

Promemoria 20

Paul G. Halpern

The Naval War in the Mediterranean Paul G.

Halpern,2015-10-05 This volume, originally published in 1987, fills a gap in a neglected area. Looking at the entire war in the Mediterrean, the volume examines the war from the viewpoint of all the important participants, making full use of archives and manuscript collections in Britain, France, Italy, Germany, Austria and the United States. A fascinating mosaic of campaigns emerges in the Adriatic, Straits of Otranto and the Eastern Aegean. The German assistance to the tribes of Libya, the threat that Germany would get her hands on the Russian Black Sea Fleet and use it in the Mediterreanean, and the appearance and influence of the Americans in 1918 all took place against a background of rivalry between the Allies which frustrated the appointment of Jellicoe in 1918 as supreme command at sea in a role similar to that of Foch on land.

Participation and ICT Moa Yngve,2020-12-14 Introduction: The use of information and communication technology (ICT) has been highlighted over the past 20 years as a promising accommodation to improve participation in school activities among students with special educational needs (SEN). However, evidence is still

needed. In addition, little attention has been given to students opportunities for participation in school activities, their need for and access to support in school activities among students with SEN in upper secondary education. Aim: The overall aim of this thesis was to increase knowledge about the participation in school activities of students with special educational needs in regular upper secondary education before and after they received an ICT intervention, and subsequently their participation in productive occupations. Methods: This thesis comprises four studies in which secondary data from a sample of students with SEN in upper secondary education that had received an ICT intervention was used. Secondary data of students was retrieved from two intervention projects in which school personnel identified students with SEN based on the following criteria: difficulties in achieving educational goals, or completing school assignments and/or high levels of school absence. The first study included secondary data for 509 students with SEN who had given written informed consent to participate in the research. Of these, about forty percent did not have any educational support at inclusion. Based on the pool of 509 students, study-specific criteria was applied in three successive studies. Study I was a psychometric evaluation of the assessment

instrument the School Setting Interview (SSI), which measures the student–environment fit and identifies students’ potential need for support in 16 school activities. Rasch analysis was used to examine the targeting, model fit, functioning of items and response categories, and unidimensionality of the SSI scale. Study II used descriptive statistics to examine the perceived need for, and access to, support in school activities among 484 students. In addition, a logistic regression analysis was applied to identify factors associated with students who perceived a need for support in school activities to the highest extent. In study III, the influence of an individualised ICT intervention on participation in school activities was evaluated among 300 students with SEN. Descriptive statistics were used to analyse students SSI assessments before and after the intervention, their school attendance, and pass grades. A Wilcoxon’s signed-rank test and a t-test investigated differences in support needs and the interval measure of student–environment fit, generated via Rasch analysis, before and after the ICT intervention. Chi-square analyses and t-tests were performed to investigate differences between students who had and had not achieved a significant improvement in student–environment fit after the intervention. Study IV applied an

embedded mixed-methods approach. Participants who had agreed during study III to be contacted one year after upper secondary education (n = 244) received a questionnaire to investigate their participation in productive occupations. Eighty-one answered the questionnaire. In addition, 20 participated in a semi-structured interview using the Swedish version of the Worker Role Interview (WRI) to investigate their perceived work ability. Data from the questionnaire and the participants' WRI ratings were analysed using descriptive statistics, and group comparisons were performed between participants who were and were not established in productive occupations. Written notes from the WRI rating forms were analysed using a deductive content analysis. Findings: The students with SEN perceived a need for support in several school activities (Mdn 7) and were rarely satisfied with the support that the school had provided (study II). It was demonstrated that the academic school activities: Remember things, Write, Do homework, Read and Take exams, in which more than two-thirds of the students perceived a need for support, were in need of most improvements to promote students' participation. Study II further showed that students with a high level of school absence, enrolled in a vocational programme or with a neuropsychiatric disorder were

those who perceived the greatest need for support in school activities. The psychometric evaluation of the SSI in study I provided support for the construct validity of the SSI for measuring the student–environment fit among students with SEN in upper secondary education. Furthermore, the analysis revealed that the rating categories of the scale did not function as intended which led to a post hoc categorisation of items with disordered thresholds in Study III in order to obtain reliable measurements of student–environment fit before and after the ICT intervention. Study III showed that an individualised ICT intervention, including computer, tablet and/or smartphone with software, and services to use the ICT as support in school activities, increased the student–environment fit. After the intervention, the decrease in students’ support needs and improved student–environment fit were found to be statistically significant with large effect sizes. Just over half of the students had increased or maintained their school attendance and obtained pass grades in all the courses in which they were enrolled in English, Mathematics and Swedish. The ICT intervention proved to be most beneficial for students who experienced fewer than the median number of support needs in school activities (Mdn 6), who had been without previous support in

school and for students with pass grades. One year after upper secondary education, almost two-thirds (63%) of the participating 81 former students with SEN were either working or enrolled in further studies. The group that was established in work or further studies had obtained pass grades in all subjects to a greater extent and had received time-assisting ICT to a lesser extent during the intervention in their upper secondary education than the group that was not established (study IV). The former students with SEN believed in their work ability and were optimistic and motivated about future work or studies. During the process of finding and obtaining a productive role as an employee or student, the participants perceived social support from friends and family.

Conclusion: This thesis demonstrated restricted participation in several school activities among the students with SEN in upper secondary education and students were rarely satisfied with the support that the school had provided. Findings indicated that the academic school activities: Remember things, Write, Do homework, Read and Take exams were in need of most improvements to promote participation among students with SEN. Attention should also be given to identifying the need for support in school activities among students with a high level of school absence, enrolled in

vocational programmes or with a neuropsychiatric disorder. In this process, the SSI can be used as a valid assessment instrument. An individualised ICT intervention has the potential to provide students with SEN better opportunities to participate in school activities. Findings also indicated that the former upper secondary school students with SEN who had received an individualised ICT intervention had belief in their work ability. Bakgrund: En godkänd gymnasieexamen är ofta en förutsättning för ungdomars möjlighet att etablera sig på arbetsmarknaden eller för att studera vidare. Ungdomar som inte lyckas etablera sig i arbete eller vidare studier löper ökad risk för ohälsa. Gymnasieelever som har behov av stöd i skolaktiviteter tar i lägre utsträckning gymnasieexamen. Elever som av olika anledningar har svårt att nå kunskapsmålen är berättigade adekvata stödinsatser för att stimulera deras lärande och utveckling. Kunskapen om gymnasieelevers behov av och tillgång till stöd i skolaktiviteter är dock begränsad. Dessutom saknas det valida och reliabla bedömningsinstrument för att identifiera elevers behov av stöd i skolaktiviteter och för att utvärdera stödinsatser som syftar till att öka elevers möjlighet till aktivitet och delaktighet. Informations- och kommunikationsteknik (IKT) har under de senaste 20 åren lyfts fram som en möjlig och

lovande stödinsats för att möjliggöra ökad delaktighet i skolaktiviteter och ge elever i behov av stöd bättre förutsättningar att nå kunskapsmålen. Forskning saknas dock kring vilken påverkan användning av IKT i skolaktiviteter kan ha för elevers delaktighet. Dessutom efterfrågas longitudinell uppföljning av deltagande i arbete och vidare studier bland elever som erhållit stödinsatser under sin gymnasieutbildning. Syfte: Det övergripande syftet med denna avhandling var att öka kunskapen om delaktighet i skolaktiviteter för gymnasieelever i behov av stöd innan och efter de erhöll en IKT-intervention, och sedermera elevernas deltagande i arbete och vidare studier. Metod: Avhandlingen består av fyra delstudier där undersökningsgruppen utgörs av gymnasieelever i behov av stöd som sedan tidigare deltagit i två interventionsprojekt. I projekten blev eleverna identifierade av skolpersonal utifrån deras svårigheter att nå utbildningsmål, genomföra skoluppgifter och/eller hade hög skolfrånvaro. Eleverna erhöll en IKT-intervention som stöd i skolaktiviteter. I avhandlingens första studie inkluderades sekundärdata för 509 elever i behov av stöd som gett skriftligt informerat samtycke till att delta i forskning. Av dessa hade cirka 40% inte erhållit något stöd i skolan sedan tidigare. Dessa 509 elever utgör basen för de efterföljande tre studierna som tillämpade

studiespecifika kriterier. Studie I var en psykometrisk prövning av bedömningsinstrumentet Bedömning av Anpassningar i Skolmiljön (BAS). BAS syftar till att undersöka i vilken grad förutsättningarna i 16 vanliga skolaktiviteter överensstämmer med elevens förutsättningar (student–environment fit), och identifierar elevens eventuella behov av stöd i skolaktiviteter. Data analyserades med Rasch-analys för att undersöka hur väl BAS fångar målgruppens behov av stödinsatser i skolaktiviteter, hur ingående variabler och skattningsskalan fungerar samt huruvida BAS mäter det som instrumentet avser att mäta. I studie II användes deskriptiv statistik för att undersöka 484 elevers upplevda behov av stöd i skolaktiviteter och deras tillgång till adekvat stöd för kunna delta i skolaktiviteter. Dessutom tillämpades en logistisk regressionsanalys för att identifiera faktorer som var associerade med elever som upplevde behov av stöd i många skolaktiviteter. Studie III syftade till att undersöka om en individuellt utformad IKTintervention inverkade på 300 elevers delaktighet i skolaktiviteter. Deskriptiv statistik användes för att analysera elevernas BAS-bedömningar före och efter intervention, deras skolnärvaro och godkända betyg. Skillnad i antal upplevda behov innan och efter intervention undersöktes med Wilcoxons teckenrangtest. T-test genomfördes för

att jämföra elevernas student– environment fit, genererad via Rasch-analys, före och efter intervention. Chi-två-test och t-test genomfördes för att undersöka skillnader mellan elever som hade, och inte hade, uppnått en statistiskt signifikant förbättrad student–environment fit. I studie IV kontaktades 244 deltagare, som i studie III accepterat uppföljning ett år efter gymnasiet, i syfte att undersöka deras deltagande i arbete och vidare studier samt deras upplevda arbetsförmåga. Data samlades in via ett frågeformulär (n=81) och semistrukturerade intervjuer (n=20) där den svenska versionen av instrumentet the Worker Role Interview (WRI) användes. Formulärdata och deltagarnas WRI-skattning analyserades med deskriptiv statistik och gruppjämförelser genomfördes mellan deltagare som var och inte var etablerade i arbete eller eftergymnasiala studier. Skriftliga anteckningar från de 20 WRI-sammanställningsblanketterna analyserades med en teoriguidad (deduktiv) innehållsanalys. Resultat: Eleverna upplevde behov av stöd i flertalet skolaktiviteter (median= 7) och bristfällig tillgång till tillfredsställande stödinsatser (studie II). Mer än två tredjedelar av eleverna upplevde behov av stöd inom akademiska skolaktiviteter: Komma ihåg saker, Skriva, Göra läxor, Läsa och Göra prov. I dessa skolaktiviteter hade endast en liten andel elever

(4-24%) erhållit stödinsatser som de ansåg var tillfredsställande och majoriteten hade inte erhållit något stöd alls. Studie II visade att hög skolfrånvaro, att gå ett yrkesinriktat gymnasieprogram eller att ha en neuropsykiatrisk diagnos var associerat med att uppleva behov av stöd i många skolaktiviteter. Den psykometriska prövningen av BAS visade att bedömningsinstrumentet uppvisade validitet för att mäta student–environment fit bland gymnasieelever i behov av stöd. Vidare upptäcktes att skattningsskalans kategorier inte fungerade som tänkt, vilket ledde till en bearbetning av kategorierna i studie III för att erhålla reliabla mätningar av student–environment fit före och efter IKT-interventionen. Studie III visade att en individuellt utformad IKT-intervention, innehållandes dator, surfplatta och/eller smart telefon med anpassade mjukvaror och stöd för att använda tekniken i skolaktiviteter, ökade elevernas student–environment fit. Efter interventionen upplevde de 300 eleverna statistiskt signifikant färre behov av stöd i skolaktiviteter och statistiskt signifikant högre student–environment fit. Drygt hälften av eleverna hade ökat eller bibehållit sin skolnärvaro och fått godkända betyg i samtliga kurser i engelska, matematik och svenska. IKT-interventionen visade sig vara mest fördelaktig för elever som upplevde något färre antal behov av stöd i

skolaktiviteter, som inte hade stöd i skolan innan IKT-interventionen och för elever med godkända betyg. Ett år efter gymnasiet hade nästan två tredjedelar (63%) av de deltagande 81 före detta eleverna etablerat sig i arbete eller vidare studier. Gruppen som etablerat sig i arbete eller vidare studier hade i större utsträckning godkända betyg och hade i mindre utsträckning erhållit tidsassisterande IKT under gymnasiet. I den kvalitativa analysen framkom att de före detta eleverna hade tro på sin arbetsförmåga, de var optimistiska och motiverade i relation till framtida arbete eller studier. De upplevde att de hade stöd från vänner och familj i processen att etablera sig i en produktiv roll och i att upprätthålla den. Slutsats: Avhandlingen visade att gymnasieelever i behov av stöd upplever begränsad delaktighet i flertalet skolaktiviteter och att de sällan har erhållit anpassningar som de är nöjda med.

Resultaten indikerade att skolmiljön främst i akademiska skolaktiviteter behöver förbättras för att främja delaktighet bland gymnasieelever i behov av stöd. Behov av stödinsatser var störst bland elever med hög skolfrånvaro, i yrkesinriktade program eller med neuropsykiatrisk diagnos. Dessa elevers behov av stöd bör uppmärksammas och utredas. I enlighet med avhandlingens fynd kan BAS användas för att ta fram valid information om behov av

stöd i skolaktiviteter, varpå stödinsatser kan planeras och utvärderas för att öka elevers delaktighet i skolaktiviteter.

Avhandlingen visade att en individuellt utformad IKTintervention kan öka delaktigheten i skolaktiviteter för elever i behov av stöd i gymnasieskolan. Resultaten indikerade också att elever som upplevt behov av stöd i gymnasieskolan och som erhållit en IKT-intervention hade tro på sin arbetsförmåga.

Fatherlands Abigail Green,2001-09-06 An exploration of the nature of identity in nineteenth-century Germany.

Documents on German Foreign Policy, 1918–1945, from the Archives of the German Foreign Ministry Germany. Auswärtiges Amt,1949

Vital Crossroads Reynolds Mathewson Salerno,2002 Most international historians present the outbreak of World War II as the result of an irreconcilable conflict between Great Britain and Germany. This ubiquitous Anglo-German perspective fails to recognize complex causes and repercussions of international events, misappropriates historical responsibilities, and overlooks many global and imperial factors of the war's origins. Reynolds M. Salerno shows that the situation in the Mediterranean played a decisive role in the European drama of the late 1930s and

profoundly influenced the manner in which the Second World War unfolded. *Vital Crossroads* is the result of the author's remarkable access to and extensive research in twenty-eight archives in five different countries. Concentrating on the period from the Mediterranean crisis of 1935 to Italy's declaration of war in June 1940, Salerno demonstrates that the international politics of pre-World War II Europe--particularly in the Mediterranean--can only be understood as the multilateral interaction of British, French, German, and Italian foreign and defense policies. Control of the Mediterranean, he asserts, was a central concern for the European powers in 1935-40, and a fundamental reason why Europe went to war and why the conflict unfolded as it did. As a result, France and Italy influenced and often determined the nature and direction of Allied and Axis policy to an extent disproportionate to their nations' military and economic strength. Salerno contends that the Allies' reluctance to take decisive action against Fascist Italy in 1939-40 contributed to the fall of France in 1940, Britain's desperate situation in 1940-41, and the post-war collapse of Britain as a world power. At a time when the Allied powers dreaded the ability of the German military to march across the European continent, they also feared that the Italian armed forces would strive to fulfill Mussolini's

grand imperial ambitions in the Mediterranean.

A Digest of International Law... John Bassett Moore, 1906

The Leamington Italian Community Walter

Temelini, 2019-07-18 The Leamington Italian Community intertwines personal and family stories with both empirical and intuitive writing to offer new historical insights into the complex social, economic, and psychological causes and effects of the migration

phenomenon. Walter Temelini meticulously reconstructs the history of immigration and settlement in Leamington, Ontario, of Italians from the southern regions of Lazio, Molise, and Sicily. He explains how, despite their regional differences, three generations between 1925 and the 1990s forged a cohesive, socially conscious, and unique agricultural community by balancing their inherited values and their newly adopted Canadian economic opportunities.

Temelini's groundbreaking research draws on testimonial and documentary evidence gathered from in-depth interviews with hundreds of residents, as well as on original archival information and Italian-language histories translated by the author and previously unavailable to English-speaking readers. He concludes his study with an investigation into the award-winning novel *Lives of the Saints* by Nino Ricci, one of the community's most

celebrated descendants. Drawing parallels between Ricci's narrative and the development of the community, Temelini demonstrates that ethnicity can be transformed successfully into a powerful universal archetype, and a creative force of identity. A pioneering and authoritative work, *The Leamington Italian Community* creates an intimate portrait within a global framework, delving into issues both timely and timeless, that will interest and inform the general and specialized reader alike.

The Kaiser and the Colonies Matthew P. Fitzpatrick, 2022 Many have viewed Kaiser Wilhelm II as having personally ruled Germany, dominating its politics, and choreographing its ambitious leap to global power. But how accurate is this picture? As *The Kaiser and the Colonies* shows, Wilhelm II was a constitutional monarch like many other crowned heads of Europe. Rather than an expression of Wilhelm II's personal rule, Germany's global empire and its *Weltpolitik* had their origins in the political and economic changes undergone by the nation as German commerce and industry strained to globalise alongside other European nations. More central to Germany's imperial processes than an emperor who reigned but did not rule were the numerous monarchs around the world with whom the German Empire came into contact. In

Africa, Asia, and the Pacific, kings, sultans and other paramount leaders both resisted and accommodated Germany's ambitions as they charted their own course through the era of European imperialism. The result was often violent suppression, but also complex diplomatic negotiation, attempts at manipulation, and even mutual cooperation. In vivid detail drawn from archival holdings, *The Kaiser and the Colonies* examines the surprisingly muted role played by Wilhelm II in the German Empire and contrasts it to the lively, varied, and innovative responses to German imperialism from monarchs around the world.

Calculations Allan R. Millett, 2007-09-12 Eight scholars - Alan R. Millett, Paul Kennedy, Earl F. Ziemke, Alvin D. Coox, Williamson Murray, Brian Sullivan, Steven Ross and Calvin L. Christman - examine the methods used by the major powers of World War II to evaluate their own and their enemies' military capacity.

Documents on German foreign policy , 1949

Acta Conventus Neo-Latini Upsaliensis ALEJANDRO COROLEU, DOMENICO DEFILIPPIS, 2012 Since 1971, the International Congress for Neo-Latin Studies has been organised every three years in various cities in Europe and North America. In August 2009, Uppsala in Sweden was the venue of the fourteenth

Neo-Latin conference, held by the International Association for Neo-Latin Studies. The proceedings of the Uppsala conference have been collected in this volume under the motto *Litteras et artes nobis traditas excolere* Reception and Innovation. Ninety-nine individual and five plenary papers spanning the period from the Renaissance to the present offer a variety of themes covering a range of genres such as history, literature, philology, art history, and religion. The contributions will be of relevance not only for scholarly readers, but also for an interested non-professional audience.

Six Victories Vincent O'Hara, 2019-10-15 **Six Victories** examines one of the most interesting and instructive naval campaigns of World War II: the war on traffic in the Mediterranean during the fall and winter of 1941-42. It is a cautionary tale of how sea power was practiced, and how it shifted 180 degrees overnight. Based on British and Italian archival sources, the book emphasizes strategic context, the role of intelligence, and the campaign's logistics. In October 1941 the British Admiralty based a surface strike force in Malta to attack Axis sea lanes between Italy and Africa. Aided by Ultra intelligence, submarines, and bombers based in Malta, this force dominated the Central Mediterranean.

From the end of October through the middle of December 1941, less than a third of the supplies shipped from Italian ports arrived in Libya. Shortages of ammunition and fuel finally compelled the Afrika Korps to retreat four hundred miles. Then, in the space of thirty hours, this all changed. First, Italian naval forces broke the blockade by fighting through a major convoy that arrived in time to blunt the British advance; next, the strike force plowed into a minefield laid by Italian cruisers; and finally, in a daring attack, Italian commandos crippled the Mediterranean Fleet's battleships in port. The swing in fortune was immediate and dramatic. Six Victories breaks new ground in the historiography of World War II. A compelling story, it relates lessons that are relevant today and should be required reading for all who practice the art of power at sea and for those who want to understand the intricate and interrelated factors that are the foundations of military success.

On the Fiery March G. Bruce Strang, 2003-07-30 By the 1930s fascist dictator Benito Mussolini reached the conclusion that Italy faced a clear choice: expand its power at the expense of the British and French Empires or face stagnation and decline. He believed that the regimes in the democratic West would not be able to contain their inherent hostility toward fascist dynamism, while their

demographic and political weaknesses provided the opportunity for the younger, demographically virile fascist Italy to carve a new empire in the Mediterranean status quo. Through his intervention in the Spanish Civil War and his attempts to challenge French Power in Europe and British imperial domination of the Middle East and East Africa, Mussolini sought to decisively change Italy's long-standing position as the least of the Great Powers. Although the Pact of Steel did not always function smoothly, Mussolini remained loyal to its principles, eventually throwing Italy into the Second World War, where he would belatedly discover that his regime had signally failed to prepare his legions for fighting in a modern war.

NATO, Britain, France and the FRG B. Heuser, 1999-09-03

Containing the histories (from 1945 to the present) of the nuclear strategies of NATO, Britain and France, and of the defence preferences of the FRG (West Germany), this book shows how strategies were functions of a perceived Soviet threat and an American 'nuclear guarantee'. There were three options for West Europeans: a compromise with differing American needs in NATO, pursued by Britain and the FRG; national nuclear forces, developed by Britain and France; and projects for an independent European nuclear force.

Agents of Moscow Martin Mevius, 2005-01-13 After 1945, state patriotism of the communist regimes in Eastern Europe was characterized by the widespread use of national symbols. In communist Hungary the party (MKP) widely celebrated national holidays, national heroes, erected national statues, and employed national street names. This 'socialist patriotism' had its origin in the 'national line' of the Comintern, established on Soviet instructions following the German invasion of the Soviet Union. At that time Stalin called the parties of the Comintern to oppose the Germans by issuing the call for national liberation. This policy continued after 1945 when, as an aid in the struggle for power, the MKP presented itself as both the 'heir to the traditions of the nations' and the 'only true representative of the interest of the Hungarian people'. Paradoxically however, the Soviet origins of the national line were also one of the main obstacles to its success as the MKP could not put forward national demands if these conflicted with Soviet interests. Martin Mevius' pioneering study reveals that what had started as a tactical measure in 1941 had become the self-image of party and state in 1953 and that the ultimate loyalty to the Soviet Union worked to the detriment of the national party - the MKP never rid itself of the label 'agents of Moscow'.

Cultural Encounters in India Heike Liebau, 2017-07-14 The book is an English translation of an award winning German book. The history of social and religious encounter in 18th century South India is narrated through fascinating biographies and day to day lives of Indian workers in the Tranquebar Mission (1706-1845). The book challenges the notion that Christianity in colonial India was basically imposed from the outside. Liebau maintains that significant contributions were made by the local converts and mission co-workers who played an important role in the Tranquebar Mission.

Pro refrigerio animae: Death and Memory in East-Central Europe Angela Jianu, Gheorghe Lazăr, 2023-08-04 The historiography of death, memory, and testamentary practices is already abundant in Western Europe and a fairly large number of extra-European regions. For East-Central Europe there are many short studies in various regional languages, mainly on anthropological/ethnographic aspects of the funeral rituals. This is an edited collection of studies by international scholars on the interlocking themes of attitudes and discourses on death, commemorative practices, and inheritance/testamentary strategies in the Balkans and East-Central Europe. These and other related

themes are addressed comparatively and cover areas including Albania, Bulgaria, Romania, Greece, and areas of the former Yugoslavia, Hungary, and Austria from the perspective of imperial – Ottoman and Habsburg – legacies. *Pro refrigerio animae: Death and Memory in East-Central Europe* contributes to this subject by: linking anthropological/religious/cultural approaches to death to the legal/economic aspects of inheritance/commemoration; adding a still absent East-Central European and Habsburg, Balkan, and Ottoman dimension to the study of death, memorialization, and testaments; and presenting an abundant primary and secondary material in English translation and thus placing research on death and testaments by East-Central and Greek scholars within the international scholarly circuit.

Empire on the Adriatic H. James Burgwyn, 2005 Starting with the invasion of Yugoslavia in 1941, and focusing on the Italian occupation, this book offers a view of the little-known events that were the torment of Yugoslavia in Italy's attempt to create an empire on the banks of the Adriatic. Very rele

Shatterzone of Empires Omer Bartov, Eric D. Weitz, 2013 From the Baltic to the Black Sea, four major empires with ethnically and religiously diverse populations encountered each other along often

changing and contested borders. Examining this geographically vast, multicultural region through a variety of methodological lenses, this volume offers informed and dispassionate analyses of how the many populations of these borderlands managed to coexist in a previous era and why the areas eventually descended into violence. An understanding of this region will help readers grasp the preconditions of interethnic coexistence and the causes of ethnic violence and war in many of the world's other borderlands both past and present.

Human Rights and Political Dissent in Central Europe Jakub

Tyszkiewicz, 2021-12-06 This volume examines to what extent the positive atmosphere created by the Helsinki Accords contributed to the change in political circumstances seen in the countries of Central Europe, under Soviet domination. It focuses in particular on - firstly - a consequent new impetus to bolster human rights in international politics, as Western democracies - especially the US - integrated human rights concerns into its foreign policy relations with Soviet Bloc countries and - secondly - how this Western embrace of human rights seemed to create new incentives for increased dissident activity in Central and Eastern Europe and from 1976 onward. Finally, the book reminds us of the significant role of

the Helsinki Accords in developing democratic practices in Eastern European societies under Soviet domination in 1975-1989 and in creating the conditions for the peaceful transition to democratic government in the years that followed. This book will be of key interest to scholars and students of the history of communism, post-Soviet, Russian, and central and East European politics, the history of human rights, and democratization.

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