

PART 3: Dialectical Journal *Things Fall Apart*

**Remember to discuss literature using present tense.*

Chapter #	Text Cite passages verbatim (word for word) from the book as you read, including quotation marks and page numbers. Remember that quotations do not have to be dialogues!	Response Discuss the significance of the quote: <ul style="list-style-type: none"> • <u>Analyzes literary/ rhetorical choices and discusses the purpose & effect of the choices</u> • <u>Analyzes how the Ibo culture is revealed and/or examines the beliefs and values implied in the text.</u> • <u>Analyzes important aspects of character development and what that reveals.</u> • <u>Discusses author's messages, implied and/or explicit, themes, motifs, and/or symbols.</u> • <u>Discusses personal reactions, opinions, or relevance to a passage.</u> • <u>Makes predictions and/or later verifies if earlier predictions came true or not.</u> • <u>Makes connections, start-to-self, text-to-text, or text-to-world?</u> • Poses thought-provoking questions or your wonderings.
20	<p>★ 1. "The clan was like a lizard, if it lost its tail it soon grew another" (171).</p> <p>★ 2. "Even in his first year of exile he had begun to plan for his return. The first thing he would do would be to rebuild his compound on a more magnificent scale. He would build a bigger barn than he had had before and he would build a hut for two new wives. Then he would show his wealth by introducing his sons into the ozo society" (171).</p> <p>★ 3. "You have all seen the great abomination of your brother. Now he is no longer my son or your brother. I will only have a son who is a man, who will hold</p>	<p>★ 1. In this sentence the author used a simile to explain how big the clan was, after all they lost many to christianism but those numbers could always be replaced by new people.</p> <p>★ 2. Okonkwo didnt change even after seven years of exile, I think he became more set on his goals, and even quicker to act. He didnt give up after being exiled and keep working hard, and planning ahead to become as successful as he had been in the past.</p> <p>★ 3. I believe that because Okonkwo is so close minded and lets himself be driven by anger, that he is going to get himself in trouble again.</p>

Dialectical Journal For Things Fall Apart

Mike Jess



Dialectical Journal For Things Fall Apart:

The Best Class You Never Taught Alexis Wiggins, 2017-09-27 The best classes have a life of their own powered by student led conversations that explore texts ideas and essential questions In these classes the teacher s role shifts from star player to observer and coach as the students Think critically Work collaboratively Participate fully Behave ethically Ask and answer high level questions Support their ideas with evidence and Evaluate and assess their own work The Spider Web Discussion is a simple technique that puts this kind of class within every teacher s reach The name comes from the weblike diagram the observer makes to record interactions as students actively participate in the discussion lead and support one another s learning and build community It s proven to work across all subject areas and with all ages and you only need a little know how a rubric and paper and pencil to get started As students practice Spider Web Discussion they become stronger communicators more empathetic teammates better problem solvers and more independent learners college and career ready skills that serve them well in the classroom and beyond Educator Alexis Wiggins provides a step by step guide for the implementation of Spider Web Discussion covering everything from introducing the technique to creating rubrics for discussion self assessment to the nuts and bolts of charting the conversations and using the data collected for formative assessment She also shares troubleshooting tips ideas for assessment and group grading and the experiences of real teachers and students who use the technique to develop and share content knowledge in a way that s both revolutionary and truly inspiring

New Ways of Using Drama and Literature in Language Teaching Valerie Lily Whiteson, 1996 Contributors to this volume offer ways to incorporate literature into the language classroom Contributions range from ideas for lessons for young children to ideas for lessons for students in graduate school The authors of these lessons range from students in graduate school to leaders in the field From publisher s description

Journal of Cultural Studies ,2001 **The Journal of Transpersonal Psychology** ,2006

Religious Ethics William Schweiker, David A. Clairmont, 2020-04-14 An inclusive and innovative account of religious ethical thinking and acting in the world Rather than merely applying existing forms of philosophical ethics Religious Ethics defines the meaning of the field and presents a distinct and original method for ethical reflection through comparisons of world religious traditions Written by leading scholars and educators in the field this unique volume offers an innovative approach that reveals how religions concur and differ on moral matters and provides practical guidance on thinking and living ethically The book s innovative method integrating descriptive normative practical fundamental and metaethical dimensions of reflection enables a far more complex and nuanced exploration of religious ethics than any single philosophical language method or theory can equal First introducing the task of religious ethics the book moves through each of the five dimensions of reflection to compare concepts such as good and evil perplexity and wisdom truth and illusion and freedom and bondage in various theological contexts Guides readers on understanding assessing and comparing the moral teachings and practices of world religions Applies a disciplined scholarly approach to the subject of

religious ethics Explores the distinctions between religious ethics and moral philosophy Provides a methodology which can be applied to comparative ethics for various religions Compares religious traditions to illuminate each of the five dimensions of ethical and moral reflection Religious Ethics Meaning and Method will help anyone interested in the relation between religion and ethics in the modern world including those involved in general and comparative religion studies religious and comparative ethics and moral theory **Appalachian Journal** ,1984 A regional studies review **Decolonising the University: The Emerging Quest for Non-Eurocentric Paradigms (Penerbit USM)** Claude Alvares,Shad Saleem Faruqi,2014-11-25 This book of essays is a sequel to the International Conference on Decolonising Our Universities held in Penang Malaysia from June 27 to 29 2011 The Conference was jointly organised by the Universiti Sains Malaysia and Citizens International in cooperation with the Higher Education Leadership Academy of the Malaysian Ministry of Higher Education At the Conference speaker after speaker pointed out that education in Asia and Africa is too Westcentric It blindly apes European universities European curricula and European paradigms The papers in this volume examine possible ways of overcoming this problem of intellectual enslavement in Asian and African citadels of learning It must be pointed out at the very outset that this book is not meant to be a tirade against the West Its aim is not to ask Asian and African universities to shut out Europe and North America or to be insular or to wear blinds Its aim is positive to make Asian and African tertiary education truly global and at the same time socially relevant This cannot be done unless the intellectual monopoly of the West is broken and European knowledge is made to make way for the review teaching and expansion of the vast knowledge of other societies and cultures European knowledge may supplement but never replace other valid knowledge systems and traditions The book is divided into eight parts Part I creates the setting provides an overview of the state of our universities reflects on decolonisation of our intellectual heritage and explains how colonial education was used to assault our cultures Part II contains a wish list of the decolonised university There are essays on the philosophical basis of an African university and about how the sacred and the secular can be integrated and how the community can be brought back into the university Part III critically examines the promise and performance of UNESCO in decolonisation of Asian and African institutions of higher learning Part IV discusses eurocentrism in social sciences in mathematics and in science curricula Part V highlights the state of social sciences and the law today and provides an alternative discourse in social theory history psychotherapy psychology law and language education Part VI discusses regional decolonising initiatives in the Philippines Taiwan Turkey and Iran Part VII provides insights into some experiments in transforming academic pedagogy Finally Part VIII contains some personal journeys in decolonisation of the self This book of essays is meant to coincide with Malaysia s Independence Day on August 31 1957 The hope is that the timing will underline the point that the stains of cultural and intellectual imperialism do not end with the attainment of political freedom Freedom is a state of the mind and regrettably throughout Asia and Africa the enslavement of the mind has continued long after the coloniser has gone back home This humiliating state of affairs must

end not only to give meaning to political independence but also to improve the quality of our education by giving to our students a better panorama of world knowledge and thereby to increase their choices Decolonisation of our universities is not an exercise in flag waving nationalism Its aim is ameliorative Diversity and pluralism of knowledge systems are vital for meeting many of the moral social and economic challenges of the times and for avoiding the frightening economic educational and cultural consequences of Europe's near total intellectual and educational monopoly over Asia Africa and Latin America For example Western models of development have proved to be a nightmare and have not served Asia and Africa well Economic theories from the West have brought the whole world to the brink of an environmental catastrophe Asian universities should offer a critique of the ethnocentrism of Western scholarship by pointing out that a middle class Western lifestyle and what that entails in terms of the nuclear family the consumer society living in suburbia and extensive private space may neither be workable nor desirable on a fragile planet The humiliating story of intellectual enslavement in each field and in each region is best told in the words of the authors What must be noted is the ways in which this subservience manifests itself Our university courses reflect the false belief that Western knowledge is the sum total of all human knowledge The books prescribed and the icons and godfathers of knowledge are overwhelmingly from the North Atlantic countries Titles written by scholars and thinkers from Asia and Africa are rarely included in the book list This may indicate a pervasive inferiority complex or ignorance of the contribution of the East to world civilisation Any evaluation of right and wrong of justice and fairness of poverty and development and of what is wholesome and worthy of celebration tends to be based on Western perceptions Eastern ideas and institutions are viewed through Western prisms and invariably regarded as primitive and in need of change Despite decades of political independence the framework assumptions of our law politics economics education history science art and culture remain dictated by our former colonial masters Our concept of the good life and our views on human rights have very tenuous links to our indigenous traditions Our cultural values domestic relations music food and dressing indeed our whole Weltanschauung is constructed on a Western edifice of knowledge Our concept of beauty has been socially constructed by Hollywood media In our professions most of the icons we look up to are Western In our universities the syllabi we draft the books we prescribe the theories we blindly ape the new abodes of the sacred we worship have very little connection with our own intellectual and moral heritage It is fashionable in Asian universities to import expatriate lecturers external examiners and guest speakers exclusively from North Atlantic countries Asian scholars are generally not regarded as fit for such recognition The underlying assumption is that Asians and Africans matter little and in all aspects of existence we need civilisational guidance from the overlords of humankind in Europe and America How did we fall into such depths of enslavement and reverse racism An essay in the volume points out that the colonisers conquered our mind by dismissing and deriding our cultures alienating us from our roots and putting us in awe of the culture of the masters They used the colonial education system for the production of a competent but submissive

class They replaced local languages with the English language extinguishing along with local languages the cultural and moral nuances and perspectives that surround a language The colonisers falsified and obliterated historical records of intellectual achievements by Asian and African scholars and inventors They borrowed extensively from the East but shamelessly failed to acknowledge that debt In many cases they Latinised Eastern names to make them sound European The world does not know that during the European Dark Ages scintillating educational developments were taking place in Asia and Africa While Europe slept China India Persia and Egypt practised science invented algebra furthered mathematics metallurgy law and logic They conducted complex medical operations invented rockets wrote treatises in philosophy sociology and astronomy A more recent form of Western hegemony is the yearly university ranking lists Western education Western science and Western achievements are subjected to evaluation on criteria that are rigged in their favour A host of Western consultants and experts unabashedly glorify American and European achievements and certify and celebrate the unique quality of their education system A recent claim was made that American society symbolised the end of history implying thereby that no further human progress was necessary anywhere else The book's ultimate aim is to discover what needs to be done to liberate our minds and our souls to end this academic colonialism to restore our dignity and independence We must shed the slavish mentality of blindly aping Western paradigms We must stop sucking up to the Western academic system We need to send Columbus packing back home Not only the Columbus outside but also the Columbus within We need to rediscover the suppressed knowledge of our civilisations and to reconnect with our rich heritage We must embark on a voyage of discovery of our ancestors intellectual wanderings and rediscover the wonders and heritage of China India Persia Mesopotamia Egypt and other Eastern and African civilisations We must combat the many fabrications and plagiarisms of Western innovators and we must give credit where credit is due to those in Asia and Africa who pioneered the ideas It must be clarified that it is not part of our agenda to ask European and American universities to include the treasures of the East in their syllabi Whether their world views should be enriched by the insights and reflections of the East or whether they should remain insular and wear blinds is their own problem Further it is not our aim to shut out the West but to end blind and exclusive reliance on it We need to root our education in our own soil to tap our own intellectual resources first and to make our education relevant to our societal conditions No amount of imported academics or theories can do this only us We are aware that our endeavour will be mocked by many in the West We will also be opposed by many elites in the East who believe that West is best and whose capitulation to Europe perpetuates Western intellectual hegemony Such opposition to the basic thesis of this book will only serve to confirm the phenomenon of legitimisation and false consciousness whereby the oppressed are so brainwashed that they cooperate with their oppressors It is the final triumph of a system of domination when the dominated start singing its virtues In preparing this volume we received invaluable help from many individuals and institutions Universiti Sains Malaysia and Citizens International provided the funds for publication

Ayesha Bilimoria helped with the editing of the bulk of the pieces Jenessey Dias performed brisk transcription of the presentations from the DVDs Shafeeq Sameera and Noor Aini Masri gave secretarial assistance Professor Dato Dr Md Salleh Yaapar and his team from the USM Press did everything else with great courtesy speed and professionalism Citizens International s S M Mohamed Idris and Uma Ramaswamy assisted with the printing To all of them we owe a debt of gratitude We hope that this book will highlight what is on any measure a shameful condition and that it will inspire at least some Asian educators to think afresh to chart new directions to search for the best in their indigenous traditions yet to keep the windows of their mind open to the world *Oxford Textbook of Suicidology and Suicide Prevention* Danuta Wasserman,2020-11-13

Approximately 1 million people commit suicide world wide annually and around 10 million attempt suicide each year Suicide is a major public health problem throughout the world and major efforts are currently being made to help reduce these numbers However suicide is the result of complex interactions between a range of factors including historical psychological cultural biological and social and any approach to treating the problem of suicide has to consider all these factors This new edition of the Oxford Textbook of Suicidology and Suicide Prevention has been thoroughly updated and expanded since publication of the first edition in 2009 This comprehensive resource covers all aspects of suicidal behaviour and suicide prevention from a number of different perspectives including its underlying religious and cultural factors its political social and economic causes its psychiatric and somatic determinants and its public health impacts The new edition includes several new clinically focussed chapters devoted to major psychiatric disorders and their relation to suicide including mood and anxiety disorders substance abuse psychosis schizophrenia bipolar disorder eating disorders and personality disorders It also includes a fully updated section on psychometric scales used for measuring suicidal behaviour and instruments used in suicide preventative interventions Part of the authoritative Oxford Textbooks in Psychiatry series this second edition will continue to serve as the key reference source for both researchers and professionals working in the areas of suicidology and suicide prevention including psychiatrists clinical psychologists public health specialists and neuroscientists **Journal of Commonwealth and Postcolonial Studies** ,2006 *Strong Brands, Strong Relationships* Susan Fournier,Michael J Breazeale,Jill Avery,2015-06-12 From the editor team of the ground breaking *Consumer Brand Relationships Theory and Practice* comes this new volume *Strong Brands Strong Relationships* is a collection of innovative research and management insights that build upon the foundations of the first book but takes the study of brand relationships outside of traditional realms by applying new theoretical frameworks and considering new contexts The result is an expanded and better informed account of people s relationships with brands and a demonstration of the important and timely implications of this evolving sub discipline A range of different brand relationship environments are explored in the collection including online digital spaces consumer collectives global brands luxury brands branding in terrorist organizations and the brand relationships of men and transient consumers This book attends to relationship endings as well as their beginnings providing a full life cycle

perspective While the first volume focused on positive relationship benefits this collection explores dysfunctional dynamics adversarial and politically charged relationships and those that are harmful to well being Evocative constructs are leveraged including secrets betrayals anthropomorphism lying infidelity retaliation and bereavement The curated collection provides both a deeper theoretical understanding of brand relationship phenomena and ideas for practical application from experiments and execution in commercial practice Strong Brands Strong Relationships will be the perfect read for marketing faculty and graduate students interested in branding dynamics as well as managers responsible for stewarding brands

Journal of Studies in Language & Literature ,1999 *Journal of African Studies* ,1985 *Journal of Educational Studies* ,2002-10 *Journal of Humanities* ,2003-06 **Indigenous African Enterprise** Ogechi Adeola,2020-12-14 This book examines an indigenous Africa centric business model practised by the Igbos of south eastern Nigeria for decades The unique framework and rules of operation collectively referred to as the Igbo Traditional Business School I TBS in this book is underpinned by the Igba boi apprenticeship *The Western Journal of Black Studies* ,1977 **CLA Journal** College Language Association (U.S.),1966 **Kiabàrà** ,1979 **The Hibbert Journal** Lawrence Pearsall Jacks,George Dawes Hicks,George Stephens Spinks,Lancelot Austin Garrard,H. L. Short,1948 A quarterly review of religion theology and philosophy *Colliery Guardian, and Journal of the Coal and Iron Trades* ,1920

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