

Comparative Education Terrorism And Human Security From Critical Pedagogy To Peacebuilding

If you ally craving such a referred **Comparative Education Terrorism And Human Security From Critical Pedagogy To Peacebuilding** ebook that will find the money for you worth, acquire the utterly best seller from us currently from several preferred authors. If you want to hilarious books, lots of novels, tale, jokes, and more fictions collections are afterward launched, from best seller to one of the most current released.

You may not be perplexed to enjoy all book collections Comparative Education Terrorism And Human Security From Critical Pedagogy To Peacebuilding that we will no question offer. It is not re the costs. Its nearly what you dependence currently. This Comparative Education Terrorism And Human Security From Critical Pedagogy To Peacebuilding, as one of the most functional sellers here will unquestionably be accompanied by the best options to review.

Failed States and the Origins of

Violence Tiffiany Howard 2016-04-15

What makes a terrorist? Is an individual inherently predisposed to be attracted to political violence or does exposure to a certain environment desensitize them in such a way that violence represents a viable mode for addressing political grievances? Identifying state failure as the impetus for political violence this book addresses these questions and focuses on why existing extremist groups find failed states so attractive. Utilizing global barometer data, Tiffiany Howard examines the underpinnings of individual support for political violence and argues that an insidious pattern of deprivation within failed states drives ordinary citizens to

engage in and support extreme acts of political violence. A rigorous examination of four regions plagued by a combination of failed states and political violence-Sub Saharan Africa, The Middle East and North Africa, Southeast and South Asia, and Latin America-this text draws parallels to arrive at a single conclusion: that failed states are a natural breeding ground for terrorism and political violence.

Contested Terrain Steven Ratuva

2019-09-10 Contested Terrain provides a cutting-edge, comprehensive and innovative approach to critically analysing the multidimensional and contested nature of security narratives, justified by different ideological, political, cultural and economic rationales. This is important in a complex and ever-

changing situation involving a dynamic interplay between local, regional and global factors. Security narratives are constructed in multiple ways and are used to frame our responses to the challenges and threats to our sense of safety, wellbeing, identity and survival but how the narratives are constructed is a matter of intellectual and political contestation. Using three case studies from the Pacific (Fiji, Tonga and Solomon Islands), *Contested Terrain* shows the different security challenges facing each country, which result from their unique historical, political and socio-cultural circumstances. Contrary to the view that the Pacific is a generic entity with common security issues, this book argues for more localised and nuanced approaches to security

framing and analysis.

Open and Distance Learning Initiatives for Sustainable Development

Pandey, Umesh Chandra
2017-06-27 Education plays a vital role in the positive development of communities at both a local and global level. By becoming more informed, citizens can make better contributions to society. Open and Distance Learning Initiatives for Sustainable Development is a critical reference source for emerging academic perspectives on the role of higher education programs in contemporary society. Including a range of pertinent topics such as mobile learning, environmental education, and community building, this book is ideally designed for educators, researchers, students, and professionals interested in the

intersection between sustainable development and education.

Military Pedagogies 2008-01-01 This book is aimed at those interested in policy and practice although it also provides more theoretical analyses that will interest academics and the general public.

Facing Global Environmental Change

Hans Günter Brauch 2009-06-04 The year 2007 could perhaps accurately be described as the year when climate change finally received the attention that this challenge deserves globally. Much of the information and knowledge that was created in this field during the year was the result of the findings of the Fourth Assessment Report (AR4) of the Intergovernmental Panel on Climate Change (IPCC), which were disseminated on a large scale and

reported extensively by the media. This was the result not only of a heightened interest on the part of the public on various aspects of climate change, but also because the IPCC itself proactively attempted to spread the findings of its AR4 to the public at large. The interest generated on the scientific realities of climate change was further enhanced by the award of the Nobel Peace Prize to the IPCC and former Vice President of the US, Al Gore. By taking this decision in favour of a leader who has done a great deal to create awareness on climate change, and a body that assesses all scientific aspects of climate change and disseminates the result of its findings, the Norwegian Nobel Committee has clearly drawn the link between climate change and peace in

the world.

Education in West Central Asia Mah-E-Rukh Ahmed 2013-06-20 Education in West Central Asia is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With chapters covering Iran, Pakistan, Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for

researchers, scholars, international agencies and policy-makers at all levels.

Education, Asylum and the 'Non-Citizen' Child H. Pinson 2010-04-29 Awarded 2nd Prize, Best Book award, the Society for Education Studies, 2011 Refugees are physically and symbolically 'out of place' - their presence forces governments to address issues of rights and moral obligations. This book contrasts the hostility of immigration policy to 'non-citizen' children with teachers' exceptional compassion and 'citizen students' ambivalence in defining who can belong.

Can Big Bird Fight Terrorism? Naomi A. Moland 2019-10-17 Sesame Street has taught generations of Americans their letters and numbers, and also how to better understand and get

along with people of different races, faiths, ethnicities, and temperaments. But the show has a global reach as well, with more than thirty co-productions of Sesame Street that are viewed in over 150 countries. In recent years, the United States Agency for International Development (USAID) has provided funding to the New York-based Sesame Workshop to create international versions of Sesame Street. Many of these programs teach children to respect diversity and tolerate others, which some hope will ultimately help to build peace in conflict-affected societies. In fact, the U.S. government has funded local versions of the show in several countries enmeshed in conflict, including Afghanistan, Kosovo, Pakistan, Jordan, and Nigeria. Can

Big Bird Fight Terrorism? takes an in-depth look at the Nigerian version, Sesame Square, which began airing in 2011. In addition to teaching preschool-level academic skills, Sesame Square seeks to promote peaceful coexistence—a daunting task in Nigeria, where escalating ethno-religious tensions and terrorism threaten to fracture the nation. After a year of interviewing Sesame creators, observing their production processes, conducting episode analysis, and talking to local educators who use the program in classrooms, Naomi Moland found that this child-focused use of soft power raised complex questions about how multicultural ideals translate into different settings. In Nigeria, where segregation, state fragility, and

escalating conflict raise the stakes of peacebuilding efforts, multicultural education may be ineffective at best, and possibly even divisive. This book offers rare insights into the complexities, challenges, and dilemmas inherent in soft power attempts to teach the ideals of diversity and tolerance in countries suffering from internal conflicts.

Higher Education and Post-Conflict Recovery Sansom Milton 2017-12-07

This book offers a critical review of higher education and post-conflict recovery. It provides the first systematic study with a global scope that investigates the role of higher education systems in conflict-affected contexts. The first part of the book analyses the long-standing neglect of higher education in post-

conflict recovery, the impact that conflict can have on the sector, and efforts to rebuild and reform higher education systems affected by violent conflict. The second part of the book considers the positive and negative contributions that higher education can make to a range of areas of recovery including humanitarian action, forced displacement, post-conflict reconstruction, statebuilding, and peacebuilding. With its reasoned defence of the importance of higher education for post-conflict recovery, the book will appeal to researchers, university students, and humanitarian and development policy-makers and practitioners.

Social Movement De-Radicalisation and the Decline of Terrorism Gordon Clubb 2016-10-04 By drawing on social

movement theories, this book explains how terrorist movements decline, using the case of Irish Republicanism. The continuity of terrorism and political violence from generation to generation demonstrates the need to go beyond a focus on groups or individuals in order to explain how terrorism ends. The concept of de-radicalisation has been critiqued for its lack of explanatory value in accounting for disengagement from terrorism or how the risk of terrorism re-emerging is reduced. However, building on the morphogenetic approach, this book distinguishes between structure/culture and agency over time in order to analyse the causal influence between the two. Two processes are analysed: disengagement framing processes explain how actors

change attitudes to violence and the book identifies which factors ensure frames resonate with audiences; and social movement de-radicalisation accounts for the outcomes of disengagement in initiating structural change which transforms the landscape the next generation finds itself in. The fundamental aim of the book is to provide theoretical and conceptual insights into how terrorism can not only come to an end, but can be prevented from emerging to be a significant threat again within a society. This book will be of much interest to students of terrorism and political violence, social movement theory, British and Irish Politics, war and conflict studies, security studies and IR in general.

Peace Philosophy in Action Candice C.

Carter 2010-09-27 This book documents recent and historical events in the theoretically-based practice of peace development. Its diverse collection of essays describes different aspects of applied philosophy in peace action, commonly involving the contributors' continual engagement in the field, while offering support and optimal responses to conflict and violence.

Internal Security Management in Nigeria Oshita O. Oshita 2019-07-23 This book explores the disturbing dimensions of the problem of insecurity in Nigeria, such as herdsmen violence, the Boko Haram insurgency, cybercrime, militancy in the Niger Delta, communal conflict and violence, as well as police corruption. It offers a comprehensive discussion of the theoretical

foundations of internal security, the threats to internal security, the role of formal and informal agencies in internal security management and the challenges of internal security management.

The Ethics and Efficacy of the Global War on Terrorism C. Webel 2011-11-14 Presenting the reader with provocative articles that critically examine the morality of the war on terrorism as it has evolved over the past eight years, this book consists of articles that effectively address specific aspects of the war on terrorism that are missing or underrepresented in ethical discourse since 9/11

Comparative Education, Terrorism and Human Security W. Nelles 2003-12-18 Policy decisions in education have changed drastically as a result of

the recent threats to our international and national security. In this timely and compelling collection, authors discuss the significance of policy decisions on education systems, and argue that all forms of violence, including terrorism, are often reproduced through education. Authors incorporate case studies from a broad spectrum of countries to make a case for peace-building alternatives and non-military security cooperation. *Comparative Education, Terrorism and Human Security* will highlight education systems around the globe that sustain violence, will bring together human security and preventive diplomacy research to predict future trends, will explore foreign policy implications that could lead to non-violent

interventions abroad, and will provide teachers and policymakers with relevant reflections on reform. This book arrives at a time when many of us are wondering what education systems can do to eliminate/perpetuate violence and will be the only one of its kind to address these questions on a global scale.

Religion and Education Malini Sivasubramaniam 2018-01-01 Despite the increased trend towards secularisation in state schooling, issues of religion and spirituality have remained important. Increased pluralism within societies through expanding migration patterns is changing the religious and cultural contours of many countries in Europe and North America, and is creating a need for a deeper understanding of

religious diversity. However, the lack of religious or spiritual education within the educational curriculum leaves a moral vacuum that can become a space to be exploited by religious extremism. More recently, religiously motivated incidences of terrorism in several parts of the world have heightened prejudicial attitudes and distrust of certain religions, in particular. These are profound concerns and there is an urgency to examine how religion, religious education and interfaith initiatives can address such misconceptions. This book is thus timely, focusing on an area that is often neglected, particularly on the role of religion in education for sustainable development. While religious organisations and faith communities have had a long history

of involvement in both schooling and social service delivery in many countries, their role in reaching development goals has not always been explicitly recognised, as is evident even in the United Nations' most recently conceptualised 2030 Agenda for Sustainable Development. Undeniably, the integration of religious dialogue into mainstream development issues is crucial because deep cleavages resulting from the issue of minority religious rights continue to give cause for concern and conflict in many countries. This edited book explores some of these tensions and issues and draws parallels across differing geographical contexts to help enhance our collective and comparative understanding of the role of religious education and institutions

in advancing the post-2015 development agenda. The contributors to this volume each demonstrate that, while religion in education can contribute to understanding and respect, it is also a space that can be contested and co-opted. Without addressing the salience of religion, however, it will not be possible to foster peace and combat discrimination and prejudice. This book will be of interest to researchers, scholars and students in the field of comparative education and development, religious studies, theology and teacher development and training. This book may also be of interest to national and international policy makers. There are also numerous faith-based organisations, as well as other non-governmental organisations (NGOs)

working on religion and education issues that may find these case studies a useful resource.

International Education Aid in Developing Asia I-Hsuan Cheng

2015-05-22 This book provides an Asian perspective on the timely, urgent questions of how international education aid and development should move forward and what development roles Asia should play, especially following the end of the UN Millennium Development Goals (MDGs) and Education for All (EFA) in 2015. To answer these questions, four separate but interwoven parts, which analyze and anchor education MDGs and EFA policies and practices by means of diverse case studies of donor states, recipient states, and states with a dual and transitional role in Asia, are addressed. On the basis of

the analyses, a clearer and concrete direction for effectively and sustainably extending international education aid and development beyond 2015 can be derived.

Schools for Conflict or for Peace in Afghanistan Dana Burde 2014-10-21

Foreign-backed funding for education does not always stabilize a country and enhance its statebuilding efforts. Dana Burde shows how aid to education in Afghanistan bolstered conflict both deliberately in the 1980s through violence-infused, anti-Soviet curricula and inadvertently in the 2000s through misguided stabilization programs. She also reveals how dominant humanitarian models that determine what counts as appropriate aid have limited attention and resources toward education, in some cases fueling

programs that undermine their goals. For education to promote peace in Afghanistan, Burde argues we must expand equal access to quality community-based education and support programs that increase girls' and boys' attendance at school. Referring to a recent U.S. effort that has produced strong results in these areas, Burde commends the program's efficient administration and good quality, and its neutral curriculum, which can reduce conflict and build peace in lasting ways. Drawing on up-to-date research on humanitarian education work amid conflict zones around the world and incorporating insights gleaned from extensive fieldwork in Afghanistan and Pakistan, Burde recalculates and improves a popular formula for peace. *A scholarly inquiry into disciplinary*

practices in educational institutions
Connie B. Zulu 2019-12-12 This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions. The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings. The issue of discipline is investigated from diverse paradigmatic and methodological perspectives, presenting empirical as well as also philosophical research. The empirical perspective includes quantitative (positivistic), qualitative (interpretive) and mixed methods (pragmatic), designs and worldviews. This book offers a ground-breaking contribution to the

field of learner and student discipline, with insights into disciplinary practices and issues in educational institutions not hitherto researched, such as Technical Vocational Education and Training colleges and universities.

Transforming Education for Peace Jing Lin 2008-06-01 Currently, peace education remains marginalized in our education system, however, a united front can be formed and powerful paradigms can empower educators to play a critical role in peace building through scholarship, practice and activism. Indeed, educators around the world are developing effective strategies to transform education as a powerful force for global peace. The diverse array of contributors in the book demonstrate that educators as peace

makers can be and have been instrumental in transforming social forces, the self and others for the construction of global peace. The book aims to broaden the educational discourse in order to make room for new visions to educate future generations for peace. Local and global efforts to build a long-lasting peace are presented through the lens of education. The timeliness of peace education surely renders this book relevant to educators and the general public alike as individuals, communities, and organizations struggle to find pathways to peace in a global world. In other words, this book will interest scholars and the general public concerned about the building of global peace. The book can be source book for educators at

elementary, secondary, and postsecondary institutions to explore multiple ways to conduct effective peace education at all levels of education. The book may also be used as a textbook by instructors of multicultural education, of comparative & international education, and of undergraduate and graduate peace education courses.

Logics of Socialist Education Tom G. Griffiths 2012-09-14 For some, socialism is a potent way of achieving economic, political and social transformations in the twenty-first century, while others find the very term socialism outdated. This book engages readers in a discussion about the viability of socialist views on education and identifies the capacity of some socialist ideas to address a range of widely recognized

social ills. It argues that these pervasive social problems, which plague so-called 'developed' societies as much as they contribute to the poverty, humiliation and lack of prospects in the rest of the world, fundamentally challenge us to act. In our contemporary world-system, distancing ourselves from the injustices of others is neither viable nor defensible. Rather than waiting for radically new solutions to emerge, this book sees the possibility of transformation in the reconfiguration of existing social logics that comprise our modern societies, including logics of socialism. The book presents case studies that offer a critical examination of education in contemporary socialist contexts, as well as reconsidering examples of

education under historical socialism. In charting these alternatives, and retooling past solutions in a nuanced way, it sets out compelling evidence that it is possible to think and act in ways that depart from today's dominant educational paradigm. It offers contemporary policy makers, researchers, and practitioners a cogent demonstration of the contemporary utility of educational ideas and solutions associated with socialism. A pioneering collection of essays which is central to understanding the historical and contemporary meanings of socialism in the context of neoliberal globalization. It is a most timely contribution to a growing intellectual project that challenges the hegemony of capitalism, while rethinking and theorizing alternatives.

Iveta Silova, Associate Professor of Comparative Education, Lehigh University, Bethlehem, PA, USA In this significant contribution to recent scholarship the authors use the lens of socialist education to offer an original critique of hegemonic capitalism, and present an intellectually rigorous search for alternatives by reconsidering historical socialism and advancing promising educational experiments that challenge the 'global architecture of education'. Anders Breidlid, Professor of International Education and Development, Oslo University College, Norway *Kosovo Between War and Peace* Tonny Brems Knudsen 2006-08-21 A major contribution to the debate about the reconstruction of Kosovo, and to the general discussion surrounding the

revived 'trusteeship institution' model in the context of the UN internationalism of the 1990s and the War on Terror following 9/11. Bringing together leading international scholars, this book presents the latest empirical research alongside detailed theoretical analysis. Examining the key questions local parties and the international community have encountered in Kosovo, including how to develop effective and inclusive local government, how to counter crime and the dysfunctional aspects of liberal economic reform, how to unite the partly opposed goals of reconstructing the province while avoiding renewed ethnic and international strife, and how to handle the specific challenge of Kosovo's future status. The

contributors also re-examine the background factors that continue to influence and hamper the attempt to administrate and reconstruct the province, first of all the nationalist ideologies and the record of ethnic violence. This book will be of great interest to all students of Balkan politics, peacekeeping, international relations and security studies in general.

American Journal of Islamic Social Sciences 30:2 Yusef Waghid and Nuraan Davids 2013-03-11 The American Journal of Islamic Social Sciences (AJISS), established in 1984, is a quarterly, double blind peer-reviewed and interdisciplinary journal, published by the International Institute of Islamic Thought (IIIT), and distributed worldwide. The journal showcases a wide variety of

scholarly research on all facets of Islam and the Muslim world including subjects such as anthropology, history, philosophy and metaphysics, politics, psychology, religious law, and traditional Islam.

Education and Ethics in the Life Sciences Brian Rappert 2010-06-01 At the start of the twenty-first century, warnings have been raised in some quarters about how - by intent or by mishap - advances in biotechnology and related fields could aid the spread of disease. Science academics, medical organisations, governments, security analysts, and others are among those that have sought to raise concern. EDUCATION AND ETHICS IN THE LIFE SCIENCES examines a variety of attempts to bring greater awareness to security concerns associated with

the life sciences. It identifies lessons from practical initiatives across a wide range of national contexts as well as more general reflections about education and ethics. The eighteen contributors bring together perspectives from a diverse range of fields - including politics, virology, sociology, ethics, security studies, microbiology, and medicine - as well as their experiences in universities, think tanks and government. In offering their assessment about what must be done and by whom, each chapter addresses a host of challenging practical and conceptual questions. EDUCATION AND ETHICS IN THE LIFE SCIENCES will be of interest to those planning and undertaking training activities in other areas. In asking how education and ethics

are being made to matter in an emerging area of social unease, it will also be of interest to those with more general concerns about professional conduct.

Climate Change, Human Security and Violent Conflict

Jürgen Scheffran
2012-05-26 Severe droughts, damaging floods and mass migration: Climate change is becoming a focal point for security and conflict research and a challenge for the world's governance structures. But how severe are the security risks and conflict potentials of climate change? Could global warming trigger a sequence of events leading to economic decline, social unrest and political instability? What are the causal relationships between resource scarcity and violent conflict? This book brings together international

experts to explore these questions using in-depth case studies from around the world. Furthermore, the authors discuss strategies, institutions and cooperative approaches to stabilize the climate-society interaction.

Saudi Clerics and Shi'a Islam Raihan Ismail 2016-02-05 The Saudi "ulama" are known for their strong opposition to Shi'a theology, Shi'a communities in Saudi Arabia, and external Shi'a influences such as Iran and Hezbollah. Their potent hostility, combined with the influence of the 'ulama' within the Saudi state and the Muslim world, has led some commentators to blame the Saudi 'ulama' for what they see as growing sectarian conflict in the Middle East. However, there is very little understanding of what reasoning lies

behind the positions of the 'ulama' and there is a significant gap in the literature dealing with the polemics directed at the Shi'a by the Saudi religious establishment. In *Saudi Clerics and Shi'a Islam*, Raihan Ismail looks at the discourse of the Saudi "ulama" regarding Shiism and Shi'a communities, analysing their sermons, lectures, publications and religious rulings. The book finds that the attitudes of the "ulama" are not only governed by their theological convictions regarding Shiism, but are motivated by political events involving the Shi'a within the Saudi state and abroad. It also discovers that political events affect the intensity and frequency of the rhetoric of the ulama at any given time.

Education, Conflict and Development

Julia Paulson 2011-05-16 Under various names – education and conflict, education and fragility, education and insecurity, etc – the understanding of linkages between education and violent conflict has emerged as an important and pressing area of inquiry. Work and research by practitioners and scholars has clearly pointed to the negative potential of education to contribute to and entrench violent conflict. This work has highlighted the struggle for education during and following periods of instability and demonstrated the degree to which communities affected by conflict prioritize educational opportunities. It has also offered powerful normative arguments for the importance of quality education for peacebuilding, reconciliation,

postconflict reconstruction and development. In many instances, however, these important insights are derived less from rigorous research and scholarship in the social sciences than from the delivery and evaluation of educational programming in situations affected by conflict. This volume, therefore, seeks to broaden enquiry into education and conflict by exploring, through conceptual and empirical work, its linkages to broader theories and practices of development and peacebuilding. The volume begins with a conceptual and theoretical section, followed by a series of international case studies, before closing with three chapters focused on the case of Northern Uganda. Contributors present a diverse set of studies that together deepen understandings of the

ways the education functions in various situations affected by conflict and the ways in which it might best be mobilized to contribute towards peacebuilding and development.

Promoting Transborder Dialogue During Times of Uncertainty Timothy G.

Cashman 2021-07-12 This book explicates the process of critical border praxis and establishes the need for dialogic border crossings. It also articulates how the creation and development of third spaces allow for the convergence of transborder negotiations within educational and political spheres.

Education, Conflict, and

Globalisation Stephanie Bengtsson 2018-10-18 In 2009, *Globalisation, Societies and Education* published a special issue on globalisation,

education, and violent conflict, in tribute to Jackie Kirk, a passionate researcher, educator, and advocate, who was killed while working with the International Rescue Committee in Afghanistan. This book is an opportunity to capture the promising new developments that have occurred within the maturing sub-field of education and conflict in the intervening years. It explores two critical dimensions of education amid conflict and in post-conflict settings: the increasingly protracted, non-linear and disjointed nature of conflict and the complex interplay between global and local forces in conflict-affected contexts. Taken as a whole, this book represents a 'narrative of becoming' of the maturing sub-field of education and conflict. It traces and

intertwines local and global histories of education amidst conflict, and puts them into conversation with the present. This volume was originally published as a special issue of *Globalisation, Societies and Education*.

COMPARATIVE EDUCATION T. MANICHANDER
Developing a Critical Border

Dialogism Timothy G. Cashman

2015-05-01 This book is based upon research conducted both before and after a visit to Kota Kinabalu, Malaysia in March, 2003. During this time period United States (US) bombs fell on Baghdad, Iraq. An invasion of US and British ground forces in Baghdad and other Iraqi cities followed the initial bombing. Events during the onset of the war became a catalyst for gaining insight on how the US invasion of Iraq impacted the

lives of teachers and their students in Malaysia. In June and July of 2003, the researcher returned to interview educators in Sabah, Malaysia. Follow-up electronic communications with educators were conducted through the remainder of 2003. After the research in Malaysia, the researcher conducted studies of educators' perspectives in Mexico, Canada, and the US. The key objective of the investigations in all four countries was to uncover attitudes and pedagogical comparisons of educators and their students regarding US policies, including war and counter-terrorism policies. Studies in the US took place in close proximity to the US/Mexico international border. Studies were analyzed through the lenses of place-based pedagogy, border pedagogy, and

issues-centered approaches that provided baseline information for transnational comparisons and cross-comparative case studies. In this manner, the researcher contemplated the intersection of a critical pedagogy of place and border pedagogy. From these studies emerged new understandings and the development of a critical border dialogism . This critical border dialogism is based on following principles: heteroglossia, meliorism, critical cosmopolitanism, nepantla, dialogism feminism, and pragmatic hope. By its nature critical border dialogism engages us in multidirectional discourses that allow us to tackle issues and work toward enduring conflict resolutions. When applied in classroom settings critical border dialogism moves

educators, students, and cultural workers in the direction of a critical border praxis.

Doomed to Repeat? Sean Brawley
2009-04-13 This collection of scholarly essays explores the role of history in terrorism studies and today's counterterrorism initiatives. In *Doomed to Repeat?*, scholars, policy makers, and other practitioners explore how a better understanding of the past can help us combat terrorism in the future. The first section establishes a broader context for discussion by examining the connections between history and Terrorism Studies. The second section presents the insights of non-historians who know the importance of historical perspective in understanding current events. Section Three provides case studies that

explore the history of terrorism and politically motivated violence. Section Four concludes by placing concerns about terrorism in regional and foreign policy context. "This collection helps us advance our understanding of terrorism beyond simplistic and dichotomist assertions about "them" and "us." Taken together, these essays highlight the importance of analyzing, rather than assuming." –Chris Dixon, Professor, School of History, Philosophy, Religion, and Classics, The University of Queensland, Australia

Historical Dictionary of the Kurds
Michael M. Gunter 2010-11-04 The second edition of Historical Dictionary of the Kurds greatly expands on the first edition through an updated chronology, an introductory essay, an expanded

bibliography, maps, photos, and over 400 cross-referenced dictionary entries on significant persons, places, events, institutions, and aspects of culture, society, economy, and politics.

Comparative Education, Terrorism and Human Security Wayne C. Nelles 2013
The Moral Dimension of Asymmetrical Warfare Th. A. Van Baarda 2009

PART I The superpower and asymmetry
PART II Jus ad bellum, jus in bello, jus post bellum
PART III Leadership and accountability
PART IV Soldiers perspectives
PART V Ethical Education and Decision-making for the Military
PART VI Stress and trauma
PART VII The media
PART VIII Democracy under Scrutiny
PART IX In Hindsight

Counterterrorism Ronald Crelinsten 2013-04-17
Terrorism has emerged as one of the most problematic issues

facing national governments and the international community in the 21st century. But how is it possible to counter terrorism in a world in which governance is still dominated by the nation-state? Are we seeing new forms of terrorist activity in the wake of 9/11? Are pre-9/11 approaches still valid? How can we combat and control diverse threats of multiple origin? Who should be responsible for countering terrorism and in what circumstances? In this incisive new book, Ronald Crelinsten seeks to provide answers to these pressing questions, challenging readers to think beyond disciplinary and jurisdictional boundaries. He presents an up-to-date and comprehensive introduction to the difficulties and obstacles related to countering terrorism in democratic

societies. The counterterrorism framework that he develops in this book reflects the complex world in which we live. The different approaches to counterterrorism provide the organizing theme of the book and help the reader to understand and to appreciate the full range of options available. The book: includes a host of contemporary examples and further readings; compares and contrasts pre- and post-9/11 approaches; critically evaluates the post-9/11 'war on terror'; moves beyond a purely state-centric focus to include non-state actors and institutions; combines hard and soft power approaches; considers prevention, preparedness, response and recovery. Counterterrorism will be an indispensable guide for students,

researchers, practitioners and general readers wanting to broaden their knowledge of the possibilities and limitations of counterterrorism today.

Assessing the War on Terror Charles Webel 2017-02-17 This volume is a collection of articles that critically examine the efficacy, ethics, and impact of the War on Terror as it has evolved since 9/11. During the decade and a half of the Global War on Terror (GWOT), numerous books have considered the political, psychosocial, and economic impacts of terrorism. However, there has been little systematic effort to examine the effectiveness of the GWOT in achieving its goals. Furthermore, there is virtually nothing that presents a comparative analysis of the GWOT by the people most directly

affected by it—citizens and scholars from conflict zones in the Middle East. There is, therefore, great need for a book that analyzes the strategies, tactics, and outcomes of the GWOT and that also presents facts and ideas that are missing or underrepresented in the dominant public narratives. The contributions in this volume were chosen to specifically address this need. In doing so, it uniquely provides not only Western perspectives of the GWOT, but also importantly includes perspectives from the Middle East and those most directly affected by it, including contributions from scholars and policy makers. Overall, the contributions demonstrate how views differ based on geographical location, and how views have changed during the course of the still-

evolving War on Terror. The book will be of much interest to students and scholars of terrorism and counter-terrorism, foreign policy, Middle Eastern politics, security studies and IR, as well as policy makers. *Education and Cultural Citizenship* Nick Stevenson 2011-05-12 "Nick Stevenson skilfully draws upon a welter of leading thinkers from the liberal, socialist, critical-theory and multiculturalist canons in developing his argument that leading ideas about education are umbilically tied to notions of the good society. The pluralistic and undogmatic manner in which he sifts these accounts, and his insistence upon the centrality of democratic citizenship, make this a timely and important contribution to current debates about the nature and purpose of schools." - Michael Kenny,

University of Sheffield "In *Education and Cultural Citizenship* Nick Stevenson presents a powerful argument concerning how education can and should promote democracy, accompanied by critiques of how all-too-often education fails to do so. Full of strong ideas, arguments, engagement with key thinkers, Stevenson's book should be of great interest to all concerned with the nexus of democracy and education." - Douglas Kellner, UCLA This dynamic book systematically brings together the major developments in the social and political theory of education. It offers a global introduction to the major debates within the field and provides a sustained argument for a democratic and normative view of education. Nick Stevenson provides a comprehensive view of the major

disputes within social, cultural and political approaches to education. Drawing upon varied critical traditions, the book helpfully connects these diverse threads of debate whilst exploring the work of key theorists. Areas explored include: democratic notions of education cosmopolitanism multiculturalism pragmatism critical pedagogy democratic socialism liberalism politics of fear. Clearly written and passionately argued, this book will be essential reading for all those interested in exploring education's changing place in society.

African Philosophy of Education

Reconsidered Yusef Waghid 2013-07-04

Much of the literature on the African philosophy of education juxtaposes two philosophical strands as mutually

exclusive entities; traditional ethnophilosophy on the one hand, and 'scientific' African philosophy on the other. While traditional ethnophilosophy is associated with the cultural artefacts, narratives, folklore and music of Africa's people, 'scientific' African philosophy is primarily concerned with the explanations, interpretations and justifications of African thought and practice along the lines of critical and transformative reasoning. These two alternative strands of African philosophy invariably impact understandings of education in different ways: education constituted by cultural action is perceived to be mutually independent from education constituted by reasoned action. Yusef Waghid argues for an African

philosophy of education guided by communitarian, reasonable and culture dependent action in order to bridge the conceptual and practical divide between African ethnophilosophy and 'scientific' African philosophy. Unlike those who argue that African philosophy of education cannot exist because it does not invoke reason, or that reasoned African philosophy of education is just not possible, Waghid suggests an African philosophy of education constituted by reasoned, culture-dependent action. This book provides an African philosophy aimed at developing a conception of education that can contribute towards imagination, deliberation, and responsibility - actions that can help to enhance justice in educative relations, both in Africa and throughout the world. This book will

be essential reading for researchers and academics in the field of the philosophy of education, especially those wanting to learn from the African tradition.

Uniform Behavior S. McGoldrick
2006-07-23 This book places in historical context the continuing push-pull dynamics between national politics and the entrenched tradition of local control over law enforcement in the U.S. Drawing on the present sense of urgency around the War on Terror and earlier national political initiatives that have sought to influence law enforcement at the local level, this multidisciplinary collection addresses key questions about how national and geopolitical developments come to shape local policing, and inform who decides how, and to what end, local police forces

will maintain public order, interact with local communities, and address issues of accountability, oversight, and reform.

Universities and Conflict Juliet Millican 2017-11-08 This book uses a series of case studies to examine the roles played by universities during situations of conflict, peacebuilding and resistance. While a body of work dealing with the role of education in conflict does exist, this is almost entirely concerned with compulsory education and schooling. This book, in contrast, highlights and promotes the importance of higher education, and universities in particular, to situations of conflict, peacebuilding and resistance. Using case studies from Europe, Africa, Asia and the Middle East, this volume considers institutional responses, academic

responses and student responses, illustrating these in chapters written by those who have had direct experience of these issues. Looking at a university's tripartite functions (of research, teaching and service) in relation to the different phases or stages of conflict (pre conflict, violence, post conflict and peacebuilding), it draws together some of the key contributions a university might make to situations of instability, resistance and recovery. The book is organised in five sections that deal with conceptual issues, institutional responses, academic-led or discipline-specific responses, teaching or curriculum-led responses and student involvement. Aimed at those working in universities or concerned with conflict recovery and

peacebuilding it highlights ways in which universities can be a valuable, if currently neglected, resource.

This book will be of much interest to students of peace studies, conflict resolution, education studies and IR in general.