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The unforgettable memoir of a woman at the front lines of the civil rights movement—a harrowing account of black life in the rural South and a powerful

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affirmation of one person's ability to affect change. "Anne Moody's autobiography is an eloquent, moving testimonial to her courage."—Chicago Tribune Born to a poor couple who were tenant farmers on a plantation in Mississippi, Anne Moody lived through some of the most dangerous days of the

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pre-civil rights era in the South. The week before she began high school came the news of Emmet Till's lynching. Before then, she had "known the fear of hunger, hell, and the Devil. But now there was . . . the fear of being killed just because I was black." In that moment was born the passion for freedom and justice that

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would change her life. A straight-A student who realized her dream of going to college when she won a basketball scholarship, she finally dared to join the NAACP in her junior year. Through the NAACP and later through CORE and SNCC, she experienced firsthand the demonstrations and sit-

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ins that were the mainstay of the civil rights movement—and the arrests and jailings, the shotguns, fire hoses, police dogs, billy clubs, and deadly force that were used to destroy it. A deeply personal story but also a portrait of a turning point in our nation's destiny, this autobiography lets us see history in the

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making, through the eyes of one of the footsoldiers in the civil rights movement. Praise for *Coming of Age in Mississippi* "A history of our time, seen from the bottom up, through the eyes of someone who decided for herself that things had to be changed . . . a timely reminder that we cannot now relax."—Senator

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Edward Kennedy, The New York Times Book Review "Something is new here . . . rural southern black life begins to speak. It hits the page like a natural force, crude and undeniable and, against all principles of beauty, beautiful."—The Nation "Engrossing, sensitive, beautiful . . . so candid, so honest, and so

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touching, as to make it virtually impossible to put down.”—San Francisco Sun-Reporter

In this celebrated memoir and exploration of identity, cancer transforms the author's face, childhood, and the rest of her life. At age nine, Lucy Grealy was diagnosed with a potentially terminal cancer. When she

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returned to school with a third of her jaw removed, she faced the cruel taunts of classmates. It took her twenty years of living with a distorted self-image and more than thirty years of reconstructive procedures before she could come to terms with her appearance. In this lyrical and

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strikingly candid memoir, Grealy tells her story of great suffering and remarkable strength without sentimentality and with considerable wit. She captures what it is like as a child and a young adult to be torn between two warring impulses: to feel that more than anything else we want to be loved for who we are, while

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wishing desperately and secretly to be perfect. A New York Times Notable Book "This is a young woman's first book, the story of her own life, and both book and life are unforgettable." —New York Times "Engaging and engrossing, a story of grace as well as cruelty, and a demonstration of

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[Grealy's] own wit and style and

class."—Washington
Post Book World

Making culture a more central concept in the texts and contexts of teacher education is the focus of this book. It is a rich account of the author's investigation of teacher book club discussions of ethnic literature, specifically

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ethnic
autobiography--as a
genre from which
teachers might learn
about culture, literacy,
and education in their
own and others' lives,
and as a form of
conversation and
literature-based work
that might be
sustainable and foster
teachers'
comprehension and

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critical thinking. Dr. Florio-Ruane's role in the book clubs merged participation and inquiry. For this reason, she blends personal narrative with analysis and description of ways she and the book club participants explored culture in the stories they told one another and in their responses to published

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autobiographies. She
posits that

autobiography and
conversation may be
useful for teachers not
only in constructing
their own learning
about culture, but also,
by doing so, in
participating in the
transformation of
learning within the
teaching profession.

The book explores the

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pedagogical potential of autobiographical

writing in English-as-a-foreign language,

approaching the topic from an educational,

longitudinal, dialogical, and social perspective.

Through a number of case studies, the author

delineates four phases that EFL writers may

experience in their

identity construction

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processes, illustrating the complexity of EFL writers' social identities. This book will provide a valuable resource for language teachers and researchers interested in the pedagogical applications of autobiographical writing.

The Study of Odd
Phenomena in Memory

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Faculty and First-
Generation College

Students: Bridging the
Classroom Gap
Together

Irish Medical Education
and Student Culture,
C.1850-1950

Resources in Women's
Educational Equity

Effective Teaching: A
Guide for Community
College Instructors

American Indian Stories

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1972: January-June
Publisher name

from iPage.IngramContent.com.

This volume provides a novel approach to international relations. In the course of fifteen essays, scholars write about how life events brought

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them to their
subject matter.

They place their
narratives in
the larger
context of world
politics,
culture, and
history.

Autobiographical
International
Relations
believes that
the fictive

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distancing
associated with
academic prose
creates
disaffection in
both readers and
writers. In
contrast, these
essays
demonstrate how
to reengage the
"I" while
simultaneously
sustaining

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theoretical
precision and
historical
awareness.

Authors

highlight their
motives, their
desires, and
their wounds. By
connecting their
theoretical and
practical
engagements with
their needs and

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wounds, and by
working within
the overlap
between theory,
history, and
autobiography,
these essays aim
to increase the
clarity,
urgency, and
meaningfulness
of academic
work. These
essays are autob

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Biographical, but
focused on the
academic aspect
of authors'
lives.

Specifically,
they are set
within the
domain of
international
relations/global
politics. They
are theoretical,
but geared to

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Samples For
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demonstrate that
theoretical

decisions emerge
from theorists'
needs and
wounds.

Theoretical
precision,
rather than
being explicitly
deduced, is
instead immanent
to the
autobiographical

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Samples For
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and the historic
al/cultural

narrative each
author portrays.
And, these
essays are
framed in histor
ical/cultural
terms, but seek
to bind together
theory, history,
culture, and the
personal into a
differentiated

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and vibrant
whole. This book
moves the field
of International
Relations
towards greater
candidness about
how personal
narrative
influences
theoretical
articulations.
No such volume
currently exists

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in the field of
international
relations.

Marlene Kadar
has brought
together an inte
rdisciplinary
and comparative
collection of
critical and
theoretical
essays by
diverse Canadian
scholars.

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Student Life in
a Class Society

covers specific
topics within
the general
field of social
anthropology.

This book
discusses the
social class
composition and
influence in the
student body of
the University

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of Edinburgh, as well as the motives of students entering the university. This book is composed of four parts, encompassing 16 chapters. The first parts deal first with the curvilinear model of

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organizational
change in
societies;
research
methods; social
class as a
factor in
participation in
and leadership
of student
organizations;
spatial factors
in social
relations;

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relevance of social class in defined social situation; and cultural factors in social relations. These parts also looks into the general reactions of students and their families. The remaining parts consider

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the concepts of
student's social
mobility and
social motility,
the students'
attitude to
university
expansion, and
the students in
control and
rebellion. These
parts are also
concerned with
the structural

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distances and institutional socialization, as well as the research problems in education. The book can provide useful information to psychologists, teachers, students, and researchers.

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Autobiography of
a Disease

The Uses Of
Autobiography
1 Proceedings of
IAC-TLE1 2015
International
Academic
Conference on
Teaching,
Learning and E-
learning in
Budapest 2015
(IAC-TLE1 2015

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in Budapest),
Friday -

Saturday, July
10 - 11, 2015
Proceedings of
IAC-TLE1 2015
Development of a
Method of
Content Analysis
for
Autobiographies
Written by
Accepted
Freshmen

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**The SAGE
Encyclopedia of
Abnormal and
Clinical
Psychology
Change and
Development
*#1 NEW YORK
TIMES
BESTSELLER • ONE
OF ESSENCE'S 50
MOST IMPACTFUL
BLACK BOOKS OF***

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***THE PAST 50
YEARS*** *In this iconic memoir of his early days, Barack Obama “guides us straight to the intersection of the most serious questions of identity, class, and race” (The Washington Post Book World). “Quite extraordinary.”—Toni Morrison* *In this*

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*lyrical, unsentimental,
and compelling*

*memoir, the son of a
black African father
and a white American
mother searches for a
workable meaning to
his life as a black
American. It begins in
New York, where
Barack Obama learns
that his father—a
figure he knows more*

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*Samples For
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*as a myth than as a
man—has been killed
in a car accident. This
sudden death inspires
an emotional
odyssey—first to a
small town in Kansas,
from which he
retraces the migration
of his mother's
family to Hawaii, and
then to Kenya, where
he meets the African*

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Samples For
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side of his family, confronts the bitter truth of his father's life, and at last reconciles his divided inheritance. Praise for Dreams from My Father "Beautifully crafted . . . moving and candid . . . This book belongs on the shelf beside works like James McBride's

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*The Color of Water
and Gregory Howard
Williams's Life on the
Color Line as a tale
of living astride
America's racial
categories.”—Scott
Turow “Provocative . .
. Persuasively
describes the
phenomenon of
belonging to two
different worlds, and*

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thus belonging to neither.”—The New York Times Book Review “Obama’s writing is incisive yet forgiving. This is a book worth savoring.”—Alex Kotlowitz, author of There Are No Children Here “One of the most powerful books of self-

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discovery I've ever read, all the more so for its illuminating insights into the problems not only of race, class, and color, but of culture and ethnicity. It is also beautifully written, skillfully layered, and paced like a good novel."—Charlayne Hunter-Gault, author

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of In My Place

*“Dreams from My
Father is an exquisite,
sensitive study of this
wonderful young
author’s journey into
adulthood, his search
for community and
his place in it, his
quest for an
understanding of his
roots, and his
discovery of the*

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poetry of human life.

*Perceptive and wise,
this book will tell you
something about
yourself whether you
are black or*

*white.”—Marian
Wright Edelman*

*In the early morning
our simple breakfast
was spread upon the
grass west of our
tepee. At the farthest*

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College Students

*point of the shade my
mother sat beside her
fire, toasting a savory
piece of dried meat.
Near her, I sat upon
my feet, eating my
dried meat with
unleavened bread,
and drinking strong
black coffee. The
morning meal was our
quiet hour, when we
two were entirely*

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*alone. At noon,
several who chanced
to be passing by
stopped to rest, and to
share our luncheon
with us, for they were
sure of our
hospitality. My uncle,
whose death my
mother ever lamented,
was one of our
nation's bravest
warriors. His name*

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*Samples For
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was on the lips of old men when talking of the proud feats of valor; and it was mentioned by younger men, too, in connection with deeds of gallantry. Old women praised him for his kindness toward them; young women held him up as an ideal to their

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sweethearts. Every one loved him, and my mother worshiped his memory. Thus it happened that even strangers were sure of welcome in our lodge, if they but asked a favor in my uncle's name. Though I heard many strange experiences related by these wayfarers, I

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*loved best the evening
meal, for that was the
time old legends were
told. I was always
glad when the sun
hung low in the west,
for then my mother
sent me to invite the
neighboring old men
and women to eat
supper with us.
Running all the way
to the wigwams, I*

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*halted shyly at the
entrances. Sometimes
I stood long moments
without saying a
word. It was not any
fear that made me so
dumb when out upon
such a happy errand;
nor was it that I
wished to withhold the
invitation, for it was
all I could do to
observe this very*

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proper silence. But it was a sensing of the atmosphere, to assure myself that I should not hinder other plans. My mother used to say to me, as I was almost bounding away for the old people: "Wait a moment before you invite any one. If other plans are being

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discussed, do not interfere, but go elsewhere." The old folks knew the meaning of my pauses; and often they coaxed my confidence by asking, "What do you seek, little granddaughter?"

The Autobiography of Benjamin

Franklin Google Auto-
Page 54/205

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narrated Demo

#1 NEW YORK

**TIMES, WALL
STREET JOURNAL,
AND BOSTON
GLOBE**

**BESTSELLER • One
of the most acclaimed
books of our time: an
unforgettable memoir
about a young woman
who, kept out of
school, leaves her**

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*survivalist family and
goes on to earn a PhD
from Cambridge
University*

*“Extraordinary . . . an
act of courage and
self-invention.”—The
New York Times*

***NAMED ONE OF
THE TEN BEST
BOOKS OF THE
YEAR BY THE NEW
YORK TIMES BOOK***

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***REVIEW • ONE OF
PRESIDENT***

***BARACK OBAMA'S
FAVORITE BOOKS
OF THE YEAR •***

***BILL GATES'S
HOLIDAY***

READING LIST •

***FINALIST: National
Book Critics Circle's
Award In***

***Autobiography and
John Leonard Prize***

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For Best First Book •

PEN/Jean Stein Book

Award • Los Angeles

Times Book Prize

Born to survivalists in

the mountains of

Idaho, Tara Westover

was seventeen the first

time she set foot in a

classroom. Her family

was so isolated from

mainstream society

that there was no one

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*to ensure the children
received an education,
and no one to
intervene when one of
Tara's older brothers
became violent. When
another brother got
himself into college,
Tara decided to try a
new kind of life. Her
quest for knowledge
transformed her,
taking her over*

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oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she'd traveled too far, if there was still a way home. "Beautiful and propulsive . . . Despite the singularity of [Westover's] childhood, the questions her book

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*poses are universal:
How much of
ourselves should we
give to those we love?
And how much must
we betray them to
grow up?”—Vogue*

**NAMED ONE OF
THE BEST BOOKS
OF THE YEAR BY
The Washington Post**

**• O: The Oprah
Magazine • Time •**

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*NPR • Good Morning
America • San*

Francisco Chronicle •

*The Guardian • The
Economist •*

Financial Times •

Newsday • New York

Post • theSkimm •

Refinery29 •

Bloomberg • Self •

Real Simple • Town

& Country • Bustle •

Paste • Publishers

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*Weekly • Library
Journal •*

*LibraryReads • Book
Riot • Pamela Paul,
KQED • New York
Public Library
Coming of Age in
Mississippi*

*Teacher Education
and the Cultural
Imagination
Educated*

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*Let Love Have the
Last Word*

A Memoir

*Autobiographical
Writing and Identity
in EFL Education*

*"Throughout this
guide you will find
specific strategies for
teaching--the kind of
practical advice that
circulates among
veteran teachers*

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Samples For

*whenever they gather
together ..."* --Page i.

Franklin's

*Autobiography has
received widespread
praise, both for its
historical value as a
record of an
important early
American and for its
literary style. This
work has become one
of the most famous*

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*and influential
examples of an
autobiography ever
written. This title is
based on the Harvard
Classics edition.*

*The meeting
Theoretical
Perspectives on
Autobiographical
Memory was held at
the Grange Hotel,
Grange-over-Sands,*

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*in the Lake District
region of North
Western England,
July 1991. The
workshop was
financed by a
generous grant from
the NATO Scientific
Affairs Division
under the Advanced
Research Workshop
programme and
without this funding*

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*the meeting would not
have been possible:
the organisers and
delegates gratefully
acknowledge the
support of the NATO
Advanced Research
Workshops
programme. Thirty-
five scientists from
five different NATO
countries attended the
workshop and twenty-*

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*Samples For
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*seven delegates
presented papers. The
two aims of the
workshop were to
bring together in one
forum a number of
comparatively
separate approaches
to autobiographical
memory and to
promote theory in the
area generally . These
aims were fulfilled in*

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Samples For
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*the presentations and
discussions,*

*particularly the final
discussion session, in
which delegates
focussed on the
central issues of the
nature, structure, and
functions of
autobiographical
memory and how
these emerge in
different research*

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areas. The present volume contains the papers arising from the workshop. We thank Mrs. Sheila Whalley for secretarial help and Fiona Hirst and Stephen Anderson für practical assistance in coordinating registration for the workshop.

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American higher education is more expensive than ever and the rewards seem to be diminishing daily. Sociologist Tim Clydesdale s new book, however, offers some rare good news: when colleges and universities meaningfully engage their organizational

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*histories to launch
sustained
conversations with
students about
questions of purpose,
the result is a rise in
overall campus
engagement and
recalibration of post-
college trajectories
that set graduates on
journeys of
significance and*

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impact. The book is based on a study of programs launched at 88 colleges and universities that invited students, faculty, staff, and administrators to incorporate questions of meaning and purpose into the undergraduate experience. The

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*results were so
positive that*
College Students

*Clydesdale came
away from the study
arguing that every
campus (religious or
not) should engage
students in a broad
conversation about
what it means to live
an examined life.
This conversation
needs to be creative,*

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intentional, systematic, and wide-ranging, he says, because for too long this core liberal educational task has been relegated to the margins, and its attendant religious or spiritual discourse banished from classrooms and quads, to the

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*detriment of higher
education's virtually
universal mission:
graduates marked by
thoughtfulness,
productivity, and
engaged citizenship."*

*Why Colleges Must
Talk to Students
about Vocation
General and Close
Relationship
Perspectives*

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*Memory Quirks
A Story of Race and
Inheritance*

Essays on Life

Writing

Theoretical

*Perspectives on
Autobiographical
Memory*

*Student Life in a
Class Society*

Arguing that writing

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*teachers need to
enable students to
recognize, negotiate
with, deconstruct,
and transcend
national, racial,
ethnic, and linguistic
boundaries, this
volume proposes a
"transnational"
framework as an
alternative approach*

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*to literacy education
and as a vital
component to
cultivating students as
global citizens. In a
field of evolving
literacy practices, this
volume builds off the
three pillars of
transnational writing
education—transling
ualism,*

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*transculturalism, and
cosmopolitanism—an
d offers both
conceptual and
practice-based
support for scholars,
students, and
educators in order to
address current issues
of inclusion,
multilingual learning,
and diversity.*

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*Recipient of the 2021
Innovation Award of
The Multiracial
Network (MRN) In
the last Census, over
9 million people –
nearly 3% of the
population –
identified themselves
as of two or more
races. The proportion
of college students*

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*who identify as
Multiracial is*

*somewhat higher,
and growing.*

*Although increasing
at a slightly slower
rate, Multiracial
faculty and staff are
also teaching and
working on campuses
in greater numbers.*

Together, Multiracial

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people from diverse backgrounds and in various roles are influencing college and university culture, practices, and climate. This book centers the experiences of Multiracial people, those individuals claiming heritage and

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Samples For
*membership in two or
more (mono)racial*

*groups and/or
identifies with a
Multiracial term.*

*These terms include
the broader biracial,
multiethnic, and
mixed, or more
specific terms like
Blasian and
Mexipino. In*

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*addressing the
College Students
recurring experiences
of inclusion,
exclusion,
affirmation, and
challenges that they
encounter, the
contributors identify
the multiple sites in
higher education that
affect personal
perceptions of self,*

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*belonging, rejection,
and resilience;
describe strategies
they utilized to
support themselves or
other Multiracial
people at their
institutions; and to
advocate for greater
awareness of
Multiracial issues and
a commitment to*

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*institutional change.
In covering an array
of Multiracial
experiences, the book
brings together a
range of voices,
social identities
(including race),
ages, perspectives,
and approaches. The
chapter authors
present a multiplicity*

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*of views because, as
the book exemplifies,
multiracial people are
not a monolithic
group, nor are their
issues and needs
universal to all. The
book opens by
outlining the
literature and
theoretical
frameworks that*

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provide context and foundations for the chapters that follow.

It then presents a range of first person narratives – reflecting the experiences of students, faculty, and staff – that highlight navigating to and through higher

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*education from
diverse standpoints
and positionalities.*

*The final section
offers multiple
strategies and applied
methods that can be
used to enhance
Multiracial inclusion
through research,
curriculum, and
practice. The editors*

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*conclude with
recommendations for
future scholarship
and practice. This
book invites
Multiracial readers,
their allies, and those
people who interact
with and influence
the daily lives of
Multiracial people to
explore issues of*

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*identity and self-care,
build coalitions on
campus, and
advocate for change.
For administrators,
student affairs
personnel, and
anyone concerned
with diversity on
campus, it opens a
window on a growing
population with*

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whom they may be unfamiliar, mis-categorize, or overlook, and on the need to change systems and structures to address their full inclusion and unveil their full impact. Contributors: e alexander Rebecca Cepeda Lisa Combs

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Malaney Brown

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indexes.*

*Gain a greater
understanding of the
academic, cultural,
and social experiences
of first-generation
college students
(FGS). Fascinating,*

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heart-touching, and important, the research and the stories presented here enlighten what FGS often have to overcome to successfully complete their degrees. With an emphasis on improving FGS'

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college success,
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retention, and

graduation rates, this volume first covers common obstacles and the trend of FGS continuing on for graduate degrees.

Section Two discusses the complex interplay of social, academic, emotional,

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and financial
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influences on

academic

performance. The chapters collectively affirm that the commitment of university resources is critical to college success. This is the 127th volume of the Jossey-Bass higher

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for Teaching
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offers a
comprehensive range
of ideas
and techniques for
improving college
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*and the latest
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Set*

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***clinical
psychology
courses are
offered in
psychology
programs at
universities
worldwide, but
the most
recent major
encyclopedia
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***was published
many years
ago. Although
general
psychology
handbooks
and
encyclopedias
include essays
on abnormal
and clinical
psychology,***

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approaches
and theories,
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health
disorders,
assessment
tools and psyc
hotherapeutic
interventions,
and the social,
legal, and***

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***cultural
frameworks
that have
contributed to
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abnormal and
clinical
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include: 1,400
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although
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Z, front matter
includes a
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and detailed
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the Index,
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Guide themes,
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among entries***

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provide robust
search-and-
browse
features in the
electronic
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Writing is the
first volume to
identify and***

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***analyse the
'new audacity'
of recent
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writings from
life.***

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by boldness in
both style and
content,
willingness to
explore***

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disturbing
experiences,
the refusal of
victimhood,
and a lack of
respect for
traditional
genre
boundaries,
new audacity
writing takes***

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***risks with its
author's and
others'
reputations,
and even, on
occasion, with
the law. This
book offers an
examination
and critical
assessment of
new audacity***

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***in works by
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Angel, Alison
Bechdel,
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Calloway,
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Despentes,
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***Jana Leo,
Maggie
Nelson,
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and Kate
Zambreno. It
analyses how
they write
about women's
self-
authorship,***

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experiences,
struggles with
mental illness,
sexual
violence and
rape, and the
desire for
sexual
submission. It
engages with
recent***

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gender
scholarship,
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vulnerability,
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authenticity,
trauma, and
affect.***

***"Contains 50
essays with***

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successful Ivy
League
applicants,
tips on how to
select the best
topic, what Ivy
League
admission
officers want
to see in your
essay, 25***

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***mistakes that
guarantee
failure and
tips from Ivy
League
students on
how to write a
successful
essay" --***

***The currency
of social
capital serves***

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***as an
important
function given
the capacity to
generate
external
access
(getting to)
and internal
accountability
(getting
through) for***

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individuals
and

institutions
alike. Pierre
Bourdieu
(1986) defines
social capital
as “the
aggregate of
the actual or
potential
resources

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***which are
linked to
possession of a
durable
network of
more or less in
stitutionalized
relationships
of mutual
acquaintance
and
recognition or***

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***in other words,
to membership
in a group” (p.
251). Social
capital
contains
embedded
resources as a
tool for
manifesting
opportunities
and options***

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***among
individuals
and groups.
Inevitably, the
aforementione
d
opportunities
and options
become
reflective of
the depth and
breadth of***

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***access and
accountability
experienced by
the individual
and
institution. As
educational
stakeholders,
we must
consistently
challenge
ourselves with***

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***the question,
“How do K-12
schools and
colleges and
universities
accomplish
shared,
egalitarian
goals of
achieving
access and acc
ountability?”***

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***Such goals
become
fundamental
toward
ensuring
students
matriculating
through K-12
and higher
education,
irrespective of
background,***

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***are provided
the caliber of
education and
schooling
experience to
prepare them
for economic
mobility and
social stability.
To that end,
the volume,
Contemporary***

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***Perspectives
on Social
Capital in
Educational
Contexts
(2019), as part
of the book
series,
Contemporary
Perspectives
on Capital in
Educational***

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***Contexts,
offers a unique
opportunity to
explore social
capital as a
currency
conduit for
creating
external
access and
internal
accountability***

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***for K-12 and
higher
education. The
commonalities
of social
capital
emerging
within the 12
chapters of the
volume
include the
following: 1)***

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1) Social Capital as Human Connectedness; 2) Social Capital as Strategic Advocacy; 3) Social Capital as Intentional Engagement; and 4) Social Capital as Culturally-

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***Responsive
Leadership.***

***Thus, it
becomes
important for
institutions of
education (i.e.
secondary,
postsecondary,
continuing)
and
individuals to***

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***assume efforts
with***

***intentionality
and***

***deliberateness
to promote
access and
accountability.***

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Means to Me

***Contemporary
Perspectives***

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Purposeful
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of Martin
Luther King,
Jr.
Stories
Americans***

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the history of
medical education
and student life in
Ireland from the mid-
nineteenth century
to the mid-twentieth
century, with
particular focus on***

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**issues of gender
and class.**

***How do we as
Americans define
our identities? How
do our stories
represent who we
are-our successes,
our failures, our
past, our future?
Stories of
redemption are
some of the most
powerful ways to***

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express American identity and all that it can entail, from pain and anguish to joy and fulfillment. Psychologist Dan P. McAdams examines how these narratives, in which the hero is delivered from suffering to an enhanced status or state, represent a new psychology of

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American identity, and in turn, how they translate to understanding our own lives. In this revised and expanded edition of The Redemptive Self, McAdams shows how redemptive stories promote psychological health and civic

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*engagement among
contemporary*

*American adults. He
reveals how
different kinds of
redemptive stories
compete for favor in
American society,
as presented in a
dramatic case study
comparing the life
stories constructed
by Presidents*

George W. Bush and

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***Barack Obama.
McAdams provides
new insight on race
and religion in
American narratives,
offers a creative
blend of
psychological
research and
historical analysis,
and explains how
the redemptive self
is a positive
psychological***

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*resource for living a
worthy American*

*life. From the
spiritual
testimonials of the
Puritans and the
celebrated
autobiography of
Benjamin Franklin,
to the harrowing
stories of escaped
slaves and the
modern tales in
Hollywood movies,*

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***we are surrounded
by transformative
stories that can
inform how we make
sense of our
American identity.
But is the
redemptive life story
always a good thing,
and can anyone
achieve it? While
affirming the
significance of
redemptive life***

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stories, McAdams also offers a cultural critique. Through no fault of their own, many Americans cannot achieve this revered story of deliverance. Instead, their lives are rife with contaminated plots, vicious cycles of disappointment, and endless pitfalls. Moreover, there may

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be a negative side to these beloved stories of redemption-they demonstrate a curiously American form of arrogance, self-righteousness, and naiveté that all bad things can be transformed. In this revised and expanded edition of the his award-

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**winning book,
McAdams**

***encourages us to
critically examine
our own life stories-
the good, the bad,
the ups, the downs-
in order to inform
how we can benefit
from them and
shape a better future
American identity.
This book and the
symposium on***

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***which it was based
were designed to
cross the
boundaries of
subdiscipline and
theoretical
orientation to
address four critical
issues in
understanding
development:
explanation of
change and
development; the***

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nature and process of change; forms of variability in performance; and the promotion of change through application. The chapters suggest that change and development in target systems from cells to selves, may not be explainable, assessable, or

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promotable without careful reference to the context (social and otherwise) of the system, and that the process of change and development may involve variability of the system in addition to periods of stability. Together the chapters harken back to the spirit of

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***the grand theory.
Instead of proposing
a grand theory, they
provide an excellent
foundation for
considering the
importance of an
individual's (or
particular group's)
context and
variability, and
discussions to
facilitate thinking
about what still***

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*needs to be worked
out.*

*A two-volume
comprehensive
guide with
information on
obtaining scholastic
grants, scholarships
and other financial
resources to be
used for educational
expenses.*

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Dreams from My

Father

Gipsy Smith

His Life and Work

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Teaching and

Learning, Number

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Autobiography,

Conversation, and

Narrative

Multiracial

Experiences in

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generations.**

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represented
this book in
the same form
as it was first
published.
Hence any
marks seen
are left
intentionally**

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***to preserve its
true nature.***

***With
knowledge,
spirit, good
humor, and
passion, THE A
UTOBIOGRAPH
Y OF MARTIN
LUTHER KING,
JR. brings to
life a***

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***remarkable
man whose
thoughts and
actions speak
to our most
burning
contemporary
issues and still
inspire the
desires,
hopes, and
dreams of us***

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***all. Written in
his own words,
this history-
making
autobiography
is Martin
Luther King:
the mild-
mannered,
inquisitive
child and
student who***

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***chafed under
and eventually
rebelled
against
segregation;
the dedicated
young
minister who
continually
questioned
the depths of
his faith and***

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***the limits of
his wisdom;
the loving
husband and
father who
sought to
balance his
family's needs
with those of a
growing,
nationwide
movement;***

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***and the
reflective,
world-famous
leader who
was fired by a
vision of
equality for
people
everywhere.
Relevant and
insightful, THE
AUTOBIOGRAP***

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**HY OF MARTIN
LUTHER KING,
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**King's seldom
disclosed
views on some
of the world's
greatest and
most**

**controversial
figures: John
F. Kennedy,**

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**Malcolm X,
Lyndon B.**

Johnson,

Mahatma

Gandhi, and

Richard Nixon.

**It also paints a
rich and**

moving

portrait of a

people, a time,

and a nation in

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***the face of
powerful
change.
Finally, it
shows how
everyday
Americans
from all walks
of life
confronted
themselves,
each other,***

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***and the
burden of the
past-and how
their fears and
courage
helped shape
our future.
“An insightful
memoir that
uncovers
unique stories
about matters***

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of the heart.”
—Essence The
inspiring New
York Times
bestseller
from
Common—the
Grammy
Award,
Academy
Award, and
Golden

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musician,
actor, and acti
vist—explores
how love and
mindfulness
can build
communities
and allow you
to take better
control of your
life through***

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**actions and
words.**

**Common
believes that
the phrase
“let love have
the last word”
is not just a
declaration; it
is a statement
of purpose, a
daily promise.**

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Love is the most powerful force on the planet, and ultimately the way you love determines who you are and how you experience life. Touching on God, self-

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***love, partners,
children,
family, and
community,
Common
explores the
core tenets of
love to help us
understand
what it means
to receive and,
most***

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***importantly,
to give love.***

***He moves
from the perso
nal—writing
about his
daughter, to
whom he
wants to be a
better
father—to the
universal,***

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***where he
observes that
our society
has become
fractured
under issues
of race and
politics. He
knows there's
no quick
remedy for all
of the hurt in***

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***the world, but
love—for
yourself and
for others—is
where the
healing
begins. In his
first public
reveal,
Common also
shares a
deeply***

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***personal
experience of
childhood
molestation
that he is now
confronting...a
nd forgiving.
Courageous,
insightful,
brave, and cha
racteristically
authentic, Let***

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Last Word**

shares

**Common's
own unique
and personal
stories of the
people and
experiences
that have led
to a greater
understanding**

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***of love and all
it has to offer.
It is a powerful
call to action
for a new
generation of
open hearts
and minds,
one that is
sure to
resonate for
years to come.***

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Quirks**

***explores the
odd
phenomena
that challenge
and upend our
traditional
understanding
of human
memory.
Theory in***

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**memory
research was
developed to
explain basic
processes
such as
encoding and
retrieval,
recognition
and recall, and
semantic and
episodic**

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memory.

However, the

peculiar

memory

phenomena

that we all

occasionally

experience

often

contradict

standard

theories of

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**memory
processing.**

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research from
leading
international
academics,
Memory
Quirks
examines such
topics as déjà
vu, insight and**

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***creativity in
memory,
memory for
past meals,
the presque
vu
phenomenon,
tip-of-the-
tongue states,
unconscious
plagiarism,
and borrowed,***

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***stolen, and
long-term
implicit
memory. It
also explains
why these
phenomena
are important
to
understanding
the entire
spectrum of***

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***human
memory. This
fascinating
book will
appeal to
undergraduate
and
postgraduate
students,
cognitive
psychology
and***

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***metamemory
researchers,
and those who
wish to
broaden their
understanding
of the
complexities
of memory.***

***1957, in the
New York
State College***

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**of Home
Economics,
Cornell
University
The New
Audacity
Annie Besant
The
Autobiography
of Benjamin
Franklin
I, IR**

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**The
Redemptive
Self
Contemporary
Feminist Life-
Writing**

*Given the
relationship
between trauma,
loss, and
interpersonal
bonds, the*

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editors have assembled a noteworthy list of contributions discussing trauma associated with close relationships (divorce, infertility, widowhood) .

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Certainly, trauma is closely associated with loss. This edited volume offers the perspective of over twenty leading scholars in the study of trauma and loss. Each

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chapter offers extensive coverage of contemporary issues (terror management, rational suicide, spirituality, stigmatization). Relationship issues within these topics

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are also
explored.

*First Published
in 1995.*

*Autobiography
is commonly
understood in
terms of giving
readers insight
into the
private lives
of unique
individuals,*

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but in recent years the autobiographical project has absorbed a wide variety of social concerns. The contributors to this book explore a range of the uses of autobiography

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from the nineteenth-century to the present day, and from Africa, USA, the Middle East, France, New Zealand and the United Kingdom. The chapters draw on a number of approaches,

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including historical and literary methods to represent the autobiography's purpose of establishing communities of interest and social change. Autobiography of a Disease

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*documents, in
experimental
form, the
experience of
extended life-
threatening
illness in
contemporary US
hospitals and
clinics. The
narrative is
based primarily
on the author's*

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sudden and catastrophic collapse into a coma and long hospitalization thirteen years ago; but it has also been crafted from twelve years of research on the history of microbiology,

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*literary
representations
of illness and
medical
treatment,
cultural
analysis of
MRSA in the
popular press,
and extended au
toethnographic
work on
medicalization.*

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An experiment
in form, the
book blends the
genres of
storytelling,
historiography,
ethnography,
and memoir.

Unlike most
medical
memoirs, told
from the
perspective of

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*the human patient,
Autobiography
of a Disease is
told from the
perspective of
a bacterial
cluster. This
orientation is
intended to
represent the
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