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After World War II, an unprecedented age of global development began. The formation of the World Bank and the International Monetary Fund allowed war torn and poverty stricken nations to become willing debtors in their desire to entice Western investment and trade. New capital, it was foretold, would pave the way to political and economic stability, and the benefits would “ trickle down ” to even the poorest citizens. The hyperbole of this neocolonialism, however, has left many of these countries with nothing but compounded debt and unfulfilled promises. The Megarhetorics of Global Development examines rhetorical strategies used by multinational corporations, NGOs, governments, banks, and others to further their own economic, political, or technological agendas. These wide-ranging case studies employ rhetorical theory, globalization scholarship, and analysis of cultural and historical dynamics to offer in-depth critiques of development practices and their material effects. By deconstructing megarhetorics, at both the local and global level, and following their paths of mobilization and diffusion, the concepts of “ progress ” and “ growth ” can be reevaluated, with the end goal of encouraging self-sustaining and ethical outcomes.

This book places guided inquiry in the context of curricular and technological change and provides guidelines for building the long-term culture and capacity for effective inquiry learning in schools. • Supplies practical and detailed guidelines for implementing guided inquiry and breaking down barriers to its successful implementation • Presents recent research-based evidence for student internalization and transfer of GI process • Explains how to build the long-term culture and capacity for inquiry learning in schools, providing an unprecedented examination of this key topic in a book-length format

This book presents international librarianship and library science through insightful and well written chapters contributed by experts and scholars from six regions of the world. The role of public, academic, special, school libraries, as well as library and information science education are presented from the early development to the present time. Its lively, readable approach will help the reader to understand librarianship in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, the Middle East, and North America. Edited by Ismail Abdullahi, Professor of Global Library and Information Science, this book is a must-read by library science students and teachers, librarians, and anyone interested in Global Librarianship.

This 2nd edition of the highly successful Global Library and Information Science presents an up-to-date review of international librarianship and library science through insightful and well written chapters contributed by experts and scholars from all regions of the world. The role of public, academic, special, school libraries, as well as library and information science education are presented from the early development to the present time. Its lively, readable approach will help the reader to understand librarianship in Africa, Asia, Australia and New Zealand, Europe, Latin America and the Caribbean, and North America. Edited by Ismail Abdullahi, Professor of Global Library and Information Science, this book is a must-read by library science students and teachers, librarians, and anyone interested in Global Librarianship.

This collection of carefully argued essays examines what American students should know about world affairs in the post-cold war era. The issues which are examined are those that will continue to be debated as our schools prepare for the next century. The authors probe the complex and sometimes contradictory claims of global, peace, multicultural, and citizenship education. They offer prescriptions for change based on a strong academic core of history, international relations, government, economics, and geography, with the presumption of values consistent with America's democratic ideals. Contents: Foreword, Chester E. Finn, Jr.; Introduction, John Fonte and Andre Ryerson; A Brief History of Pre-Collegiate Global and International Studies Education, Andrew Smith; Global Education and Controversy: Some Observations, Robert Fullinwider; Teaching About the World and Our Nation's Heritage: The Relationship Between International Education and Education for American Citizenship, John Fonte; Implications of the 'New Demographics' and the 'Information Explosion' for International Education, Herbert London; International Education: The Search for Subject, Gilbert T. Sewall; International Studies in the School Curriculum, Diane Ravitch; Geography's Role in International Education, Raymond English; China: Case-Study of Textbook Failures, Andre Ryerson; What American Students Should Know About the World, Owen Harris; Conclusion, John Fonte and Andre Ryerson; Bibliography; Addendum; Index.

The Olympic Games is unquestionably the largest and most important sporting event in the world. Yet who exactly is accountable for its successes and failures? This book examines the legitimacy and accountability of the International Olympic Committee (IOC). This non-governmental organisation wields extraordinary power, but there is no democratic basis for its authority. This study questions the supremacy of the IOC, arguing that there is a significant accountability deficit. Investigating the conduct of the IOC from an international legal perspective, the book moves beyond a critique of the IOC to explore potential avenues for reform, means of improving democratic procedures and increasing accountability. If the Olympics are to continue to be our most celebrated sporting event, those who organise them must be answerable to the citizens that they can potentially harm as well as benefit. Full of original insights into the inner workings of the IOC, this book is essential reading for all those interested in the Olympics, sport policy, sport management, sport mega-events, and the law.

Global policy making is unfurling in distinctive ways above traditional nation-state policy processes. New practices of transnational administration are emerging inside international organizations but also alongside the trans-governmental networks of regulators and inside global public private partnerships. Mainstream policy and public administration studies have tended to analyse the capacity of public sector hierarchies to globalize national policies. By contrast, this Handbook investigates new public spaces of transnational policy-making, the design and delivery of global public goods and services, and the interdependent roles of transnational administrators who move between business bodies, government agencies, international organizations, and professional associations. This Handbook is novel in taking the concepts and theories of public administration and policy studies to get inside the black box of global governance. Transnational administration is a multi-actor and multi-scalar endeavour having manifestations, depending on the policy issue or problems, at the local, urban, sub-regional, sub-national, regional, national, supranational, supra-regional, transnational, international, and global scales. These scales of 'local' and 'global' are not neatly bounded and nested spaces but are articulated together in complex patterns of policy activity. These transnational patterns represent a reinvigoration of public administration and policy studies as the Handbook authors advance their analysis beyond the methodological nationalism of the nation-state.

Lawyers have to adapt their reasoning to the increasingly global nature of the situations they deal with. Often, rules formulated in a national, international or European environment must all be jointly applied to a given case. This book maps the analysis lawyers require when confronted by the operation of several laws in different contexts, and demonstrates how this enhances legal reasoning.

This timely book deploys new tools and measures to understand how global production networks change the nature of global economic interdependence, and how that in turn changes our understanding of which policies are appropriate in this new environment.

Anyone can open an online curriculum store, but how many know how to do it effectively and in a way that maximizes earning potential? Based on years of experience, research, pitfalls, and triumphs, this essential guidebook supports the World Language teacher-author in navigating the exciting world of selling curriculum on an online platform. With this guide, there is no more sifting through boring content, trying to figure out how it translates to your content area, as the World Language-specific examples in Section 1 (Opening Your Store), Section 2 (Filling Your Store), and Section 3 (Growing a Successful Store) cut to the chase with real-world examples for language teachers. Each section provides critical tips, all designed to boost sales. The guided workspace pages organize planning and content strategies and serve as markers for your store 's growth. Whether you are just starting out or already have a store established, this guide is the #1 tool to "level up" your online curriculum store. If you are a World Language teacher who enjoys making money while you sleep, this is for you!