma before venturing abroad and earning a second degree from Oxford. He served as a flight instructor during World War I, traveled across Europe and northern Africa, and bought and sold land in California. A proud Osage who devoted himself to preserving Osage culture, Mathews also served as tribal councilman and cultural historian for the Osage Nation. Like many gifted artists, Mathews was not without flaws. And perhaps in the eyes of some critics, he occupies a nebulous space in literary history. Through insightful analysis of his major works, especially his semiautobiographical novel *Sundown* and his meditative *Talking to the Moon*, Snyder revises this impression. The story he tells, of one remarkable individual, is also the story of the Osage Nation, the state of Oklahoma, and Native America in the twentieth century.

In the United States, the causes and even the meanings of poverty are disconnected from the causes and meanings of global poverty. The *Routledge Handbook of Poverty in the United States* provides an authoritative overview of the relationship of poverty with the rise of neoliberal capitalism in the context of globalization. Reorienting its national

economy towards a global logic, US domestic policies have promoted a market-based strategy of economic development and growth as the obvious solution to alleviating poverty, affecting approaches to the problem discursively, politically, economically, culturally and experientially. However, the handbook explores how rather than alleviating poverty, it has instead exacerbated poverty and pre-existing inequalities – privatizing the services of social welfare and educational institutions, transforming the state from a benevolent to a punitive state, and criminalizing poor women, racial and ethnic minorities, and immigrants. Key issues examined by the international selection of leading scholars in this volume include: income distribution, employment, health, hunger, housing and urbanization. With parts focusing on the lived experience of the poor, social justice and human rights frameworks – as opposed to welfare rights models – and the role of helping professions such as social work, health and education, this comprehensive handbook is a vital reference for anyone working with those in poverty, whether directly or at a macro level.

Three-dimensional stereoviews were wildly popular in the mid-19th century. Yet public infatuation fueled highbrow scorn, and even when they fell from favor, critics retained their disdain. Thus a dazzling body of photographic work has unjustly been buried. This book explores how compelling images were made by

carefully combining subject matter, composition, lighting, tonality, blocking and depth. It draws upon the fine arts, the mass media, humanities, history, and even geology. Throughout, overlooked photographers are celebrated, such as the one who found extraordinary visual parallels within nature, anticipating Cézanne and Seurat—or the one who refused to play favorites during a bitter war and found humanity on both sides—or the one who took a favorite American glen and found menace all about. Stereographers were actually more like film directors or television producers than large format photographers: the best ones fused artistry with commercial appeal.

The latest volume in the World Yearbook of Education Series explores the relationship between education and the globally prevalent principle of nationalism. This book identifies the diverse ways in which educational policies, discourses, curricula and pedagogy embed and promote the concept of "the nation" both historically and in the age of globalization. By challenging accounts owed to the discourse of "globalization" which conceal the presence of national epistemologies and interests in education, this book offers important insights into the role of education in making nationalism one of the most enduring and yet easily obscured forces of our time. Organized into four sections, this book looks at the following main issues: Historical (re)production of

the nation considers how countries consider and reproduce their national identity and how this is built on their history. Hegemonic aspirations and interventions examines how instruction technologies developed during the Cold War have been propagated and disseminated around the world, how the development of educational policy based on the human capital theory emerged, and analyzes the extent to which tech companies are intent on establishing an imperial order of learning. Imperial policies and resurgences of nationalisms explores how global or imperial policies have been indulged in different parts of the world and how new forms of nationalism have been emerging. Paradoxes, inconsistencies, and a self-reflection focuses on nations acting imperially as sites of domestic injustices, addresses unresolved paradoxes between the global and the national and includes a historically informed critical review of the World Yearbooks of Education. Bringing together the voices of researchers from around the globe, The World Yearbook of Education 2022 is ideal reading for anyone interested in learning how nationalism has affected the expansion of education systems and how its imperial aspirations are currently affecting education policy and practice.

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