Building Writing Center Assessments That Matter
Ellen Schendel 2012-10-16

No less than other divisions of the college or university, contemporary writing centers find themselves within a galaxy of competing questions and demands that relate to assessment—questions and demands that usually embed priorities from outside the purview of the writing center itself. Writing centers are used to certain kinds of assessment, both quantitative and qualitative, but are often unprepared to address larger institutional or societal issues. In Building Writing Center Assessments that Matter, Schendel and Macauley start from the kinds of assessment strengths already in place in writing centers, and they build a framework that can help writing centers satisfy local needs and put them in useful dialogue with the larger needs of their institutions, while staying rooted in writing assessment theory. The authors begin from the position that tutoring writers is already an assessment activity, and that good assessment practice (rooted in the work of Adler-Kassner, O’Neill, Moore, and Huot) already reflects the values of writing center theory and practice. They offer examples of assessments developed in local contexts, and of how assessment data built within those contexts can powerfully inform decisions and shape the futures of local writing centers. With additional contributions by Neal Lerner, Brian Huot and Nicole Caswell, and with a strong commitment to honoring on-site local needs, the volume does not advocate a one-size-fits-all answer. But, like the modeling often used in a writing consultation, examples here illustrate how important assessment principles have been applied in a range of local contexts. Ultimately, Building Writing Assessments that Matter describes a theory stance toward assessment for writing centers that honors the uniqueness of the writing center context, and examples of assessment in action that are concrete, manageable, portable, and adaptable. Critical Perspectives on Postcolonial African Children’s and Young Adult...
The past few years mark a growing scholarly interest in African children's literature in the United States. Several books on the topic have been published, and the number of articles has also increased. Recent publications have been moving away from general country surveys or studies of publishing conditions to works that analyze literary structures, themes, and illustrations or that apply Marxist, feminist, or postcolonial theories to interpret the literature. The essays in this volume either approach colonial African children's literature from a postcolonial or revisionist perspective, or discuss books published after decolonization.

**Critical Perspectives of Educational Technology in Africa**

Bellarmine A. Ezumah 2020-10-19 This book is a critical-cultural evaluation of educational technology adoption in Sub-Saharan Africa, including projects such as the OLPC (One Laptop Per Child). It presents efficient ways of improving education delivery among low-income communities through designing and implementing congruent educational technologies that incorporate social and cultural proclivities. Ezumah defines technology with regards to pedagogy, and seeks to debunk the assumption that educational technology consists only of digital and interactive options. Additionally, she argues for a narrative paradigm shift aimed at validating analog technologies as equally capable of providing necessary and desired educational objectives and outcomes for communities who cannot afford the digital alternatives. By comparing African educational systems in precolonial, colonial, and post-colonial times and incorporating the history of technology transfers from the Global North to South, the book highlights cultural imperialism, development theory, neocolonialism, and hegemonic tendencies.

**Critical Perspectives on Abortion**

Anne C. Cunningham 2017-07-15 Before the mid-nineteenth century, abortion was a legal and morally uncontested procedure in America available to most women. Yet since the dawn of the twentieth century, abortion has remained an ever-present controversial issue. Although it has been legal since 1973, thousands of new laws have been enacted across the United States to limit women's access to the procedure, and the majority of these laws were passed between 2010 and 2015. This text gives students insight into the history of abortion and abortion rights, presenting thoughtful analysis from political leaders and experts fighting for both sides of the issue, to help students think critically about abortion and women's rights in America.

**Critical Perspectives on Afro-Latin American Literature**

Antonio D. Tillis 2012-04-23 After generations of being rendered virtually invisible by the US academy in critical anthologies and literary histories, writing by Latin Americans of African ancestry has become represented by a booming corpus of intellectual and critical investigation. This volume aims to provide an introduction to the literary worlds and perceptions of national culture and identity of authors from Spanish-America, Brazil, and uniquely, Equatorial Guinea, thus contextually connecting Africa to the history of Spanish colonization. The importance of Latin America literature to the discipline of African Diaspora studies is immeasurable, and this edited collection provides a ripe cultural context for critical comparative analysis among the vast geographies that encompass African and African Diaspora studies. Scholars in the
area of African Diaspora Studies, Black Studies, Latin American Studies, and American literature will be able to utilize the eleven essays in this edition to enhance classroom instruction and further academic research.

Critical Perspectives on the Opioid Epidemic Paula Johanson 2017-07-15
The use of painkilling drugs has become an epidemic, with an increasing number of prescriptions being written as well as illegal use of street drugs. Deaths from unexpected overdoses are followed by reports of opioids being added to various street drugs, in inconsistent amounts. It's hard to know from news reports just how dangerous opioids can be or who is using them. This text has primary-source evidence from doctors and thoughtful analysis from health experts and court cases, as well as personal viewpoints of people affected in their ordinary lives, helping students think critically about opioid use and abuse.

Critical Legal Perspectives on Global Governance Gráinne de Búrca 2013-12-20
This book of essays, written in honour of Professor David Trubek, explores many of the themes which he has himself written about, most notably the emergence of a global critical discourse on law and its application to global governance. As law becomes ever more implicated in global governance and as processes related to and driven by globalisation transform legal systems at all levels, it is important that critical traditions in law adapt to the changing legal order and problématique. The book brings together critical scholars from the EU, and North and South America to explore the forms of law that are emerging in the global governance context, the processes and legal roles that have developed, and the critical discourses that have been formed. By looking at critical appraisals of law at the global, regional and national level, the links among them, and the normative implications of critical discourses, the book aims to show the complexity of law in today's world and demonstrate the value of critical legal thought for our understanding of issues of contemporary governance and regulation. Scholars from many countries contribute critical studies of global and regional institutions, explore the governance of labour and development policy in depth, and discuss the changing role of lawyers in global regulatory space.

Critical Perspectives in International Studies Frank P. Harvey 2002
Critical Perspectives in International Studies offers an exciting survey of recent approaches to the study of international politics, including critical theory, radical theory, constructivism, postmodernism, system change, and feminist and gender perspectives. The authors--among the founders and leaders of these innovative ways to comprehend and re-present world politics--reflect on the strengths and weaknesses of each school of thought and suggest future research agendas.

Critical Perspectives on Equity and Social Mobility in Study Abroad Chris R. Glass 2021-07-22
This edited volume brings together the perspectives of a diverse group of international scholars to explore the intersections of study abroad and social mobility. In doing so, it challenges universalist assumptions and power imbalances implicit in study abroad across the Global North and South, and explores the implications of COVID-19 for equity within study abroad programs, policy, and practice going forward. Offering empirical, theoretical, and conceptual contributions, Critical
Perspectives on Equity and Social Mobility in Study Abroad foregrounds critical reflection on the stratification of access to study abroad and examines the varied outcomes of international study in relation to graduates’ entry into domestic and international labor markets. Focusing on the experiences and outcomes of students from varied backgrounds, chapters identify a number of power imbalances relating to student race, ethnicity, religion, local and international policies and politics, and put forward valuable recommendations to ensure greater equity within the field. Against the backdrop of growing criticism over the power imbalances in international exchange, this text will benefit researchers, academics, and educators with an interest in higher education, international and comparative education, and multicultural education. Those interested in educational policy and the sociology of education more broadly will also benefit from this book.

Beyond Dichotomy Steven J. Corbett 2015-03-15 This book offers multi-method case studies of course-based tutoring and one-to-one tutorials in developmental first-year writing courses at two universities. The author makes an argument for more peer-to-peer learning situations for developmental writers and more detailed studies of what goes on in these peer-centered environments.

Critical Perspectives on Open Development Arul Chib 2021-02-16 Theoretical and empirical analyses of whether open innovations in international development instrumentally advantage poor and marginalized populations. Over the last ten years, "open" innovations—the sharing of information without access restrictions or cost—have emerged within international development. But do these practices instrumentally advantage poor and marginalized populations? This book examines whether, for whom, and under what circumstances the free, networked, public sharing of information and communication resources contributes (or not) towards a process of positive social transformation. The contributors offer both theoretical and empirical analyses that cover a broad range of applications, emphasizing the underlying aspects of open innovations that are shared across contexts and domains.

Critical Perspectives on Labor Unions Rita Santos 2019-07-15 Labor unions have helped shape American history, but are they still relevant today? In this volume of critical perspectives, readers will hear from experts in the field about the history of labor unions and their lasting, and controversial, effects on American workers. Readers will be exposed to a range of voices, encouraging them to think critically and analyze the given facts in order to form their own opinions on the issue. Each article provides thought-provoking questions to help boost further discussion of topics.
the field of composition, such as tutoring and program assessment. He then analyzes each document in the contexts of the conceptual framework at the heart of its creation and everyday application: activity theory, communities of practice, discourse analysis, reflective practice, and inquiry-based learning. Around the Texts of Writing Center Work approaches the analysis of writing center documents with an inquiry stance—a call for curiosity and skepticism toward existing and proposed conceptual frameworks—in the hope that the theoretically conscious evaluation and revision of commonplace documents will lead to greater efficacy and more abundant research by writing center administrators and students.

Changing of Knowledge in Composition
Lance Massey 2011-07-16 Lance Massey and Richard Gebhardt offer in this collection many signs that composition again faces a moment of precariousness, even as it did in the 1980s—the years of the great divorce from literary studies. The contours of writing in the university again are rapidly changing, making the objects of scholarship in composition again unstable. Composition is poised to move not from modern to postmodern but from process to postprocess, from a service-oriented "field" to a research-driven "discipline." Some would say we are already there. Momentum is building to replace "composition" and the pedagogical imperative long implied in that term with a "writing studies" model devoted to the study of composition as a fundamental tool of, and force within, all areas of human activity. Appropriately, contributors here use Stephen M. North's 1987 book The Making of Knowledge in Composition to frame and background their discussion, as they look at both the present state of the field and its potential futures. As in North's volume, The Changing of Knowledge in Composition describes a body of research and pedagogy brimming with conflicting claims, methodologies, and politics, and with little consensus regarding the proper subjects and modes of inquiry. The deep ambivalence within the field itself is evident in this collection. Contributors here envision composition both as retaining its commitment to broad-based, generalized writing instruction and as heading toward content-based vertical writing programs in departments and programs of writing studies. They both challenge and affirm composition's pedagogical heritage. And they sound both sanguine and pessimistic notes about composition's future.

Writing Centers and the New Racism
Laura Greenfield 2011-12-16 Noting a lack of sustained and productive dialogue about race in university writing center scholarship, the editors of this volume have created a rich resource for writing center tutors, administrators, and scholars. Motivated by a scholarly interest in race and whiteness studies, and by an ethical commitment to anti-racism work, contributors address a series of related questions: How does institutionalized racism in American education shape the culture of literacy and language education in the writing center? How does racism operate in the discourses of writing center scholarship/lore, and how may writing centers be unwittingly complicit in racist practices? How can they meaningfully operationalize anti-racist work? How do they persevere through the difficulty and messiness of negotiating race and racism in their daily practice? The conscientious, nuanced attention to race in this volume is meant to model what it means to be bold in
engagement with these hard questions and to spur the kind of sustained, productive, multi-vocal, and challenging dialogue that, with a few significant exceptions, has been absent from the field.

**Pedagogy of Freedom** Paulo Freire 2000-12-13 This book displays the striking creativity and profound insight that characterized Freire's work to the very end of his life-an uplifting and provocative exploration not only for educators, but also for all that learn and live.

**The Columbia Guide to Online Style** Janice R. Walker 2006-10-24 The Columbia Guide to Online Style is the standard resource for citing electronic and electronically accessed sources. It is also a critical style guide for creating documents electronically for submission for print or electronic publication. Updated and expanded, this guide now explains how to cite technologies such as Web logs and podcasts; provides more guidance on translating the elements of Columbia Online Style (COS) citations for use with existing print-based formats (such as MLA, APA, and Chicago); and features additional guidelines for producing online and print documents based on new standards of markup language and publication technologies. This edition also includes new bibliographic styles for humanities and scientific projects; examples of footnotes and endnotes for Chicago-style papers; greater detail regarding in-text and parenthetical reference and footnote styles; an added chapter on how to locate and evaluate sources for research in the electronic age; and new examples for citing full-text or full-image articles from online library databases, along with information on how to credit the source of graphics and multimedia files. Staying ahead of rapidly evolving technologies, The Columbia Guide to Online Style continues to be a vital tool for online researchers.

**Critical Perspectives on Safeguarding Children** Karen Broadhurst 2009-08-20 A critical and evidence-based review of current and future child protection policy and practice. Provides evidence-based perspective with an up-to-date overview of policy and practice Covers several disciplinary boundaries Goes beyond mere description to enable engagement in critical analysis of various policy areas as they relate to children and families

**Disrupting the Center** Rebecca Hallman Martini 2022-04-15 Strategic partnership offers writing centers a framework for responding to disruptive innovations in higher education. Through partnership, writing centers can simultaneously secure resources and support the practice of tutoring writing in ways that enable moments of resistance, where writing consultants and students can tactically challenge the corporate university through their methods of practice. Disrupting the Center explicates, analyzes, and critiques one particular writing center’s partnership approach to collaboration with disciplinary faculty and upper administrators across the curriculum. Using on-site research and critical ethnographic study from one university writing center, Rebecca Hallman Martini establishes an innovative, cross-disciplinary partnership approach to writing instruction in which peer tutoring plays an integral curricular role. Case studies detail three partnerships that respond directly to existing or potential disruptive innovations in higher education and showcase important concepts: mapping mutual benefit and stakeholder engagement in an online studio/hybrid first-year writing program.
partnership in response to online education, creating negotiated space to work through ethical issues involved when working with a public-private partnership to develop a required extracurricular portfolio project in a business school, and building transformational partnerships through establishing a writing-in-the-professions curriculum in the College of Engineering in response to career readiness initiatives. Disrupting the Center uses interviews, observations, focus groups, analysis of consultations, meetings, and shared documents such as annual reports, budgets, assessment data, assignments, and syllabi to generate a wide view of how systems work. Writing centers are flexible university-wide service spaces where students go for one-on-one and group writing support that can become dynamic spaces for writing pedagogy by disrupting, revitalizing, and reinventing the epistemic foundations of current rhetoric and composition landscapes and traditional approaches to writing.

On Location Candace Spigelman 2005-02-01 Classroom-based writing tutoring is a distinct form of writing support, a hybrid instructional method that engages multiple voices and texts within the college classroom. Tutors work on location in the thick of writing instruction and writing activity. On Location is the first volume to discuss this emerging practice in a methodical way. The essays in this collection integrate theory and practice to highlight the alliances and connections on-location tutoring offers while suggesting strategies for resolving its conflicts. Contributors examine classroom-based tutoring programs located in composition courses as well as in writing intensive courses across the disciplines.

Critical Perspectives on Teaching in the Southern United States Tori K. Flint 2020-10-21 Critical Perspectives on Teaching in the Southern United States presents new and provocative insights into education in the Southern United States, from the perspective of educators with a variety of experiences. This book foregrounds the Southern United States as having unique sociopolitical, sociohistorical, and sociocultural contexts which directly influence knowledge and classroom pedagogies. Contributors use a range of critical frameworks that coalesce around methods including: self-reflection through research, social justice advocacy, and culturally responsive, culturally relevant, culturally sustaining, and asset-based pedagogies. Through the lenses of these critical frameworks, several contributors also address challenges and strategies for teaching controversial topics in the classroom. Drawing upon unique experiences teaching in various regions of the Southern United States, chapters explore salient topics such as race, language, gender, discrimination, identity, immigration, poverty, social justice, and their influence(s) on pedagogy. This book raises questions considering the ways that history has shaped present-day Southern education and about the myriad complex dynamics that influence pedagogy in the Southern U.S. context. Ultimately, this book affirms the importance of utilizing critical perspectives in contemporary discussions about education in the Southern United States.

Cases on Higher Education Spaces: Innovation, Collaboration, and Technology Carpenter, Russell G. 2012-12-31 Higher education spaces are undergoing radical
transformations in an attempt to respond to the needs of 21st-century learners and a renewed interest in collaboration that spans beyond the walls of departments, colleges, and libraries. Cases on Higher Education Spaces: Innovation, Collaboration, and Technology highlights key innovations and collaborative ventures in space design from across campuses and institutions. Including writing and communication centers, studios, libraries, digital media labs, learning commons, and academic learning spaces, this collection is ideally suited for university and professional administrators.

*Writing Center Talk over Time* Jo Mackiewicz 2018-06-27 In the last 15 to 20 years, writing centers have placed greater importance on tutor training, focusing on teaching tutors best practices in fostering student writers’ engagement and writing skills. Writing Center Talk over Time explores the importance of writing center talk and demonstrates the efficacy of tutor training. The book uses corpus-driven analysis and discourse analysis to examine the changes in writing center talk over time to provide a baseline understanding of the very heart of writing center work: the talk that unfolds between tutors and student writers. It is this talk that, at its best, motivates student writers to continue to improve their writing and scaffolds their learning and that makes tutors proud of the service that they provide. The methods and analysis of this study are intended to inform other researchers so that they may conduct further research into the efficacy of writing center talk.

*Open-Access, Multimodality, and Writing Center Studies* Elisabeth H. Buck 2017-11-16 The disciplinary triad of open-access, multimodality, and writing center studies presents a timely, critical lens for discussing academic publishing in a moment of cruciblic change, where rapid technological advancements force scholars and institutions to question what is produced and “counts” as academic writing. Using historiographic, quantitative, and qualitative analysis, Open-Access, Multimodality, and Writing Center Studies sees writing center scholarship as a microcosm of many of the larger issues at play in the contemporary academic publishing landscape. This case study approach reveals the complex, imbricated ways that questions about publishing manifest both within the content of journals, and as related to academics’ perceptions as signifiers of disciplinary visibility, identity, and transformation. More than just reaffirming the conventional wisdom about these changes in publishing—that these shifts are happening and we do not always know how to pinpoint them—Open-Access, Multimodality, and Writing Center Studies suggests that scholars in all fields, compositionists, and writing center practitioners be conscious of the ways they are complicit in maintaining barriers to accessibility and innovation. Chapter 5 of this book is available open access under a CC BY 4.0 license at link.springer.com.

*International Perspectives on Improving Student Engagement* Enakshi Sengupta 2020-08-26 As the role and practices of the academic library are evolving, so too is the relationship between the library and other areas of the university. This volume explores the library’s relationship with students, including the library-based learner, creating engaging classroom experiences, the library as an extension of the classroom, and more.

*Critical Perspectives on Teaching in...*
Prison Rebecca Ginsburg 2019-05-14 This volume makes a case for engaging critical approaches for teaching adults in prison higher education (or “college-in-prison”) programs. This book not only contextualizes pedagogy within the specialized and growing niche of prison instruction, but also addresses prison abolition, reentry, and educational equity. Chapters are written by prison instructors, currently incarcerated students, and formerly incarcerated students, providing a variety of perspectives on the many roadblocks and ambitions of teaching and learning in carceral settings. All unapologetic advocates of increasing access to higher education for people in prison, contributors discuss the high stakes of teaching incarcerated individuals and address the dynamics, conditions, and challenges of doing such work. The type of instruction that contributors advocate is transferable beyond prisons to traditional campus settings. Hence, the lessons of this volume will not only support readers in becoming more thoughtful prison educators and program administrators, but also in becoming better teachers who can employ critical, democratic pedagogy in a range of contexts.

Critical Perspectives on the Oceans Krista West 2006-07-15 Examines contemporary issues on the preservation of the oceans and sea life, covering such topics as global warming, water pollution, and declines in fish population and diversity.

Critical Perspectives on Minors Playing High-Contact Sports John A. Torres 2016-12-15 Playing team sports has many benefits, and yet high-contact sports such as football and rugby have also been linked to serious injuries, including concussions, and a higher risk of dementia, depression, and Parkinson’s disease. How can we weigh the potential benefits of contact sports with their potentially serious risks? This text provides primary source evidence from doctors, scientists, and experts in the field of sports medicine, as well as ordinary people’s viewpoints, in order to help students reach their own conclusions about the risks related to high-contact sports.

The Writing Center Director's Resource Book Christina Murphy 2012-11-12 The Writing Center Director's Resource Book has been developed to serve as a guide to writing center professionals in carrying out their various roles, duties, and responsibilities. It is a resource for those whose jobs not only encompass a wide range of tasks but also require a broad knowledge of multiple issues. The volume provides information on the most significant areas of writing center work that writing center professionals--both new and seasoned--are likely to encounter. It is structured for use in diverse institutional settings, providing both current knowledge as well as case studies of specific settings that represent the types of challenges and possible outcomes writing center professionals may experience. This blend of theory with actual practice provides a multi-dimensional view of writing center work. In the end, this book serves not only as a resource but also as a guide to future directions for the writing center, which will continue to evolve in response to a myriad of new challenges that will lie ahead.

The Working Lives of New Writing Center Directors Nicole Caswell 2016-10-03 The first book-length empirical investigation of writing center directors’ labor, The Working Lives of New Writing Center Directors presents a longitudinal qualitative study of the individual professional lives of nine new directors. Inspired
by Kinkead and Harris’s Writing Centers in Context (1993), the authors adopt a case study approach to examine the labor these directors performed and the varied motivations for their labor, as well as the labor they ignored, deferred, or sidelined temporarily, whether or not they wanted to. The study shows directors engaged in various types of labor—everyday, disciplinary, and emotional—and reveals that labor is never restricted to a list of job responsibilities, although those play a role. Instead, labor is motivated and shaped by complex and unique combinations of requirements, expectations, values, perceived strengths, interests and desires, identities, and knowledge. The cases collectively distill how different institutions define writing and appropriate resources to writing instruction and support, informing the ongoing wider cultural debates about skills (writing and otherwise), the preparation of educators, the renewal/tenuring of educators, and administrative “bloat” in academe. The nine new directors discuss more than just their labor; they address their motivations, their sense of self, and their own thoughts about the work they do, facets of writing center director labor that other types of research or scholarship have up to now left invisible. The Working Lives of New Writing Center Directors strikes a new path in scholarship on writing center administration and is essential reading for present and future writing center administrators and those who mentor them. 

Labored Randall McClure 2016-11-01 Labored: The State(ment) and Future of Work in Composition, edited by Randall McClure, Dayna V. Goldstein, and Michael Pemberton, offers both a retrospective and a prospective look at the 1989 Statement of Principles and Standards for the Postsecondary Teaching of Writing and its relation to the changing nature of work in composition. Stemming from an investigative project to strengthen the Statement with data culled from national reports on labor conditions, this collection draws on the expertise of scholars whose research agendas and lived experiences afford fresh insights and critical analyses on labor issues in composition and writing program administration. 

Marginal Words, Marginal Work? William J. Macauley 2007 How can we tutor our campus communities, administrators, faculty, and students toward the most effective use of writing center resources? more productive and successful work, this volume includes scholarship that provides historical, theoretical, and practical guidance for both writing centers and their campus communities. This collection focuses on helping the academy understand writing centers and, more importantly, articulates how writing centers move beyond remediation and become centers of learning and teaching through fostering productive working relationships. 

Critical Perspectives on Project Head Start Jeanne Ellsworth 1998-01-01 Considers how Project Head Start, the federally funded preschool program, has operated (sometimes effectively and comfortably, sometimes not) with families, in communities, and with other institutions. An important look at the intersections of poverty, social programs, and education. 

Center Will Hold Michael Pemberton 2003-12-01 In The Center Will Hold, Pemberton and Kinkead have compiled a major volume of essays on the signal issues of scholarship that have established the writing center field and that the field must successfully address in the coming decade. The new century opens with new institutional, demographic, and financial
challenges, and writing centers, in order to hold and extend their contribution to research, teaching, and service, must continuously engage those challenges. Appropriately, the editors offer the work of Muriel Harris as a key pivot point in the emergence of writing centers as sites of pedagogy and research. The volume develops themes that Harris first brought to the field, and contributors here offer explicit recognition of the role that Harris has played in the development of writing center theory and practice. But they also use her work as a springboard from which to provide reflective, descriptive, and predictive looks at the field.

Critical Perspectives on Energy and Power
Linley Erin Hall 2006-08-15
Examines contemporary issues on energy resources and power, covering such topics as fossil fuels, nuclear energy, energy storage, and alternative energy sources.

Critical Perspectives on Global Governance
Jean Grugel 2007-12-12
The first in-depth analysis of how global governance impacts on the lives of ordinary people. This new volume includes four detailed case studies on labour, migration, children and development that explore the actual nature of governance policies in the GPE. Jean Grugel and Nicola Piper clearly show how global governance, the creation of global norms and regimes to regulate polities, economic and social actors, suggests and promotes ideals such as stable politics, democracy, human rights and individualism, with a strategy to create a more ordered and ultimately better world. They move away from the traditional focus on elites, states and global institutions to explore and analyze how liberal global governance is really affecting ordinary people and how this is often an obstacle to development, citizenship, voice and inclusion.

Critical Perspectives on Harry Potter
Elizabeth E. Heilman 2008-09-01
This thoroughly revised edition includes updated essays on cultural themes and literary analysis, and its new essays analyze the full scope of the seven-book series as both pop cultural phenomenon and as a set of literary texts. Critical Perspectives on Harry Potter, Second Edition draws on a wider range of intellectual traditions to explore the texts, including moral-theological analysis, psychoanalytic perspectives, and philosophy of technology. The Harry Potter novels engage the social, cultural, and psychological preoccupations of our times, and Critical Perspectives on Harry Potter, Second Edition examines these worlds of consciousness and culture, ultimately revealing how modern anxieties and fixations are reflected in these powerful texts.

("DISCLAIMER: This book is not authorized, approved, licensed, or endorsed by J.K. Rowling, Warner Bros. Entertainment Inc., or anyone associated with the Harry Potter books or movies.")

Critical Perspectives on Cyberwarfare
Jennifer Peters 2018-07-15
In the twenty-first century, political hostilities have moved largely from the battlefield to cyberspace. Since the Stuxnet virus was uncovered in 2010, built jointly by U.S. and Israeli intelligence to disarm the Iranian nuclear program, attention has been drawn to the real-life
damage that such virtual programs can inflict. In this book, a range of experts, from journalists, to lawyers, to government officials, offer their varied opinions on the dawn of cyberwarfare, allowing readers to determine where they stand on this important issue.

Critical Perspectives on Think Tanks
Landry, Julien 2021-07-31 This innovative book explores think tanks from the perspective of critical policy studies, showcasing how knowledge, power and politics intersect with the ways in which think tanks intervene in public policy.

Writing Centers in the Higher Education Landscape of the Arabian Gulf
Osman Z. Barnawi 2017-09-06 This book addresses issues surrounding writing centers in the Arabian Gulf region. Including a foreword by Professor Ken Hyland, it brings together a number of thought-provoking chapters on the history, concept, and ground realities coupled with critical comparative discussions of writing centres in the region. The book begins by offering critical historical accounts of writing centers in the Gulf countries, before moving onto empirical research and reports on pedagogical practices that vividly capture the on-the-ground realities faced and experienced by different actors. These accounts serve to highlight how the writing centers vary between countries, as well as how they differ from the more well-known writing centers in the US and the UK. Finally, the book explores what sort of commonalities and differences the current trend of writing centres is producing within and between the six countries of the Arabian Gulf. This book will be highly relevant to those involved with writing centres along with directors, policymakers, researchers and teacher educators in the fields of Education and Sociology, particularly those with an interest in the Arabian Gulf area.