

1. Record Nr.	UNINA9910787339603321
Autore	Snir R (Reuven)
Titolo	Who needs Arab-Jewish identity? : interpellation, exclusion, and inessential solidarities / / by Reuven Snir
Pubbl/distr/stampa	Leiden, Netherlands ; ; Boston, [Massachusetts] : , : Brill, , 2015 ©2015
ISBN	90-04-28910-0
Descrizione fisica	1 online resource (314 pages)
Collana	Brill's Series in Jewish Studies, , 0926-2261 ; ; Volume 53
Disciplina	305.892/40174927
Soggetti	Jews - Arab countries - Identity - History Arab countries Ethnic relations
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material -- Introduction -- 1 Identity: Between Creation and Recycling -- 2 Arabized Jews: Historical Background -- 3 Arabized Jews in Modern Times between Interpellation and Exclusion -- 4 Globalization and the Search for Inessential Solidarities -- 5 White Jews, Black Jews -- Conclusion -- 1 Iraqi-Jewish Intellectuals, Writers, and Artists -- 2 Sami Michael, The Artist and the Falafel -- References -- Index.
Sommario/riassunto	In Who Needs Arab-Jewish Identity?: Interpellation, Exclusion, and Inessential Solidarities , Professor Reuven Snir, Dean of Humanities at Haifa University, presents a new approach to the study of Arab-Jewish identity and the subjectivities of Arabized Jews. Against the historical background of Arab-Jewish culture and in light of identity theory, Snir shows how the exclusion that the Arabized Jews had experienced, both in their mother countries and then in Israel, led to the fragmentation of their original identities and encouraged them to find refuge in inessential solidarities. Following double exclusion, intense globalization, and contemporary fluidity of identities, singularity, not identity, has become the major war cry among Arabized Jews during the last decade in our present liquid society.

2. Record Nr.	UNINA9910961762803321
<b>Titolo</b>	Transitions in work and learning : implications for assessment : papers and proceedings // Alan Lesgold, Michael J. Feuer, and Allison M. Black, editors
<b>Pubbl/distr/stampa</b>	Washington, D.C., : National Academy Press, 1997
<b>ISBN</b>	9786612082160 9780309174664 030917466X 9781282082168 1282082167 9780309518406 0309518407 9780585023113 0585023115
<b>Edizione</b>	[1st ed.]
<b>Descrizione fisica</b>	1 online resource (296 pages)
<b>Altri autori (Persone)</b>	LesgoldAlan M FeuerMichael J BlackAllison M
<b>Disciplina</b>	370.11/3/0973
<b>Soggetti</b>	Vocational evaluation - United States School-to-work transition - United States Vocational education - United States Occupational training - United States Labor market - United States
<b>Lingua di pubblicazione</b>	Inglese
<b>Formato</b>	Materiale a stampa
<b>Livello bibliografico</b>	Monografia
<b>Note generali</b>	Papers presented at a conference held in March 1996. "Board on Testing and Assessment, Commission on Behavioral and Social Sciences and Education, National Research Council."
<b>Nota di bibliografia</b>	Includes bibliographical references.
<b>Nota di contenuto</b>	The knowledge gap : rhetoric and evidence-- Is there a gap between employer skill needs and the skills of the work force?/ Harry J. Holzer-- Skills and the economy : an employer context for understanding the school-to-work transition/ Robert Zemsky-- What is work? : rhetoric and ethnographic evidence-- Should social skills be in the vocational

curriculum? : evidence from the automotive repair field/ Bonalyn Nelsen-- Manufacturing the new worker : literate activities and working identities in a high-performance versus a traditionally organized workplace/ Glynda Hull-- Assessing assessment : what we know how to measure, what we need to know-- Twenty-first century measures for twenty-first century work/ Kenneth Pearlman-- Postmodern test theory/ Robert J. Mislevy-- Caution flags-- Legal restrictions on assessments/ Dennis Parker-- Assessment without adverse impact/ Neal Schmitt-- Visions of the school-to-work transition-- What policy makers and experts see (and do not see) in school-to-work transitions/ Larry Cuban-- Getting to work : thoughts on the function and form of school-to-work transition/ Lauren B. Resnick-- Transitions in work and learning/ Alan Lesgold.

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#### Sommario/riassunto

The dramatic shift in the American labor market away from manufacturing and the growing gap in earnings between high school and college graduates have contributed to a sense of alarm about the capacity of the nation's schools to supply adequately skilled graduates to the work force. The role that schools can or should play in preparing people to enter the world of work is hotly debated. In an effort to nurture the important and ongoing national dialogue on these issues, the Board on Testing and Assessment asked researchers and policymakers to engage in an interdisciplinary review and discussion of available data and implications for assessment policy. *Transitions in Work and Learning* considers the role of assessment in facilitating improved labor market transitions and life-long learning of American workers. It addresses the apparent mismatch between skill requirements of high-performance workplaces and skills acquired by students in school, the validity of existing assessment technologies to determine skills and competencies of persons entering various occupations, and ethical and legal issues in the implementation of new testing and certification programs. The book also examines the role of assessment in determining needed skills; developing ongoing education and training; and providing information to employers, prospective workers, and schools.

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