

## Sample Paper Ipfw Bilingual Higher Ed

The term translingual highlights the reality that people always shuttle across languages, communicate in hybrid languages and, thus, enjoy multilingual competence. In the context of migration, transnational economic and cultural relations, digital communication, and globalism, increasing contact is taking place between languages and communities. In these contact zones new genres of writing and new textual conventions are emerging that go beyond traditional dichotomies that treat languages as separated from each other, and texts and writers as determined by one language or the other. Pushing forward a translingual orientation to writing—one that is in tune with the new literacies and communicative practices flowing into writing classrooms and demanding new pedagogies and policies—this volume is structured around five concerns: refining the theoretical premises, learning from community practices, debating the role of code meshed products, identifying new research directions, and developing sound pedagogical applications. These themes are explored by leading scholars from L1 and L2 composition, rhetoric and applied linguistics, education theory and classroom practice, and diverse ethnic rhetorics. Timely and much needed, *Literacy as Translingual Practice* is essential reading for students, researchers, and practitioners across these fields.

This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. To ensure a quality reading experience, this work has been proofread and republished using a format that seamlessly blends the original graphical elements with text in an easy-to-read typeface. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

With this book and DVD, Laminack invites you to join him in an effort to reclaim the read aloud for students as one of the most potent instructional moments of the school day. To get the most from our read alouds and make every aspect of reading aloud intentional, he believes that we must be as thoughtful in our planning for the read aloud as we are when selecting manipulatives for mathematics. We make the read aloud intentional when we purposely select texts and times with the intent to inspire our students to read and write, invest in our students' language and understandings, and use the read aloud to instruct across the curriculum. For use with Grades K-5.

Thoughtful and comprehensive, *DEVELOPMENTALLY APPROPRIATE PRACTICE: CURRICULUM AND DEVELOPMENT IN EARLY EDUCATION*, 6th Edition, is designed to meet the needs of new early childhood students as well as experienced teachers, professionals, and parents. It provides an overview of the concepts and theoretical foundations of developmental practices and discusses the practical implications for teachers and caregivers. The text reflects the NAEYC position statement on Developmentally Appropriate Practice and includes content on aligning early childhood teaching practices with national and state education standards, in addition to many student-oriented features and applications. Among other changes, this edition includes new integration of professional standards, model letters for communicating with families, real-world scenarios for practicing intentional decision-making, and the latest on brain research relevant to early education. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Focus on Higher Education

The Math Gene

Basic Writing

Participatory Learning in the Early Years

My Journey with John Purdue

Citizen and the News

Catalogue Compiled by the Staff of the Institute of Microfilmed Hebrew Manuscripts, Jewish National and University Library

*In 1935, at the height of his powers, Howard Thurman, one of the most influential African American religious thinkers of the twentieth century, took a pivotal trip to India that would forever change him—and that would ultimately shape the course of the civil rights movement in the United States. When Thurman (1899–1981) became the first African American to meet with Mahatma Gandhi, he found himself called upon to create a new version of American Christianity, one that eschewed self-imposed racial and religious boundaries, and equipped itself to confront the enormous social injustices that plagued the United States during this period. Gandhi's philosophy and practice of satyagraha, or "soul force," would have a momentous impact on Thurman, showing him the effectiveness of nonviolent resistance. After the journey to India, Thurman's distinctly American translation of satyagraha into a Black Christian context became one of the key inspirations for the civil rights movement, fulfilling Gandhi's prescient words that "it may be through the Negroes that the unadulterated message of nonviolence will be delivered to the world." Thurman went on to found one of the first explicitly interracial congregations in the United States and to deeply influence an entire generation of black ministers—among them Martin Luther King Jr. Visions of a Better World depicts a visionary leader at a transformative moment in his life. Drawing from previously untapped archival material and obscurely published works, Quinton Dixie and Peter Eisenstadt explore, for the first time, Thurman's development into a towering theologian who would profoundly affect American Christianity—and American history.*

*Mechanics labs for introductory physics that focus on mathematical models and data analysis. Includes instructions for using Logger Pro or Fathom software to do data analysis. A CD-ROM contains instructional video, sample data, and template files.*

*"Best Practices in Action has been thoroughly updated and revised to reflect the realities of a maturing business incubation industry. Eight chapters explore these broad practice categories: governance; staffing; finances; facilities; management; program evaluation; client entrance and exit; leveraging innovation; client services. Each category is broken down into specific practice areas, with examples of how more than 40 working incubation programs have implemented best practices. A chapter of case studies highlights 11 incubation programs from the United States, Canada, New Zealand and Israel that are overall exemplars of best practice."--From publisher description.*

*In the most comprehensive biographical study of John Purdue (c. 1802-1876) to date, Purdue's great-great-grandniece describes her travels to the diverse places where Purdue had lived in order to learn about the mysterious relative known in her family as Uncle. Using fresh, unpublished source materials-including Purdue's personal correspondence, business ledgers, and the family oral histories-the author examines Purdue's beginning among illiterate, immigrant, Pennsylvania mountain-hollow folks. Uncle challenges a commonly held belief that Purdue was a cold-hearted business mogul. Instead the author shows Purdue as a human being and as a generous family man with a visionary nature.*

*Critical Thinking: A User's Manual*

*Communication and Community*

*Attitude Like Wings*

*Spanish Books in the Europe of the Enlightenment (Paris and London)*

*Bridging New Literacy Studies and Bourdieu*

*A View from Abroad*

*Quality Measurement in Early Childhood Settings*

**Framed by historic developments—from the Open Admissions movement of the 1960s and 1970s to the attacks on remediation that intensified in the 1990s and beyond—BASIC WRITING traces the arc of these large social and cultural forces as they have shaped and reshaped the field. GEORGE OTTE and REBECCA WILLIAMS MLYNARCZYK balance fidelity to the past with present relevance, local concerns with (presumptively) global knowledge, personal judgment with (apparent) objectivity. BASIC WRITING circles back on the same general story, looking for different themes or seeing the same themes from different perspectives. What emerges is a gestalt of Basic Writing that will give readers interested in its history, self-definition, pedagogy, or research a sense of the important trends and patterns. Otte and Mlynarczyk make research trajectories clear without oversimplifying them or denying the undeniable blurring, dissensus, and differential development that characterizes the field. GEORGE OTTE is a member of the doctoral faculty at the CUNY Graduate Center in the PhD Programs in English, Urban Education, and Interactive Technology and Pedagogy. He served as coeditor of the JOURNAL OF BASIC WRITING from 1996 to 2002. He is the coauthor with Nondita Mason of WRITERS' ROLES: ENACTMENTS OF THE PROCESS (Harcourt, 1994) and, with Linda Palumbo, of CASTS OF THOUGHT: WRITING IN AND AGAINST TRADITION (Macmillan, 1990). REBECCA WILLIAMS MLYNARCZYK has taught basic writing at the City University of New York since 1974. She is currently professor of English at the CUNY Graduate Center and Kingsborough Community College, where she codirects the ESL program. She is the author of CONVERSATIONS OF THE MIND: THE USES OF JOURNAL WRITING FOR SECOND-LANGUAGE LEARNERS (Erlbaum) and the coauthor, with Steven Haber, of IN OUR OWN WORDS: STUDENT WRITERS AT WORK (Cambridge). She has served as coeditor of the JOURNAL OF BASIC WRITING since 2003.**

**Beginners and advanced students guide to developing "crystal consciousness"**

**This book provides crucial reading for students and researchers of world Englishes. It is an insightful and provocative study of the forms and functions of English in Asia, its acculturation and nativization, and the innovative dimensions of Asian creativity. It contextualizes a variety of theoretical, applied and ideological issues with refreshing interpretations and reevaluations and can be used both as a classroom text and a resource volume.**

**A comprehensive resource on measuring quality in both center- and home-based settings, this book brings together more than 50 early childhood experts to establish what's working in quality measurement and how it can be strengthened to support better programs and optimal child development. Readers will explore specific approaches to measuring the quality of factors that affect school readiness, including supports for early language and literacy development math and science curricula and instructional environmental supports for social and emotional competence health-related factors such as nutrition and safety family sensitive child care cultural responsiveness services for children with disabilities To help them measure these factors accurately, readers will get critical analyses of dozens of assessment measures, plus an exclusive inside look at promising new tools. Martha Zaslow, Ph.D., is Director, Society for Research in Child Development Office for Policy and Communications, Washington, D.C., and Senior Scholar, Child Trends, Washington, D.C. Ivelisse Martinez-Beck, Ph.D., is Senior Social Science Research Analyst and Child Care Research Coordinator; Division of Child and Family Development; Office of Planning, Research and Evaluation, Administration for Children and Families, Washington, D.C. Kathryn Tout, Ph.D., is Codirector of Early Childhood Research, Child Trends, Washington, D.C. Tamara Halle, Ph.D., are Codirectors of Early Childhood Research, Child Trends, Washington, D.C.**

**Forgiveness**

**How Mathematical Thinking Evolved And Why Numbers Are Like Gossip**

**When Art Therapy Meets Sex Therapy**

**Appraising Research: Evaluation in Academic Writing**

**Literacy as Translingual Practice**

**Writing about Writing**

**LLBA.**

Based on Wardle and Downs ' research, the first edition of Writing about Writing marked a milestone in the field of composition. By showing students how to draw on what they know in order to contribute to ongoing conversations about writing and literacy, it helped them transfer their writing-related skills from first-year composition to other courses and contexts. Now used by tens of thousands of students, Writing about Writing presents accessible writing studies research by authors such as Mike Rose, Deborah Brandt, John Swales, and Nancy Sommers, together with popular texts by authors such as Malcolm X and Anne Lamott, and texts from student writers. Throughout the book, friendly explanations and scaffolded activities and questions help students connect to readings and develop knowledge about writing that they can use at work, in their everyday lives, and in college. The new edition builds on this success and refines the approach to make it even more teachable. The second edition includes more help for understanding the rhetorical situation and an exciting new chapter on multimodal composing. The print text is now integrated with e-Pages for Writing about Writing, designed to take advantage of what the Web can do. The conversation on writing about writing continues on the authors' blog, Write On: Notes on Writing about Writing (a channel on Bedford Bits, the Bedford/St. Martin's blog for teachers of writing).

This distinctive volume combines synthetic theoretical essays and reports of original research to address the interrelations of communication and community in a wide variety of settings. Chapters address interpersonal conversation and communal relationships; journalism organizations and political reporting; media use and community participation; communication styles and alternative organizations; and computer networks and community building; among other topics. The contents offer synthetic literature reviews, philosophical essays, reports of original research, theory development, and criticism. While varying in theoretical perspective and research focus, each of the chapters also provides its own approach to the practice of communication and community. In this way, the book provides a recurrent thematic emphasis on the pragmatic consequences of theory and research for the activities of communication and living together in communities. Taken as a whole, this collection illustrates that communication and community cannot be adequately analyzed in any context without considering other contexts, other levels of analysis, and other media and modes of communication. As such, it provides important insights for scholars, students, educators, and researchers concerned with communication across the full range of contexts, media, and modes.

In *A View from Abroad* Nicolás Bas recreates, using a bibliographical approach, the manner in which Spain was regarded in Europe in the Eighteenth century, by consulting booksellers' catalogues, private book collections and key auctions in Paris and London. *Linguistics and the Teacher* is a collection of essays by linguists on different aspects of the relationship between linguistics and education. All the contributors are united in their belief that linguistics should be a central element in the education of teachers, and argue for principled and systematic analysis in the study of the role of language in learning. The essays range from theoretical accounts of the nature of language study in teacher education to practical examples of how linguistics can help the teacher in such diverse contexts as the assessment of difficulty in textbooks, the teaching of literature, and analysing children's writing. The book offers models for analysis, specific syllabus and course proposals, and, in a key essay, discussion of those areas relevant to language and learning upon which most linguists would agree. The collection as a whole presents teachers with all the materials they need to make informed judgements about what has hitherto been regarded as a difficult area.

Research and Pedagogy

Topics in Structural Graph Theory

Bernardino de Sahagun

Critical Pedagogy in the Middle East

A New Perspective for Career Development, Counseling, and Public Policy

Creative Explorations of Sex, Gender, and Relationships

A New Look at Praxis Across Contexts

**"This frontline volume contributes to the social study of education in general and literacy in particular by bringing together in a new way the traditions of language, ethnography, and education. Integrating New Literacy Studies and Bourdieusian sociology with ethnographic approaches to the study of classroom practice, it offers an original and useful reference point for scholars and students of education, language, and literacy wishing to incorporate Bourdieu's ideas into their work. The book develops and unfolds dialogically across three sections: Bridging New Literacy Studies and Bourdieu - Principles; Language, Ethnography and Education - Practical Studies; Working at the Intersections - In Theory and Practice. The authors posit 'Classroom Language Ethnography' as a genuinely new perspective with rich and developed traditions behind it, but distinct from conventional approaches to literacy and education -- an approach that bridges those traditions to yield fresh insights on literacy in all its manifestations, thereby providing a pathway to more robust research on language in education"--Provided by publisher.**

**LLBA contains abstracts of the world's literature in linguistics and language-related research, book abstracts, book review listings, and enhanced bibliographic citations of relevant dissertations." Related disciplines such as anthropology, education, ethnology, information science, medicine, and communications are covered. Also includes some reference to papers in published conference proceedings.**

**The uplifting and inspiring journey began with An Eagle, an examination of oneself and his willingness to be lifted up.Through struggles and storms, he came away with Nothing, the true understanding of love. learned of God's Guidance.Prepare to mount your wings like an eagle and enjoy your journey in life.**

**Taking the pulse of current efforts to do—and, in some cases, undo—critical literacy, this volume explores and critiques its implementation in learning contexts around the globe. An impressive set of international authors offer examples of productive critical literacy practices in and out of schools, address the tensions and gaps between these practices and educational policies, and attempt to forecast the future for critical literacy as a movement in the changing global educational policy landscape. This collection is unique in presenting the recent work of luminaries such as Allan Luke and Hilary Janks alongside relative newcomers who use innovative approaches and arguments to reinvigorate and redefine critical practice. It is time for this cutting-edge inquiry into the state of critical literacy—not only because is it a complex and ever-evolving field, but perhaps more important, because it offers a reaction to, and powerful reworking of, standardization and high-stakes accountability measures in educational contexts around the globe.**

**The Complete Crystal Guidebook**

**A Prekindergarten Handbook**

**Making Every Read Aloud Intentional and Instructional**

**What the Research Says**

**Howard Thurman's Pilgrimage to India and the Origins of African American Nonviolence**

**Immigrant Students in American Society**

**Unwrapping the Read Aloud**

Now aligned to the Expanded Edition of The Fountas & Pinnell Literacy Continuum! Play and language are critical learning tools for the prekindergarten child. Through play and language, they learn about their world and about themselves. Play and language are also the most important tools for early literacy learning. Think of the young child who takes a memo pad and marker around to family members, "taking orders" for dinner. Like all emergent readers and writers, this child makes no distinction between play and literacy-both involve curiosity, excitement, learning, and discovery. In *Literacy Beginnings*, Irene C. Fountas and Gay Su Pinnell bring their characteristically rich, comprehensive, and practical insights to the frontier of early literacy. They show you how to tap into young children's curiosity to introduce them to the world of literacy in joyful, engaging ways.

One child in five in America is the child of immigrants, and their numbers increase each year. Very few will return to the country they barely remember. Who are they, and what America do they know? Based on an extraordinary interdisciplinary study that followed 400 newly arrived children from the Caribbean, China, Central America, and Mexico for five years, this book provides a compelling account of the lives, dreams, and frustrations of these youngest immigrants. Richly told portraits of high and low achievers are packed with unexpected ironies. When they arrive, most children are full of optimism and a respect for education. But poor neighborhoods and dull--often dangerous--schools can corrode hopes. The vast majority learn English--but it is the English of video games and the neighborhood, not that of standardized tests. For some of these children, those heading off to college, America promises to be a land of dreams. These lucky ones have often benefited from caring mentors, supportive teachers, or savvy parents. For others, the first five years are marked by disappointments, frustrations, and disenchantment. How can we explain their varied academic journeys? The children of immigrants, here to stay, are the future--and how they adapt will determine the nature of America in the twenty-first century.

The early years are an important period for learning, but the questions surrounding participatory learning amongst toddlers remain under-examined. This book presents the latest theoretical and research perspectives about how ECEC (Early Childhood Education and Care) contexts promote democracy and citizenship through participatory learning approaches. The contributors provide insight into national policies, provisions, and practices and advance our understandings of theory and research on toddlers' experiences for democratic participation across a number of countries, including the UK, Australia, New Zealand, the United States, Canada, Sweden, and Norway.

**CRITICAL THINKING: A USER'S MANUAL** offers an innovative skill-based approach to critical thinking that provides step-by-step tools for examining arguments. Users build a complete skill set by recognizing, analyzing, diagramming, and evaluating arguments. Later chapters encourage application of the basic skills to categorical, truth-functional, analogical and inductive, and causal arguments as well as fallacies. Exercises throughout the book engage readers in active learning, integrate writing as part of the critical thinking process, and emphasize skill transference. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Asian Englishes

Linguistics and Language Behavior Abstracts

Learning a New Land

Behavior: the Control of Perception

The Psychology of Working

Developmentally Appropriate Practice: Curriculum and Development in Early Education

**Learning, Teaching, Leading**

Focusing on the introductions to research articles in a variety of disciplines, the author uses appraisal theory to analyze how writers bring together multiple resources to develop their positions in the flow of discourse. It will be most useful for researchers new to appraisal, and to EAP teachers.

"I wrote this book not to dismiss a rumor but to share something much more important: my journey to forgiveness." Chiquis Rivera is a singer and the daughter of the late music superstar Jenni Rivera. In *Forgiveness*, her memoir, Chiquis bravely reveals the abuse she suffered at the hands of her father during her childhood and the difficulties she's faced in her personal life as a result. Despite growing up marked by the wounds of abuse, she eventually conquered her fear of love and intimacy. The story within these pages also recounts what caused the distance between her and her mother toward the end of Jenni's life. In *Forgiveness*, Chiquis brings to light truths that she wishes she had been able to reveal to Jenni. Two years after her mother's death, Chiquis answers the most difficult questions: Was she able to make peace with Jenni? And in this story of triumph and tragedy, who is most in need of forgiveness?

In this original and major new work, David Blustein places working at the same level of attention for social and behavioral scientists and psychotherapists as other major life concerns, such as intimate relationships, physical and mental health, and socio-economic inequities. He also provides readers with an expanded conceptual framework within which to think about working in human development and human experience. As a result, this creative new synthesis enriches the discourse on working across the broad spectrum of psychology's concerns and agendas, and especially for those readers in career development, counseling, and policy-related fields. This textbook is ideal for use in graduate courses on counseling and work or vocational counseling.

Appropriate for both sex therapists and art therapists, *When Art Therapy Meets Sex Therapy* explores sexuality and gender through the use of art making, connecting relevant theories and research from both fields. It begins with a historical review of how explorations of anatomy, physiology, and sexual identity manifested in art making in different cultures and discusses why a clinician must take these spiritual, medical, and socioeconomic factors in account to offer effective and culturally competent therapy. The second part of the book discusses clinically effective treatments in art and sex therapy, and contains numerous case illustrations. Included are interventions for important issues in therapy, such as exploring gender identity, sexual health and shame, processing sexual abuse, couples' intimacy, parenting concerns regarding their children's sexuality, and treating sex addiction.

Moving Critical Literacies Forward

Data-Rich Labs for Introductory Physics (Volume 2, Mechanics with Sensors)

Uncle

Linguistics and the Teacher

Power in the EFL Classroom

A College Reader

Hebrew Manuscripts in the Vatican Library

*Critical pedagogy is not a set of ideas, but a way of doing learning and teaching (Canagarajah, 2005). This definition puts CP squarely in the classroom and leads us to view how teachers interact with students and how students treat one another, while negotiating institutional and societal expectations. The chapters in the book use a variety of methods to address questions of power within educational institutions, from classrooms to the ministries of education. All the contributors are, or have been, teachers in the Middle East, from Egypt to Iran. Their nationalities range from Egyptian, to American, Canadian, British, Tunisian and Iranian. Ten of the contributors are women. All have conducted research and/or invited participation from among students and fellow teachers to explore issues of Critical Pedagogy from various perspectives. The question of physical space relates to power but is also related to linguistic space; student choice is not only related to linguistic space but also to motivation and thus empowerment. Changing teachers (TM) beliefs leads to empowerment for teachers, but also empowerment for students. Educational policy that recognizes social and personal identity reflects back to personal motivation. These studies meet and mesh, complement and sometimes take different viewpoints. However, all the studies embrace the concept that we must respect and nurture the human in our students, that we as teachers are the front line as enablers of our students (TM) empowerment. If we do not provide the space, and honor their dignity, our students cannot claim and embrace their power. Canagarajah, S. (2005). Critical Pedagogy in L2 Learning and Teaching. In E. Hinkel (Ed.), Handbook of Research in Second Language Teaching and Learning (pp. 931-949). Mahwah, New Jersey: Lawrence Erlbaum Associates.*

*"Having been born a freeman, and for more than thirty years enjoyed the blessings of liberty in a free State—and having at the end of that time been kidnapped and sold into Slavery, where I remained, until happily rescued in the month of January, 1853, after a bondage of twelve years—it has been suggested that an account of my life and fortunes would not be uninteresting to the public." -an excerpt*

*Improving the quality, equity and efficiency of education systems is a key policy objective in OECD countries. No economy in the world can afford to neglect education. Major reforms are under way as countries strive to make lifelong learning ... The rapidly expanding area of structural graph theory uses ideas of connectivity to explore various aspects of graph theory and vice versa. It has links with other areas of mathematics, such as design theory and is increasingly used in such areas as computer networks where connectivity algorithms are an important feature. Although other books cover parts of this material, none has a similarly wide scope. Ortrud R. Oellermann (Winnipeg), internationally recognised for her substantial contributions to structural graph theory, acted as academic consultant for this volume, helping shape its coverage of key topics. The result is a collection of thirteen expository chapters, each written by acknowledged experts. These contributions have been carefully edited to enhance readability and to standardise the chapter structure, terminology and notation throughout. An introductory chapter details the background material in graph theory and network flows and each chapter concludes with an extensive list of references.*

A Memoir

Education Policy Analysis 2006 Focus on Higher Education

Twelve Years a Slave

Beyond the Canon

Young Children and Picture Books

Learning from Television

Development of Vocalizations in Deaf and Normally Hearing Infants

He was sent from Spain on a religious crusade to Mexico to "detect the sickness of idolatry," but Bernardino de Sahagún (c. 1499-1590) instead became the first anthropologist of the New World. The Franciscan monk developed a deep appreciation for Aztec culture and the Nahuatl language. In this biography, Miguel León-Portilla presents the life story of a fascinating man who came to Mexico intent on changing the traditions and cultures he encountered but instead ended up working to preserve them, even at the cost of persecution. Sahagún was responsible for documenting numerous ancient texts and other native testimonies. He persevered in his efforts to study the native Aztecs until he had developed his own research methodology, becoming a pioneer of anthropology. Sahagún formed a school of Nahuatl scribes and labored with them for more than sixty years to transcribe the pre-conquest language and culture of the Nahuas. His rich legacy, our most comprehensive account of the Aztecs, is contained in his *Primeros Memoriales* (1561) and *Historia General de las Cosas de Nueva España* (1577). Near the end of his life at age 91, Sahagún became so protective of the Aztecs that when he died, his former Indian students and many others felt deeply affected. Translated into English by Mauricio J. Mixco, León-Portilla's absorbing account presents Sahagún as a complex individual—a man of his times yet a pioneer in many ways.

Why is math so hard? And why, despite this difficulty, are some people so good at it? If there's some inborn capacity for mathematical thinking—which there must be, otherwise no one could do it—why can't we all do it well? Keith Devlin has answers to all these difficult questions, and in giving them shows us how mathematical ability evolved, why it's a part of language ability, and how we can make better use of this innate talent. He also offers a breathtakingly new theory of language development—that language evolved in two stages, and its main purpose was not communication—to show that the ability to think mathematically arose out of the same symbol-manipulating ability that was so crucial to the emergence of true language. Why, then, can't we do math as well as we can speak? The answer, says Devlin, is that we can and do—we just don't recognize when we're using mathematical reasoning.

Literacy Beginnings

Language, Ethnography, and Education

First Anthropologist

A Practical Path to Self Development, Empowerment and Healing

A Den of Inquiry

Visions of a Better World

Best Practices in Action, Revised 2nd Edition