

## M C George Achen St Thomas Mar Thoma Church Of

Upon the Wings of Wider Ecumenism Essays and Tributes in Honour of Rev. Dr. M.J. Joseph

Over the last five years, widespread concern about the effects of social media on democracy has led to an explosion in research from different disciplines and corners of academia. This book is the first of its kind to take stock of this emerging multi-disciplinary field by synthesizing what we know, identifying what we do not know and obstacles to future research, and charting a course for the future inquiry. Chapters by leading scholars cover major topics – from disinformation to hate speech to political advertising – and situate recent developments in the context of key policy questions. In addition, the book canvasses existing reform proposals in order to address widely perceived threats that social media poses to democracy. This title is also available as Open Access on Cambridge Core.

Manthanathu John Joseph, b. 1941, former director of Ecumenical Christian Centre, Bangalore; contributed articles.

Looking deeply into the matter of strategic vulnerability, the authors address questions that this vulnerability poses: Do conditions exist for Sino-U.S. mutual deterrence in these realms? Might the two states agree on reciprocal restraint? What practical measures might

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build confidence in restraint? How would strategic restraint affect Sino-U.S. relations as well as security in and beyond East Asia?

This book offers a broader theory of nuclear deterrence and examines the way nuclear and conventional deterrence interact with non-military factors in a series of historical case studies. The existing body of literature largely leans toward the analytical primacy of nuclear deterrence and it is often implicitly assumed that nuclear weapons are so important that, when they are present, other factors need not be studied. This book addresses this omission. It develops a research framework that incorporates the military aspects of deterrence, both nuclear and conventional, together with various perceptual factors, international circumstances, domestic politics, and norms. This framework is then used to re-examine five historical crises that brought two nuclear countries to the brink of war: the hostile asymmetric nuclear relations between the United States and China in the early 1960s; between the Soviet Union and China in the late 1960s; between Israel and Iraq in 1977–1981; between the United States and North Korea in 1992–1994; and, finally, between the United States and the Soviet Union during the 1962 Cuban missile crisis. The main empirical findings challenge the common expectation that the threat of nuclear retaliation represents the ultimate deterrent. In fact, it can be said, with a high degree of confidence, that it was rather the threat of conventional retaliation that acted as a major stabilizer. This book will be of much interest to students of nuclear proliferation, cold war studies, deterrence theory, security studies and IR in general.

Fecund philosophical reflections on the conceptual metaphor “rhizome” invite us to reformulate the theological engagements today with a renewed spirit. Notably, the

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subaltern theological engagements make use of this new move in gleaning the fruits of heterogeneity, multiple origins, horizontality, interconnections, and intersectionality. This conscious rhizomatic move is exemplified as a constructive post-colonial move and a useful tool for meaningful subaltern resistance. This move takes us beyond the entrapment of western binary opposites to the challenging cultural and political spaces of hybridity and liminality. Uncovering the underrated cultural and political spaces of subaltern religious experience is an apocalyptic/eschatological activity. Such an apocalyptic activity demands deep theological meditation and committed attention toward the multiple and heterogeneous themes like Casteism, Vedic taxonomy, Dalit spatial discourses, sacred grove, ecological crisis, racism, globalization, neoliberalism, infinite debt, resistance, etc. Such trans-disciplinary reflections contribute to the larger body of subaltern theopoetics. As a rhizome connects any point to any other point, these themes are interconnected, and intertwined rhizomatically!

Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the

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same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as "21st century skills." Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

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