

Guided Reading The Cold War Comes Home Chapter 26 Section 3

A cooperative effort by a number of historians and political scientists, this essay collection focuses on the important connection between domestic affairs and foreign relations during the Cold War. The case studies treat phases of both the Soviet and American experiences and involve contributions by two Russian scholars, three Americans, a German, a Swede, and an Israeli. A cooperative effort by a number of historians and political scientists, this essay collection focuses on the important connection between domestic affairs and foreign relations during the Cold War. The case studies treat phases of both the Soviet and American experiences and involve contributions by two Russian scholars, three Americans, a German, a Swede, and an Israeli.

The first comprehensive study in English of the Soviet propaganda artist Aleksandr Zhitomirsky, who conceived and deployed his striking photomontages as a political weapon. The leading Russian propaganda artist Aleksandr Zhitomirsky (1907-1993) made photomontages that were airdropped on German troops during World War II. He later worked for Pravda and other leading publications, satirizing American politics and finance from the Truman through the Reagan eras and educating his public about Egypt, South Africa, Vietnam, and Nicaragua as well. Zhitomirsky favored the grotesque and the eye-catching. His villainous menagerie included Reichsminister Joseph Goebbels as a distorted simian and an airborne scorpion outfitted with an Uncle Sam hat. In this comprehensive, image-driven account of Zhitomirsky's long career, Erika Wolf explores his connections to and long friendship with the German artist John Heartfield, whose work inspired his own. Wolf also examines more than 100 of Zhitomirsky's photomontages and translates excerpts from his one published book, *The Art of Political Photomontage: Advice for the Artist* (1983). In an era when satirical photomontage thrives on the Internet and propaganda has reasserted itself in America and Russia alike, this study of a once-prominent yet internationally undiscovered artist is more than timely.

During the 1990s, humanitarian intervention seemed to promise a world in which democracy, self-determination and human rights would be privileged over national interests or imperial ambitions. Orford provides critical readings of the narratives that accompanied such interventions and shaped legal justifications for the use of force by the international community. Through a close reading of legal texts and institutional practice, she argues that a far more circumscribed, exploitative and conservative interpretation of the ends of intervention was adopted during this period. The book draws on a wide range of sources, including critical legal theory, feminist and postcolonial theory, psychoanalytic theory and critical geography, to develop ways of reading directed at thinking through the cultural and economic effects of militarized humanitarianism. The book concludes by asking what, if anything, has been lost in the move from the era of humanitarian

intervention to an international relations dominated by wars on terror.

Intended to help anyone who teaches, this book has something of a cult following. Drawing on extensive teaching experience, the author presents a personal account of good practice, written in an engaging and accessible style and based on extensive scholarly sources. Part I 'Learning' and Part II 'Teaching' complement one another, and the book as a whole offers an insight into how to teach in any set of circumstances. It does so without being prescriptive, instead helping teachers to think through their own problems and situations. As a result *When Teaching Becomes Learning* is a book to which teachers will return on countless occasions. This edition has been updated throughout and now has 2 new chapters - *Reflections of Educational Technology*, and *Why Teach?* Chapters are now also divided up so they are each shorter and more user-friendly than before.

Continuation of hearings on U.S. Cold War informational and educational programs for military personnel.

This book investigates Romania's early 1960s change in policy towards the Soviet Union, focusing on two questions in particular: namely, what actually changed and why this change occurred. Drawing from recently declassified archive materials, this book utilises a perceptual approach and a paradigm which argues that post-war Romania allied not against the threat, but with the (perceived) threat – the USSR. Focusing on the proximate causes triggering this policy change, it investigates the emergence of Romania's opposition to the USSR predominantly through two case studies – the CMEA reform process and the Sino-Soviet dispute. The book focuses on the period between 1960 and 1964, between Romania's first categorical (albeit non-public and indirect) opposition to the USSR and the issuing of the declaration marking Romania's first public and official (although indirect) acknowledgement of disagreements with the USSR. This book examines the proximate causes of Romania's policy change towards the Soviet Union and their roots in Romanian leaders' perceptions of the threats posed to the nation's interests by various specific Soviet policies, such as the attempts to impose the CMEA integration or a strong collective riposte against China. Through its findings, the book provides new research perspectives on Romanian-Soviet post-war relations and on the role of the leaders' beliefs in Romania's foreign policy choices. It will also serve as a starting point for a more detailed understanding of the unusual present-day relations between Romania and the Russian Federation.

Discover the history of the space race in this exciting and riveting nonfiction title! Elementary readers will learn about the Kennedy Space Station, the Cold War, Sputnik, the first astronauts and cosmonauts to make it into space, and the first landing on the moon. Through captivating images, informational text, and impressive facts, readers will be enthralled and inspired by the amazing accomplishments that occurred during the race to space! This 6-Pack includes six copies of this title and a lesson plan.

In *Foreign Intervention in Africa after the Cold War*—interdisciplinary in approach and intended for nonspecialists—Elizabeth Schmidt provides a new framework for thinking about foreign political and military intervention in Africa, its purposes, and its consequences. She focuses on the

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quarter century following the Cold War (1991–2017), when neighboring states and subregional, regional, and global organizations and networks joined extracontinental powers in support of diverse forces in the war-making and peace-building processes. During this period, two rationales were used to justify intervention: a response to instability, with the corollary of responsibility to protect, and the war on terror. Often overlooked in discussions of poverty and violence in Africa is the fact that many of the challenges facing the continent today are rooted in colonial political and economic practices, in Cold War alliances, and in attempts by outsiders to influence African political and economic systems during the decolonization and postindependence periods. Although conflicts in Africa emerged from local issues, external political and military interventions altered their dynamics and rendered them more lethal. Foreign Intervention in Africa after the Cold War counters oversimplification and distortions and offers a new continentwide perspective, illuminated by trenchant case studies.

The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every student succeed. The author thoroughly explores the major components of literacy, providing an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Discussions throughout focus on the needs of English learners, offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. Several valuable appendices include assessment tools, instructions and visuals for creating and implementing the book's more than 150 instructional strategies and activities, and other resources.

The book brings together contributions from curriculum history, cultural studies, visual cultures, and science and technology studies to explore the international mobilizations of the sciences related to education during the post-World War Two years. Crossing the boundaries of education and science studies, it uniquely examines how the desires of science to actualize a better society were converted to the search for remaking social life that paradoxically embodied cultural differences and social divisions. The book examines how cybernetics and systems theories traveled and were assembled to turn schools into social experiments and laboratories for change. Explored are the new comparative technologies of quantification and the visualization of educational data used in the methods of mass observation. The sciences not only about the present but also the potentialities of societies and people in the psychologies of childhood; concerns for individual development, growth, and creativity; teacher education; and the quantification and assessments of educational systems. The book also explores how the categories and classifications of the sciences formed at intersections with the humanities, the arts, and political practices. This informative volume will be of interest to researchers, academics, and postgraduate students in the fields of curriculum studies, the history of the social sciences, the history of education, and cultural studies, and to educators and school leaders concerned with education policy.

During the Cold War, as part of its defense strategy against the Soviet Union, the U.S. was forced to establish means of massive long-range attack in response to Soviet advancements in weaponry. These defenses detected and tracked manned bomber aircraft, hostile submarines and missiles launched from the other side of the world. This book shows how these defenses evolved from fledgling stop-gap measures into a complex fabric of interconnected combinations of high-tech equipment over 40 years. Maps illustrate the extent of the geographic coverage required for these warning and response systems and charts display the time frames and vast numbers of both people and equipment that made up these forces.

At the end of the Cold War security concerns are more about regional and civil conflicts than nuclear or Eurasian global wars. Stephen Cimbala argues that deterrence characteristics of the pre-Cold War period will in the 21st century again become normative.

By tracing the history of Hong Kong's New Asia College from its 1949 establishment through its 1963 incorporation into The Chinese University of Hong Kong, this study examines the interaction of colonial, communist, and cultural forces on the Chinese periphery.

Between 1945 and 1991, tension between the USA, its allies, and a group of nations led by the USSR, dominated world politics. This period was called the Cold War – a conflict that stopped short to a full-blown war. Benefiting from the recent research of newly open archives, the Encyclopedia of the Cold War discusses how this state of perpetual tensions arose, developed, and was resolved. This work examines the military, economic, diplomatic, and political evolution of the conflict as well as its impact on the different regions and cultures of the world. Using a unique geopolitical approach that will present Russian perspectives and others, the work covers all aspects of the Cold War, from communism to nuclear escalation and from UFOs to red diaper babies, highlighting its vast-ranging and lasting impact on international relations as well as on daily life. Although the work will focus on the 1945–1991 period, it will explore the roots of the conflict, starting with the formation of the Soviet state, and its legacy to the present day.

What does it mean to teach English creatively to primary school children? Teaching English Creatively encourages and enables teachers to adopt a more creative approach to the teaching of English in the primary school. Fully updated to reflect the changing UK curricula, the second edition of this popular text explores research-informed practices and offers new ideas to develop imaginatively engaged readers, writers, speakers and listeners. Underpinned by theory and research, and illustrated throughout with examples of children's work, it examines the core elements of creative practice and how to explore powerful literary, non-fiction, visual and digital texts creatively. Key themes addressed include: Developing creativity in and through talk and drama Creatively engaging readers and writers Teaching grammar and comprehension imaginatively and in context Profiling meaning and purpose, autonomy, collaboration and play Planning, reviewing and celebrating literacy learning Ensuring the creative involvement of the teacher Inspiring and accessible, Teaching English Creatively puts contemporary and cutting-edge practice at the forefront and includes a wealth of innovative ideas to enrich English teaching. Written by an experienced author with extensive experience of initial teacher education and English teaching in the primary school, it's an invaluable resource for any teacher who wishes to embed creative approaches to teaching in their classroom.

War--or the threat of war--usually strengthens states as governments tax, draft soldiers, exert control over industrial production, and dampen internal dissent in order to build military might. The United States, however, was founded on the suspicion of state power, a suspicion that continued to gird its institutional architecture and inform the sentiments of many of its politicians and citizens through the twentieth century. In this comprehensive rethinking of postwar political history,

Aaron Friedberg convincingly argues that such anti-statist inclinations prevented Cold War anxieties from transforming the United States into the garrison state it might have become in their absence. Drawing on an array of primary and secondary sources, including newly available archival materials, Friedberg concludes that the "weakness" of the American state served as a profound source of national strength that allowed the United States to outperform and outlast its supremely centralized and statist rival: the Soviet Union. Friedberg's analysis of the U. S. government's approach to taxation, conscription, industrial planning, scientific research and development, and armaments manufacturing reveals that the American state did expand during the early Cold War period. But domestic constraints on its expansion--including those stemming from mean self-interest as well as those guided by a principled belief in the virtues of limiting federal power--protected economic vitality, technological superiority, and public support for Cold War activities. The strategic synthesis that emerged by the early 1960s was functional as well as stable, enabling the United States to deter, contain, and ultimately outlive the Soviet Union precisely because the American state did not limit unduly the political, personal, and economic freedom of its citizens. Political scientists, historians, and general readers interested in Cold War history will value this thoroughly researched volume. Friedberg's insightful scholarship will also inspire future policy by contributing to our understanding of how liberal democracy's inherent qualities nurture its survival and spread. Each unit includes guided reading, vocabulary building, skillbuilder practice, geography applications, primary sources, literature selections, reteaching activities, enrichment activities for gifted and talented students, history workshop resources and answer key.

Remembering the Cold War examines how, more than two decades since the collapse of the Soviet Union, Cold War legacies continue to play crucial roles in defining national identities and shaping international relations around the globe. Given the Cold War's blurred definition – it has neither a widely accepted commencement date nor unanimous conclusion - what is to be remembered? This book illustrates that there is, in fact, a huge body of 'remembrance,' and that it is more pertinent to ask: what should be included and what can be overlooked? Over five sections, this richly illustrated volume considers case studies of Cold War remembering from different parts of the world, and engages with growing theorisation in the field of memory studies, specifically in relation to war. David Lowe and Tony Joel afford careful consideration to agencies that identify with being 'victims' of the Cold War. In addition, the concept of arenas of articulation, which envelops the myriad spaces in which the remembering, commemorating, memorialising, and even revising of Cold War history takes place, is given prominence.

This book offers a comprehensive guide to global literary engagement with the Cold War. Eschewing the common focus on national cultures, the collection defines Cold War literature as an international current focused on the military and ideological

conflicts of the age and characterised by styles and approaches that transcended national borders. Drawing on specialists from across the world, the volume analyses the period's fiction, poetry, drama and autobiographical writings in three sections: dominant concerns (socialism, decolonisation, nuclearism, propaganda, censorship, espionage), common genres (postmodernism, socialism realism, dystopianism, migrant poetry, science fiction, testimonial writing) and regional cultures (Asia, Africa, Oceania, Europe and the Americas). In doing so, the volume forms a landmark contribution to Cold War literary studies which will appeal to all those working on literature of the 1945-1989 period, including specialists in comparative literature, postcolonial literature, contemporary literature and regional literature.

The West was stunned when the Soviet Union dropped its first atomic bomb in August 1949 and a year later the Korean War showcased Russia's incredible technological progress in the form of the MiG-15 – a fighter capable of besting anything the RAF had to offer at that time. In the wake of the Second World War, funding for the RAF's Fighter Command had fallen away dramatically but now there was an urgent need for new jet fighters to meet the threat of Russian bombers head-on. Britain's top aircraft manufacturers, including Hawker, English Electric, Fairey, Vickers Supermarine, De Havilland, Armstrong Whitworth and Saunders-Roe, set to work on designing powerful supersonic aircraft with all-new guided missile systems capable of meeting a Soviet assault and shooting down high-flying enemy aircraft before they could unleash a devastating nuclear firestorm on British soil. The result was some of the largest, heaviest and most powerful fighter designs the world had ever seen – and a heated debate about whether the behemoths should be built at all as guided weapons became ever more advanced. This is the story of Britain's secret cold war fighter jet designs, fully illustrated with a host of drawings, illustrations and photographs.

Confucianism, Colonialism, and the Cold War Chinese Cultural Education at Hong Kong's New Asia College, 1949-63 BRILL
A long-time U.S. policy insider's scholarly and encyclopedic history with unprecedented analysis of the official documents of the Cold War explores Reagan's integrated new strategies in defense, arms control, diplomacy, information and intelligence, and support for the faiths and forces of freedom that collapsed the Soviet ideology and empire.

During the Second World War British intelligence provided politicians and soldiers with invaluable knowledge. Britain was determined to maintain this advantage following victory, but the wartime machinery was uneconomical, unwieldy, and unsuitable for peace. Drawing on oral testimony, international archives, and private papers, *Defence Intelligence and the Cold War* provides the first history of the hitherto little-known organisation designed to preserve and advance British capability in military and military-related intelligence for the Cold War: the Joint Intelligence Bureau (JIB). Headed by General Eisenhower's wartime intelligence man, Major General Kenneth Strong, the JIB was central to the mission to spy on and understand the Soviet Union, and the broader Communist world. It did so from its creation in 1946 to its end in 1964, when it formed a central component of the new Defence Intelligence Staff. This volume reveals hitherto hidden aspects of Britain's mission to map the Soviet Union for nuclear war, the struggle to understand and contain the economies of the USSR, China, and North Korea in peace and during the Korean War, and the urgent challenge to understand the nature and scale of the Soviet bomber and missile threat in the 1950s and 1960s.

The JIB's dedicated work in these fields won it the support of some politicians and military men, but the enmity of others who saw the centralised organisation as a threat to traditional military intelligence. The intelligence officers of the JIB waged Cold War not only with Communist adversaries but also in Whitehall.

A Companion to American Literary Studies addresses the most provocative questions, subjects, and issues animating the field. Essays provide readers with the knowledge and conceptual tools for understanding American literary studies as it is practiced today, and chart new directions for the future of the subject. Offers up-to-date accounts of major new critical approaches to American literary studies Presents state-of-the-art essays on a full range of topics central to the field Essays explore critical and institutional genealogies of the field, increasingly diverse conceptions of American literary study, and unprecedented material changes such as the digital revolution A unique anthology in the field, and an essential resource for libraries, faculty, graduate students, and advanced undergraduates

No other European city can claim to have experienced such division and togetherness as Berlin. This volume of essays attempts to address the question of the peculiar character of divided Berlin during the years of the Cold War - and connects the history of this embattled city with the over-all East-West conflict. A wide range of transatlantic contributors addresses Berlin as a global focal point of the Cold War, and also assess the geopolitical peculiarity of the city and how citizens dealt with it in everyday life - exploring not just the implications of division, but also the continuing entanglements and mutual perceptions which resulted from Berlin's unique status. Finally, the book then asks how these experiences were and are told: What identities did the division create, what narratives did it produce and how do they shape today's debates? Has the city managed to forge a common memory culture out of a divided past? An essential contribution to the study of Berlin in the 20th century, and the effects - global and local - of the Cold War on a city.

A fresh, new study on the overlooked history of the backbone of the Cold War US Navy, the go-anywhere, do-anything frigate. Though they were never the most glamorous of warships, found US Navy frigates were frequently found on the frontlines of the Cold War at sea. These warships were the descendants of World War II's destroyer escorts, designed primarily to escort convoys. They specialized in anti-submarine warfare, but were intended to be numerous, tough, versatile, and well-armed enough to show US naval power around the world, performing roles that varied from intercepting drug-smugglers to defending aircraft carriers. When the Cold War turned hot, frigates were often there. It was a US Navy frigate, Harold E. Holt, that conducted the US Navy's first hostile boarding action since 1826 during the SS Mayaguez incident. Frigates were at the forefront of operations in the Persian Gulf during the Tanker War, with the frigate USS Stark suffering a notorious Exocet attack by Iraqi warplanes, and proving the Oliver Hazard Perry-class's legendary toughness. This book explains how the technology and design of frigates changed during the Cold War, how

the classes were modified to keep up to date, and explores the many varied missions they performed during the Cold War and since.

The T-64 tank was the most revolutionary design of the whole Cold War, designed to provide the firepower and armour protection of a heavy tank in a medium-weight design. It pioneered a host of new technologies including laminate armour, stereoscopic tank rangefinders, opposed-piston engines, smooth-bore tank guns with discarding sabot ammunition, and gun-fired guided projectiles. These impressive features meant that the Russians were loath to part with the secrets of the design, and the T-64 was the only Soviet tank type of the Cold War that was never exported. Written by an armour expert, this detailed technical history sheds light on the secrets behind the Cold War's most controversial tank, revealing how its highly advanced technologies proved to be both a blessing and a curse.

50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to: Know what and how well your students are learning? Promote active learning in ways that readily integrate assessment? Gather information that can help make grading more systematic and streamlined? Efficiently collect solid learning outcomes data for institutional assessment? Provide evidence of your teaching effectiveness for promotion and tenure review? Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities. Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle. College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching, learning, and assessment.

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