

# Jan Development Reader

RD Boyd

**The Globalization and Development Reader** J. Timmons Roberts, Amy Bellone Hite, Nitsan Chorev, 2014-10-13 This revised and updated second edition of The Globalization and Development Reader builds on the considerable success of a first edition that has been used around the world. It combines selected readings and editorial material to provide a coherent text with global coverage, reflecting new theoretical and empirical developments. Main text and core reference for students and professionals studying the processes of social change and development in "third world" countries. Carefully excerpted materials facilitate the understanding of classic and contemporary writings. Second edition includes 33 essential readings, including 21 new selections. New pieces cover the impact of the recession in the global North, global inequality and uneven development, gender, international migration, the role of cities, agriculture and on the governance of pharmaceuticals and climate change politics. Increased coverage of China and India help to provide genuinely global coverage, and for a student readership the materials have been subject to a higher degree of editing in the new edition. Includes a general introduction to the field, and short, insightful section introductions to each reading. New readings include selections by Alexander Gershenkron, Alice Amsden, Amartya Sen, Anne-Marie Slaughter, Cecile Jackson, Dani Rodrik, David Harvey, Greta Krippner, Kathryn Sikkink, Leslie Sklair, Margaret E. Keck, Michael Burawoy, Nitsan Chorev, Oscar Lewis, Patrick Bond, Peter Evans, Philip McMichael, Pranab Bardhan, Ruth Pearson, Sarah Babb, Saskia Sassen, and Steve Radelet.

*Who's Doing the Work?* Jan Miller Burkins, Kim Yaris, 2016 In their follow-up to *Reading Wellness*, Jan Burkins and Kim Yaris explore how some traditional scaffolding practices may actually rob students of important learning opportunities and independence. *Who's Doing the Work?* suggests ways to make small but powerful adjustments to instruction that hold students accountable for their own learning. Educators everywhere are concerned about students whose reading development inexplicably plateaus, as well as those who face challenging texts without applying the strategies they've been taught. When such problems arise, our instinct is to do more. But when we summarize text before reading or guide students when they encounter difficult words, are we leading them to depend on our support? If we want students to use strategies independently, Jan and Kim believe that we must question the ways our scaffolding is getting in the way. Next generation reading instruction is responsive to students' needs, and it develops readers who can integrate reading strategies without prompting from instructors. In *Who's Doing The Work?*, Jan and Kim examine how instructional mainstays such as read-aloud, shared reading, guided reading, and independent reading look in classrooms where students do more of the work. Classroom snapshots at the end of each chapter help translate the ideas in the book into practice. *Who's Doing the Work?* offers a vision for adjusting reading instruction to better align with the goal of creating independent, proficient, and joyful readers.

**Who's Doing the Work?** Jan Burkins, Kim Yaris, 2023-10-10 Best-selling authors Dr. Jan Burkins and Kim Yaris rethink traditional teaching practices *Who's Doing the Work: How to Say Less So Readers Can Do More*. They review some common instructional mainstays such as read-aloud, guided reading, shared reading, and independent reading and provide small, yet powerful, adjustments to help hold students accountable for their learning. Next generation reading instruction is much more responsive to student needs and aims to remove some of the scaffolding that can hinder reader development. Instead of relying on teacher prompts, *Who's Doing the Work* asks teachers to have students take ownership of their reading by managing their challenges independently and working through any plateaus they encounter. Whether you are an elementary teacher, literacy coach, reading specialist, or parent, *Who's Doing the Work* provides numerous examples on how to readjust the reading process and teach students to gain proficiency and joy in their work.

**Globalisation, Poverty and Conflict** Max Spoor, 2005-12-29 This state-of-the-art critical 'development' reader examines the inter-relationships between globalisation, poverty and conflict. It complements current debates in the field of development studies and, in an era in which development fatigue seems to have become more profound than ever before, it brings the importance of

development once again to the forefront. The contributions represent current thinking on (and practice of) development policy, poverty reduction, the need for multi-level democratic institutions, and the containing and prevention of conflicts.

The Sustainable Urban Development Reader Stephen M. Wheeler, Timothy Beatley, 2004 Bringing together classic readings from a wide variety of sources, this key book investigates how our cities and towns can become more sustainable. Thirty-eight selections span issues such as land use planning, urban design, transportation, ecological restoration, economic development, resource use and equity planning. Section introductions outline the major themes, whilst the editors' introductions to the individual writings explain their interest and significance to wider debates. Additional sections present twenty-four case studies of real-world sustainable urban planning examples, sustainability planning exercises, and further reading. Providing background in theory, practical application, and vision, in a clear, accessible format, The Sustainable Urban Development Reader is an essential resource for students, professionals, and indeed anyone interested in the future of urban environments.

*Sustainable Urban Development Reader* Stephen M. Wheeler, Timothy Beatley, 2014-10-03 Building on the success of its second edition, the third edition of the Sustainable Urban Development Reader provides a generous selection of classic and contemporary readings giving a broad introduction to this topic. It begins by tracing the roots of the sustainable development concept in the nineteenth and twentieth centuries, before presenting readings on a number of dimensions of the sustainability concept. Topics covered include land use and urban design, transportation, ecological planning and restoration, energy and materials use, economic development, social and environmental justice, and green architecture and building. All sections have a concise editorial introduction that places the selection in context and suggests further reading. Additional sections cover tools for sustainable development, international sustainable development, visions of sustainable community and case studies from around the world. The book also includes educational exercises for individuals, university classes, or community groups, and an extensive list of recommended readings. The anthology remains unique in presenting a broad array of classic and contemporary readings in this field, each with a concise introduction placing it within the context of this evolving discourse. The Sustainable Urban Development Reader presents an authoritative overview of the field using original sources in a highly readable format for university classes in urban studies, environmental studies, the social sciences, and related fields. It also makes a wide range of sustainable urban planning-related material available to the public in a clear and accessible way, forming an indispensable resource for anyone interested in the future of urban environments.

**United States Investor**, 1910

**Legal Experiments for Development in Latin America** Helena Alviar García, 2021-02-23 This book provides a nuanced picture of how diverse legal debates on the pursuit of economic development and modernization have played out in Latin America since independence. The opposing concepts of modernization theory and Dependency Theory can be seen to be playing out within the field of legal transformation, as some legal analysts define law as a closed, formal, rational system, and others see law as inseparable from economic, social and political change. Legal experiments have followed these trends, in some cases using legal instruments to guarantee classical, civil and political rights, and in others demanding radical transformation of existing legal structures. This book traces these debates across the key topics of: economic development and foreign investment; property; resource and power distribution in terms of gender and social policy. Drawing on a wide range of literature, the book adds complexity and color to our understanding of these themes in Latin America. This insightful exploration of comparative law within Latin America provides the tools needed to understand legal transformation in the region, and as such will be of interest to researchers within law, political sociology, development and Latin American studies.

**Stages of Reading Development** Jeanne Sternlicht Chall, 1983

*The Women, Gender and Development Reader* Nalini Visvanathan, Lynn Duggan, Nan Wiegersma, Laurie Nisonoff, 2011-11-25 The Women, Gender and Development Reader II is the definitive volume of literature dedicated to women in the development process. Now in a fully revised

second edition, the editors expertly present the impacts of social, political and economic change by reviewing such topical issues as migration, persistent structural discrimination, the global recession, and climate change. Approached from a multidisciplinary perspective, the theoretical debates are vividly illustrated by an array of global case studies. This now classic book, has been designed as a comprehensive reader, presenting the best of the now vast body of literature. The book is divided into five parts, incorporating readings from the leading experts and authorities in each field. The result is a unique and extensive discussion, a guide to the evolution of the field, and a vital point of reference for those studying or with a keen interest in women in the development process.

*Handbook on Development and Social Change* G. Honor Fagan, Ronaldo Munck, This Handbook provides an accessible critical review of the complex issues surrounding development and social change today. With chapters from recognized experts, examining economic, political and social aspects, and covering key topics and developing regions, it goes beyond current theory and sets out the debates which will shape an approach better suited to the modern world.

*Development Discourse and Global History* Aram Ziai, 2015-08-27 The manner in which people have been talking and writing about 'development' and the rules according to which they have done so have evolved over time. *Development Discourse and Global History* uses the archaeological and genealogical methods of Michel Foucault to trace the origins of development discourse back to late colonialism and notes the significant discontinuities that led to the establishment of a new discourse and its accompanying industry. This book goes on to describe the contestations, appropriations and transformations of the concept. It shows how some of the trends in development discourse since the crisis of the 1980s – the emphasis on participation and ownership, sustainable development and free markets – are incompatible with the original rules and thus lead to serious contradictions. The Eurocentric, authoritarian and depoliticizing elements in development discourse are uncovered, whilst still recognizing its progressive appropriations. The author concludes by analysing the old and new features of development discourse which can be found in the debate on Sustainable Development Goals and discussing the contribution of discourse analysis to development studies. This book is aimed at researchers and students in development studies, global history and discourse analysis as well as an interdisciplinary audience from international relations, political science, sociology, geography, anthropology, language and literary studies. The Open Access version of this book, available at <http://www.taylorfrancis.com/books/9781315753782>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

**Catalog of Copyright Entries. New Series** Library of Congress. Copyright Office, 1936

**The Development Dictionary @25** Aram Ziai, 2020-05-21 Few books in the history of Development Studies have had an impact like *The Development Dictionary – A Guide to Knowledge as Power*, which was edited by Wolfgang Sachs and published by Zed Books in 1992. The Development Dictionary was crucial in establishing what has become known as the Post-Development (PD) school. This volume is devoted to the legacy of *The Development Dictionary* and to discussing Post-Development. This book originally published as a special issue of *Third World Quarterly*.

*Catalog of Copyright Entries*, 1936

**The Security-Development Nexus** Ramses Amer, Ashok Swain, Joakim Öjendal, 2013-11-01 'The Security-Development Nexus: Peace, Conflict and Development' approaches the subject of the security-development nexus from a variety of different perspectives. Chapters within this study address the nexus specifically, as well as investigate its related issues, particularly those linked to studies of conflict and peace. These expositions are supported by a strong geographical focus, with case studies from Africa, Asia and Europe being included. Overall, the text's collected essays provide a detailed and comprehensive view of conflict, security and development.

**Research Handbook on Democracy and Development** Gordon Crawford, Abdul-Gafaru Abdulai, 2021-03-26 Exploring and updating the controversial debates about the relationship between democracy and development, this Research Handbook provides clarification on the complex and nuanced interlinkages between political regime type and socio-economic development. Distinguished scholars examine a broad range of issues from multidisciplinary perspectives across Africa, Asia,

Europe, Latin America and the Middle East.

**The Learning Communities Guide to Improving Reading Instruction** Valerie Hastings Gregory, Jan Rozzelle Nikas, 2017-02-14 The themes of attending to individual needs, providing assessment-driven instruction, and creating long-term, focused professional development plans are solid and consistent throughout.

**The Paternalism of Partnership** Maria Eriksson Baaz, 2005-03-04 Publisher Description

**Shifting the Balance, Grades K-2** Jan Burkins, Kari Yates, 2023-10-10 The current emphasis on the body of research known as the Science of Reading has renewed the reading wars and raised challenging questions for balanced literacy teachers about the best way to teach reading. Instead of fueling the debate, Dr. Jan Burkins and Kari Yates immersed themselves in the research and produced *Shifting the Balance, Grades K-2: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. This best-selling guide is concise and practical, integrating effective reading strategies from each perspective. Every chapter of *Shifting the Balance, Grades K-2* focuses on one of the six simple and scientifically sound shifts reading teachers can make to strengthen their approach to early reading instruction in these areas: Reading Comprehension Phonemic Awareness Phonics High-Frequency Words Cueing Systems Text Selection Practical Instruction for Primary Grades: Whether your students are just learning to read or building more advanced reading comprehensive skills, *Shifting the Balance, K-2* is designed to help teachers meet the instructional needs of K-2 students. Six Manageable Shifts: Each chapter focuses on a key shift that helps educators understand common misconceptions and adjust their thinking around some common instructional practices that teachers have been using for decades. Evidence-Based Instruction: Burkins and Yates offer busy educators a blueprint for integrating finding from brain research, cognitive science, and child development into their daily instruction, while keeping meaningful experiences with books a priority. Classroom Applications: *Shifting the Balance, K-2* is full of sample activities and classroom vignettes that paint a picture of what these shifts look like in action with roomful of learners. The book has already helped countless educators by taking the guesswork out of how to blend best practices with the latest research while keeping students at the forefront of reading instruction. We've written this book to support you in making sound decisions anchored in the best of science, the truth of responsiveness, and a relentless focus on providing all children learning experiences saturated with meaning, the authors write.

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