

1. Record Nr.	UNINA9910547690203321
Autore	Mack Edward Thomas
Titolo	Acquired Alterity : migration, identity, and literary nationalism / / Edward Thomas Mack
Pubbl/distr/stampa	Oakland, California : , : University of California Press, , 2022
Descrizione fisica	1 online resource (274 pages)
Disciplina	495.6
Soggetti	Japanese language
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction -- The state : Livraria Yendo and Japanese-language readers in Brazil -- Culture : samurai, spies, and serialized fiction -- Ethnos : tacit promises -- Language : the illusion of linguistic singularity, or the monolingual imagination -- Conclusions : naming collections of text -- Appendix 1: Proper Names -- Appendix 2 : Koronia-go (loanwords from Portuguese).
Sommario/riassunto	"A free open access ebook is available upon publication. Learn more at www.luminosoa.org . This is the first monograph-length study in English of the Japanese-language literary activities-both reading and writing-of Japanese migrants to Brazil. It provides a detailed history of Japanese-language bookstores, serialized newspaper fiction, original creative works, and critical apparatuses that existed in Brazil prior to World War II, all contextualized within a history of the first decades of that migration. While functioning in part as an introduction to this community and its literature, the book explores issues related to the politics of critiquing literary texts collectively, a logical move that is at the core of many literary studies today. Acquired Alterity presents a case study of one substantial diasporic population and the self-representations of a number of its members, while at the same time providing a challenge to a dominant mode of literary study, in which texts are often explicitly or implicitly understood through a framework of ethno-nationalism. These subjects reveal the logical flaws in this framework through what Edward Mack is calling their "acquired alterity," the process by which their presumed innate identity is

challenged, and the subjects become other to the systems they had conceived themselves as belonging to. The book prompts a reconsideration of the ramifications (and motivations) of literary and cultural analyses of collections of texts and the peoplehood constructs that are often the true objects of that knowledge production"--
Provided by publisher.

2. Record Nr.	UNINA9910796901703321
Titolo	Accreditation, certification, and credentialing : relevant concerns for U. S. evaluators / / James W. Altschuld, Molly Engle, editors
Pubbl/distr/stampa	Washington, District of Columbia : , : American Evaluation Association, , [2015] ©2015
ISBN	1-119-05773-6 1-119-05771-X
Descrizione fisica	1 online resource (128 p.)
Collana	New directions for evaluation, , 1097-6736 ; ; number 145, Spring 2015
Disciplina	362.1 362.1068
Soggetti	Accreditation (Education) Evaluation research (Social action programs) Certification
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Spring 2015"--Cover. "A publication of Jossey-Bas and the American Evaluation Association"--Cover.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Accreditation, Certification, and Credentialing: Relevant Concerns for U. S. Evaluators; CONTENTS; EDITORS' NOTES; Reference; 1 The Inexorable Historical Press of the Developing Evaluation Profession; Relevant History; How the Past Informs Us-Emergent Themes; How the Past Informs Us-Discussion; Evolution in Ideas of Evaluation as a Field With More Sophisticated Practice; Expanded Body of Literature; Single Large Professional Society With Affiliated Local Associations; Growth in That

Professional Society; Diversification in Members and Changed Preparation Options; Canada's Credentialing Process
Closing NoteReferences; 2 Competencies for Program Evaluators in Light of Adaptive Action: What? So What? Now What?; Definitions, Distinctions, and Intersections Regarding Competencies; What? What Is the Current Status of Competencies for Program Evaluators?; Theory; Practice; So What? What Are the Implications of the Current Competencies Situation?; Theory; Practice; Now What? Where Might the Field of Program Evaluation Go From Here?; Practical Considerations; Theoretical Considerations; References; 3 The State of Preparing Evaluators; What Do We Need to Know to Be an Evaluator?
Evaluation Education Over TimeAn Evolving Definition of "Program"; Where Might Would-Be Evaluators Receive Preparation?; University Programs; Professional Development Workshops; Webinar; On-Site Training Opportunities; Program Delivery: In-Person, Distance, and Blended; In-Person; Distance; Blended; Our Current Questions About Evaluation Education Programs; New Directions for Research on Evaluation Education Programs; References; 4 How Does Accreditation Fit Into the Picture?; Background: Concepts, Principles, and Intended Benefits of Accreditation
Professionalization at a Glance: Key Terms and ConceptsThe Basic Accreditation Process; Intended Benefits of Accreditation; Experiences in Initiating and Launching Accreditation: Examples From the Fields of Business, Accounting, and Human Resource Development; Business Management; Accounting; Human Resource Development; Critical Perspectives on Accreditation: Applying Institutional and Critical Theory Lenses; Institutional Forces: Professional Parameters and the Search for Legitimacy; Critical Theory: Who Makes the Rules and Enforces Them?; Concluding Thoughts; Notes; References
5 Credentialed Evaluator Designation Program, the Canadian ExperiencePractice-Based Membership; Laying the Foundations to Become a Profession; Canadian Debate on Professionalizing Evaluation Practice; Competencies-Based Professional Designations Program; Administration of the Professional Designations Program; CES Credentialing Board; Professional Learning Requirements for Credentialed Evaluators; Challenges, Collaborations, Continuum-Learning as We Go; Some Lessons Learned; References
6 Evaluator Certification and Credentialing Revisited: A Survey of American Evaluation Association Members in the United States

Sommario/riassunto

This is the 145th issue in the **New Directions for Evaluation** series from Jossey-Bass. It is an official publication of the American Evaluation Association.
