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Meiji Reform and Modernization The Japanese were angry that the shogun had given in to the foreigners' demands. They turned to Japan's young emperor, Mutsuhito (moot-soo-HEE-toh), who seemed to symbolize the country's sense of Modernization in Japan

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The story of Korean education over the past 50 years is one of remarkable growth and achievement. Korea is one of the top performing countries in the Programme for International Student Assessment (PISA) survey and among those with the highest ...

Given the wide-ranging implications for global competition, domestic political systems and daily life, US policymakers must prepare for the impacts of new artificial intelligence (AI)-related technologies. Anticipating AI's impacts on the global order requires US policy makers' awareness of certain key aspects of the AI-related technologies--and how those technologies will interact with

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the rapidly changing global system of human societies. One area that has received little in-depth examination to date is how AI-related technologies could affect countries' domestic political systems--whether authoritarian, liberal democratic, or a hybrid of the two--and how they might impact global competition between different regimes. This work highlights several key areas where AI-related technologies have clear implications for globally integrated strategic planning and requirements.

Gail R. Benjamin reaches beyond predictable images of authoritarian Japanese educators and automaton schoolchildren to show the advantages and disadvantages of a system remarkably different from the American one... --The New York Times Book Review Americans regard the Japanese educational system and the

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lives of Japanese children with a mixture of awe and indignance. We respect a system that produces higher literacy rates and superior math skills, but we reject the excesses of a system that leaves children with little free time and few outlets for creativity and self-expression. In *Japanese Lessons*, Gail R. Benjamin recounts her experiences as a American parent with two children in a Japanese elementary school. An anthropologist, Benjamin successfully weds the roles of observer and parent, illuminating the strengths of the Japanese system and suggesting ways in which Americans might learn from it. With an anthropologist's keen eye, Benjamin takes us through a full year in a Japanese public elementary school, bringing us into the classroom with its comforting structure, lively participation, varied teaching styles, and non-authoritarian teachers. We follow the children on class trips and Sports Days and through

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the rigors of summer vacation homework. We share the experiences of her young son and daughter as they react to Japanese schools, friends, and teachers. Through Benjamin we learn what it means to be a mother in Japan--how minute details, such as the way mothers prepare lunches for children, reflect cultural understandings of family and education. Table of Contents Acknowledgments 1. Getting Started 2. Why Study Japanese Education? 3. Day-to-Day Routines 4. Together at School, Together in Life 5. A Working Vacation and Special Events 6. The Three R's, Japanese Style 7. The Rest of the Day 8. Nagging, Preaching, and Discussions 9. Enlisting Mothers' Efforts 10. Education in Japanese Society 11. Themes and Suggestions 12. Sayonara Appendix. Reading and Writing in Japanese References Index

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"Involving students in real historical problems that convey powerful lessons about U.S. history, these thought-provoking activities combine core content with valuable practice in decision making, critical thinking, and understanding multiple perspectives. O'Reilly - an experienced, award winning teacher - has students tackle fascinating historical questions that put students in the shoes of a range of people from the past, from the rich and famous to ordinary citizens. Each lesson can be done either as an in-depth activity or as a "quick motivator." Detailed teacher pages give step-by-step instructions, list key vocabulary terms, offer troubleshooting tips, present ideas for post-activity discussions, and furnish lists of related sources. Reproducible student handouts clearly lay out the decision-making scenarios, provide "outcomes," and present related primary source readings and/or images with analysis

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questions"--Page 4 of cover.

This resource book is designed to assist teachers in implementing California's history-social science framework at the 10th grade level. The models support implementation at the local level and may be used to plan topics and select resources for professional development and preservice education. This document provides a link between the framework's course descriptions and teachers' lesson plans by suggesting substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. The resource book is divided into eight units: (1) "Unresolved Problems of the Modern World"; (2) "Connecting with Past Learnings: The Rise of Democratic Ideas"; (3) "The Industrial Revolution"; (4) "The Rise of Imperialism and

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Colonialism: A Case Study of India"; (5) "World War I and Its Consequences"; (6) "Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia"; (7) "World War II: Its Causes and Consequences"; and (8) "Nationalism in the Contemporary World." Each unit contains references. (EH)

"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

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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 Emperor Has No Clothes: Teaching About Race and Racism to People Who Don't Want to Know offers theoretical grounding and practical approaches for leaders and teachers interested in effectively addressing racism and other oppressive constructs. The book draws both on the author's extensive experience teaching

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about race and racism in classroom and community settings and from the theory and practice of a wide range of educators, activists, and researchers committed to social justice. The first chapter looks at the toxic consequences of our western cultural insistence on profit, binary thinking, and individualism to establish the theoretical framework for teaching about race and racism. Chapter two investigates privileged resistance, offering a psycho/social history of denial, particularly as a product of racist culture. Chapter three reviews the research on the construction and reconstruction of dominant culture both historically and now in order to establish sound strategic approaches that educators, teachers, facilitators, and activists can take as we work together to move from a culture of profit and fear to one of shared hope and love. Chapter four lays out the stages of a process that supports teaching about racist, white

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supremacy culture, explaining how students can be taken through an iterative process of relationshipbuilding, analysis, planning, action, and reflection. The final chapter borrows from the brilliant, brave, and incisive writer Dorothy Allison to discuss the things the author knows for sure about how to teach people to see that which we have been conditioned to fear knowing. The chapter concludes with how to encourage and support collective and collaborative action as a critical goal of the process.

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