

1. Record Nr.	UNINA9910462142603321
Autore	Matlock Jack F
Titolo	Superpower illusions [[electronic resource]] : how myths and false ideologies led America astray, and how to return to reality // Jack F. Matlock, Jr
Pubbl/distr/stampa	New Haven, : Yale University Press, c2010
ISBN	0-300-15596-4
Descrizione fisica	1 online resource (320 p.)
Disciplina	327.73009/048
Soggetti	Cold War - Influence Unilateral acts (International law) Intervention (International law) International cooperation Electronic books. United States Foreign relations 1989- United States Foreign relations 1981-1989 United States Foreign relations Philosophy United States Military policy United States Foreign relations Soviet Union Soviet Union Foreign relations United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Myths and realities -- Framework diplomacy : Reagan's approach to Gorbachev -- Cleanup diplomacy and conclusions we can draw -- Regime change : the Soviet Union disintegrates -- A new world? (1992) -- The unipolar delusion (the 1990s) -- Hubris and its consequences (1993-2000) -- Asleep at the switch : 9/11 and the "War on Terror" -- Tar baby Iraq -- Ideology trumps reality (2001-2009) -- Course change -- An agenda, not a doctrine.
Sommario/riassunto	Former U.S. ambassador to the USSR Jack F. Matlock refutes the enduring idea that the United States forced the collapse of the Soviet Union by applying military and economic pressure-with wide-ranging implications for U.S. foreign policy. Matlock argues that Gorbachev, not

Reagan, undermined Communist Party rule in the Soviet Union and that the Cold War ended in a negotiated settlement that benefited both sides. He posits that the end of the Cold War diminished rather than enhanced American power; with the removal of the Soviet threat, allies were less willing to accept American protection and leadership that seemed increasingly to ignore their interests. Matlock shows how, during the Clinton and particularly the Bush-Cheney administrations, the belief that the United States had defeated the Soviet Union led to a conviction that it did not need allies, international organizations, or diplomacy, but could dominate and change the world by using its military power unilaterally. The result is a weakened America that has compromised its ability to lead. Matlock makes a passionate plea for the United States under Obama to re-envision its foreign policy and gives examples of how the new administration can reorient the U.S. approach to critical issues, taking advantage of lessons we should have learned from our experience in ending the Cold War.

2. Record Nr.	UNINA9910424947403321
Titolo	Applied pedagogies for higher education : real world learning and innovation across the curriculum // edited by Dawn A. Morley, Md Golam Jamil
Pubbl/distr/stampa	Springer Nature, 2021 Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2021
ISBN	3-030-46951-4
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (XXIII, 415 p.) : 20 illus
Disciplina	370.113 378.015
Soggetti	Education and state Education, Higher Professional education Vocational education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Chapter 1. Introduction. Real world learning - recalibrating the higher education response towards application to lifelong learning and diverse career paths; Dawn A. Morley and Md Golam Jamil -- PART I. Emerging responses in real world learning -- Chapter 2. Internal knowledge transfer: professional development programmes and embedding real world learning for full-time undergraduates; David Perrin, Connie Hancock and Ruth Miller -- Chapter 3. The role of professional networks in supporting and developing real world learning; Joanne Brindley and Stuart Sims -- Chapter 4. Real World Learning through Civic Engagement: Principles, Pedagogies and Practices; Kristine Mason O'Connor and Lindsey McEwen -- Chapter 5. Working and learning through the local community- four case studies from higher education that promote civic engagement; Dawn A. Morley, Tracey Gleeson, Kerstin Mey, Anne Warren-Perkinson, Tracey Bourne, Amy E. King, Linda Cooper and Duncan Reavey -- Real world learning and the internationalisation of higher education: approaches to making learning real for global communities -- Md Golam Jamil, Nazmul Alam, Natascha Radclyffe-Thomas, Mohammad Aminul Islam, A.K.M. Moniruzzaman Mollah, Annajiat Alim Rasel -- PART II. Moving learning into real world practice: extending student opportunities in higher education -- Chapter 7. Designing and supporting extraordinary work experience; Dawn A. Morley, Paul Marchbank, Tony Steyger, Lesley Taylor, Anita Diaz and Pauline Calleja -- Chapter 8. Making Projects Real in a Higher Education Context; Roy Hanney -- Chapter 9. Real world learning: Simulation and Gaming; Jonathan Lean, Jonathan Moizer, Cathrine Derham, Lesley Strachan and Zakirul Bhuiyan -- Chapter 10. Learning enterprise and entrepreneurship through real business projects; Lucy Hatt -- Chapter 11. The journey of Higher Degree Apprenticeships (HDAs); Claire Hughes and Gillian Saieva -- PART III. The journey of Higher Degree Apprenticeships (HDAs) -- Chapter 12. Making inspiration mainstream: Innovative pedagogies for the real world; Carina Buckley and Maria Kukhareva -- Chapter 13. 'Getting to the soul': radical facilitation of real world learning in higher education programmes through reflective practice; Jo Trelfa -- Chapter 14. Real world learning and authentic assessment; Melenie Archer, Dawn A. Morley and Jean-Baptiste R.G. Soupez -- Chapter 15. Using educational technology to support students' real world learning; Edward Bolton and Roger Emery -- Chapter 16. Real Time, Real World Learning – capitalising on mobile technology; Keith D. Parry, Jessica Richards, Cameron McAuliffe -- Chapter 17. Conclusion. Real world learning – researching and co constructing working definitions for curriculum development and pedagogy; Dawn A. Morley.

This open access book critiques real world learning across both the curriculum and extracurricular activities. Drawing on disciplines as diverse as business, health, fashion, sociology and geography, the editors and authors employ a cross-disciplinary approach to examine how this concept is being applied in higher education. Divided into three parts, the authors and contributors analyse broader applications of real world learning, student experience of practicing in a real world setting, and how learning strategies can be employed to engage students in real world learning. The editors and contributors provide up-to-date, cross-disciplinary and international insights into how real world learning could be integrated into the higher education curriculum to support effective, relevant and life-long learning for 21st century students. Dawn A. Morley is Postdoctorate Research Fellow at Solent University, UK. She specialises in how students' learning at university can be connected to greater work readiness and is the lead editor on two previously published edited collections related to work-based

learning. Md Golam Jamil is a pedagogic researcher at the University of Bristol, UK. His research interests include applied pedagogies, research-informed teaching, technology-enhanced learning and language education.
