

1. Record Nr.	UNINA9910511906803321
Autore	McLean Monica <1947->
Titolo	Quality in undergraduate education : how powerful knowledge disrupts inequality // Monica McLean, Andrea Abbas and Paul Ashwin
Pubbl/distr/stampa	London ; ; New York : , : Bloomsbury Academic, , 2017
ISBN	1-4742-1452-5 1-4742-1451-7 1-4742-1450-9
Descrizione fisica	1 online resource (viii, 258 pages)
Collana	Advances in stylistics
Disciplina	379.2/60941
Soggetti	Education, Higher - Sociological aspects - Great Britain Educational change - Great Britain Educational equalization - Great Britain Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- University education, social inequality and powerful knowledge -- Introducing the four universities and departments -- Setting the scene -- The patterning of inequality in higher education -- The construction of high-quality university education -- The power of sociology-related knowledge -- Exploring educational quality -- Comparing sociology-related curricula: the pedagogic device -- Pedagogy for powerful knowledge and understanding -- The powerful equalising effects of knowledge -- Disciplinary identity and pedagogic rights -- Undergraduate education and futures lives -- Conclusion -- Socially-just curriculum and pedagogy, quality and inequality.
Sommario/riassunto	"Globally, the appetite for higher education is great, but what do students and societies gain? Quality in Undergraduate Education foregrounds the importance of knowledge acquisition at university. Many argue that university education is no longer a public good due to the costs incurred by students who are then motivated by the promise of lucrative employment rather than by studying a discipline for its own sake. McLean, Abbas and Ashwin, however, reveal a more complex picture and offer a way of thinking about good quality university

education for all. Drawing on a study which focused on four sociology-related social science UK university departments of different reputation, the book shows that students value sociological knowledge because it gives them a framework to think about and act on understanding how individuals and society interact. Further, the authors discuss how what was learned from the study about how policy, curriculum and pedagogy might preserve and strengthen the personal and social gains of social science undergraduate education."--

2. Record Nr.	UNINA9910163175303321
Autore	Cain III Major Francis M
Titolo	Ardennes-1944
Pubbl/distr/stampa	San Francisco : , : Lucknow Books, , 2014 ©2014
ISBN	9781782895039 1782895035
Edizione	[1st ed.]
Descrizione fisica	1 online resource (47 pages)
Disciplina	940.54219348000004
Soggetti	Military art and science Military campaigns Lightning war
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- TABLE OF CONTENTS -- ABSTRACT -- SECTION I - Introduction -- SECTION II - THEORY OF OPERATIONAL DEFENSE -- Theory of the Offense -- Concepts of German Blitzkrieg -- Theory of Defense. -- "Web" Defense -- SECTION III - THE ARDENNES-1944 -- SECTION IV - DEFEAT OF THE GERMAN BLITZKRIEG -- Failure In The Ardennes -- Superiority of the Defence -- SECTION V - OPERATIONAL DEFENSE AND AIRLAND BATTLE -- Soviet Blitzkrieg Theory -- The Ardennes and the Modern Battlefield -- SECTION VI - VI. CONCLUSION -- APPENDIX A - MAPS -- BIBLIOGRAPHY -- Periodicals -- Books -- Unpublished Papers and Manuscripts.

Sommario/riassunto

This study examines the nature of the defense at the operational level of war by analyzing the Battle of the Bulge in Dec. 1944 using the concepts of blitzkrieg and "web" defense. The monograph begins by discussing the influence of defensive theory on the operational concepts of blitzkrieg and "web" defense. The German concept of blitzkrieg incorporates Clausewitz's theory of the offense by emphasizing surprise, speed, and concentration at the decisive point. The counter to the blitzkrieg offense is found in COL F.O. Miksche's concept of "web" defense. The Battle of the Bulge provides an excellent example of a "web" defense pitted against a blitzkrieg offense. The German blitzkrieg in the Ardennes in 1944 failed for many reasons: 1) Army Group B did not concentrate its strength against the most vulnerable section of the Allied line; 2) The rugged Ardennes terrain could be easily defended against attacks by mechanized forces; 3) Key American commanders (Eisenhower, Gerow, and Middleton) quickly recognized the value of holding several key road junctions (St. Vith, Malmedy, Bastogne, Marche, and Rochefort) which dominated movement through the Ardennes; 4) The Allies held the shoulders of the German penetration; 5) The Allies quickly concentrated armored and motorized units to blunt the German penetration; and 6) Army Group B lacked operational reserves and adequate logistic support. The analysis of the Ardennes shows that the defense is indeed the stronger form of war and that a "web" defense can be employed effectively against a blitzkrieg offense...The Allies effectively used a "web" defense to counter these threats. If NATO is to defeat a Soviet attack without resorting to the use of nuclear weapons, it must adopt a viable operational defensive concept. "Web" defense is such a concept.
