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Autore	Roberts Brad
Titolo	The case for U.S. nuclear weapons in the 21st century // Brad Roberts
Pubbl/distr/stampa	Stanford, California : , : Stanford Security Studies, an imprint of Stanford University Press, , [2016] ©2016
ISBN	0-8047-9715-3
Descrizione fisica	1 online resource (351 p.)
Disciplina	355.02/170973
Soggetti	Nuclear weapons - Government policy - United States Deterrence (Strategy) National security - United States Electronic books. United States Military policy United States Foreign relations 21st century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The evolution of U.S. nuclear policy and posture since the end of the Cold War -- The first new problem : nuclear-armed regional challengers -- The new regional deterrence strategy -- The second new problem : relations with Putin's Russia -- The evolving relationship with China -- Extended deterrence and strategic stability in Europe -- Extended deterrence and strategic stability in Northeast Asia -- The broader nuclear assurance agenda -- Conclusions -- Epilogue : implications for future strategy, policy, and posture reviews.
Sommario/riassunto	This book is a counter to the conventional wisdom that the United States can and should do more to reduce both the role of nuclear weapons in its security strategies and the number of weapons in its arsenal. The case against nuclear weapons has been made on many grounds—including historical, political, and moral. But, Brad Roberts argues, it has not so far been informed by the experience of the United States since the Cold War in trying to adapt deterrence to a changed world, and to create the conditions that would allow further significant changes to U.S. nuclear policy and posture. Drawing on the author's

experience in the making and implementation of U.S. policy in the Obama administration, this book examines that real world experience and finds important lessons for the disarmament enterprise. Central conclusions of the work are that other nuclear-armed states are not prepared to join the United States in making reductions, and that unilateral steps by the United States to disarm further would be harmful to its interests and those of its allies. The book ultimately argues in favor of patience and persistence in the implementation of a balanced approach to nuclear strategy that encompasses political efforts to reduce nuclear dangers along with military efforts to deter them.

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Nota di contenuto

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Thomas Howard <1943->

The business school in the twenty-first century : emergent challenges and new business models / / Howard Thomas, Peter Lorange, Jagdish Sheth [[electronic resource]]

Cambridge : , : Cambridge University Press, , 2013

1-107-27239-4
1-316-09064-7
1-139-01211-8
1-107-27389-7
1-107-27512-1
1-107-27838-4
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1 online resource (xi, 282 pages) : digital, PDF file(s)

650.071/1

Business schools
Business education
Management - Study and teaching

Inglese

Materiale a stampa

Monografia

Title from publisher's bibliographic system (viewed on 05 Oct 2015).

Includes bibliographical references and index.

The business school : history, evolution and search for legitimacy --
Business school identity and legitimacy : its relationship to the modern

university and society -- Rethinking management education and its models : a critical examination of management and management education -- A framework for re-evaluating paradigms of management education -- Evaluating new and innovative models of management education -- Is the business school a professional firm? : lessons learned -- Enhancing dynamic capabilities in the business school : improving leadership capabilities in curricula and management -- Afterword : business school futures.

Sommario/riassunto

Questions about the status, identity and legitimacy of business schools in the modern university system continue to stimulate debate amongst deans, educational policy makers and commentators. In this book, three world experts share their critical insights on management education and new business school models in the USA, Europe and Asia, on designing the business school of the future, and how to make it work. They look at how the business school is changing and focus in particular on emergent global challenges and innovations in curricula, professional roles, pedagogy, uses of technology and organisational delineations. Set within the context of a wider discussion about management as a profession, the authors provide a systematic, historical perspective, analysing major trends in business school models, and reviewing a wealth of current literature, to provide an informed and unique perspective that is firmly grounded in practical and experimental analysis.
