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Henry L. Gates

Zen Culture Thomas Hoover, 2010-08-20 Random House 1977 Zen History, Haiku, Ceramics, Archery, Landscape Garden, Stone Garden, Ink Landscape Scroll, Zen Architecture, Sword, Katana, No Theater, Noh Theater, Japanese Tea Ceremony, Flower arranging, Ikebana, Zen Ceramic Art, Raku, Shino, Ryoanji-ji 'Highly recommended' The Center for Asian Studies 'A connoisseur' NYC-FM 'Hoover provides an excellent introduction

Zora neale Hurston Henry L. Gates, 2000-02-11 Zora Neale Hurston (1891 -- 1960) Of the various signs that the study of literature in America has been transformed, none is more salient than is the resurrection and canonization of Zora Neale Hurston. Twenty years ago, Hurston's work was largely out-of-print, her literary legacy alive only to a tiny, devoted band of readers who were often forced to photocopy her works if they were to be taught ... Today her works are central to the canon of African-American, American, and Women's literatures ... The author of four novels, *Jonah's Gourd Vine* (1934), *Their Eyes Were Watching God* (1937), *Moses, Man of the Mountain* (1939), and *Seraph on the Suwanee* (1948); two books of folklore -- *Mules and Men* (1935) and *Tell My Horse* (1938); an autobiography, *Dust Tracks On a Road* (1942); and over 50 short stories, essays, and plays, Hurston was one of the most widely acclaimed Black authors for the two decades between 1925 and 1945. -- from the Preface by Henry Louis Gates, Jr.

Prospect for Renewal Earl J. McGrath, 1972

Naming What We Know Linda Adler-Kassner, Elizabeth Wardle, 2015-06-15 *Naming What We Know* examines the core principles of knowledge in the discipline of writing studies using the lens of “threshold concepts”—concepts that are critical for epistemological participation in a discipline. The first part of the book defines and describes thirty-seven threshold concepts of the discipline in entries written by some of the field’s most active researchers and teachers, all of whom participated in a collaborative wiki discussion guided by the editors. These entries are clear and accessible, written for an audience of writing scholars, students, and colleagues in other disciplines and policy makers outside the academy. Contributors describe the conceptual background of the field and the principles that run throughout practice, whether in research, teaching, assessment, or public work around writing. Chapters in the second part of the book describe the benefits and challenges of using threshold concepts in specific sites—first-year writing programs, WAC/WID programs, writing centers, writing majors—and for professional development to present this framework in action. *Naming What We Know* opens a dialogue about the concepts that writing scholars and teachers agree are critical and about why those concepts should and do matter to people outside the field.

JAEPL Peter Khost, Wendy Ryden, 2019-06-09 *JAEPL* provides a forum to encourage research, theory, and classroom practices involving expanded concepts of language.

Rings, Modules, Algebras, and Abelian Groups Alberto Facchini, Evan Houston, Luigi Salce, 2020-02-10 *Rings, Modules, Algebras, and Abelian Groups* summarizes the proceedings of a recent algebraic conference held at Venice International University in Italy. Surveying the most influential developments in the field, this reference reviews the latest research on Abelian groups, algebras and their representations, module and ring theory, and topological

Decolonizing Educational Research Leigh Patel, 2015-12-11 *Decolonizing Educational Research* examines the ways through which coloniality manifests in contexts of knowledge and meaning making, specifically within educational research and formal schooling. Purposefully situated beyond popular deconstructionist theory and anthropocentric perspectives, the book investigates the longstanding traditions of oppression, racism, and white supremacy that are systemically reseeded and reinforced by learning and social interaction. Through these meaningful explorations into the unfixed and often interrupted narratives of culture, history, place, and identity, a bold, timely, and hopeful vision emerges to conceive of how

research in secondary and higher education institutions might break free of colonial genealogies and their widespread complicities.

The World of William Byrd John Harley, 2016-02-17 In *The World of William Byrd* John Harley builds on his previous work, *William Byrd: Gentleman of the Chapel Royal* (Ashgate, 1997), in order to place the composer more clearly in his social context. He provides new information about Byrd's youthful musical training, and reveals how in his adult life his music emerged from a series of overlapping family, business and social networks. These networks and Byrd's navigation within and between them are examined, as are the lives of a number of the individuals comprising them.

The Art of Critical Pedagogy Jeffrey Michael Reyes Duncan-Andrade, Ernest Morrell, 2008 This book furthers the discussion concerning critical pedagogy and its practical applications for urban contexts. It addresses two looming, yet under-explored questions that have emerged with the ascendancy of critical pedagogy in the educational discourse: (1) What does critical pedagogy look like in work with urban youth? and (2) How can a systematic investigation of critical work enacted in urban contexts simultaneously draw upon and push the core tenets of critical pedagogy? Addressing the tensions inherent in enacting critical pedagogy - between working to disrupt and to successfully navigate oppressive institutionalized structures, and between the practice of critical pedagogy and the current standards-driven climate - *The Art of Critical Pedagogy* seeks to generate authentic internal and external dialogues among educators in search of texts that offer guidance for teaching for a more socially just world.

Winnicott Adam Phillips, 1989 Describes Winnicott's theories of child development, the mother-child relationship, and human sexuality.

The Failed Promise of the American High School, 1890-1995 David L. Angus, Jeffrey Mirel, 1999 This provocative new study of the American high school examines the historical debates about curriculum policy and also traces changes in the institution itself, as evidenced by what students actually studied. Contrary to conventional accounts, the authors argue that beginning in the 1930s, American high schools shifted from institutions primarily concerned with academic and vocational education to institutions mainly focused on custodial care of adolescents. Claiming that these changes reflected educators' racial, class, and gender biases, the authors offer original suggestions for policy adjustments that may lead to greater educational equality for our ever-growing and ever more diverse population of students.

Learning to Liberate Vajra Watson, 2012-03-29 Few problems in education are as pressing as the severe crisis in urban schools. Though educators have tried a wide range of remedies, dismal results persist. This is especially true for low-income youth of color, who drop out of school—and into incarceration—at extremely high rates. The dual calamity of underachievement in schools and violence in many communities across the country is often met with blame and cynicism, and with a host of hurtful and unproductive quick fixes: blaming educators, pitting schools against each other, turning solely to the private sector, and ratcheting up the pressure on teachers and students. But real change will not be possible until we shift our focus from finding fault to developing partnerships, from documenting problems to discovering solutions. *Learning to Liberate* does just that by presenting true and compelling community-based approaches to school reform. Drawing on over three years of ethnographic research, Vajra Watson explores the complicated process of reaching and teaching today's students. She reveals how four nontraditional educators successfully empower young people who have repeatedly been left behind. Using portraiture, a methodology rooted in vivid storytelling, Watson analyzes each educator's specific teaching tactics. Uncovering four distinct pedagogies—of communication, community, compassion, and commitment—she then pulls together their key strategies to create a theoretically grounded framework that is both useful and effective. A poignant, insightful, and practical analysis, *Learning to Liberate* is a timely resource for all educators and youth-serving practitioners who are committed to transforming at-risk youth into at-promise individuals who put their agency and potential into action in their schools and neighborhoods.

Radical Possibilities Jean Anyon, 2014-03-14 The core argument of Jean Anyon's classic *Radical Possibilities* is deceptively simple: if we do not

direct our attention to the ways in which federal and metropolitan policies maintain the poverty that plagues communities in American cities, urban school reform as currently conceived is doomed to fail. With every chapter thoroughly revised and updated, this edition picks up where the 2005 publication left off, including a completely new chapter detailing how three decades of political decisions leading up to the "Great Recession" produced an economic crisis of epic proportions. By tracing the root causes of the financial crisis, Anyon effectively demonstrates the concrete effects of economic decision-making on the education sector, revealing in particular the disastrous impacts of these policies on black and Latino communities. Going beyond lament, *Radical Possibilities* offers those interested in a better future for the millions of America's poor families a set of practical and theoretical insights. Expanding on her paradigm for combating educational injustice, Anyon discusses the Occupy Wall Street movement as a recent example of popular resistance in this new edition, set against a larger framework of civil rights history. A ringing call to action, *Radical Possibilities* reminds readers that throughout U.S. history, equitable public policies have typically been created as a result of the political pressure brought to bear by social movements. Ultimately, Anyon's revelations teach us that the current moment contains its own very real radical possibilities.

The Power of Posture Naudi Aguilar, 2014-08-28 The concept of Functional Patterns is a train of thought that has been building upon itself over the course of my entire lifetime. I was taught at a very young age to question authority and everything around me by my highly skeptical parents. My parents were extremely hard workers who were very resourceful with the little money they had. They lived by the practice what you preach motto in every sense they could. The apple didn't fall very far from the tree and I have embodied (to the best of my ability) what I was fortunate enough to be taught at a very young age. The Functional Patterns method didn't start with the memorization of techniques. It started at a base of reasoning that has seemingly been missing from the industry of health today. When ego checking experiences of life mixed with the values I had already wired in from my childhood, a different approach towards looking at the human organism emerged.

Indian Ink Jacob Rajan, Justin Lewis, 2005 The most significant works in recent New Zealand theatre, Krishnan's *Dairy*, *The Candlestickmaker*, and *The Pickle King* form a loose trilogy connected by theme and theatrical style that explores three eternal questions: Will I find love? How can I find happiness? and What is worth preserving? Western theatrical traditions fuse with Indian flavors in the telling of three stories that are accessible to all cultures.

The Zen Experience Thomas Hoover, 2021-01-01 *The Zen Experience: Know the Real Meaning* by Thomas Hoover is a profound exploration of Zen philosophy and practice, providing readers with an insightful journey into the essence of Zen. Drawing from both ancient wisdom and contemporary insights, Hoover delves into the profound teachings of Zen Buddhism, unraveling its mysteries and revealing its transformative power. Key aspects of *The Zen Experience: Know the Real Meaning: Deep Understanding of Zen*: Thomas Hoover delves into the heart of Zen, offering readers a deep understanding of its principles, practices, and underlying philosophy. Through clear explanations and personal anecdotes, he demystifies Zen, making it accessible to both beginners and seasoned practitioners. *Spiritual Enlightenment*: The book explores the transformative nature of Zen, guiding readers towards spiritual enlightenment and inner peace. Hoover emphasizes the importance of mindfulness, meditation, and self-inquiry, providing practical guidance for incorporating Zen principles into daily life. *Harmonizing Mind and Body*: Hoover highlights the significance of harmonizing mind and body in the pursuit of Zen. He explores the role of physical practices, such as meditation, breathwork, and movement, in cultivating a deeper awareness and connection to the present moment. *The Zen Experience: Know the Real Meaning* is a thought-provoking and enlightening book that offers readers a profound understanding of Zen and its application in daily life. It serves as a valuable resource for anyone seeking spiritual growth, inner harmony, and a deeper connection with the present moment. Thomas Hoover: Thomas Hoover, an American author, is

known for his historical fiction and suspense novels. His works, such as *Caribbee* and *Tokyo Station*, blend meticulous research with compelling storytelling, transporting readers to different times and places. Hoover's ability to weave intricate plots and develop multidimensional characters has earned him a dedicated readership. His writings, characterized by meticulous attention to detail and a deep understanding of historical events, provide readers with immersive and thought-provoking reading experiences.

Self-Determination in the Post-9/11 Era Elizabeth Chadwick, 2011-05-06 This book discusses the increasing tendency in certain government quarters to incorporate struggles by peoples for their self-determination into the wider anti-terrorist agenda of the post-9/11 era. This tendency distorts the laws of armed conflict and of peace alike. As inter-state anti-terrorist co-operation becomes more extensive, the transaction costs of international peace and security between states increase. Modes of domestic state governance are left increasingly to the vagaries of inter-state non-interference in the domestic affairs of each other. The 'war on terror' and an increasingly strict, domestic state law-and-order approach to silence political opponents increases the dangers for civilians, eliminates rights, and generates suspect communities. At the same time, public institutions and private corporations are harnessed into the mechanics of a broad project of prevention and control. Distinctively, the book considers the impact of the recent 'war on terror' on the politics of the self-determination of peoples. It draws together issues related to governmental forceful action, an increasing intolerance towards non-state violent acts, the content of international and regional codifications, expansions in state discretion, the encroachment of surveillance powers, and the interaction and overlap between intelligence and law enforcement agencies. *Self-Determination in the Post-9/11 Era* will be of interest to students and scholars of public international law, criminology, comparative criminal justice, terrorism and national security, politics, international relations, human rights, governance and public policy.

Black in School Shawn A. Ginwright, 2004 Describes the introduction of an Afrocentric curriculum into an Oakland, California, high school during the 1990s.

The Eight Jeff Goode, 2010-12 Eight reindeer dishing about the real Santa. All those rumors you've heard about him and the elves? About Rudolph's little secret? About Vixen's story that was leaked to the press? All true. Yes, the reindeer finally speak up and they do not hold back!

Mind-Body Workbook for Addiction Stanley H. Block, Carolyn Bryant Block, Guy du Plessis, 2016-03-01 Certified as an evidence-based intervention by The Substance Abuse and Mental Health Services Administration (SAMSHA), and listed on the National Registry of Evidence-based Programs (NREPP). Seeking treatment for substance abuse or addiction is half the battle—staying sober is the other. In this important book, physician Stanley Block and addiction specialist Guy du Plessis present a powerful, easy-to-use program for overcoming addiction utilizing the mind-body bridging modality. If you're recovering from substance abuse, you know that every day is a new battle. In fact, staying sober is one of the hardest aspects of addiction recovery, and many people end up relapsing. If you've tried traditional treatment but are still struggling to stay on the path to sobriety, you may be ready for a new approach. In *Mind-Body Workbook for Addiction*, Stanley Block, MD, Carolyn Bryant Block, and founder of the popular Integrated Recovery Program (IRP), Guy du Plessis present an innovative and clinically proven mind-body bridging technique to help you stay sober, manage emotions and stress, and ultimately build a better life. Inside, you'll find easy-to-use self-help exercises to help you uncover addiction triggers, stay grounded, and prevent future relapse so you can finally heal. Mind-body bridging is a proven-effective method of self-help that teaches you how to regulate strong emotions such as anxiety, anger, worry, and stress—all emotions that lie at the core of addiction issues. You'll learn how to become aware of your negative thoughts, experience them without pushing them away, and then use your physical senses to become more grounded and relaxed, rather than turning to alcohol or drugs for relief. If you're ready to finally gain control of your addiction and stay sober, this book has the potential to change your life.

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