More than three decades after its first publication, Edward Said's groundbreaking critique of the West's historical, cultural, and political perceptions of the East has become a modern classic. In this wide-ranging, intellectually vigorous study, Said traces the origins of "orientalism" to the centuries-long period during which Europe dominated the Middle and Near East and, from its position of power, defined "the orient" simply as "other than" the occident. This entrenched view continues to dominate western ideas and, because it does not allow the East to represent itself, prevents true understanding. Essential, and still eye-opening, Orientalism remains one of the most important books written about our divided world.
This book will address a number of urgent themes in education today that include multiculturalism, the politics of whiteness, the globalization of capital, neoliberalism, postmodernism, imperialism, and current debates in Marxist social theory. The above themes will be linked to critical educational praxis, particularly to teaching activities within urban schools. Finally, the book will develop the basis for a wider political project directed at resisting and transforming economic exploitation, cultural homogenization, political repression, and gender inequality. Recent and widespread scholarly attention has been given to the unabated mercilessness of global capitalism. Little opposition exists as capital runs amok, unhampered and undisturbed by the tectonic upheaval that is occurring in the geopolitical landscape that has recently witnessed the collapse of the Soviet Union and the regimes of the Eastern Bloc. As we examine education policies within the context of economic globalization, we attempt to address the extent to which the pedagogy and politics of everyday life has fallen under the sway of what we identify as cultural and economic imperialism. Finally, the book raises a number of urgent questions: What are the current limitations to educational reform efforts among the educational left? What are some of the problems associated with certain developments within postmodern education? How can a return to Marxist theory and revolutionary politics revitalize the educational left at a time when capitalism appears to be unstoppable? What actions need to be taken in both local and global arenas to overcome the exploitation that the
Robin Blackburn traces European doctrines of race and slavery from medieval times to the early modern epoch. At the time when European powers colonized the Americas, the institution of slavery had almost disappeared from Europe itself. Having overcome an institution widely regarded as oppressive, why did they sponsor the construction of racial slavery in their new colonies? The Making of New World Slavery finds in the emergent West both a stigmatization of the ethno-religious Other and a new culture of consumption, freed from earlier moral restrictions. Robin Blackburn argues that independent commerce, geared to burgeoning consumer markets, was the driving force behind the rise of plantation slavery. The Baroque state fed greedily off this commerce whilst unsuccessfully seeking to regulate slavery. Successive chapters of the book consider the deployment of slaves in the colonial possessions of the Portuguese, the Spanish, the Dutch, the English and the French. Robin Blackburn argues that the organization of slave plantations placed the West on a destructive path to modernity and that greatly preferable alternatives were both proposed and rejected. Finally he shows that the surge of Atlantic trade, premised on the killing toil of the plantations, made a decisive contribution to both the Industrial Revolution and the rise of the West. The Making of New World Slavery is a masterly study of this momentous and baleful epoch in the making of the modern world.
The New Imperialism Chapter Test

adventured on sea and land to conquer and decimate preliterate cultures. A major advance in our understanding of human societies, Guns, Germs, and Steel chronicles the way that the modern world came to be and stunningly dismantles racially based theories of human history. Winner of the Pulitzer Prize, the Phi Beta Kappa Award in Science, the Rhone-Poulenc Prize, and the Commonwealth club of California's Gold Medal.

For an accessible, comprehensive global survey of the world's major civilizations, Adler and Pouwels's WORLD CIVILIZATIONS offers a great balance between detail and brevity. This unique student-oriented text offers 53 short chapters accompanied by strong pedagogy and critical thinking tools, giving instructors the flexibility to assign a wide range of major topics in world history in a variety of different ways, while making learning more manageable for students. The focused treatment of topics throughout history covers every major epoch and follows broad patterns and processes, while illuminating history through specific examples and a particular emphasis on social and cultural topics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book re-presents the poetry of Rudyard Kipling in the form of bold slogans, the better for us to reappraise the meaning and import of his words and his art. Each line or phrase is thrust at the reader in a manner that may be inspirational or controversial it is for the modern consumer of this recontextualization to decide. They are words to provoke: to action. To inspire. To recite. To revile. To reconcile or reconsider the legacy and benefits of colonialism. Compiled and presented by sloganist Dick Robinson, three poems are included, complete and uncut: 'White Man's Burden', 'Fuzzy-Wuzzy' and 'If'.

This practical handbook is designed to help anyone who is preparing to teach a world history course - or wants to teach it better. It includes contributions by experienced teachers who are reshaping world history education, and features new approaches to the subject as well as classroom-tested practices that have markedly improved world history teaching.

"NY Regents ALGEBRA 2 TRIGONOMETRY Study Guide" 500 questions and answers (ILLUSTRATED) that focus on essential advanced algebra concepts. Includes complementary diagrams. Essential definitions, formulas, and sample problems. Topics: Exponents and Radicals, Absolute Values and Inequalities, Polynomials, Linear Equations, Quadratic Equations, Conic Sections, Logarithms, Angles, Trigonometric Functions and Identities, Oblique Triangles, Complex and Imaginary Numbers, Area and Volume, Sequences and Series

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"Exambusters NY Regents Prep Workbooks" provide comprehensive NY Regents review--one fact at a time--to prepare students to take practice NY Regents tests. Each NY Regents study guide focuses on fundamental concepts and definitions--a basic overview to begin studying for the NY Regents exam. Up to 600 questions and answers, each volume in the NY Regents series is a quick and easy, focused read. Reviewing NY Regents flash cards is the first step toward more confident NY Regents preparation and ultimately, higher NY Regents exam scores!

This fourth volume in the Discourse, Power, Resistance series takes the theme into new territory, setting educational thinking and practice firmly in its global political context. Drawing on schools of thought as diverse as Marxism and eco-feminist theology, the contributors to Part 1 (Global Imperialism and Terror: The Theory and Practice of Othering), led by Peter McLaren, examine the possibilities for critical thinking and transformative practice in the aftermath of 9/11 and the new age of cultural and political imperialism. In Part 2 (Praxis: Thinking and Doing) contributors draw on a range of critical perspectives to examine both the theory and practice of education, taking the reader from the self to the system and back again via dynamic systems theory, flow theory and a multiplicity of diverse (and often conflicting) practices of subversion. The book closes with two radical departures from the norm: a seriously playful transgression into the fields of pop art and film, and a searing poetic lament on the current state of educational policy and practice. As educators, we are all, in William Pinar's words, 'behind enemy lines', in a field which, despite our continued bids for autonomy, is increasingly hijacked by globalizing political forces. This book offers modes of resistance which are startling, unsettling and challenging. It will be of deep interest to students, tutors and researchers in education, policy studies and related fields, and to those who are involved in training, or becoming, the educators of the future. The contributors are Peter McLaren, William Pinar, Mike Cole, Lisa Isherwood, Elizabeth Atkinson, Tamsin Haggis, Sue Clegg, Gill Boag-Munroe, Ros Ollin, Victoria

For an accessible, comprehensive global survey of the world's major civilizations, Adler and Pouwels's WORLD CIVILIZATIONS offers a great balance between detail and brevity. This unique student-oriented text offers 53 short chapters...
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accompanied by strong pedagogy and critical thinking tools, giving instructors the flexibility to assign a wide range of major topics in world history in a variety of different ways, while making learning more manageable for students. The focused treatment of topics throughout history covers every major epoch and follows broad patterns and processes, while illuminating history through specific examples and a particular emphasis on social and cultural topics. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Annotation Renowned academics compare major features of imperial rule in the 19th century, reflecting a significant shift away from nationalism and toward empires in the studies of state building. National historical narratives have systematically marginalized imperial dimensions, yet empires play an important role. This book examines the methods discerned in the creation of the Habsburg Monarchy, the Ottoman rule, the Hohenzollerns and Imperial Russia; thereby it responds to the current interest in empires.

Examines how “Indianness” has propagated U.S. conceptions of empire

Explores the intimate relationship of non-Native and Native sexual politics in the United States

Published by OpenStax College, U.S. History covers the breadth of the chronological history of the United States and also provides the necessary depth to ensure the course is manageable for instructors and students alike. U.S. History is designed to meet the scope and sequence requirements of most courses. The authors introduce key forces and major developments that together form the American experience, with particular attention paid to considering issues of race, class and gender. The text provides a balanced approach to U.S. history, considering the people, events and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived experience).

In Imperialism and Global Political Economy Alex Callinicos intervenes in one of the main political and intellectual debates of the day. The global policies of the United States in the past decade have encouraged the widespread belief that we live in a new era of imperialism. But is this belief true, and what does ‘imperialism’ mean? Callinicos explores these questions in this wide-ranging book. In the first part, he critically assesses the classical theories of imperialism developed in the era of the First World War by Marxists such as Lenin, Luxemburg, and Bukharin and by the Liberal economist J.A. Hobson. He then outlines a theory of the relationship between capitalism as an economic system and the international state system, carving out a distinctive position compared to other contemporary theorists of empire and imperialism such as Antonio Negri, David Harvey, Giovanni Arrighi, and Ellen Wood. In the second half of
Imperialism and Global Political Economy

Callinicos traces the history of capitalist imperialism from the Dutch East India Company to the specific patterns of economic and geopolitical competition in the contemporary era of American decline and Chinese expansion. Imperialism, he concludes, is far from dead.

Voyages in World History, Brief Edition

Masterfully uses the theme of movement—the journeys of peoples, ideas, and goods—to help students make sense of the huge range of people, places, and events throughout history. Each chapter is framed around the story of a person who traveled within the time period and region under discussion. Students can practice being critical readers by evaluating the traveler's observations and attitudes. A primary source feature, "Movement of Ideas," helps students develop the core skill of analyzing sources by allowing them to compare multiple explanations of significant ideas. This brief text meets the needs of instructors who want a lively narrative style without sacrificing the themes and pedagogy that make world history understandable to students; it is also ideal for instructors who want to supplement a text with many primary sources. Available in the following options:

Voyages in World History, Brief Edition, 2nd Edition (Chapters 1−32); Volume I: To 1600 (Chapters 1−16); Volume II: Since 1500 (Chapters 15−32).

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Features a lesson plan on the Age of Imperialism presented by Small Planet Communications. Explains that the lesson plan is for "The Age of Imperialism" chapter of "An On-Line History of the United States." Offers access to lesson objectives, enrichment activities, and a test.

An illuminating look at the concepts of race, nation, and equality in eighteenth- and nineteenth-century America, The idea that "all men are created equal" is as close to a universal tenet as exists in American history. In this hard-hitting book, David Kazanjian interrogates this tenet, exploring transformative flash points in early America when the belief in equality came into contact with seemingly contrary ideas about race and nation. The Colonizing Trick depicts early America as a white settler colony in the process of becoming an empire—one deeply integrated with Euro-American political economy, imperial ventures in North America and Africa, and pan-American racial formations. Kazanjian traces tensions between universal equality and racial or national particularity through theoretically informed critical readings of a wide range of texts: the political writings of David Walker and Maria Stewart, the narratives of black mariners, economic treatises, the personal letters of Thomas Jefferson and Phillis Wheatley, Charles Brockden Brown’s fiction, congressional tariff debates, international treaties, and popular novelettes about the U.S.-Mexico War and the Yucatan’s Caste War. Kazanjian shows how emergent racial and national formations do not contradict universalist egalitarianism; rather, they rearticulate it, making equality at once restricted, formal, abstract, and materially embodied.
A provocative critique of George W. Bush and his administration analyzes the dangerous, self-interested, anti-democratic, and imperialistic policies of the Bush administration, arguing that they have resulted in increasing stagnation, militarism, and new threats of terrorism. Reprint.

In 1999, Noelani Goodyear-Ka'ōpua was among a group of young educators and parents who founded Hālau Kū Māna, a secondary school that remains one of the only Hawaiian culture-based charter schools in urban Honolulu. The Seeds We Planted tells the story of Hālau Kū Māna against the backdrop of the Hawaiian struggle for self-determination and the U.S. charter school movement, revealing a critical tension: the successes of a school celebrating indigenous culture are measured by the standards of settler colonialism. How, Goodyear-Ka'ōpua asks, does an indigenous people use schooling to maintain and transform a common sense of purpose and interconnection of nationhood in the face of forces of imperialism and colonialism? What roles do race, gender, and place play in these processes? Her book, with its richly descriptive portrait of indigenous education in one community, offers practical answers steeped in the remarkable—and largely suppressed—history of Hawaiian popular learning and literacy. This uniquely Hawaiian experience addresses broader concerns about what it means to enact indigenous cultural–political resurgence while working within and against settler colonial structures. Ultimately, The Seeds We Planted shows that indigenous education can foster collective renewal and continuity.

In the spirit of their last collaboration, Apartheid and Racism in South African Children's Literature, 1985-1995, Yulisa Amadu Maddy and Donnarae MacCann once again come together to expose the neo-imperialist overtones of contemporary children's fiction about Africa. Examining the portrayal of African social customs, religious philosophies, and political structures in fiction for young people, Maddy and MacCann reveal the Western biases that often infuse stories by well-known Western authors. In the book's introductory section, Maddy and MacCann offer historical information concerning Western notions of Africa as "primitive," and then present background information about the complexity of feminism in Africa and about the ongoing institutionalization of racism. The main body of the study contains critiques of the novels or short stories of eleven well-known writers, including Isabel Allende and Nancy Farmer--all demonstrating that children's literature continues to mis-represent conditions and social relations in Africa. The study concludes with a look at those short stories of Beverly Naidoo which bring insight and historical accuracy to South African conflicts and emerging solutions. Educators, literature professors, publishers, professors of Diaspora and African studies, and students of the mass media will find Maddy and MacCann's critique of racism in the representation of Africa to be indispensable to students of multicultural literature.
Vladimir Ilich Lenin's Imperialism: The Highest Stage of Capitalism, originally published in 1916, was one of the first attempts to account for the increasing importance of the world market in the twentieth century. The essay is a synthesis of Lenin’s modifications and developments of economic theories that Karl Marx formulated in ‘Das Kapital’. This remarkable Marxist text explains fully the inescapable flaws and destructive power of Capitalism. Lenin offers a predictive scenario of a world shaken by competitive instability, warfare and crisis, dominated by monopolies, the merging of finance and industrial capital, and fierce territorial competition. Its pertinence is now greater than ever. Lenin vaticinated that those third world countries used merely as capitalist labour would have no choice but to join the Communist revolution in Russia. His theoretical framework remains the best method for understanding recent global developments.

Shows how the droughts affecting northern Africa, China, and India in the 1870s and 1890s are consistent with El Nino effects, and discusses the economic, racial, and political forces that allowed 50 million people to starve.

Test scores are the go-to metric of policy makers and anxious parents looking to place their children in the best schools. Yet standardized tests are a poor way to measure school performance. Using the diverse urban school district of Somerville MA as a case study, Jack Schneider’s team developed a new framework to assess educational effectiveness.

The idea for this book came while I was observing a student teacher and a master teacher. I realized that most student teachers while in training do not have the opportunity to think creatively about their lessons. I also noticed that teachers new to the field of teaching suffer the same fate; they are too busy trying to survive the day and are not sure how to plan and organize their teaching. Lesson plans are one of the most important tools for a teacher and more important for the novice teacher. I believe that during student teaching or during their undergraduate years, if students were equipped with this book their first year teaching will not look so first year. Imagine an undergraduate class filled with soon to be Social Studies teachers discussing these selected lesson plans, improving upon them and making them their own. Most first year teachers over teach or under teach and both types still miss the marks on the standardized test. These lesson plans will give the new teacher a place to begin.
At the end of the nineteenth century, the zenith of its imperial chauvinism and jingoistic fervour, Britain's empire was bolstered by a surprising new ideal of manliness, one that seemed less English than foreign, less concerned with moral development than perpetual competition, less civilized than savage. This study examines the revision of manly ideals in relation to an ideological upheaval whereby the liberal imperialism of Gladstone was eclipsed by the New Imperialism of Disraeli and his successors. Analyzing such popular genres as lost world novels, school stories, and early science fiction, it charts the decline of mid-century ideals of manly self-control and the rise of new dreams of gamesmanship and frank brutality. It reveals, moreover, the dependence of imperial masculinity on real and imagined exchanges between men of different nations and races, so that visions of hybrid masculinities and honorable rivalries energized Britain's sense of its New Imperialist destiny.