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THE ACADEMIC REVOLUTION

Routledge The Academic Revolution describes the rise to power of professional scholars and scientists, first in America's leading universities and now in the larger society as well. Without attempting a full-scale history of American higher education, it outlines a theory about its development and present status. It is illustrated with firsthand observations of a wide variety of colleges and universities the country over—colleges for the rich and colleges for the upwardly mobile; colleges for vocationally oriented men and colleges for intellectually and socially oriented women; colleges for Catholics and colleges for Protestants; colleges for blacks and colleges for rebellious whites. The authors also look at some of the revolution's consequences. They see it as intensifying conflict between young and old, and provoking young people raised in permissive, middle-class homes to attacks on the legitimacy of adult authority. In the process, the revolution subtly transformed the kinds of work to which talented young people aspire, contributing to the decline of entrepreneurship and the rise of professionalism. They conclude that mass higher education, for all its advantages, has had no measurable effect on the rate of social mobility or the degree of equality in American society. Jencks and Riesman are not nostalgic; their description of the nineteenth-century liberal arts colleges is corrosively critical. They maintain that American students know more than ever before, that their teachers are more competent and stimulating than in earlier times, and that the American system of higher education has brought the American people to an unprecedented level of academic competence. But while they regard the academic revolution as having been an historically necessary and progressive step, they argue that, like all revolutions, it can devour its children. For Jencks and Riesman, academic professionalism is an advance over amateur gentility, but they warn of its dangers and limitations: the elitism and arrogance implicit in meritocracy, the myopia that derives from a strictly academic view of human experience and understanding, the complacency that comes from making technical competence an end rather than a means.

THE UNIVERSITY REVOLUTION

OUTLINE OF A PROCESSUAL THEORY OF MODERN HIGHER EDUCATION

Routledge Few institutions in modern society are as significant as universities, yet our historical and sociological understanding of the role of higher education has not been substantially updated for decades. By revisiting the emergence and transformation of higher education since 1800 using a novel processual approach, this book recognizes these developments as having been as central to constituting the modern world as the industrial and democratic revolutions. This new interpretation of the role of universities in contemporary society promises to re-orient our understanding of the importance of higher education in the past and future development of modern societies. It will therefore appeal to scholars of social science and history with interests in social history and social change, education, the professions and inequalities.

VERSIONS OF ACADEMIC FREEDOM

FROM PROFESSIONALISM TO REVOLUTION

University of Chicago Press Advocates of academic freedom often view it as a variation of the right to free speech and an essential feature of democracy. Stanley Fish argues here for a narrower conception of academic freedom, one that does not grant academics a legal status different from other professionals. Providing a blueprint for the study of academic freedom, Fish breaks down the schools of thought on the subject, which range from the idea that academic freedom is justified by the common good or by academic exceptionalism, to its potential for critique or indeed revolution. Fish himself belongs to what he calls the "It's Just a Job" school: while academics need the latitude—call it freedom if you like—necessary to perform their professional activities, they are not free in any special sense to do anything but their jobs. Academic freedom, Fish argues, should be justified only by the specific educational good that academics offer. Defending the university "in all its glorious narrowness" as a place of disinterested inquiry, Fish offers a bracing corrective to academic orthodoxy.

LIANDA

A CHINESE UNIVERSITY IN WAR AND REVOLUTION

Stanford University Press In the summer of 1937, Japanese troops occupied the campuses of Beijing's two leading universities, Beida and Qinghua, and reduced Nankai, in Tianjin, to rubble. These were China's leading institutions of higher learning, run by men educated in the West and committed to modern liberal education. The three universities first moved to Changsha, 900 miles southwest of Beijing, where they joined forces. But with the fall of Nanjing in mid-December, many students left to fight the Japanese, who soon began bombing Changsha. In February 1938, the 800 remaining students and faculty made the thousand-mile trek to Kunming, in China's remote, mountainous southwest, where they formed the National Southwest Associated University (Lianda). In makeshift quarters, subject to sporadic bombing by the Japanese and shortages of food, books, and clothing, students and professors did their best to conduct a modern university. In the next eight years, many of China's most prominent intellectuals taught or studied at Lianda. This book is the story of their lives and work under extraordinary conditions. Lianda's wartime saga crystallized the experience of a generation of Chinese intellectuals, beginning with epic journeys, followed by years of privation and endurance, and concluding with politicization, polarization, and radicalization, as China moved from a war of resistance against a foreign foe to a civil war pitting brother against brother. The Lianda community, which had entered the war fiercely loyal to the government of Chiang Kai-shek, emerged in 1946 as a bastion of criticism of China's ruling Guomindang party. Within three years, the majority of the Lianda community, now returned to its north China campuses in Beijing and Tianjin, was prepared to accept Communist rule. In addition to struggling for physical survival, Lianda's faculty and students spent the war years striving to uphold a model of higher education in which modern universities, based in large part on the American model, sought to preserve liberal education, political autonomy, and academic freedom. Successful in the face of wartime privations, enemy air raids, and Guomindang pressure, Lianda's constituent universities eventually succumbed to Communist control. By 1952, the Lianda ideal had been replaced with a politicized and technocratic model borrowed from the Soviet Union.

THE SCHOOL REVOLUTION

A NEW ANSWER FOR OUR BROKEN EDUCATION SYSTEM

Hachette UK Twelve-term Texas Congressman, Presidential candidate, and #1 New York Times bestselling author Ron Paul returns with a highly provocative treatise about how we need to fundamentally change the way we think about America's broken education system in order to fix it. Whether or not you have children, you know that education is vital to the prosperity and future of our society. Yet our current system simply doesn't work. Parents feel increasingly powerless, and nearly half of Americans give our schools a grade of "C". Now, in his new book, Ron Paul attacks the problem head-on and provides a focused solution that centers on strong support for home schooling and the application of free market principles to the American education system. Examining the history of education in this country, Dr. Paul identifies where we've gone wrong, what we can do about it, and how we can change the way we think about education in order to provide a brighter future for Americans.

ANATOMIES OF REVOLUTION

Cambridge University Press A comprehensive account of how revolutions begin, unfold and end, featuring a wide range of cases from across modern world history. Drawing on international relations, sociology, and global history, Lawson outlines the benefits of a 'global historical sociology' of revolutionary change, in which international processes take centre stage.

EDUCATION 2.0

THE LEARNINGWEB REVOLUTION AND THE TRANSFORMATION OF THE SCHOOL

Routledge Thirty years of spirited school reforms have failed to improve our schools and instead have left our public school systems in disarray. Meanwhile, employment prospects for high school and college graduates are fading, and the public is losing faith in its schools. The education paradigm inherited from the Industrial Era is in crisis. In the last decade, however, the Internet and new Web 2.0 technologies have placed the entirety of human knowledge in the hands of everyone. What will our educational institutions make of this unprecedented flood of Web-based learning resources? How can schools be transformed to accommodate the new possibilities for personal and social learning? Leonard Waks gathers all the pieces of our current educational puzzle together in this groundbreaking book. Drawing on new organizational models grounded in complexity theory, Waks maps out an inspiring new paradigm for education in the Internet age, and connects all the dots in constructing detailed models for new schools—now transformed into "open learning centers." Finally, Waks details action steps readers can take to speed this transformative process along in their own locations.

REVOLUTION IN HIGHER EDUCATION

HOW A SMALL BAND OF INNOVATORS WILL MAKE COLLEGE ACCESSIBLE AND AFFORDABLE

MIT Press A report from the front lines of higher education and technology that chronicles efforts to transform teaching, learning, and opportunity. Colleges and universities have become increasingly costly, and, except for a handful of highly selective, elite institutions, unresponsive to twenty-first-century needs. But for the past few years, technology-fueled innovation has begun to transform higher education, introducing new ways to disseminate knowledge and better ways to learn—all at lower cost. In this impassioned account, Richard DeMillo tells the behind-the-scenes story of these pioneering efforts and offers a roadmap for transforming higher education. Building on his earlier book, *Abelard to Apple*, DeMillo argues that the current system of higher education is clearly unsustainable. Colleges and universities are in financial crisis. Tuition rises inexorably. Graduates of reputable schools often fail to learn basic skills, and many cannot find suitable jobs. Meanwhile, student-loan default rates have soared while the elite Ivy and near-Ivy schools seem remote and irrelevant. Where are the revolutionaries who can save higher education? DeMillo's heroes are a small band of innovators who are bringing

the revolution in technology to colleges and universities. DeMillo chronicles, among other things, the invention of MOOCs (Massive Open Online Courses) by professors at Stanford and MIT; Salman Khan's Khan Academy; the use of technology by struggling historically black colleges and universities to make learning more accessible; and the latest research on learning and the brain. He describes the revolution's goals and the entrenched hierarchical system it aims to overthrow; and he reframes the nature of the contract between society and its universities. The new institutions of a transformed higher education promise to demonstrate not only that education has value but also that it has values—virtues for the common good.

THE SCHOOL OF THE FRENCH REVOLUTION

A DOCUMENTARY HISTORY OF THE COLLEGE OF LOUIS-LE-GRAND AND ITS DIRECTOR, JEAN-FRANÇOIS CHAMPAGNE, 1762-1814

Princeton University Press The College of Louis-le-Grand, now the premier lycée of France, is the only school with a connected history of education from the ancien régime to modern times. It was the only school never to close during the French Revolution, and its experience offers a new perspective on the fate of educational institutions in times of revolutionary change. In this book a noted historian describes the French college of the ancien régime and tells how it withstood crises of dissolution and reconstruction, dispersion of teachers and students, academic radicalism, loss of endowments, war, inflation, and political terror, to emerge in 1808 as a key element in Napoleon's Imperial University. R. R. Palmer's introduction illuminates the original documents, which are here translated for the first time. These documents supply valuable insight not only into the school's history, but also into the origins of the modern French educational system. From them emerges a portrait of the school's remarkable director, Jean-François Champagne, who guided his institution through the calamitous years of the Revolution. Originally published in 1975. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

THE ACADEMIC REVOLUTION

Transaction Pub The Academic Revolution describes the rise to power of professional scholars and scientists, first in America's leading universities and now in the larger society as well. Without attempting a full-scale history of American higher education, it outlines a theory about its development and present status. It is illustrated with firsthand observations of a wide variety of colleges and universities the country over—colleges for the rich and colleges for the upwardly mobile; colleges for vocationally oriented men and colleges for intellectually and socially oriented women; colleges for Catholics and colleges for Protestants; colleges for blacks and colleges for rebellious whites. The authors also look at some of the revolution's consequences. They see it as intensifying conflict between young and old, and provoking young people raised in permissive, middle-class homes to attacks on the legitimacy of adult authority. In the process, the revolution subtly transformed the kinds of work to which talented young people aspire, contributing to the decline of entrepreneurship and the rise of professionalism. They conclude that mass higher education, for all its advantages, has had no measurable effect on the rate of social mobility or the degree of equality in American society. Jencks and Riesman are not nostalgic; their description of the nineteenth-century liberal arts colleges is corrosively critical. They maintain that American students know more than ever before, that their teachers are more competent and stimulating than in earlier times, and that the American system of higher education has brought the American people to an unprecedented level of academic competence. But while they regard the academic revolution as having been an historically necessary and progressive step, they argue that, like all revolutions, it can devour its children. For Jencks and Riesman, academic professionalism is an advance over amateur gentility, but they warn of its dangers and limitations: the elitism and arrogance implicit in meritocracy, the myopia that derives from a strictly academic view of human experience and understanding, the complacency that comes from making technical competence an end rather than a means. Christopher Jencks is Malcolm Wiener Professor of Social Policy at the Kennedy School of Government at Harvard University. He is the author of *Rethinking Social Policy: Race, Poverty and the Underclass*, *The Homeless*, and co-editor of *The Black-White Text Score Gap*. David Riesman is Henry Ford II Professor Emeritus of Sociology at Harvard University. He is the author of *Thorstein Veblen*, *Abundance for What*, *The Lonely Crowd*, and *Variety in American Education*.

THE ACADEMIC BOOK OF THE FUTURE

Springer This book is open access under a CC-BY licence. Part of the AHRC/British Library Academic Book of the Future Project, this book interrogates current and emerging contexts of academic books from the perspectives of thirteen expert voices from the connected communities of publishing, academia, libraries, and bookselling.

THE SCHOOL FOOD REVOLUTION

PUBLIC FOOD AND THE CHALLENGE OF SUSTAINABLE DEVELOPMENT

Routledge 'The School Food Revolution is an important book that deserves success.' *Journal of Organic Systems* 'A great new book that describes how 'the humble school meal' can be considered as 'a litmus test of... government's political commitment to sustainable development.' Peter Riggs, Director, Forum on Democracy & Trade 'The School Food Revolution should be an inspiration for policy makers and for school heads and school canteen operators.' Tom Vaclavik, President, Organic Retailers Association School food suddenly finds itself at the forefront of contemporary debates about healthy eating, social inclusion, ecological sustainability and local economic development. All around the world it is becoming clear - to experts, parents, educators, practitioners and policy-makers - that the school food service has the potential to deliver multiple dividends that would significantly advance the sustainable development agenda at global, national and local levels. Drawing on new empirical data collected in urban and rural areas of Europe, North America and Africa, this book offers a timely and original contribution to the school food debate by highlighting the potential of creative public procurement - the power of purchase. The book takes a critical look at the alleged benefits of school food reform, such as lower food miles, the creation of markets for local producers and new food education initiatives that empower consumers by nurturing their capacity to eat healthily. To assess the potential of these claims, the book compares a variety of sites involved in the school food revolution - from rural communities committed to the values of 'the local' to global cities such as London, New York and Rome that feed millions of ethnically diverse young people daily. The book also examines the UN's new school feeding programme - the Home Grown Programme - which sees nutritious food as an end in itself as well as a means to meeting the Millennium Development Goals. Overall, the book examines the theory, policy and practice of public food provisioning, offering a comparative perspective on the design and delivery of sustainable school food systems. The cover illustration is by a Roman child. The authors would like to thank the City of Rome (Department for School and Educational Policies) for permission to reproduce it.

REVOLUTIONS: A VERY SHORT INTRODUCTION

Oxford University Press Revolutions have shaped world politics for the last three hundred years. This volume shows why revolutions occur, how they unfold, and where they created democracies and dictatorships. Jack A. Goldstone presents the history of revolutions from America and France to the collapse of the Soviet Union, 'People Power' revolutions, and the Arab revolts.

PREPARING FOR THE REVOLUTION

INFORMATION TECHNOLOGY AND THE FUTURE OF THE RESEARCH UNIVERSITY

National Academies Press The rapid evolution of information technology (IT) is transforming our society and its institutions. For the most knowledge-intensive entities of all, research universities, profound IT-related challenges and opportunities will emerge in the next decade or so. Yet, there is a sense that some of the most significant issues are not well understood by academic administrators, faculty, and those who support or depend on the institution's activities. This study identifies those information technologies likely to evolve in the near term (a decade or less) that could ultimately have a major impact on the research university. It also examines the possible implications of these technologies for the research university's activities (learning, research, outreach) and its organization, management, and financing—and for the broader higher education enterprise. The authoring committee urges research universities and their constituents to develop new strategies to ensure that they survive and thrive in the digital age.

GEOGRAPHY AND REVOLUTION

University of Chicago Press A term with myriad associations, revolution is commonly understood in its intellectual, historical, and sociopolitical contexts. Until now, almost no attention has been paid to revolution and questions of geography. *Geography and Revolution* examines the ways that place and space matter in a variety of revolutionary situations. David N. Livingstone and Charles W. J. Withers assemble a set of essays that are themselves revolutionary in uncovering not only the geography of revolutions but the role of geography in revolutions. Here, scientific revolutions—Copernican, Newtonian, and Darwinian—ordinarily thought of as placeless, are revealed to be rooted in specific sites and spaces. Technical revolutions—the advent of print, time-keeping, and photography—emerge as inventions that transformed the world's order without homogenizing it. Political revolutions—in France, England, Germany, and the United States—are notable for their debates on the nature of political institutions and national identity. Gathering insight from geographers, historians, and historians of science, *Geography and Revolution* is an invitation to take the where as seriously as the who and the when in examining the nature, shape, and location of revolutions.

THE REVOLUTION WILL NOT BE THEORIZED

CULTURAL REVOLUTION IN THE BLACK POWER ERA

State University of New York Press Studies the revolutionary theory of the Black Power Movement in the 1960s through '70s, placing it within the broader social theory of black revolution in the United States since the nineteenth century. The study of the impact of Black Power Movement (BPM) activists and organizations in the 1960s through '70s has largely been confined to their role as proponents of social change; but they were also theorists of the change they sought. In *The Revolution Will Not Be Theorized* Errol A. Henderson explains this theoretical contribution and places it within a broader social theory of black revolution in the United States dating back to nineteenth-century black intellectuals. These include black nationalists, feminists, and anti-imperialists; activists and artists of the Harlem Renaissance; and early Cold War-era black revolutionists. The book first elaborates W. E. B. Du Bois's thesis of the "General Strike" during the Civil War, Alain Locke's thesis relating black culture to political and economic change, Harold Cruse's work on black cultural revolution, and Malcolm X's advocacy of black cultural and political revolution in the United States. Henderson then critically examines BPM revolutionists' theorizing regarding cultural and political revolution and the relationship between them in order to realize their revolutionary objectives. Focused more on importing theory from third world contexts that were dramatically different from the United States, BPM revolutionists largely ignored the theoretical template for black revolution most salient to their case, which undermined their ability to theorize a successful black revolution in the United States. Errol A. Henderson is Associate Professor of Political Science at Pennsylvania State University. He is the author of several books, including *African Realism? International Relations Theory and Africa's Wars in the Postcolonial Era*.

THE RESEARCH SYSTEM IN TRANSITION

Springer Science & Business Media On a mountainside in sunny Tuscany, in October 1989, 96 people from 23 countries on five continents gathered to learn and teach about the problems of managing contemporary science. The diversity of economic and political systems represented in the group was matched by our occupations, which stretched from science policy practitioners, through research scientists and engineers, through academic observers of science and science policy. It was this diversity, along with the opportunities for informal discussion provided by long meals and remote location, that made the conference a special learning experience. Except at lecture time, it was impossible to distinguish the "students" at this event from the "teachers," and even the most senior members of the teaching staff went away with a sense that they had learned more from this group than from many a standard conference on science policy they had attended. The flavor of the conference experience cannot be captured adequately in a proceedings volume, and so we have not tried to create a historical record in this book. Instead, we have attempted to illustrate the core problems the participants at the conference shared, discussed, and debated, using both lectures delivered by the formal teaching staff and summaries of panel discussions, which extended to other participants and therefore increased the range of experiences reported.

MAKING THE REVOLUTION

HISTORIES OF THE LATIN AMERICAN LEFT

Cambridge University Press Many treatments of the twentieth-century Latin American left assume a movement populated mainly by affluent urban youth whose naive dreams of revolution collapsed under the weight of their own elitism, racism, sexism, and sectarian dogmas. However, this book demonstrates that the history of the left was much more diverse. Many leftists struggled against capitalism and empire while also confronting racism, patriarchy, and authoritarianism. The left's ideology and practice were often shaped by leftists from marginalized populations, from Bolivian indigenous communities in the 1920s to the revolutionary women of El Salvador's guerrilla movements in the 1980s. Through ten historical case studies of ten different countries, *Making the Revolution* highlights some of the most important research on the Latin American left by leading senior and up-and-coming scholars, offering a needed corrective and valuable contribution to modern Latin American history, politics, and sociology.

EGYPT IN A TIME OF REVOLUTION

Cambridge University Press The book gives the first systematic account of the Egyptian Revolution in 2011 and its aftermath using a contentious politics framework. The book will be used by academics, upper-level undergraduates and postgraduate students interested in the Arab Spring.

THE FOURTH EDUCATION REVOLUTION

WILL ARTIFICIAL INTELLIGENCE LIBERATE OR INFANTILISE HUMANITY

Legend Press Ltd There is no more important issue facing education, or humanity at large, than the fast approaching revolution in Artificial Intelligence or AI. This book is a call to educators everywhere to open their eyes to what is coming. If we do so, then the future will be shaped by us in the interests of humanity as a whole - but if we don't, it will be imposed by others. Britain and the US have an excellent education system in their schools and universities - excellent, but tailored to the twentieth century. The factory mass teaching methods of the third revolution era have failed to conquer enduring problems of inequity and unfairness. Students have to make progress at a set rate which demotivates some and bores others. And for all the new technologies, teachers remain weighed down by routine administration and only a narrow range of our aptitudes are encouraged. Will the fourth AI revolution be able to remedy these problems? We have allowed ourselves to believe that teaching can uniquely be done only by the teacher, but might it in fact be better carried out by AI machines? Or at least in concert with teachers? The evolution of AI, still in its infancy, raises a range of issues of enormous importance as we grapple with how we as humans will interact with it. AI will be an altogether new way of spreading quality education across the world, especially to those hundreds of millions who do not have it. And coming it is - the final part of the book stresses that we have to embrace AI and ensure that we shape it to the best advantage of humanity. If we get it wrong, there may be no second opportunity. The conclusion... Nothing matters more than education if we are to see AI liberate not infantilise humanity.

THE MEXICAN REVOLUTION

COUNTER-REVOLUTION AND RECONSTRUCTION

U of Nebraska Press A definitive history of the Mexican Revolution

SCIENCE, WOMEN AND REVOLUTION IN RUSSIA

Routledge While the women's movement might seem like a relatively new concept, Russian women of the 1860s deserve to be acknowledged as individuals who changed the direction of science and opened the doors of higher education to women throughout Europe. The 1860's and 1870's witnessed a rise in women's consciousness and the beginnings of the Russian revolutionary movement that saw women pursue and receive doctorates in many areas of science. These same women went on to become some of the brightest in their fields. This book provides a look at Russian women scientists of the 1860's, their personal independence, and technical and literary achievements that made science the popular social movement of the time and changed the face of the Russian intellectual culture.

THE CULTURAL REVOLUTION AT PEKING UNIVERSITY

THE QUANTUM REVOLUTION IN PHILOSOPHY

Oxford University Press Quantum theory launched a revolution in physics. But we have yet to understand the revolution's significance for philosophy. Richard Healey opens a path to such understanding. Most studies of the conceptual foundations of quantum theory first try to interpret the theory - to say how the world could possibly be the way the theory says it is. But, though fundamental, quantum theory is enormously successful without describing the world in its own terms. When properly applied, models of quantum theory offer good advice on the significance and credibility of claims about the world expressed in other terms. This first philosophical lesson of the quantum revolution dissolves the quantum measurement problem. Pragmatist treatments of probability and causation show how quantum theory may be used to explain the non-localized correlations that have been thought to involve "spooky" instantaneous action at a distance. Given environmental decoherence, a pragmatist inferentialist approach to content shows when talk of quantum probabilities is licensed, resolves any residual worries about whether a quantum measurement has a determinate outcome, and solves a dilemma about the ontology of a quantum field theory. This approach to meaning and reference also reveals the nature and limits of objective description in the light of quantum theory. While these pragmatist approaches to probability, causation, explanation and content may be independently motivated by philosophical argument, their successful application here illustrates their practical importance in helping philosophers come to terms with the quantum revolution.

THE REVOLUTION IN POPULAR LITERATURE

PRINT, POLITICS AND THE PEOPLE, 1790-1860

Cambridge University Press This book takes a new look at the evolution of popular literature in Britain in the Romantic and Victorian periods. Making use of a wide range of archival and primary sources, he argues that radical politics played a decisive role in the transformation of popular literature. By charting the key moments in the history of 'cheap' literature, the book casts new light on the many neglected popular genres and texts: the 'pig's meat' anthology, the female-authored didactic tale, and Chartist fiction.

LIVING THE REVOLUTION

URBAN COMMUNES & SOVIET SOCIALISM, 1917-1932

Oxford University Press *Living the Revolution* offers a pioneering insight into the world of the early Soviet activist. At the heart of this book are a cast of fiery-eyed, bed-headed youths determined to be the change they wanted to see in the world. First banding together in the wake of the October Revolution, seizing hold of urban apartments, youthful enthusiasts tried to offer practical examples of socialist living. Calling themselves 'urban communes', they embraced total equality and shared everything from money to underwear. They actively sought to overturn the traditional family unit, reinvent domesticity, and promote a new collective vision of human interaction. A trend was set: a revolutionary meme that would, in the coming years, allow thousands of would-be revolutionaries and aspiring party members to experiment with the possibilities of socialism. The first definitive account of the urban communes, and the activists that formed them, this volume utilizes newly uncovered archival materials to chart the rise and fall of this revolutionary impulse. Laced with personal detail, it illuminates the thoughts and aspirations of individual activists as the idea of the urban commune grew from an experimental form of living, limited to a handful of participants in Petrograd and Moscow, into a cultural phenomenon that saw tens of thousands of youths form their own domestic units of socialist living by the end of the 1920s. *Living the Revolution* is a tale of revolutionary aspiration, appropriation, and participation at the ground level. Never officially sanctioned by the party, the urban communes challenge our traditional understanding of the early Soviet state, presenting Soviet ideology as something that could both frame and fire the imagination.

THE QUEST FOR REVOLUTION IN AUSTRALIAN SCHOOLING POLICY

Routledge This book seeks to critically examine the impacts of 'grand designs' in public policy through a detailed historical analysis of Australian schooling reforms since the 'education revolution' agenda was introduced by the federal government in the late 2000s. Combining policy analyses and interviews with senior policy makers and ministerial advisors centrally involved in the reforms, it offers a detailed interpretive analysis of the complexities of policy evolution and assemblage. The book argues that the education revolution sought to impose a new order on Australian schooling by aligning state and territory systems to common policies and processes in areas including curriculum, assessment, funding, reporting and teaching. Using a theory and critique of 'alignment thinking' in public policy, Savage shows how the education revolution and subsequent reforms have been underpinned by uncritical faith in the power of nationally aligned data, evidence and standards to improve policies and unite systems around practices 'proven to work'. The result is a new national policy assemblage that has deeply reshaped the making and doing of schooling policy in the nation, generating complex questions about who is steering the ship of education into the future. *The Quest for Revolution in Australian Schooling Policy* is a must read for education policy researchers, policy makers, education ministers and school leaders, and will appeal to anyone with an interest in the complex power dynamics that underpin schooling reforms.

THE ORIGINS OF THE WELFARE STATE

WOMEN, WORK, AND THE FRENCH REVOLUTION

University of Illinois Press Women workers and the revolutionary origins of the modern welfare state In May 1790, the French National Assembly created spinning workshops (ateliers de filature) for thousands of unemployed women in Paris. These ateliers disclose new aspects of the process which transformed Old Regime charity into revolutionary welfare initiatives characterized by secularization, centralization, and entitlements based on citizenship. This study is the first to examine women and the welfare state in its formative period at a time when modern concepts of human rights were elaborated. In *The Origins of the Welfare State*, Lisa DiCaprio reveals how the women working in the ateliers, municipal welfare officials, and the national government vied to define the meaning of revolutionary welfare throughout the Revolution. Presenting demands for improved wages and working conditions to a wide array of revolutionary officials, the women workers exercised their rights as "passive citizens" capaciously and shaped the meanings of work, welfare, and citizenship. Looking backward to the Old Regime and forward to the nineteenth century, this study explores the interventionist spirit that characterized liberalism in the eighteenth century and serves as a bridge to the history of entitlements in the nineteenth and twentieth centuries.

SCOTLAND IN REVOLUTION, 1685-1690

Edinburgh University Press Explores the transformative reign of the Catholic King James VII and the revolution that brought about his fall.

A CONCISE HISTORY OF REVOLUTION

Cambridge University Press An innovative and comprehensive exploration of revolutions from the French Revolution of 1789 to the most recent 2011 Arab uprisings, which presents a new framework for the study of revolutions, and marks not only the political conditions leading to revolution but also the human emotion bound up in these tumultuous events.

REVOLUTIONS THAT MADE THE EARTH

OUP Oxford The Earth that sustains us today was born out of a few remarkable, near-catastrophic revolutions, started by biological innovations and marked by global environmental consequences. The revolutions have certain features in common, such as an increase in complexity, energy utilization, and information processing by life. This book describes these revolutions, showing the fundamental interdependence of the evolution of life and its non-living environment. We would not exist unless these upheavals had led eventually to 'successful' outcomes - meaning that after each one, at length, a new stable world emerged. The current planet-reshaping activities of our species may be the start of another great Earth system revolution, but there is no guarantee that this one will be successful. The book explains what a successful transition through it might look like, if we are wise enough to steer such a course. This book places humanity in context as part of the Earth system, using a new scientific synthesis to illustrate our debt to the deep past and our potential for the future.

WOMEN AND THE EGYPTIAN REVOLUTION

ENGAGEMENT AND ACTIVISM DURING THE 2011 ARAB UPRISINGS

Cambridge University Press An examination of women's political participation and engagement during and after the 2011 uprising in Egypt.

STATES AND SOCIAL REVOLUTIONS

A COMPARATIVE ANALYSIS OF FRANCE, RUSSIA, AND CHINA

Cambridge University Press State structures, international forces, and class relations: Theda Skocpol shows how all three combine to explain the origins and accomplishments of social-revolutionary transformations. Social revolutions have been rare but undeniably of enormous importance in modern world history. *States and Social Revolutions* provides a new frame of reference for analyzing the causes, the conflicts, and the outcomes of such revolutions. It develops a rigorous, comparative historical analysis of three major cases: the French Revolution of 1787 through the early 1800s, the Russian Revolution of 1917 through the 1930s, and the Chinese Revolution of 1911 through the 1960s. Believing that existing theories of revolution, both Marxist and non-Marxist, are inadequate to explain the actual historical patterns of revolutions, Skocpol urges us to adopt fresh perspectives. Above all, she maintains that states conceived as administrative and coercive organizations potentially autonomous from class controls and interests must be made central to explanations of revolutions.

HIGHER EDUCATION IN THE ERA OF THE FOURTH INDUSTRIAL REVOLUTION

Springer This open access collection examines how higher education responds to the demands of the automation economy and the fourth industrial revolution. Considering significant trends in how people are learning, coupled with the ways in which different higher education institutions and education stakeholders are implementing adaptations, it looks at new programs and technological advances that are changing how and why we teach and learn. The book addresses trends in liberal arts integration of STEM innovations, the changing role of libraries in the digital age, global trends in youth mobility, and the development of lifelong learning programs. This is coupled with case study assessments of the various ways China, Singapore, South Africa and Costa Rica are preparing their populations for significant shifts in labour market demands - shifts that are already underway. Offering examples of new frameworks in which collaboration between government, industry, and higher education institutions can prevent lagging behind in this fast changing environment, this book is a key read for anyone wanting to understand how the world should respond to the radical technological shifts underway on the frontline of higher education.

BOOK WARS

THE DIGITAL REVOLUTION IN PUBLISHING

John Wiley & Sons This book tells the story of the turbulent decades when the book publishing industry collided with the great technological revolution of our time. From the surge of ebooks to the self-publishing explosion and the growing popularity of audiobooks, *Book Wars* provides a comprehensive and fine-grained account of technological disruption in one of our most important and successful creative industries. Like other sectors, publishing has been thrown into disarray by the digital revolution. The foundation on which this industry had been based for 500 years - the packaging and sale of words and images in the form of printed books - was called into question by a technological revolution that enabled symbolic content to be stored, manipulated and transmitted quickly and cheaply. Publishers and retailers found themselves facing a proliferation of new players who were offering new products and services and challenging some of their most deeply held principles and beliefs. The old industry was suddenly thrust into the limelight as bitter conflicts erupted between publishers and new entrants, including powerful new tech giants who saw the world in very different ways. The book wars had begun. While ebooks were at the heart of many of these conflicts, Thompson argues that the most fundamental consequences lie elsewhere. The print-on-paper book has proven to be a remarkably resilient cultural form, but the digital revolution has transformed the industry in other ways, spawning new players which now wield unprecedented power and giving rise to an array of new publishing forms. Most important of all, it has transformed the broader information and communication environment, creating new challenges and new opportunities for publishers as they seek to redefine their role in the digital age. This unrivalled account of the book publishing industry as it faces its greatest challenge since Gutenberg will be essential reading for anyone interested in books and their future.

THE REVOLUTION WITHIN

STATE INSTITUTIONS AND UNARMED RESISTANCE IN PALESTINE

Cambridge University Press Using original, difficult-to-gather survey data, Zeira advances a new theory of participation in anti-regime protest that focuses on the mobilizing role of state institutions.

A CONSERVATIVE REVOLUTION?

ELECTORAL CHANGE IN TWENTY-FIRST CENTURY IRELAND

Oxford University Press The 2011 general election in the Republic of Ireland, which took place against a backdrop of economic collapse, was one of the most dramatic ever witnessed. The most notable outcome was the collapse of Fianna Fail, one of the world's most enduring and successful parties. In comparative terms Fianna Fail's defeat was among the largest experienced by a major party in the history of parliamentary democracy. It went from being the largest party in the state (a position it had held since 1932) to being a bit player in Irish political life. And yet ultimately, there was much that remained the same, perhaps most distinctly of all the fact that no new parties emerged. It was, if anything, a 'conservative revolution'. *A Conservative Revolution?* examines underlying voter attitudes in the period 2002-11. Drawing on three national election studies the book follows party system evolution and voter behaviour from boom to bust. These data permits an unprecedented insight into a party system and its voters at a time of great change, as the country went through a period of rapid growth to become one of Europe's wealthiest states in the early twenty-first century to economic meltdown in the midst of the international Great Recession, all of this in the space of a single decade. In the process, this study explores many of the well-established norms and conventional wisdoms of Irish electoral behaviour that make it such an interesting case study for comparison with other industrialized democracies.

THE REVOLUTION THAT WASN'T

HOW DIGITAL ACTIVISM FAVORS CONSERVATIVES

Harvard University Press In this counterintuitive study of digital democracy, Jen Schradie shows how the web has become another weapon in the arsenal of the powerful, and a potent weapon for conservative activists. Rather than leveling the playing field, the internet has tilted it in favor of the Right, where only the most sophisticated and well-funded players can compete.

ANARCHISM IN THE CHINESE REVOLUTION

Univ of California Press Arif Dirlik's latest offering is a revisionist perspective on Chinese radicalism in the twentieth century. He argues that the history of anarchism is indispensable to understanding crucial themes in Chinese radicalism. And anarchism is particularly significant now as a source of democratic ideals within the history of the socialist movement in China. Dirlik draws on the most recent scholarship and on materials available only in the last decade to compile the first comprehensive history of his subject available in a Western language. He emphasizes the anarchist contribution to

revolutionary discourse and elucidates this theme through detailed analysis of both anarchist polemics and social practice. The changing circumstances of the Chinese revolution provide the immediate context, but throughout his writing the author views Chinese anarchism in relation to anarchism worldwide.

THE THIRD EDUCATION REVOLUTION
