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The latest edition of Pamela Farris's popular, value-priced text continues to offer pre- and in-service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners. Coverage includes the C3 Framework and the four sets of

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learning from the National Curriculum Standards for Social Studies. Farris, together with contributors who specialize in implementing successful teaching methods and theories, demonstrate how classroom teachers can excite and inspire their students to be engaged learners.

Fundamental world changes that simultaneously undermine a nation-state's charisma and promote the rise of a supra-national system have wide-ranging effects upon national states within a modern global society. My dissertation empirically examines the effects of social and cultural globalization on systems of mass schooling, which are central institutions in

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every country. Globally, primary and secondary education initially emerged as the premier tool for nation-states to create a unified national citizenry loyal to their country and socialized into a common cultural tradition. I examine the extent to which this original nationalizing purpose of schooling is challenged by the increased emphases on universal human rights and diversity in civic education. The analyses consist of two sections. Hierarchical linear models are used to analyze a unique primary data source of 521 social science textbooks from 74 countries during the period 1970-2008. These findings show a worldwide increase in emphasis on human rights and increases in discussions of diversity in well-

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established liberal democracies. Cross-national, quantitative analyses are complemented by a qualitative case study of social science curricula in British Columbia (BC), which examines nation-building within a context of strong emphasis on diversity and human rights. The BC study utilizes currently approved high school citizenship education textbooks as well as older textbooks dating back to 1871. It also draws on a selection of historical documents, including Ministry of Education reports, curricular frameworks, and high school exit exams. Process-wise, I find the incorporation of human rights and diversity reflects macro-level changes in national and global society. Content-wise, I find four main

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approaches to reconciling ideas of human rights and diversity with national identity: (1) framing human rights and multiculturalism as part of national identity, (2) using pedagogical approaches that promote multiple perspectives and individual agency, (3) celebrating social and scientific figures and accomplishments as the source of national pride, and (4) drawing on exogenous sources to affirm state legitimacy. This study is one of the first to theorize that civic education worldwide is moving away from a national focus and to provide empirical evidence of this trend. A key implication is that educational systems are being repurposed from their original goal of constructing a unitary national citizenry to a new

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view emphasizing human diversity and equality in a globally interconnected world. Further, students are increasingly taught that the global civil society and non-state actors are important and legitimate agents of social change.

In *Horizon, Sea, Sound: Caribbean and African Women's Cultural Critiques of Nation*, Andrea Davis imagines new reciprocal relationships beyond the competitive forms of belonging suggested by the nation-state. The book employs the tropes of horizon, sea, and sound as a critique of nation-state discourses

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and formations, including multicultural citizenship, racial capitalism, settler colonialism, and the hierarchical nuclear family. Drawing on Tina Campt's discussion of Black feminist futurity, Davis offers the concept future now, which is both central to Black freedom and a joint social justice project that rejects existing structures of white supremacy. Calling for new affiliations of community among Black, Indigenous, and other racialized women, and offering new reflections on the relationship between the Caribbean and Canada, she articulates a diaspora poetics that privileges our shared humanity. In advancing these claims, Davis turns to the expressive cultures (novels, poetry, theater, and music) of

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Caribbean and African women artists in Canada, including work by Dionne Brand, M. NourbeSe Philip, Esi Edugyan, Ramabai Espinet, Nalo Hopkinson, Ama Kuda, and Djanet Sears. Davis considers the ways in which the diasporic characters these artists create redraw the boundaries of their horizons, invoke the fluid histories of the Caribbean Sea to overcome the brutalization of plantation histories, use sound to enter and reenter archives, and shapeshift to survive in the face of conquest. The book will interest readers of literary and cultural studies, critical race theories, and Black diasporic studies.

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Research on gene drive systems is rapidly advancing. Many proposed applications of gene drive research aim to solve environmental and public health challenges, including the reduction of poverty and the burden of vector-borne diseases, such as malaria and dengue, which disproportionately impact low and middle income countries. However, due to their intrinsic qualities of rapid spread and irreversibility, gene drive systems raise many questions with respect to their safety relative to public and environmental health. Because gene drive systems are designed to alter the environments we share in ways that will be hard to anticipate and impossible to completely roll

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back, questions about the ethics surrounding use of this research are complex and will require very careful exploration. Gene Drives on the Horizon outlines the state of knowledge relative to the science, ethics, public engagement, and risk assessment as they pertain to research directions of gene drive systems and governance of the research process. This report offers principles for responsible practices of gene drive research and related applications for use by investigators, their institutions, the research funders, and regulators.

What is success at work and why is it important? How do top workers describe their success? How can work,

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community, leadership, family, or home and school promote success? Success at work is often associated with career-oriented individuals who sacrifice other areas of life to achieve highly in the workplace, but success can also be defined in other ways. It can consist of feelings of knowledge, competence and accomplishment, stemming from an inner drive to work well and create an expression of mastery. This book focuses on employees who have been rewarded for their skills and expertise. Based on the authors' in-depth research into the phenomenon of success at work, this book provides a positive human-strength based approach to success and offers a fresh viewpoint to the modern, demanding and hectic work

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life. Drawing from the theory of positive psychology and outlining new theoretical ideas including work motivation, career orientation, work characteristics, and positive states of work, success is described as a combination of multiple elements which include other areas of life. The book is illustrated throughout with case studies from employees, and it will ignite thoughts about what success at work is and can be, and how to recognize factors which enhance or hinder success in varying contexts. Considering a variety of data, this book will appeal to researchers and academics from the fields of work and organisational psychology, positive psychology, career counselling and coaching.

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"The one source that sets reference collections on Latin American studies apart from all other geographic areas of the world.... The Handbook has provided scholars interested in Latin America with a bibliographical source of a quality unavailable to scholars in most other branches of area studies."
—Latin American Research Review Beginning with volume 41 (1979), the University of Texas Press became the publisher of the Handbook of Latin American Studies, the most comprehensive annual bibliography in the field. Compiled by the Hispanic Division of the Library of Congress and annotated by a corps of more than 140 specialists in various

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disciplines, the Handbook alternates from year to year between social sciences and humanities. The Handbook annotates works on Mexico, Central America, the Caribbean and the Guianas, Spanish South America, and Brazil, as well as materials covering Latin America as a whole. Most of the subsections are preceded by introductory essays that serve as biannual evaluations of the literature and research under way in specialized areas. The Handbook of Latin American Studies is the oldest continuing reference work in the field. Lawrence Boudon, of the Library of Congress Hispanic Division, has been the editor since 2000, and Katherine D. McCann has been assistant editor since 1999. The

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