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Comparative Perspectives on School Textbooks Dobrochna Hildebrandt-Wypych, Alexander W. Wiseman, 2021-04-22 This book examines the discourses on nation building civic identity minorities and the formation of religious identities in school textbooks worldwide It offers up to date practical and scholarly information on qualitative and mixed method textbook analysis as well as the broader context of critical comparative textbook and curriculum analyses in and across selected countries The volume offers unique and empirical research on how internal educational policies and ideological goals of dominant social political and economic groups affect textbook production and the curricular aims in different educational systems worldwide Chapters address the role of school textbooks in developing nationhood the creation of citizenship through school textbooks the complexity of gender in normative discourses and the intersection of religion and culture in school textbooks

The New Politics of the Textbook Heather Hickman, Brad J. Porfilio, 2012-10-13 In an age of unprecedented corporate and political control over life inside of educational institutions this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in K 16 schools to perpetuate their interests at the expense of minoritized social groups The contributors provide a comprehensive examination of how textbooks the most dominant cultural force in which corporations and political leaders impact the schooling curricula shape students thoughts and behavior perpetuate power in dominant groups and trivialize social groups who are oppressed on the structural axes of race class gender sexuality and disability Several contributors also generate critical insight in how power shapes the production of textbooks and evaluate whether textbooks still perpetuate dominant Western narratives that normalize and privilege patriotism militarism consumerism White supremacy heterosexism rugged individualism technology and a positivistic conception of the world Finally the book highlights several textbooks that challenge readers to rethink their stereotypical views of the Other to reflect upon the constitutive forces causing oppression in schools and in the wider society and to reflect upon how to challenge corporate and political dominance over knowledge production

Konstruowanie historii Anna Peck, Stosunek do własnej historii i roli dziejowej człowieka do sposobu jej postrzegania przez innych Zjawisko kreowania wizji i interpretacji historycznych stanowi nieodczyny element procesu edukacyjnego Percepcja oraz sposoby prezentacji polskiej historii i kultury w amerykańskich podręcznikach szkolnych i akademickich w zakresie przedmiotów w historii powszechnej historii europejskiej oraz historii cywilizacji zachodniej był w XX i na początku XXI wieku kształtowane pod wpływem zmieniającej się sytuacji społecznej i politycznej oraz dominujących tendencji naukowych W koncepcjach filozoficznych i intelektualnych rozwijanych w Europie Zachodniej i Stanach Zjednoczonych od czasów oświecenia do końca okresu zimnej wojny najczęściej wykluczono narody oraz państwa Europy rodowej i Wschodniej z kręgu dominujących w wiecie cywilizacji zachodniej W konsekwencji Polska jej historia i kultura były traktowane marginalnie Autorka analizuje nie tylko zawartość podręczników w lecz także przyczyny dla których cięgle jeszcze trudno znaleźć informacje m.in. na temat udziału Polaków w

drugiej wojnie wiatowej Katynia czy powstania warszawskiego

Focus on Grammar and Meaning Luciana C. de Oliverira, Mary J. Schleppegrell, 2016-06-28 Focus on Grammar and Meaning explores how to teach grammar effectively to second or foreign language learners aged 5-18. It provides teachers with research insights that will help them to reflect on their classroom practice and enable them to experiment with different ways of teaching grammar. Taking a systemic functional approach, the authors emphasize the importance of linking language and meaning in teaching. Key research studies on grammar instruction are featured; examples from real classroom practice are examined, and activities are provided to help teachers relate the content to their own teaching context. Additional online resources at www.oup.com/elt/teacher/fogm. Luciana C. de Oliveira is Associate Professor of TESOL and Applied Linguistics at Teachers College, Columbia University, New York. Mary J. Schleppegrell is Professor of Education at the University of Michigan, Ann Arbor.

Governance and Planning of Mega-City Regions Jiang Xu, Anthony Yeh, 2010-09-13 Provides a comparative treatment and examination of how new approaches in governance and planning are reshaping mega-city regions around the world. The contributors highlight how European mega-city regions are evolving and strategic intervention redefined to enable the integration of urban qualities in a multi-level governance environment; how traditional federal countries in North America and Australia see the promise of major policies and development initiatives finally moving ahead to herald a more strategic intervention at national and regional scales; and how transitional economies in China witness the rise of state strategies to control the articulation of scales and to reassert the functional importance of state in a growing diffused power context.

Asian/American Curricular Epistemicide Nicholas D. Hartlep, Daniel P. Scott, 2016-08-18 In this important book, Nicholas Hartlep and Daniel Scott's detailed analyses on both visual and historical representations of Asian Americans in textbooks and teacher manuals used in our elementary and secondary schools poignantly tell us that generations of children are growing up being fed this single story about Asian Americans. As Hartlep and Scott write, Asian Americans have once again been constructed as the good minority that can succeed on their own and be used as a political instrument to shame the Blacks for their underachievement and their fight for equality. Over and over again, the media has been telling a single story about Asian Americans to the public for the past fifty years. The consequence of this fabricated story is that it discourages others, even Asian Americans themselves, from believing in the validity of their struggles. Linshi, 2014, p. 1.

A New Pathway to World Peace Ted Becker, Brian Polkinghorn, 2017-09-25 Horrific changes are descending upon humanity; most of them man-made, all of them threatening the survival of humankind on Mother Earth. Forever wars, the threat of nuclear destruction, the ecology collapsing, worldwide swelling waves of migrants, and unprecedented global inequality of wealth are upon us. The dominant modern worldview prevailing for many centuries has produced all the above and needs swift and radical change. Central to this unfolding tragedy stands the United States, boasting its exceptionality. Alexis de Tocqueville's *Democracy in America* coined and defined how America was an exceptional nation. However, the America he lauded in the early 1800s and what it

has become today are as different as Antarctica and Hawaii. This book is designed to pry open the eyes and minds of people everywhere about the true nature of the US as a spiritual and political but not militaristic nation, one to emulate and with whom to collaborate on helping resolve the violence and myopia plaguing humankind right now. It illuminates a new way to reshape American thinking and that of the whole world sensibly and with sensitivity to all humanity and the planet itself. But you must read to the last word to absorb the entire vision.

Complementary & Alternative Therapies in Nursing

Mariah Snyder, Ruth Lindquist, 2010. Named a 2013 Doody's Core Title, C consistently offers easily accessible and timely information on how complementary therapies influence the health, comfort and well-being of patients in a variety of clinical settings. It is an influential resource for nurses in practice, education and research. Janice Post White, PhD, RN, FAAN. Now in its sixth edition, this highly acclaimed book continues to provide nurses with cutting-edge research and practice guidelines for complementary and alternative therapy. Enriched with new chapters, contributors, live web resources with the authors' own updated information and a new emphasis on evidence-based practice, this highly anticipated edition demonstrates how nurses can serve as an active healing presence for their patients. Also new to this edition is the authors' emphasis on cultural awareness. To this end, the authors incorporate new, engaging cultural applications in every chapter. Cutting-edge therapies discussed include Energy and biofield healing, touch, light therapy and reflexology, Mind-body yoga, meditation and storytelling, Manual massage, exercise and Tai Chi, Biological-based aromatherapy and herbal therapies. As the consumer demand for complementary therapies continues to increase, it is critical that nurses have thorough knowledge of complementary therapies in order to stay informed about research and practice guidelines, alert patients to possible contraindications with Western biomedicine and even incorporate some of these therapies in their own self-care.

Biomarkers in Urologic

Cancer, An Issue of Urologic Clinics of North America Kevin R. Loughlin, 2016-01-19. The past decade has been marked by the acceleration of our understanding of the molecular biology of cancer. Simultaneously, there have been increasing exigencies to diagnose, treat and follow cancer patients more economically. Biomarkers represent the marriage of science and economics. Biomarkers offer the potential to increase the precision of diagnosis, prognosis and surveillance of urological malignancies. This issue presents the cutting-edge advances of biomarker technology to urologic oncology.

Whitewashing War

Christopher Leahey, 2015-04-24. Whitewashing War explores perhaps the most critical issue social studies educators presently face: How do we teach our students about war? In this timely book, Christopher Leahey investigates how the political struggles over the social studies curriculum, the corporate domination of the textbook and testing industry and the curricular constraints of the No Child Left Behind Act combine to stifle historical inquiry and deprive students of meaningful social studies instruction. Using the controversial Vietnam War as a case study, Leahey holds textbook narratives up to the light, illuminating how the adoption process, interpretive framework and selection of evidence combine to transform the past into thinly veiled historical myths. By attending to questions traditionally ignored in history education, this dynamic book

Challenges educators to rethink their pedagogical approaches to military conflict American and otherwise Calls on teachers to develop students critical sensibilities to ask questions conduct research evaluate evidence and make meaning of the past Provides classroom lessons for history educators and students to engage in rich intellectual encounters with the historical record Christopher R Leahey teaches world history in upstate New York His articles have appeared in Social Education and The Social Studies If students are to be prepared for the challenges of the 21st century then we need to provide inspired interdisciplinary instruction that can provide the skills values and knowledge to enable our future citizens with the possibility promise and perspective to transform their world Whitewashing War provides that solid interdisciplinary framework for teachers and students to teach and learn about the myth of war Critical Education Leahey echoes a concern expressed by others that history textbooks fail to address the realities of war CHOICE The crowning achievement of Whitewashing War is that it clearly illustrates the necessity of pursuing rational answers about why things are as they are or were as they were It becomes clear upon reading this book that if we help our students pursue rational answers in the course of creating personally meaningful understandings of the world they will figure out just what it is that needs to be done From the Foreword by E Wayne Ross University of British Columbia The author has done a masterful job of exploring issues of historiography pedagogy textbook debates and critical thinking Through a deep examination of two historical turning points in the Vietnam War he has contrasted the known facts of these periods with the accounts contained in the textbooks Rick Ayers Graduate School of Education UC Berkeley A passionate and powerful analysis Christopher Leahey provides penetrating insight into how Americans teach about their wars As such his book is an invaluable aid to understanding the past and its connection to our current predicament Fredrik Logevall Cornell University Whitewashing War challenges the fundamental assumptions underlying the corporate regime of standards textbooks and testing and exposes the distortions manipulation and lies that result Leahey builds a compelling case for critical inquiry and dialogue Highly recommended Ronald W Evans San Diego State University author of The Social Studies Wars

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