

Dem 312 Answers

Our country and the world is changing fast, and a knowledge of history helps us understand the hows, whats, and whys of modern civilization. Fully revised and updated, this new edition of The Handy History Answer Book answers over 1,000 how-what-why questions. A concise guide to all things historical, this feast of facts and compelling stories recounts the revolutionary ideas, acts, and inventions that have changed the world from the Stone Age through the 21st century. Open the pages of this historical guide and get ready for an exciting journey. From Neanderthal Man to sports, from the Trojan War to the Arab Spring, from the Hippocratic Oath to the Internet, this is the perfect companion for history buffs of any age and a resource for learning—and brushing up on—the events, terms, and history makers. A concise guide to all things historical, this feast of facts and compelling stories recounts the revolutionary ideas, acts, and inventions that have changed the world. Beginning with a section on historical eras, this popular reference source tracks history and organizes information in 13 specific subject sections, ranging from politics and war to science and religion. It tackles exploration and settlement, technological advances, legal fireworks, financial and business events, social movements, natural and man-made disasters, medicine and disease, and art and culture. From the Stone Age to sports, from the Trojan War to the Arab Spring, and from the Hippocratic Oath to the internet, this is the perfect companion for history buffs of any age. Since so few people appear knowledgeable about public affairs, one might question whether collective policy preferences revealed in opinion surveys accurately convey the distribution of voices and interests in a society. This study, the first comprehensive treatment of the relationship between knowledge, representation, and political equality in opinion surveys, suggests some surprising answers. Knowledge does matter, and the way it is distributed in society can cause collective preferences to reflect disproportionately the opinions of some groups more than others. Sometimes collective preferences seem to represent something like the will of the people, but frequently they do not. Sometimes they rigidly enforce political equality in the expression of political viewpoints, but often they do not. The primary culprit is not any inherent shortcoming in the methods of survey research. Rather, it is the limited degree of knowledge held by ordinary citizens about public affairs. Accounting for these factors can help survey researchers, journalists, politicians, and concerned citizens better appreciate the pitfalls and possibilities for using opinion polls to represent the people's voice.

Alleged Bribery of U.S. SenatorsUnited States Congressional serial setReport of the Special Committee of the United States Senate, to Investigate Attempts at Bribery, Etc., Under the Resolution of the Senate of May 17, 1894Senate documentsDemocratic Education for Social StudiesAn Issues-Centered Decision Making CurriculumJFK, LBJ, and the Democratic Party

The Annotated Code of Civil Procedure of the State of New York, with Amendments to the Close of the Legislature of 1905

Senate documents

Public Evaluations of Congress and Electoral Consequences

30th Congress, 1st Session - 49th Congress, 1st Session

Cases argued and adjudged

Abolish the Death Penalty.

This text argues that difficult problems can not be solved without a democratic process. Essential to the resolution of such problems is a reconstructed school that prepares students to become effective problem solvers and informed, responsible democratic citizens.

Focusing on East Germany's capacity to innovate and diffuse technology, this book sheds light on the technological gap that has developed between the two Germanies. Dr. Bentley compares the sophistication of GDR and FRG technology in different industrial branches, evaluates the strengths and weaknesses of the GDR's research and development system, compares the R&D effort of the two Germanies, and discusses the government policies that affected technological change in GDR industry from 1945 to 1975. He identifies and analyzes hindrances to research, innovation, and diffusion in the fields of planning, organization, economic stimulation, and ideology, and looks at the formation of interest groups. He also compares evidence from the GDR with data from other countries, including the USSR.

Scientific American Reader Third Edition for Myers

**Evidence Taken by the Committee of Investigation of the Third Congressional District
The Democratic Classroom**

Our Democratic First Amendment

The Commercial & Financial Chronicle ...

This publication is the result of a conference on higher education governance, held in Strasbourg in September 2005, and also the outcome of a project launched by the Council of Europe's Steering Committee for Higher Education and Research. It considers current challenges relating to governance issues in the higher education sector in Europe, in the context of the Bologna Process which seeks to establish a European Higher Education Area, including governance in its wider societal context of change: a literature review; case studies from Georgia, Estonia, Serbia and Montenegro, and Turkey; suggestions for further development and the conference report.

After a quarter of a century of implementation of New Public Management (NPM) reform strategies, this book assesses the major real outcomes of these reforms on states and public sectors, at both the organisational level and a more political level. Unlike most previous accounts of reform, this book looks at how reform has changed the role of the public administration in democratic governance. Featuring case studies on the UK, Germany, France, Norway, Ireland, Switzerland, Scandinavia, Post communist states, Mexico, South Korea, Turkey and the European Commission, and focusing on two issues this book: Examines the significant variations in the 'trajectories' of administrative reform among West European countries on the basis of empirically rooted research on different national case studies. Assesses the extent to which these 'constitutive' public policies have affected the institutions of government and the governing processes of our democratic occidental states and ask how have NPM-inspired programs, with their exclusive focus on managerialist objectives and instruments, challenged the political and democratic nature of public administration? Looking at the broader issues relating to the current recompositions of democratic states, this book will be of interest to students and scholars of all matters relating to public administration and governance within political science, management, public law, sociology, contemporary history, and cultural studies.

Langtime Myers collaborator Richard Straub provides an updated study guide for the new edition.

With Derivation Notes, Cross-references, Notes of Judicial Decisions, and General Index

House documents

The New York Code of Civil Procedure as it is January 1, 1913

With Notes on the Judicial Decisions Thereon Or Relating Thereto, Together with the Constitution of the State of New York, Statutory Construction Law, Rules of the Court of Appeals, General and Special Rules of Practice, and Separate Tables Showing Distribution of Code Sections in the Consolidated Laws by the Board of Statutory Consolidation, and Their Notes to Amendments to the Code

The Emergence of New States in Post-Cold War Practice

The Handy New York City Answer Book

In the first edition of this book published in 1988, Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the persistent back-to-the-basics rhetoric of the '70s and '80s. This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy. School practices during that period reflected a much lower priority for social studies. Fewer social studies offerings, fewer credits required for graduation and in many cases, the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants. The mentality that prevailed in the nation's schools was "back to the basics" and the basics never included or even considered the importance of heightening the education of citizens. We certainly agree that citizens must be able to read, write and calculate but these abilities are not sufficient for effective citizenship in a democracy. This version of the original work appears at a time when young citizens, teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing. In the '90s, virtually all subject areas including United States history, geography, economic and civics developed curriculum standards, many funded by the federal government. Subsequently, the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support. Accountability, captured in the No Child Left Behind Act passed by Congress, has become a powerful, political imperative that has a substantial and disturbing influence on the curriculum, teaching and learning in the first decade of the 21st century.

Whether and how higher education in Africa contributes to democratisation beyond producing the professionals that are necessary for developing and sustaining a modern political system, remains an unresolved question. This report, then, represents an attempt to address the question of whether there are university specific mechanisms or pathways by which higher education contributes to the development of democratic attitudes and behaviours among students, and how these mechanisms operate and relate to politics both on and off campus. The research contained in this report shows that the potential of a university to act as training ground for democratic citizenship is best realised by supporting students' exercise of democratic leadership on campus. This, in turn, develops and fosters democratic leadership in civil society. Thus, the university's response to student political activity, student representation in university governance and other aspects of extra-curricular student life needs to be examined for ways in which African universities can instill and support democratic values and practices. Encouraging and facilitating student leadership in various forms of on-campus political activity and in a range of student organisations emerges as one of the most promising ways in which African universities can act as training grounds for democratic citizenship. The project on which this report is based forms part of a larger study on Higher Education and Democracy in Africa, undertaken by the Higher Education Research and Advocacy Network in Africa (HERANA).

HERANA is coordinated by the Centre for Higher Education Transformation in South Africa.

Shows that current elitist theories are based on an inadequate understanding of the early writings of democratic theory and that much sociological evidence has been ignored.

The London Magazine, Or, Gentleman's Monthly Intelligencer

Alleged Bribery of U.S. Senators

A Weekly Newspaper Reporting the Industrial Interests of the United States

Report of the Special Committee of the United States Senate, to Investigate Attempts at Bribery, Etc., Under the Resolution of the Senate of May 17, 1894

The Crisis of Democratic Representation in the Andes

Hothouse Or Training Ground? : Report on Student Surveys Conducted at the University of Nairobi, Kenya, the University of Cape Town, South Africa, and the University of Dar Es Salaam, Tanzania

"Jones and McDermott restore meaning to democratic responsibility by finding that public evaluations affect Congress. In contrast to the popular depiction of the representatives controlling the represented rampant in the political science literature, Jones and McDermott show that the people are in control, determining not only the direction of policy in Congress, but also who stays, who retires, and who faces difficult reelection efforts. This book makes an important correction to our understanding of how Congress operates." ---Sean M. Theriault, University of Texas at Austin Voters may not know the details of specific policies, but they have a general sense of how well Congress serves their own interests; and astute politicians pay attention to public approval ratings. When the majority party is unpopular, as during the 2008 election, both voters and politicians take a hand in reconfiguring the House and the Senate. Voters throw hard-line party members out of office while candidates who continue to run under the party banner distance themselves from party ideology. In this way, public approval directly affects policy shifts as well as turnovers at election time. Contrary to the common view of Congress as an insulated institution, Jones and McDermott argue that Congress is indeed responsive to the people of the United States. David R. Jones is Professor of Political Science at Baruch College, City University of New York. Monika L. McDermott is Associate Professor of Political Science at Fordham University.

This rediscovery of First Amendment rights offers both an engaging constitutional history and insight into contemporary political dialogue and society.

A comprehensive account of JFK's and LBJ's leadership of the Democratic Party in the 1960s.

And the Resulting Action for Meane Profits

An Issues-Centered Decision Making Curriculum

The University in Africa and Democratic Citizenship

Collective Preferences in Democratic Politics

The Handy History Answer Book

Democratic Education for Social Studies

This book examines accountability in the EU from different perspectives and considers whether EU citizens have real opportunities for holding decision-makers accountable. This book critically analyses five arguments which claim there are sufficient means for holding decision-makers to account in the Union. The main conclusion is that the current institutional set-up and practice of decision-making in the EU is one that merely creates an illusion of accountability. Using a strict framework focusing on the difference between formal mechanisms and actual opportunities for accountability, this highly coherent volume will be of interest to students and scholars of European politics, especially those interested in the democratic foundations of the European political system. Chapter 1 of this book is freely available as a downloadable Open Access PDF under a Creative Commons Attribution-Non Commercial-No Derivatives 3.0 license. https://s3-us-west-2.amazonaws.com/tandbis/rt-files/docs/Open+Access+Chapters/9780415480994_ochapter1.pdf

This book analyses the emerging practice in the post-Cold War era of the creation of a democratic political system along with the creation of new states. The existing literature either tends to conflate self-determination and democracy or dismisses the legal relevance of the emerging practice on the basis that democracy is not a statehood criterion. Such arguments are simplistic. The statehood criteria in contemporary international law are largely irrelevant and do not automatically or self-evidently determine whether or not an entity has emerged as a new state. The question to be asked, therefore, is not whether democracy has become a statehood criterion. The emergence of new states is rather a law-governed political process in which certain requirements regarding the type of a government may be imposed internationally. And in this process the introduction of a democratic political system is equally as relevant or irrelevant as the statehood criteria. The book demonstrates that via the right of self-determination the law of statehood requires state creation to be a democratic process, but that this requirement should not be interpreted too broadly. The democratic process in this context governs independence referenda and does not interfere with the choice of a political system. This book has been awarded Joint Second Prize for the 2014 Society of Legal Scholars Peter Birks Prize for Outstanding Legal Scholarship.

How can we justify democracy's trust in the political judgments of ordinary people? In Knowing Democracy, Michael Räber situates this question between two dominant alternative paradigms of thinking about the reflective qualities of democratic life: on the one hand, recent epistemic theories of democracy, which are based on the assumption that political participation promotes truth, and, on the other hand, theories of political judgment that are indebted to Hannah Arendt's aesthetic conception of political judgment. By foregrounding the concept of political judgment in democracies, the book shows that a democratic theory of political judgments based on John Dewey's pragmatism can navigate the shortcomings of both these paradigms. While epistemic theories are overly and narrowly rationalistic and Arendtian theories are overly aesthetic, the neo-Deweyan conception of political judgment proposed in this book suggests a third path that combines the rationalist and the aesthetic elements of political conduct in a way that goes beyond a merely epistemic or a merely aesthetic conception of political judgment in democracy. The justification for democracy's trust in ordinary people's political judgments, Räber argues, resides in an egalitarian conception of democratic inquiry that blends the epistemic and the aesthetic aspects of the making of political judgments. By offering a rigorous scholarly analysis of the epistemic and aesthetic foundations of democracy from a pragmatist perspective, Knowing Democracy contributes to the current debates in political epistemology and aesthetics and politics, both of which ask about the appropriate reflective and experiential circumstances of democratic politics. The book brings together for the first time debates on epistemic democracy, aesthetic judgment and those on pragmatist social epistemology, and establishes an original pragmatist conception of epistemic democracy.

United States Congressional serial set

Commentaries on the Laws of Virginia

Of the Several Courts of the State of New York, Contained in the 109 Vols. of Reports by Johnson, Caines [and Others] -- Supplement, Bringing the Decisions Down to 1855

New Cases Selected Chiefly from Decisions of the Courts of the State of New York

Administrative Reforms and Democratic Governance

A Treatise on the Principles and Practice of the Action of Ejectment

The essays in this book analyze and explain the crisis of democratic representation in five Andean countries: Bolivia, Colombia, Ecuador, Peru, and Venezuela. In this region, disaffection with democracy, political parties, and legislatures has spread to an alarming degree. Many presidents have been forced from office, and many traditional parties have fallen by the wayside. These five countries have the potential to be negative examples in a region that has historically had strong demonstration and diffusion effects in terms of regime changes. "The Crisis of Democratic Representation in the Andes" addresses an important question for Latin America as well as other parts of the world: Why does representation sometimes fail to work?

A complete look at every President's who, what, when, where, why, and, how ... Offering an engaging overview of the U.S. presidency and all past presidents, this valuable tome asks a variety of questions, from the trivial to the topical, that further expands one's understanding of America's highest office. With an intriguing range of questions about religious affiliations, unusual backgrounds, and tidbits of odd trivia—from "Which president killed a man in a duel?" to "Who was the first Baptist to become president?"—this reference also covers former presidential candidates, first ladies, key appointments, and election results. Revealing important answers to foreign policy questions and decisions made during times of war, as well as presidential actions in times of economic boom and bust,

isolationism and expansion, and economic policies and unusual anecdotes, this fun and absorbing anthology provides a thorough overview of more than 200 years of U.S. presidents.

New York the self-proclaimed capital of the world, the largest city in the United States, and is known as a melting pot of immigrants, Ellis Island, the Statue of Liberty, the Empire State Building, Central Park, Wall Street, Broadway, bridges, bodegas, restaurants, museums, and so much more. The "city that never sleeps" is bustling with people, cultural and sporting events, world-class shopping and high fashion, and other tourist attractions that draw in millions visitors from all over the world. The Handy New York City Answer Book explores the fascinating history, people, myths, culture, and trivia, taking an in-depth look at the city so nice, they named it twice. Illustrating the unique character of the city through a combination of facts, stats, and history, and the unusual and quirky, it answers more than 850 intriguing questions about people, events, government, and places of interest, including Who were the first New Yorkers? Why are Manhattan's streets laid out in a grid? Why is there a windmill on the New York seal? How did New York help elect Abraham Lincoln president? What were "sweatshops"? Who started the gossip column? What is "stop and frisk"? How many trees are there in New York?

Reports of Cases Decided in the Court of Appeals of the State of New York

The Illusion of Accountability in the European Union

Higher Education Governance Between Democratic Culture, Academic Aspirations and Market Forces

OCH NLRB Decisions

Democratic Statehood in International Law

Comprising the Substance of a Course of Lectures Delivered to the Winchester Law School