Learning Directory

El-Hi Textbooks & Serials in Print, 2005
This critical study illuminates the neglected intersection of war, disease, and gender as represented in an important subgenre of World War I literature. It calls into question public versus private perceptions of time, mass media, urban spaces, emotion, and the increasingly uncertain status of the future.

Total Cost Analysis in Logistics

Catalog of Copyright Entries

Cultural Legal Studies

How does Kate Chopin create a mood in just a few sentences? How does Shakespeare make a character say one thing and mean another? Help your students understand how expert writers control voice and use the power of language. Students will develop an understanding of the elements comprising an author’s unique voice—diction, detail, figurative language, imagery, syntax, and tone—and develop the skills needed to express their own unique voices. Voice Lessons provides 35 short passages from complex fiction and nonfiction. Each sharply focused example targets a
specific element of voice. Also included are 65 lessons based on longer pieces of text. These lessons integrate the elements of voice and help students understand how they work together. Teachers can use Voice Lessons successfully with any high school curriculum. The short-passage lessons present the elements of voice in manageable exercises that function well as class openers or mini-lessons. Activities in each lesson serve as writing prompts for students to apply what they have learned from specific passages. Lessons on the longer text provide additional models and practice. These lessons also work together within each genre (essay, short story, speech, poem, and drama) and serve well as mini-units to teach voice and literary analysis and to help students develop a personal voice. Notes after each section provide background and discussion suggestions for teachers.

The Theoretical Practices of Physics

Victorian Servants, Class, and the Politics of Literacy

A Successful Novel Must Be in Want of a Sequel

Films and Other Materials for Projection Samar (philosophy, Loyola U.) seeks to develop a metatheory of law that judges could use to decide very hard cases in which the law offers no firm precedents or it is not clear whether the applicable law is just. He discusses theories of political philosophy that set a foundation for the duty to obey law, presents a natural law justification for a legal system containing morally just laws, uses his metatheory to resolve five historically significant constitutional cases, and offers suggestions for legal education. Annotation copyrighted by Book News, Inc., Portland, OR

Twentieth Century Crime & Mystery Writers

Evolution, Literature, and Film Extending and modifying the works of Bakhtin, Gadamer, Ong and Foucault, this treatise constructs a theoretical model of dialogic romanticism and applies it to a range of Romantic texts. The author argues that dialogic forms and meanings are particularly pronounced during the Romantic epoch.

Critical Analysis of Fiction In this volume, Fernandez brings the under-examined figure of the Victorian servant out of obscurity in order to tell the story of his or her encounter with literacy, as imagined and represented in nineteenth-century fiction, autobiography, pamphlets and diaries. A vast body of writing is uncovered on the management of servant literacy in Victorian periodicals, advice manuals, cartoons, sermons, books on household management, and pornography, thereby revealing that the domestic sphere was a crucial war zone in the battle over mass literacy. By attending to how fictional and nonfictional texts of the age feature literate servant narrators, she demonstrates how the issue of servant literacy as a cultural phenomenon has profound implications for our understanding of the nexus between class, mass literacy, voice and
narrative power in the nineteenth century. The study reads canonical fiction by Mary Wollstonecraft, Emily Bronte, Elizabeth Gaskell, Wilkie Collins, and R.L. Stevenson alongside popular detective fiction by Catherine Crowe, the Diaries of Hannah Cullwick, and best-selling pamphlets of the age, while introducing to Victorian scholarship hitherto little known or unknown servant autobiographies that address life history as an engagement with literacy.

Canadiana

The Belgian Essays

A Half-century of Greatness Emily Brontë occupies a special place in the English literary canon. And rightly so: the incomparable Wuthering Heights is a novel that has bewitched us for almost 200 years, and the character of Heathcliff is, perhaps, the ultimate romantic hero - and villain. But Emily herself remains an enigmatic figure, often portrayed as awkward, as a misanthrope, as "no normal being". That's the conventional wisdom on Emily as a person, but is it accurate, is it fair? In this biography with a twist, Claire O'Callaghan conjures a new image of Emily and rehabilitates her reputation by exploring the themes of her life and work - her feminism, her passion for the natural world - as well as the art she has inspired, and even the "fake news" stories about her. What we discover is that she was, in fact, a thoroughly modern woman. And now, in the 21st century, it's time for the real Emily Brontë to please stand up. “Thoughtfulan informally written, no-nonsense reappraisalmuch more readable than most jargon-riggen academic articles.” Jacqueline Banerjee, Times Literary Supplement “A fascinating read.” Hephzibah Anderson, Mail on Sunday “O’Callaghan clearly knows her stuff An original, valuable contribution that goes a long way to rehabilitating the image of one of the most influential female figures in English literature.” Katherine Clements, Northern Soul

Abortion, Choice, and Contemporary Fiction

Eloquence and Enigma

Jane Campion

The Perverse Gaze of Sympathy “This study presents a new approach to the theory of Romanticism. Peer proceeds through key Romantic documents about form and structure, while displacing and condensing modern scholarly assumptions that interrupt modern theoretical protocol. A line of development is suggested, moving from eighteenth-century explorations in Kant, Fielding, and Diderot, through Schlegelian Romantic beginnings, and on through Emily Bronte, Pushkin, and the Romantic Manifesto, culminating in the profound achievement of Manzoni. Summarizing narrative implications by looking at the modern discipline of Comparative Literature, this book deliberately deforms both our contemporary ideas about...”
Romanticism as well as our non-Romantic way of teaching it."--BOOK JACKET.

Twentieth Century Interpretations of Wuthering Heights Responding to Film is a dynamic tool for students who seek as complete an understanding of film as is humanly possible. By focusing on film, the author looks at how it offers students an understanding of themselves, of their culture, and of art. This guide also seeks to familiarize the students with the practical methodology for studying film: how to understand film genres, techniques, and language. The book is supplemented by comprehensive lists of films for study, web sites, and model films. It also includes a model course for instructors. Teachers will find this marvelous guide valuable in a variety of courses, including film literature, film aesthetics, and film as an adaptation of literature. A Burnham Publishers book

Worlds in Consciousness; Mythopoetic Thought in the Novels of Virginia Woolf Wilkie Collins was one of the most popular novelists during England’s Victorian era. While Collins scholarship has often focused on social issues, this critical study explores his formal ingenuity, particularly the novel of testimony constructed from epistolary fiction, trial reports and prose monologue. His innovations in form were later mirrored by Vera Caspary, who adapted The Woman in White three times into contemporary fiction. This text explores how the formal dialogue between Collins and Caspary has linked sensation fiction with noir thrillers and film noir.

Dialogue and Literature

Emily Brontë Reappraised

Using English from Conversation to Canon In recent years, public debate has raged over the issue of maternal choice. While personal testimony and political argument have received widespread attention, artistic representations of birth and abortion have been submerged. Judith Wilt offers the first look at how contemporary writers tell and retell the stories that shape our perceptions about abortion. She reveals that the struggle to plot these painful, complex narratives of choice, control, guilt, loss, and liberation has preoccupied an astonishing number of our most distinguished novelists, male and female alike. Readers of twentieth-century novels are more likely to encounter plots centered on maternal choice than those dealing with the more traditional problems of courtship and marriage. In the opening of the book, Wilt discusses real case histories of several women. After studying the ambiguities of their decisions, she turns to their counterpoints depicted in contemporary fiction. Working from a feminist perspective, Wilt traces the theme of maternal choice in works by Margaret Atwood, Margaret Drabble, Joan Didion, Mary Gordon, Alice Walker, Toni Morrison, Gloria Naylor, Marge Piercy, Thomas Keneally, Graham Swift, Ernest Hemingway, William Faulkner, John Barth, John Irving, and others. Behind the political, medical, and moral debates on abortion, Wilt argues, is a profound psychocultural shock at the recognition that maternity is passing from the domain of instinct to that of conscious choice. Although never wholly instinctual,
maternity's potential capture by consciousness raises complex questions. The novels Wilt discusses portray worlds in which principles are endangered by sexual inequality, male power and hidden male fear of abandonment, impotence, female submission, and covert rage, and, in the case of black maternity, the hideous aftermath of slavery. Wilt provides a resonant new context for debates—whether political or personal—on the issue of abortion and maternal choice. Ultimately she enables us to rethink how we shape our own identities and lives.

**Envisioning Disease, Gender, and War**

Rethinking the Novel/Film Debate "Original and unique—there is almost by default no collection like it at present. The field of evolutionary literary studies is coalescing as I write, and the publication of this book will have a decisive and positive impact in this regard."-Peter Swirski, Author Of Literature, Analytically Speaking evolution, Literature, And Film opens with Charles Darwin on the logic of natural selection, Richard Dawkins on the genetic revolution of modern evolutionary theory, Edward O. Wilson on the unity of knowledge, Steven Pinkers on the transformation of psychology into an explanatory science, and David Sloan Wilson on the integration of evolutionary theory into cultural critique. Later essays include discussions of evolutionary literary theory and film theory, interpretive commentaries on works of literature and film, and analyses using empirical methods to explore literary problems. Texts under the microscope include folk- and fairy tales; Homer's Iliad; Shakespeare's plays; works by Charles Dickens, Emily Bronte, and Zora Neale Hurston; narratives in sci-fi, comics, and slash fiction; and films from Europe, America, Asia, and Africa. Each essay explains the contribution of evolution to a study of the human mind, human behavior, culture, and art. "Extremely well conceived, bringing together classics from the early days and the cutting edge of recent statistical scholarship. The essays are excellent and represent the best work being done right now in the field."-Blakey Vermeule, Stanford University

**Justifying Judgment** In this book, writers from a range of academic disciplines examine a wide variety of text and discourse: from everyday conversation to the literary canon.

(Roman)ticism What can law's popular cultures do for law, as a constitutive and interrogative critical practice? This collection explores such a question through the lens of the ‘cultural legal studies’ movement, which proffers a new encounter with the ‘cultural turn’ in law and legal theory. Moving beyond the ‘law ands’ (literature, humanities, culture, film, visual and aesthetics) on which it is based, this book demonstrates how the techniques and practices of cultural legal studies can be used to metamorphose law and the legalities that underpin its popular imaginary. By drawing on three different modes of cultural legal studies - storytelling, technology and jurisprudence - the collection showcases the
intersectional practices of cultural legal studies, and law in its popular cultural mode. The contributors to the collection deploy differentiated modes of cultural legal studies practice, adopting diverse philosophical, disciplinary, methodological and theoretical approaches and subjects of examination. The collection draws on this mix of diversity and homogeneity to thread together its overarching theme: that we must take seriously an interrogation of law as culture and in its cultural form. That is, it does not ask how a text ‘represents’ law; but rather how the representational nature of both law and culture intersect so that the ‘juridical’ become visible in various cultural manifestations. In short, it asks: how law's popular cultures actively effect the metamorphosis of law.

Wilkie Collins, Vera Caspary and the Evolution of the Casebook Novel

Bridging the Gap Between AI, Cognitive Science, and Narratology With Narrative Generation In the wake of the civil rights movement, a great divide has opened up between African American and Jewish communities. What was historically a harmonious and supportive relationship has suffered from a powerful and oft-repeated legend, that Jews controlled and masterminded the slave trade and owned slaves on a large scale, well in excess of their own proportion in the population. In this groundbreaking book, likely to stand as the definitive word on the subject, Eli Faber cuts through this cloud of mystification to recapture an important chapter in both Jewish and African diasporic history. Focusing on the British empire, Faber assesses the extent to which Jews participated in the institution of slavery through investment in slave trading companies, ownership of slave ships, commercial activity as merchants who sold slaves upon their arrival from Africa, and direct ownership of slaves. His unprecedented original research utilizing shipping and tax records, stock-transfer ledgers, censuses, slave registers, and synagogue records reveals, once and for all, the minimal nature of Jews' involvement in the subjugation of Africans in the Americas. A crucial corrective, Jews, Slaves, and the Slave Trade lays to rest one of the most contested historical controversies of our time.

Responding to Film What happened after Mr. Darcy married Elizabeth Bennet in Pride and Prejudice? Where did Heathcliff go when he disappeared in Wuthering Heights? What social ostracism would Hester Prynne of The Scarlet Letter have faced in 20th century America? Great novels often leave behind great questions, and sequels seek to answer them. This critical analysis offers fresh insights into the sequels to seven literary classics, including Jane Austen’s Sense and Sensibility, the Brontë sisters’ Jane Eyre, Louisa May Alcott’s Little Women, and Daphne du Maurier’s Rebecca.

El-Hi Textbooks in Print Cost is considered a crucial factor in much decision-making in private and public organisations. Therefore, the ability to calculate total estimated costs for different alternatives is important. However, such total cost analysis is a challenging task. Providing students with the knowledge and skills needed for total cost analysis is therefore relevant in several disciplines within higher education. Within logistics management, total cost analysis is for decades by several scholars regarded as a ‘cornerstone’, a fundamental part of the discipline. However, except for describing the basic
steps and presumptions, the literature does not give much support concerning how to conduct such analyses, or which the difficulties associated with total cost analysis are. This blank space in literature is not limited to the logistics discipline, it stretches throughout many disciplines. Neither does literature cover how to teach to support students’ learning of total cost analysis. Hence, to address the lack of research, the purpose of this thesis was formulated as follows: To contribute to the understanding of conducting, learning, and teaching total cost analysis. Three research questions were shaped to address each part of the purpose: conducting, learning and teaching. RQ1 What challenges are connected to the process of conducting total cost analysis? RQ2 What thresholds are there for learning how to conduct total cost analysis? RQ3 How can total cost learning be supported by suitable educational methods? The research questions are connected to each other in the sense that the challenges of conducting total cost analysis (RQ1) indicate within which areas total cost learning is difficult, and thereby where thresholds are to be investigated (RQ2). Further, knowledge about the learning thresholds is needed to discuss suitable educational activities (RQ3). The research was conducted by a combination of literature reviews and multiple case studies at four Higher Education Institutions, where both teachers and students were approached. The findings for RQ1 were developed in an abductive procedure walking back and forth between literature and cases. A twelve-step process for total cost analysis was defined, and specific challenges associated for each of these steps. Regarding learning thresholds (RQ2), perceived difficulties with learning total cost analysis were identified in the case studies. These difficulties were then analysed against threshold characteristics available in literature. This resulted in the identification of four total cost learning thresholds. Literature on constructivist-based teaching was used to suggest teaching methods to support learning (RQ3). These types of activities proved to match the ones most appreciated by teachers and students in the studied cases. The twelve-step process provides a more structured and holistic view of total cost analysis than previously available in the logistics literature. The description of challenges with conducting total cost analysis is novel, not only within logistics, but also generally, why this is a major contribution from this research. Aspects regarding teaching and learning connected to logistics, and to total cost analysis, are very sparsely addressed in literature, which makes the findings concerning learning thresholds and teaching methods valuable. The findings are believed to be useful for different stakeholders. First and foremost, teachers can use the findings for designing programs, courses, and course modules which cover the important aspects of total cost analysis with help from educational activities supporting the students’ learning. Second, for organisations where total cost analyses are conducted, the suggested process with its steps and associated challenges can be used to achieve better total cost analyses, and in turn more substantiated decisions. In the longer perspective, better education on total cost analysis at Higher Education Institutions will further strengthen the total cost competence in organisations, thereby improving the total cost-related decision making. Total cost analysis is not unique for the logistics discipline. Although focus in the study has been on Higher Education Institutions providing logistics courses, the findings are to a high extent believed to be relevant also for other disciplines dealing with total cost analysis.

Library of Congress Catalog: Motion Pictures and Filmstrips Offers a new interpretation of “sympathy” as an instrument
for investigating contemporary culture, gender, and visual technique.

**Bringing Words to Life**

The use of cognitive science in creating stories, languages, visuals, and characters is known as narrative generation, and it has become a trending area of study. Applying artificial intelligence (AI) techniques to story development has caught the attention of professionals and researchers; however, few studies have inherited techniques used in previous literary methods and related research in social sciences. Implementing previous narratology theories to current narrative generation systems is a research area that remains unexplored.

**Bridging the Gap Between AI, Cognitive Science, and Narratology With Narrative Generation** is a collection of innovative research on the analysis of current practices in narrative generation systems by combining previous theories in narratology and literature with current methods of AI. The book bridges the gap between AI, cognitive science, and narratology with narrative generation in a broad sense, including other content generation, such as novels, poems, movies, computer games, and advertisements. The book emphasizes that an important method for bridging the gap is based on designing and implementing computer programs using knowledge and methods of narratology and literary theories. In order to present an organic, systematic, and integrated combination of both the fields to develop a new research area, namely post-narratology, this book has an important place in the creation of a new research area and has an impact on both narrative generation studies, including AI and cognitive science, and narrative studies, including narratology and literary theories. It is ideally designed for academicians, researchers, and students, as well as enterprise practitioners, engineers, and creators of diverse content generation fields such as advertising production, computer game creation, comic and manga writing, and movie production.

**Voice Lessons Sample Text**

**Books and Pamphlets, Including Serials and Contributions to Periodicals**

*Catalog of Copyright Entries* R.I.G Hughes offers an original approach to the philosophical understanding of physics: instead of examining theories, he examines the theoretical practices which physicists use. He starts with a critical study of the accounts that physicists give of their practices, and asks: Given that these practices are successful, what is the nature of their success? Eight of the nine essays are illustrated by case studies of particular episodes in the history of physics. In three essays these case studies are strictly historical; the others deal with physics since 1900. Three essays deal with standard topics in the philosophical literature (laws, explanation, and realism), but are here considered from the
perspective that an examination of theoretical practice affords. The five essays at the centre of the book all deal with different aspects of modelling in physics. Another examines the discourse of physics, in particular the languages in which physical narratives are told and experimental work is described. The final essay draws out the implications of the earlier essays for the thesis of scientific realism.

Nineteenth-century Studies Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words.

Catalog of Copyright Entries. Third Series

Bibliography of Women and Literature: Articles and books (1974-1978) by and about women from 600 to 1975 Venturing out of Yorkshire for the first time in their lives, the Bronte sisters Charlotte and Emily traveled to Brussels in 1842, and Charlotte returned for another visit in 1843. The journeys proved to be pivotal in both their writing careers. Under the tutelage of their brilliant teacher Constantin Heger, the young authors penned the twenty-eight essays (devoirs) collected for the first time in this volume. Each essay, presented in its original French, is accompanied by an English translation and commentary to establish historical and literary context. Where M. Heger made comments, they are reproduced in full. Nine of the essays have never been published before. Sue Lonoff offers a mine of information on the Brontes and their Brussels experience, exploring why the months in Belgium meant so much to the sisters and how their writing exercises affected their developing prose styles.

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