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## GIVJ9C - NATALIE GILLIAN

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Groundswell: Grassroots Feminist Activism in Postwar America offers an essential perspective on the post-1960 movement for women's equality and liberation. Tracing the histories of feminist activism, through the National Organization of Women (NOW) chapters in three different locations: Memphis, Tennessee, Columbus, Ohio, and San Francisco, California, Gilmore explores how feminist identity, strategies, and goals were shaped by geographic location. Departing from the usual conversation about the national icons and events of second wave feminism, this book concentrates on local histories, and asks the questions that must be answered on the micro level: Who joined? Who did not? What did they do? Why did they do it? Together with its analysis of feminist political history, these individual case studies from the Midwest, South, and West coast shed light on the national women's movement in which they played a part. In its cover-

age of women's activism outside the traditional East Coast centers of New York and Boston, Groundswell provides a more diverse history of feminism, showing how social and political change was made from the ground up.

ARE YOU A CULTURAL CREATIVE? Do you dislike all the emphasis in modern culture on success and "making it," on getting and spending, on wealth and luxury goods? Do you care deeply about the destruction of the environment and would pay higher taxes or prices to clean it up and to stop global warming? Are you unhappy with both the left and the right in politics and want to find a new way that does not simply steer a middle course? In this landmark book, sociologist Paul H. Ray and psychologist Sherry Ruth Anderson draw upon thirteen years of survey research studies on more than 100,000 Americans. They reveal who the Cultural Creatives are and the fascinating story of their emergence over the last generation, using vivid examples and engaging personal stories to describe their distinc-

tive values and lifestyles. The Cultural Creatives offers a more hopeful future and prepares us all for a transition to a new, saner, and wiser culture.

This classic introduction to the study of history invites the reader to stand back and consider some of its most fundamental questions – what is the point of studying history? How do we know about the past? Does an objective historical truth exist and can we ever access it? In answering these central questions, John Tosh argues that, despite the impression of fragmentation created by Postmodernism in recent years, history is a coherent discipline which still bears the imprint of its nineteenth-century origins. Consistently clear-sighted, he provides a lively and compelling guide to a complex and sometimes controversial subject, while making his readers vividly aware of just how far our historical knowledge is conditioned by the character of the sources and the methods of the historians who work on them. History does not stand still, and this updated seventh edition deals with complex and wide-ranging material in a clear and accessible way that is up-to-date with current historiographical trends. A fuller treatment is given to the importance of digitization both in the section on source criticism and in relation to public history, reflecting its growing importance within historical study. Both the text and references have been expanded to include a fuller range of both American and global scholarship, and the book concludes with a forthright reminder that historical perspective illuminates major problems in the present. Lucid and engaging, this edition retains the user-friendly features that make it a favourite with both students and lecturers, including marginal glosses, illustrations and suggestions for further reading. Along with its com-

panion website, this is an essential guide to the theory and practice of history.

Contesting History is an authoritative guide to the positive and negative applications of the past in the public arena and what this signifies for the meaning of history more widely. Using a global, non-Western model, Jeremy Black examines the employment of history by the state, the media, the national collective memory and others and considers its fundamental significance in how we understand the past. Moving from public life pre-1400 to the struggle of ideologies in the 20th century and contemporary efforts to find meaning in historical narratives, Jeremy Black incorporates a great deal of original material on governmental, social and commercial influences on the public use of history. This includes a host of in-depth case studies from different periods of history around the world, and coverage of public history in a wider range of media, including TV and film. Readers are guided through this material by an expansive introduction, section headings, chapter conclusions and a selected further reading list. Written with eminent clarity and breadth of knowledge, Contesting History is a key text for all students of public history and anyone keen to know more about the nature of history as a discipline and concept.

What does it mean to be working-class in a middle-class world? Cynthia Cruz shows us how class affects culture and our mental health and what we can do about it -- calling not for assimilation, but for annihilation. To be working-class in a middle-class world is to be a ghost. Excluded, marginalised, and subjected to violence, the working class is also deemed by those in power to not exist. We are left with a choice between assimilation in-

to middle-class values and culture, leaving our working-class origins behind, or total annihilation. In *The Melancholia of Class*, Cynthia Cruz analyses how this choice between assimilation or annihilation has played out in the lives of working-class musicians, artists, writers, and filmmakers — including Amy Winehouse, Ian Curtis, Jason Molina, Barbara Loden, and many more — and the resultant Freudian melancholia that ensues when the working-class subject leaves their origins to “become someone,” only to find that they lose themselves in the process. Part memoir, part cultural theory, and part polemic, *The Melancholia of Class* shows us how we can resist assimilation, uplifting and carrying our working-class origins and communities with us, as we break the barriers of the middle-class world. There are so many of us, all of us waiting. If we came together, who knows what we could do.

Is it even possible or desirable to establish a common identity across the diverse peoples of Southeast Asia? And how would a regional identity exist alongside national identity given the divergent memories of history? *Memory in the Mekong* grapples with these questions by exploring issues of shared history, national identity, and schooling in the countries along Southeast Asia's Mekong River delta: Cambodia, Thailand, Vietnam, Laos, and Myanmar”--

In this interdisciplinary study, Mónica Fodor explores how intergenerational memory narratives embedded in the speaker's own stories impact ethnic subjectivity construction. Working with thematically selected life experiences from interviews conducted with second- and late-generation European Americans, Fodor demonstrates how the storytellers position themselves in a range of social, cultural, and political discourses to claim or

disclaim ethnicity as part of their subjectivity. Tying narrative content, structural, and performance analysis to the sociological and sociolinguistic concepts of “symbolic capital” and “investment,” Fodor unpacks the changing levels of identifying with one's ancestral ethnic heritage and its potential to carry meaning for late-generation descendants. In doing so, she reveals the shared features of identification among individuals through narrative meaning-making, which may be the basis of real or imagined, heterolocal discourse community formation and sustained ethnic subjectivity. The narrative analysis demonstrates how the cohesive force among members of the community is the shared knowledge of story frames and the personalized retelling of these. *Ethnic Subjectivity in Intergenerational Memory Narratives* draws on inherited, often moving, personal experiences that offers new insights into the so far largely unexplored terrain of the narrative structure of intergenerationally transferred memory retellings, that will be of great interest to students and scholars of ethnic studies, migration and identity studies.

The year 2016 marked the twenty-fifth anniversary of statutory teaching and learning about the Holocaust in English state-maintained schools, which was introduced with the first English National Curriculum in 1991. The year 2016 also saw the publication of the largest empirical research study on Holocaust education outcomes – the UCL Centre for Holocaust Education's *What Do Students Know and Understand About the Holocaust?* This book presents a systematic reflection on the outcomes of this quarter-century of Holocaust education in England and the Centre's wider work to reflect on the forms and the limitations of children's knowledge about the Holo-

caust and of English Holocaust education resources. These papers are then contextualised in two ways: through papers that situate English Holocaust education historiographically and in England's wider Holocaust culture; and through papers from America, Switzerland, and Germany that place the UCL Centre for Holocaust Education's findings in a wider and comparative perspective. Overall, the book presents unique empirical insights into teaching and learning processes and outcomes in Holocaust education and enables these to be theorised and explored systematically. The chapters in this book were originally published as a special issue of *Holocaust Studies: A Journal of Culture and History*.

Although gender and non-gender scholars have studied men, such an academic exercise requires a critical and focused study of masculine subjects in particular social contexts, which is what this book attempts to do. This empirically rich collection of essays, the seventh of the CODESRIA Gender Series, deals with critical examinations of various shades and ramifications of Africa's masculinities and what these portend for the peoples of Africa and for gender relations in the continent. So much has changed in terms of notions and expressions of masculinities in Africa since ancient times, but many aspects of contemporary masculinities were fashioned during and since the colonial period. The papers in this volume were initially discussed at the 2005 month-long CODESRIA Gender Institute in Dakar. The contributors are gender scholars drawn from various disciplines in the wide fields of the humanities and the social sciences with research interests in the critical study of men and masculinities in Africa. The CODESRIA Gender Series aims at keep-

ing alive and nourishing the African social science knowledge base with insightful research and debates that challenge conventional wisdom, structures and ideologies that are narrowly informed by caricatures of gender realities. The series strives to showcase the best in African gender research and provide a platform for emerging new talents to flower. Considering studying history at university? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it's actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That's where the *Why Study* series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not.

In *Our Separate Ways*, authors Ella Bell and Stella Nkomo take an unflinching look at the surprising differences between black and white women's trials and triumphs on their way up the corporate ladder. Based on groundbreaking research that spanned eight years, *Our Separate Ways* compares and contrasts the experiences of 120 black and white female managers in the American business arena. In-depth histories bring to life the women's powerful and often difficult journeys from childhood to professional success, highlighting the roles that gender, race, and class played in their develop-

ment. Although successful professional women come from widely diverse family backgrounds, educational experiences, and community values, they share a common assumption upon entering the workforce: "I have a chance." Along the way, however, they discover that people question their authority, challenge their intelligence, and discount their ideas. And while gender is a common denominator among these women, race and class are often wedges between them. In *Our Separate Ways*, you will find candid discussions about stereotypes, learn how black women's early experiences affect their attitudes in the business world, become aware of how white women have—perhaps unwittingly—aligned themselves more often with white men than with black women, and see ways that our country continues to come to terms with diversity in all of its dimensions. Whether you are a human resources director wondering why you're having trouble retaining black women, a white female manager considering the role of race in your office, or a black female manager searching for perspectives, you will find fresh insights about how black and white women's struggles differ and encounter provocative ideas for creating a better workplace environment for everyone.

Capitalist private property in land and buildings – real estate – is the ground of modern cities, materially, politically, and economically. It is foundational to their development and core to much theoretical work on the urban environment. It is also a central, pressing matter of political contestation in contemporary cities. Yet it remains largely without a history. This *Element* examines the modern city as a propertied space, defining real estate as a technology of (dis)possession and using it to move across scales of analysis, from the local spatiality of par-

ticular built spaces to the networks of legal, political, and economic imperatives that constitute property and operate at national and international levels. This combination of territorial embeddedness with more wide-ranging institutional relationships charts a route to an urban history that allows the city to speak as a global agent and artefact without dispensing with the role of states and local circumstance.

This engaging book will show you how to move beyond tests and essay writing to implement authentic assessments in your middle or high school social studies classroom. Award-winning teacher David Sherrin explains the value of authentic assessments and offers practical ways to get started and dive deeper in your own practice. You'll be encouraged and inspired by the real-life stories of classroom successes and failures that illustrate the points throughout the book. The chapters cover a range of categories, including different types of written, creative, and civic action assessments. The book includes: planning charts and rubrics showing how to use, grade, and give feedback on assessments so they truly aid student learning and progress specific examples, useful tips, and ready-to-go instructions that you can use immediately with your class open-ended assessments encourage scaffolding or adaptation for individual or group work to fit your classroom needs You will learn how to personalize instruction and provide students with avenues for creativity and the types of learning experiences they need to be prepared for a complex world.

An exploration of how contemporary art reframes and humanizes migration, calling for coexistence—the recognition of the interdependence of beings. In *Art*

for Coexistence, art historian Christine Ross examines contemporary art's response to migration, showing that art invites us to abandon our preconceptions about the current "crisis"—to unlearn them—and to see migration more critically, more disobediently. We (viewers in Europe and North America) must come to see migration in terms of coexistence: the interdependence of beings. The artworks explored by Ross reveal, contest, rethink, delink, and relink more reciprocally the interdependencies shaping migration today—connecting citizens-on-the-move from some of the poorest countries and acknowledged citizens of some of the wealthiest countries and democracies worldwide. These installations, videos, virtual reality works, webcasts, sculptures, graffiti, paintings, photographs, and a rescue boat, by artists including Banksy, Ai Weiwei, Alejandro González Iñárritu, Laura Waddington, Tania Bruguera, and others, demonstrate art's power to mediate experiences of migration. Ross argues that art invents a set of interconnected calls for more mutual forms of coexistence: to historicize, to become responsible, to empathize, and to story-tell. Art history, Ross tells us, must discard the legacy of imperialist museology—which dissocializes, dehistoricizes, and depoliticizes art. It must reinvent itself, engaging with political philosophy, postcolonial, decolonial, Black, and Indigenous studies, and critical refugee and migrant studies.

Biographical research may take a range of forms and may vary in its application and approach but has the unified and coherent aim to give 'voice' to individuals. The central concern of this collection is to assemble articles (from sociology, social psychology, education, health, criminology, social gerontology, epidemiology, management and organizational re-

search) that illustrate the full range of debates, methods and techniques that can be combined under the heading 'biographical research'. Volume One: Biographical Research: Starting Points, Debates and Approaches explores the different biographical methods currently used while locating these within the history of social science methods. Volume Two: Biographical Interviews, Oral Histories and Life Narratives focuses on the more established, interview-based, biographical research methods and considers the analytical strategies used for interview-based biographical research. Volume Three: Forms of Life Writing: Letters, Diaries and Auto/Biography considers the value of 'data' contained within letters, diaries and auto/biography and illustrates how this data has been analyzed to reveal biographies and their social context. Volume Four: Other Documents of Life: Photographs, Cyber Documents and Ephemera focuses on the 'other' human documents and objects, like photographs, cyber-documents (e-mails, blogs, social networking sites, webpages) and other ephemera (such as official documents) that are used extensively in biographical research.

This volume examines gender and mobility in Africa though the central themes of borders, bodies and identity. It explores perceptions and engagements around 'borders'; the ways in which 'bodies' and women's bodies in particular, shape and are affected by mobility, and the making and reproduction of actual and perceived 'boundaries'; in relation to gender norms and gendered identity. Over fourteen original chapters it makes revealing contributions to the field of migration and gender studies. Combining historical and contemporary perspectives on mobility in Africa, this project contextualises migration within a broad historical frame-

work, creating a conceptual and narrative framework that resists post-colonial boundaries of thought on the subject matter. This multidisciplinary work uses divergent methodologies including ethnography, archival data collection, life histories and narratives and multi-country survey level data and engages with a range of conceptual frameworks to examine the complex forms and outcomes of mobility on the continent today. Contributions include a range of case studies from across the continent, which relate either conceptually or methodologically to the central question of gender identity and relations within migratory frameworks in Africa. This book will appeal to researchers and scholars of politics, history, anthropology, sociology and international relations.

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses; our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy. The editors of this collection make several challenges to the existing field of transformative learning - the first is to theoreticians, who have attempted to describe the nature of transformative learning without regard to the content of transformative learning. The editors argue that transformative learning theory cannot be constructed in a content-neutral or context-free way. Their se-

cond challenge, which assumes the importance content for transformative learning, is to educators as practitioners. The editors argue that transformative learning requires new educational practices consistent with the content. Arts-based research and arts-based teaching/learning practices are one example of such new educational practices. Education for the soul, or spiritual practices such as meditation or modified martial arts or indigenous peoples' forms of teaching/learning, is another example. Each article in the collection presents a possible model of these new practices.

The teaching of history has long been the subject of partisan warfare. Religion often plays a prominent role in these debates, as secular progressives and conservative Christians disagree over which historical figures are worthy of study, how (or whether) certain events should be portrayed, and ultimately how tax dollars should be spent. But what about students who are educated outside the public schools, either in religious schools or at home? How are they learning history, and what effect does that have on our democracy? *Hijacking History* analyzes the high school world history textbooks produced by the three most influential publishers of Christian educational materials. In these books, the historian, informed by his faith, tells the allegedly unbiased story of God's actions as interpreted through the Bible. History becomes a weapon to judge and condemn civilizations that do not accept the true God or adopt "biblical" positions. In their treatment of the modern world, these texts identify ungodly ideas to be vanquished-evolution, humanism, biblical modernism, socialism, and climate science among them. The judgments found in these textbooks, Kathleen Wellman shows, are rooted in the

history of American evangelicals and fundamentalists and the battles they fought against the tide of secularism. In assuming that God sanctions fundamentalist positions on social, political, and economic issues, students are led to believe that that the ultimate mission of America is to succeed as a nation that advances evangelical Christianity and capitalism throughout the world. The Christianity presented in these textbooks is proselytizing, intolerant of other religions and non-evangelical Christians, and unquestionably anchored to the political right. As *Hijacking History* argues, the ideas these textbooks promote have significant implications for contemporary debates about religion, politics, and education, and pose a direct challenge to the values of a pluralistic democracy.

Through the narratives and testimonies of Bosnian refugees who survived ethnic cleansing in Bosnia-Herzegovina, this title demonstrates how ethnic cleansing has worked its way into people's lives and memories

Since the mid-1990s, the black experience in Britain has begun to be (re)negotiated intensely, with a strong focus on history. *Narrative Projections of a Black British History* considers narratives that construct, or engage with, aspects of a black British history. Part I poses the question of what sort of narratives have emerged from, and in turn determine, key events (such as the iconic 'Windrush' moment) and developments and provides basic insights into theoretical frameworks. It also offers a large number of comparative readings, considering both 'factual' and 'fictional' forms of representation such as history books, documentary films, life writing, novels, and drama, and identifies main strands, 'official' narratives and countercurrents. Part II embarks on close readings and analyses

of a selection of narratives that can be classed as reactions to the 'established' historical culture. Overall, the book draws attention to collective currents and individual positions, affirmative and critical approaches: Together, they form a representative image of a specific moment in the ongoing debate about a black British history.

How should historians speak truth to power – and why does it matter? Why is five hundred years better than five months or five years as a planning horizon? And why is history – especially long-term history – so essential to understanding the multiple pasts which gave rise to our conflicted present? *The History Manifesto* is a call to arms to historians and everyone interested in the role of history in contemporary society. Leading historians Jo Guldi and David Armitage identify a recent shift back to longer-term narratives, following many decades of increasing specialisation, which they argue is vital for the future of historical scholarship and how it is communicated. This provocative and thoughtful book makes an important intervention in the debate about the role of history and the humanities in a digital age. It will provoke discussion among policymakers, activists and entrepreneurs as well as ordinary listeners, viewers, readers, students and teachers. This title is also available as Open Access.

If historical culture is the specific and particular ways that a society engages with its past, this book aims to situate the professional practice of public history, now emerging across the world, within that framework. It links the increasingly varied practices of memory and history-making such as genealogy, podcasting, re-enactment, family histories, memoir writing, film-making and facebook histo-



ries with the work that professional historians do, both in and out of the academy. *Making Histories* asks questions about the role of the expert and notions of authority within a landscape that is increasingly concerned with connection to the past and authenticity. The book is divided into four parts: 1. Resistance, Rights, Authority 2. Memory, Memorialization, Commemoration 3. Performance, Transmission, Reception 4. Family, Private, Self The four sections outline major themes emerging in public history across the world in the 21st century which are all underpinned by the impact of new media on historical practice and our central argument for the volume which advocates a more capacious definition of what constitutes 'public history'.

From the dramatization of local legends to the staging of plays by Shakespeare and other canonical playwrights to the exploration of contemporary sociopolitical problems and their effects on women and children, Mayan theatre is a flourishing cultural institution in southern Mexico. Part of a larger movement to define Mayan self-identity and reclaim a Mayan cultural heritage, theatre in Mayan languages has both reflected on and contributed to a growing awareness of Mayans as contemporary cultural and political players in Mexico and on the world's stage. In this book, Tamara Underiner draws on fieldwork with theatre groups in Chiapas, Tabasco, and Yucatán to observe the Maya peoples in the process of defining themselves through theatrical performance. She looks at the activities of four theatre groups or networks, focusing on their operating strategies and on close analyses of selected dramatic texts. She shows that while each group works under the rubric of Mayan or indigenous theatre, their works are also in constant dialogue, confronta-

tion, and collaboration with the wider, non-Mayan world. Her observations thus reveal not only how theatre is an agent of cultural self-definition and community-building but also how theatre negotiates complex relations among indigenous communities in Mayan Mexico, state governments, and non-Mayan artists and researchers.

Why care about the past? Why teach, research and write history? In this volume, leading and emerging scholars, activists and those working in the public sector, archives and museums bring their expertise to provide timely direction and informed debate about the importance of history. Primarily concerned with Aotearoa (the Māori name for New Zealand), the essays within traverse local, national and global knowledge to offer new approaches that consider the ability and potential for history to 'make a difference' in the early twenty-first century. Authors adopt a wide range of methodological approaches, including social, cultural, Māori, oral, race relations, religious, public, political, economic, visual and material history. The chapters engage with work in postcolonial and cultural studies. The volume is divided into three sections that address the themes of challenging power and privilege, the co-production of historical knowledge and public and material histories. Collectively, the potential for dialogue across previous sub-disciplinary and public, private and professional divides is pursued.

Biography of Marie von Clausewitz (born as Marie von Brühl, 1779-1836). After the death of her husband, Carl von Clausewitz, in 1891, Marie edited and published her husband's books, amongst them 'On war'. The author's examination of based on archives and letters written between Marie and her husband.

History is not a mere chronicle of facts, but a dialogue between competing interpretations of the past; it should be taught as such. The book includes the rationale for the study of history, the specific thinking skills required by the discipline, and methods for students acqu...

Published to coincide with the fiftieth anniversary of *Roe v. Wade*, this urgent book from historian Felicia Kornbluh reveals two movement victories in New York that forever changed the politics of reproductive rights nationally. Before there was a "Jane Roe," the most important champions of reproductive rights were ordinary people working in their local communities. In *A Woman's Life Is a Human Life*, historian Felicia Kornbluh delivers the untold story of everyday activists who defined those rights and achieved them, in the years immediately before and after *Roe v. Wade* made abortion legal under federal law. *A Woman's Life Is a Human Life* is the story of two movements in New York that transformed the politics of reproductive rights: the fight to decriminalize abortion and the fight against sterilization abuse, which happened disproportionately in communities of color and was central to an activism that was about the right to bear children, as well as not to. Each initiative won key victories that relied on people power and not on the federal courts. Their histories cast new light on *Roe* and constitutional rights, on the difficulty and importance of achieving a truly inclusive feminism, and on reproductive politics today. This is a book full of drama. From dissident Democrats who were the first to try reforming abortion laws and members of a rising feminist movement who refashioned them, to the nation's largest abortion referral service established by progressive Christian and Jewish clergy, to Puerto Rican activists

who demanded community accountability in healthcare and introduced sterilization abuse to the movement's agenda, and Black women who took the cause global, *A Woman's Life Is a Human Life* documents the diverse ways activists changed the law and worked to create a world that would support all people's reproductive choices. The first in-depth study of a winning campaign against a state's abortion law and the first to chronicle the sterilization abuse fight side-by-side with the one for abortion rights, *A Woman's Life Is a Human Life* is rich with firsthand accounts and previously unseen sources—including those from Kornbluh's mother, who wrote the first draft of New York's law decriminalizing abortion, and their across-the-hall neighbor, Dr. Helen Rodríguez-Trías, a Puerto Rican doctor who cofounded the movement against sterilization abuse. In this dynamic, surprising, and highly readable history, Felicia Kornbluh corrects the record to show how grassroots action overcame the odds to create policy change—and how it might work today.

"Original French-language edition: *Voix juives dans le faeminisme: Raesonances franocaises et anglo-amaericaines*, A2011, Paris."

The Anglia Book Series (ANGB) offers a selection of high quality work on all areas and aspects of English philology. It publishes book-length studies and essay collections on English language and linguistics, on English and American literature and culture from the Middle Ages to the present, on the new English literatures, as well as on general and comparative literary studies, including aspects of cultural and literary theory.

Unapologetic, troublemaking, agitating, revolutionary, and hot-headed: radical feminism bravely transformed the histo-

ry of politics, love, sexuality, and science. In *Firebrand Feminism*, Breanne Fahs brings together ten years of dialogue with four founders of the radical feminist movement: Ti-Grace Atkinson, Kathie Sarachild, Roxanne Dunbar-Ortiz, and Dana Densmore. Taking aim at the selfishness of the right and the incremental politics of the liberal left, they defiantly and fiercely created a new kind of feminism in the late 1960s. ♦ *Firebrand Feminism* provides a timely and historically rich account of these audacious women and the lasting impact of their words and work. This unique and provocative book unites second- and third-wave feminism and creates a much-needed intergenerational dialogue about the utility of feminist rage, the importance of refusal, the changing politics of sex and love, trans rights, and tactics to start (and continue) a revolution.

*International Business in Times of Crisis* classifies studies of crises relevant to international business research following a global pandemic which exposed systems failures and fragilities closely across global economic, financial, political, and social systems.

Baltimore has a long, colorful history that traditionally has been focused on famous men, social elites, and patriotic events. *The Baltimore Book* is both a history of "the other Baltimore" and a tour guide to places in the city that are important to labor, African American, and women's history. The book grew out of a popular local bus tour conducted by public historians, the People's History Tour of Baltimore, that began in 1982. This book records and adds sites to that tour; provides maps, photographs, and contemporary documents; and includes interviews with some of the uncelebrated people whose experiences as Baltimoreans reflect more about the city than Francis

Scott Key ever did. The tour begins at the B&O Railroad Station at Camden Yards, site of the railroad strike of 1877, moves on to Hampden-Woodbury, the mid-19th century cotton textile industry's company town, and stops on the way to visit Evergreen House and to hear the narratives of ex-slaves. We travel to Old West Baltimore, the late 19th-century center of commerce and culture for the African American community; Fells Point; Sparrows Point; the suburbs; Federal Hill; and Baltimore's "renaissance" at Harborplace. Interviews with community activists, civil rights workers, Catholic Workers, and labor union organizers bring color and passion to this historical tour. Specific labor struggles, class and race relations, and the contributions of women to Baltimore's development are emphasized at each stop. Author note: Elizabeth Fee is Professor in the Department of Health Policy and Management of The Johns Hopkins University School of Hygiene and Public Health. Linda Shopes is Associate Historian at the Pennsylvania Historical and Museum Commission. Linda Zeidman is Professor of History and Economics at Essex Community College.

Canadians view their healthcare – recognized throughout the world as an exemplary system – as iconic and integral to their identity. In *Toward the Health of a Nation* Leslie Boehm recounts the first seventy years in the life of one of the foundations of Canada's healthcare system, the Institute of Health Policy, Management and Evaluation at the University of Toronto. Boehm – a graduate of IHPME, and an instructor there throughout his career – charts the institute's history from its inception in 1947 as the Department of Hospital Administration to the present day. The first program of its kind in Canada, and one of the few in the

world, the school was founded at a time when the issue of healthcare was becoming a significant part of national and provincial discussions and policies. Initially concentrating on hospital management and professional degrees, it has expanded to offer academic degrees and facilitate important research into health systems, policies, and outcomes. In *Toward the Health of a Nation* Boehm demonstrates the excellence of the program, its faculty, and its graduates, as well as their accomplishments in major government initiatives and royal commissions. In the seventy years since IHPME's inception healthcare has grown to become a major part of government and business activity, and it will only increase in coming years. An in-depth history of a major program in graduate health education, *Toward the Health of a Nation* highlights how important healthcare is to a modern, functional society.

Hugh P. Possingham Landscape-scale conservation planning is coming of age. In the last couple of decades, conservation practitioners, working at all levels of governance and all spatial scales, have embraced the CARE principles of conservation planning – Comprehensiveness, Adequacy, Representativeness, and Efficiency. Hundreds of papers have been written on this theme, and several different kinds of software program have been developed and used around the world, making conservation planning based on these principles global in its reach and influence. Does this mean that all the science of conservation planning is over – that the discovery phase has been replaced by an engineering phase as we move from defining the rules to implementing them in the landscape? This book and the continuing growth in the literature suggest that the answer to this question is most definitely 'no.' All of ap-

plied conservation can be wrapped up into a single sentence: what should be done (the action), in what place, at what time, using what mechanism, and for what outcome (the objective). It all seems pretty simple – what, where, when, how and why. However stating a problem does not mean it is easy to solve.

In the wake of an unparalleled housing crisis at the end of the Second World War, Glasgow Corporation rehoused the tens of thousands of private tenants who were living in overcrowded and unsanitary conditions in unimproved Victorian slums. Adopting the designs, the materials and the technologies of modernity they built into the sky, developing high-rise estates on vacant sites within the city and on its periphery. This book uniquely focuses on the people's experience of this modern approach to housing, drawing on oral histories and archival materials to reflect on the long-term narrative and significance of high-rise homes in the cityscape. It positions them as places of identity formation, intimacy and well-being. With discussions on interior design and consumption, gender roles, children, the elderly, privacy, isolation, social networks and nuisance, Glasgow examines the connections between architectural design, planning decisions and housing experience to offer some timely and prescient observations on the success and failure of this very modern housing solution at a moment when high flats are simultaneously denigrated in the social housing sector while being built afresh in the private sector. Glasgow is aimed at an academic readership, including postgraduate students, scholars and researchers. It will be of interest to social, cultural and urban historians particularly interested in the United Kingdom.

Without trial and without due process, the United States government locked up nearly all of those citizens and longtime residents who were of Japanese descent during World War II. Ten concentration camps were set up across the country to confine over 120,000 inmates. Almost 20,000 of them were shipped to the only two camps in the segregated South—Jerome and Rohwer in Arkansas—locations that put them right in the heart of a much older, long-festering system of racist oppression. The first history of these Arkansas camps, *Concentration Camps on the Home Front* is an eye-opening account of the inmates' experiences and a searing examination of American imperialism and racist hysteria. While the basic facts of Japanese-American incarceration are well known, John Howard's extensive research gives voice to those whose stories have been forgotten or ignored. He highlights the roles of women, first-generation immigrants, and those who forcefully resisted their incarceration by speaking out against dangerous working conditions and white racism. In addition to this overlooked history of dissent, Howard also exposes the government's aggressive campaign to Americanize the inmates and even convert them to Christianity. After the war ended, this movement culminated in the dispersal of the prisoners across the nation in a calculated effort to break up ethnic enclaves. Howard's re-creation of life in the camps is powerful, provocative, and disturbing. *Concentration Camps on the Home Front* rewrites a notorious chapter in American history—a shameful story that nonetheless speaks to the strength of human resilience in the face of even the most grievous injustices.

This compelling "important and timely" (Drew Faust, *Harvard Magazine*) #1 New

York Times bestseller examines the legacy of slavery in America—and how both history and memory continue to shape our everyday lives. Beginning in his hometown of New Orleans, Clint Smith leads the reader on an unforgettable tour of monuments and landmarks—those that are honest about the past and those that are not—that offer an intergenerational story of how slavery has been central in shaping our nation's collective history, and ourselves. It is the story of the Monticello Plantation in Virginia, the estate where Thomas Jefferson wrote letters espousing the urgent need for liberty while enslaving more than four hundred people. It is the story of the Whitney Plantation, one of the only former plantations devoted to preserving the experience of the enslaved people whose lives and work sustained it. It is the story of Angola, a former plantation-turned-maximum-security prison in Louisiana that is filled with Black men who work across the 18,000-acre land for virtually no pay. And it is the story of Blandford Cemetery, the final resting place of tens of thousands of Confederate soldiers. A deeply researched and transporting exploration of the legacy of slavery and its imprint on centuries of American history, *How the Word Is Passed* illustrates how some of our country's most essential stories are hidden in plain view—whether in places we might drive by on our way to work, holidays such as Juneteenth, or entire neighborhoods like downtown Manhattan, where the brutal history of the trade in enslaved men, women, and children has been deeply imprinted. Informed by scholarship and brought to life by the story of people living today, Smith's debut work of nonfiction is a landmark of reflection and insight that offers a new understanding of the hopeful role that memory and

history can play in making sense of our country and how it has come to be. Winner of the National Book Critics Circle Award for Nonfiction Winner of the Stowe Prize Winner of 2022 Hillman Prize for Book Journalism A New York Times 10 Best Books of 2021

Does history matter? Is it anything more than entertainment? And if so, what practical relevance does it have? In this fully revised second edition of a seminal text, John Tosh persuasively argues that history is central to an informed and critical understanding of topical issues in the present. Including a range of contemporary examples from Brexit to child sexual

abuse to the impact of the internet, this is an important and practical introduction for all students of history. Inspiring and empowering, this book provides both students and general readers with a stimulating and practical rationale for the study of history. It is essential reading for all undergraduate students of history who require an engaging introduction to the subject. New to this Edition: - Illustrative examples and case studies are fully updated - Features a postscript on British historians and Brexit - Bibliography is heavily revised

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