FOUR YEARS OLD IN AND URBAN COMMUNITY: THEORY, HISTORY AND CONTEMPORARY PRACTICE pdf

1: Historic preservation - Wikipedia

4 years old-climbing a low jungle gym 5 years old-running races with friends In early childhood,_functioning involves developmental advances in cognitive flexibility, goal-setting, and cognitive inhibition.

This property has the distinction of being the first-ever property designated and operated as a historic site by a U. The Society operated as a national organization to: Peterson was an influential figure in the midth century establishing the Historic American Buildings Survey HABS , advising on the establishment of Independence National Historical Park , helping with the first graduate degree program in historic preservation in the United States at Columbia University , and author. In the Trust assumed responsibility for its first museum property, Woodlawn Plantation in northern Virginia. Twenty-eight sites in all have subsequently become part of the National Trust, representing the cultural diversity of American history. In New York City, the destruction of Pennsylvania Station in shocked many nationwide into supporting preservation. The s proved advantageous with new laws and international agreements extending preservation "from ancient monuments to whole districts and buildings a few decades old. Under the direction of James Marston Fitch , the first advanced-degree historic preservation program began at Columbia University in James Marston Fitch also offered guidance and support towards the founding of the Master of Preservation Studies Degree within the Tulane School of Architecture [28] in The first undergraduate programs B. Heritage conservation in Canada In Canada , the phrase "heritage preservation" is sometimes seen as a specific approach to the treatment of historic places and sites, rather than a general concept of conservation. Historic objects in Canada may be granted special designation by any of the three levels of government: The Netherlands[edit] Victor de Stuers is widely considered the man who started historic preservation in the Netherlands. In the first national department for conservation was established [32] and de Stuers was appointed as the first legal secretary at the Ministry of Home Affairs as chief of the brand new Department of Arts and Sciences. As the majority of the historic preservation programs in the Netherlands, this program is decentralized, managed on the provincial level. The costs are covered through a combination of national and provincial subsidies. For example, according to Sarah Dromgoole, [42] shipwrecks from The Dutch East India Company are found all around the world, which are still property of the Netherlands, but the Dutch government rarely takes responsibility for this property that is found outside of their territory. According to this law, which the Macedonian Parliament approved in March , there are three types of cultural heritage: Historical preservation is represented by the protection of monuments and monumental entireties under immovable cultural heritage, and historical items under movable cultural heritage. The guiding principles of the Macedonian National Committee of ICOMOS are raising the national consciousness about the importance of historic and cultural heritage, decentralization of the discourse about heritage, and effective monitoring of the status of cultural and historic heritage in the country. In the Institute was granted authority to protect movable and immovable cultural and historic heritage in the Ohrid region. The Institute has since executed numerous efforts for historic preservation, most notably aiding the recognition of the city of Ohrid as a UNESCO site of cultural heritage in The Office is an independent governmental organization under the Ministry of Culture, divided into three departments: However, these laws are not comprehensive and limited in scope: So while efforts discovering and protecting anything older than BC are well protected, anything from later historical periods is not under the protection of this law. The Planning and Building Law discusses the overall management and regulation of land use in Israel. During the s, the issue of preservation was gaining public awareness, and as a response to the destruction of Herzliya Hebrew Gymnasium one of the first educational institutions in Israel in , a wave of shock and anger led to extensive public debate. Today, it is the organization responsible for the most historical preservation endeavors as well as efforts to add amendments to existing laws to provide a comprehensive and effective framework for preservation in Israel. The IDF surveyed 94 military bases and found that about 80 of them include sites worth preserving, and for each of these bases there is a preservation plan. Buildings include

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Knights Templar sites, old military bases used by the British or German or buildings from the Ottoman period. National Register of Historic Places[edit].

2: Undergraduate - University of Virginia School of Architecture

Three-and-a-half-year-old Ruth draws a picture with lavender, purple, and blue colors intermixed with green, yellow, and brown. "It's a boat on the ocean at sunset, with whales jumping all around it"! she explains to her teacher.

Over the first six weeks of life, these reflexes begin to become voluntary actions. For example, the palmar reflex becomes intentional grasping. Also at this phase, passive reactions, caused by classical or operant conditioning , can begin. Three new abilities occur at this stage: At this stage, infants will intentionally grasp the air in the direction of a desired object, often to the amusement of friends and family. Secondary circular reactions, or the repetition of an action involving an external object begin; for example, moving a switch to turn on a light repeatedly. The differentiation between means and ends also occurs. This is an extremely important stage of development, holding what Piaget calls the "first proper intelligence ". Also, this stage marks the beginning of goal orientation , the deliberate planning of steps to meet an objective. Piaget describes the child at this juncture as the "young scientist," conducting pseudo-experiments to discover new methods of meeting challenges. This marks the passage into the preoperational stage. During the pre-operational stage of cognitive development, Piaget noted that children do not yet understand concrete logic and cannot mentally manipulate information. However, the child still has trouble seeing things from different points of view. Such play is demonstrated by the idea of checkers being snacks, pieces of paper being plates, and a box being a table. Their observations of symbols exemplifies the idea of play with the absence of the actual objects involved. The pre-operational stage is sparse and logically inadequate in regard to mental operations. The child is able to form stable concepts as well as magical beliefs. The child, however, is still not able to perform operations, which are tasks that the child can do mentally, rather than physically. Thinking in this stage is still egocentric , meaning the child has difficulty seeing the viewpoint of others. The Pre-operational Stage is split into two substages: The symbolic function substage is when children are able to understand, represent, remember, and picture objects in their mind without having the object in front of them. The intuitive thought substage is when children tend to propose the questions of "why? However, they now can think in images and symbols. Other examples of mental abilities are language and pretend play. Symbolic play is when children develop imaginary friends or role-play with friends. Some examples of symbolic play include playing house, or having a tea party. The type of symbolic play in which children engage is connected with their level of creativity and ability to connect with others. For example, young children whose symbolic play is of a violent nature tend to exhibit less prosocial behavior and are more likely to display antisocial tendencies in later years. Egocentrism Egocentrism occurs when a child is unable to distinguish between their own perspective and that of another person. Children tend to stick to their own viewpoint, rather than consider the view of others. Indeed, they are not even aware that such a concept as "different viewpoints" exists. In this experiment, three views of a mountain are shown to the child, who is asked what a traveling doll would see at the various angles. Piaget coined the term "precausal thinking" to describe the way in which preoperational children use their own existing ideas or views, like in egocentrism, to explain cause-and-effect relationships. Three main concepts of causality as displayed by children in the preoperational stage include: An example could be a child believing that the sidewalk was mad and made them fall down, or that the stars twinkle in the sky because they are happy. Artificialism refers to the belief that environmental characteristics can be attributed to human actions or interventions. For example, a child might say that it is windy outside because someone is blowing very hard, or the clouds are white because someone painted them that color. Finally, precausal thinking is categorized by transductive reasoning. Transductive reasoning is when a child fails to understand the true relationships between cause and effect. For example, if a child hears the dog bark and then a balloon popped, the child would conclude that because the dog barked, the balloon popped. Intuitive thought substage[edit] At between about the ages of 4 and 7, children tend to become very curious and ask many questions, beginning the use of primitive reasoning. There is an emergence in the interest of reasoning and wanting to

know why things are the way they are. Piaget called it the "intuitive substage" because children realize they have a vast amount of knowledge, but they are unaware of how they acquired it. Centration , conservation , irreversibility , class inclusion, and transitive inference are all characteristics of preoperative thought. Centration is the act of focusing all attention on one characteristic or dimension of a situation, whilst disregarding all others. Children at this stage are unaware of conservation and exhibit centration. In this task, a child is presented with two identical beakers containing the same amount of liquid. The child usually notes that the beakers do contain the same amount of liquid. When one of the beakers is poured into a taller and thinner container, children who are younger than seven or eight years old typically say that the two beakers no longer contain the same amount of liquid, and that the taller container holds the larger quantity centration , without taking into consideration the fact that both beakers were previously noted to contain the same amount of liquid. Due to superficial changes, the child was unable to comprehend that the properties of the substances continued to remain the same conservation. Irreversibility is a concept developed in this stage which is closely related to the ideas of centration and conservation. Irreversibility refers to when children are unable to mentally reverse a sequence of events. In the same beaker situation, the child does not realize that, if the sequence of events was reversed and the water from the tall beaker was poured back into its original beaker, then the same amount of water would exist. When two rows containing equal amounts of blocks are placed in front of a child, one row spread farther apart than the other, the child will think that the row spread farther contains more blocks. The girl knows what cats and dogs are, and she is aware that they are both animals. However, when asked, "Are there more dogs or animals? This is due to her difficulty focusing on the two subclasses and the larger class all at the same time. She may have been able to view the dogs as dogs or animals, but struggled when trying to classify them as both, simultaneously. Transitive inference is using previous knowledge to determine the missing piece, using basic logic. Children in the preoperational stage lack this logic. An example of transitive inference would be when a child is presented with the information "A" is greater than "B" and "B" is greater than "C". This child may have difficulty here understanding that "A" is also greater than "C". They start solving problems in a more logical fashion. Abstract, hypothetical thinking is not yet developed in the child, and children can only solve problems that apply to concrete events or objects. At this stage, the children undergo a transition where the child learns rules such as conservation. Inductive reasoning involves drawing inferences from observations in order to make a generalization. In contrast, children struggle with deductive reasoning , which involves using a generalized principle in order to try to predict the outcome of an event. Children in this stage commonly experience difficulties with figuring out logic in their heads. For example, a child will understand that "A is more than B" and "B is more than C". However, when asked "is A more than C? Two other important processes in the concrete operational stage are logic and the elimination of egocentrism. It is the phase where the thought and morality of the child is completely self focused. For instance, show a child a comic in which Jane puts a doll under a box, leaves the room, and then Melissa moves the doll to a drawer, and Jane comes back. See also False-belief task. Children in this stage can, however, only solve problems that apply to actual concrete objects or events, and not abstract concepts or hypothetical tasks. Understanding and knowing how to use full common sense has not yet been completely adapted. Piaget determined that children in the concrete operational stage were able to incorporate inductive logic. On the other hand, children at this age have difficulty using deductive logic, which involves using a general principle to predict the outcome of a specific event. This includes mental reversibility. An example of this is being able to reverse the order of relationships between mental categories. For example, a child might be able to recognize that his or her dog is a Labrador, that a Labrador is a dog, and that a dog is an animal, and draw conclusions from the information available, as well as apply all these processes to hypothetical situations. During this stage the young person begins to entertain possibilities for the future and is fascinated with what they can be. However, it carries over to the formal operational stage when they are then faced with abstract thought and fully logical thinking. Testing for concrete operations[edit] Piagetian tests are well known and practiced to test for concrete operations. The most prevalent tests are those for conservation.

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There are some important aspects that the experimenter must take into account when performing experiments with these children. One example of an experiment for testing conservation is the water level task. Then, the experimenter will pour the liquid from one of the small glasses into a tall, thin glass. The experimenter will then ask the child if the taller glass has more liquid, less liquid, or the same amount of liquid. The child will then give his answer. The experimenter will ask the child why he gave his answer, or why he thinks that is. After the child has answered the question being posed, the experimenter must ask why the child gave that answer. Some argue that if a child is asked if the amount of liquid in the first set of glasses is equal then, after pouring the water into the taller glass, the experimenter asks again about the amount of liquid, the children will start to doubt their original answer. They may start to think that the original levels were not equal, which will influence their second answer. The phrasing that the experimenter uses may affect how the child answers. If, in the liquid and glass example, the experimenter asks, "Which of these glasses has more liquid? Alternatively, if the experimenter asks, "Are these equal? Piagetian operations Formal operational stage[edit] The final stage is known as the formal operational stage adolescence and into adulthood, roughly ages 11 to approximately 15â€" Intelligence is demonstrated through the logical use of symbols related to abstract concepts.

MEP previously blogged about initial research on kindergarten for 4-year-olds and its potential to close equity gaps, the benefits of research-practice partnership work, and the development and.

Volume 5, Issue A August Theory to Practice, Practice to Theory A tutor-based program goes through multiple changes to serve its first-level learners better by Anne Murr I entered the adult literacy field four years ago as a volunteer tutor in the Drake Adult Literacy Center in Des Moines, Iowa. In my current role as Center Coordinator, I screen and place adult learners with volunteer tutors, train volunteers, and teach the initial lesson with all new students and tutors. I learn as much from the adult new readers as they learn from me. Along with teaching me about the varied and skilled ways in which they have succeeded in their lives, they have taught me about the depth of difficulty they have in processing language. Their struggles have taught me about the determination to learn and the obstacles they face. As a Head Start teacher earlier in my career, I learned two valuable principles. The first was to reflect daily on what did and did not work in the classroom and to make changes based on those reflections. The second was to move from theory to practice, from practice to theory. Community and university volunteers meet one-to-one twice a week with adult new readers. Learners range in age from late teens to 70, with most in the 30 to 45 year range. The majority work full- or part-time but feel they could get better jobs if their reading skills were better. I just never got the chance. Their study of the research led them to conclude that the cognitive process by which children and adults learn to read is the same. Of course, adults have more experiences, knowledge, and vocabulary in some areas, and more emotions linked to learning failure. Young children, I knew, learn through sensory stimulation while interacting with their environment. This principle guided my decisions as I began to design our curriculum. I wanted adult learners also to have interactive experiences that would stimulate their literacy learning. Since phonemic awareness is a necessary part of literacy learning, we encouraged tutors to use phonemic awareness activities. We purchased books written for adults at the beginning reading level. Students wrote during each tutoring session, because writing promotes the practice of phonological processing skills. We hoped to address reading skills development with computerized drill and practice. We used the Academy of Reading Autoskill, , which provides individualized training in phonemic awareness and reading. Adults were free to come to the Literacy Center to work on basic skills at their own pace. No keyboard skills were necessary. With all these pieces in place, we were confident that we had a balanced approach to literacy instruction for adults: Despite practicing computer skills for hours and reading familiar stories repeatedly, she continued to make the same decoding errors. For several months we practiced and practiced, but those names never became automatic and accurate. She wanted to learn and worked hard to learn, but my teaching did not help her skills to improve. During the first year, not one adult learner had made measurable progress in learning to read. The lack of progress informed us that our learners needed a different type of instruction. It was time to find a better way. With funds donated by R. Donnelley, a publishing corporation with a plant in Des Moines, we bought a Wilson starter kit. WRS is written specifically for adults with dyslexia defined as language-based learning disabilities and is based on Orton-Gillingham multisensory principles. First, students learn letter-sound correspondence and how letters and sounds combine in words phonemic awareness and phonological processing skills. The WRS part lesson plan provides both structure and flexibility to allow students multiple opportunities to build skills and to receive immediate feedback on their learning. Instructional materials also give volunteer tutors the specifics they need to teach with confidence. The WRS also gave volunteer tutors a specific structure and materials they had lacked. At a pilot training session for adult literacy providers I attended months later, Barbara Wilson confirmed that this is the way all adult literacy programs begin using Wilson materials. The first hour and a half session is an overview of reading disabilities and how the Wilson Reading System addresses those deficits. The second session addresses lesson planning and gives volunteers practice with the lesson plan format. Tutors meet with me occasionally in follow-up

seminars to continue learning. Currently 22 tutors and students are learning together using the Wilson Reading System. Informed by the Learners During our initial assessment, adults are often frustrated when they cannot name the sounds that go with the letters. While many of our learners know most of the consonant sounds, no one is able to name all the vowel sounds phonemes accurately. They struggle with perceiving sounds in words: They also are angry that no one ever taught them what they need to know in order to learn to read. The small words have fewer visual clues from which students can make their best guess. Many of our learners tell me that they do not know that letters represent the sounds in the words we speak, or that when you see a letter, that letter tells you the sound. During the introductory lesson, most are able to recognize the individual sounds in three-letter words for the first time. Adults in our Center have shown me that no step in the process of learning to read comes easily. They must repeatedly practice each new sound, each new combination of sounds, often for months, before skills and concepts become automatic. One task in the Wilson lesson is to read 15 words, three words per line. Learners must read three words silently, then return to the beginning of the line and read the three words aloud. After carefully decoding each word, they often return to the beginning of the line and cannot remember the first word. These are persons with many abilities and accomplishments, but they can master holding sounds and words in short term memory only after a multitude of repetitions. Informed by Research A year after beginning to use the WRS, I enrolled in a research class that was a requirement for my masters degree in adult education. These reading deficits are neurologically based and span all levels of cognitive ability. New brain scanning technologies have identified that brains of children and adults with reading problems do process language differently Shaywitz, et al. A large proportion of reading failure is the result of neurological difficulties that must be addressed directly. Instruction must include multisensory approaches, with extensive opportunities for practice that allow the learner to attain automaticity. Instruction about word structure and comprehension must also be included. The WRS contains these necessary components, and adults respond positively to this instruction. Reflections on our Present Practice In contrast to our first, less structured language experience approach, we now have a way to track learner progress, and learners are making progress. Every WRS level Step is divided into substeps. During each lesson, the learner reads a list of 15 words and graphs the number of words read correctly. When the learner easily and consistently reads 14 or 15 out of 15 words, he or she moves to the next substep. Every learner in our Center has progressed through at least several substeps. Three learners are now in step three and four are in step four out of a total of 12 steps. Progress is slow; however, each person is taking the time he or she needs to build reading skills. Adult learners in our program are forming the foundation of skills necessary to become independent readers, and they are pleased with the results of their hard work. Then I took my time and I read it! Volunteers also are responding positively. My student can move ahead while continuing to review previously learned concepts. With more training resources, tutor preparation and support could be greatly improved. To become more effective, tutors need to be active independent learners. Wilson tutor materials are clear and explicit, but volunteers need to spend time reading and practicing their skills. Are we providing the best possible literacy instruction for adults with language-based learning disabilities? How can we improve vocabulary and comprehension development? How can we address emotional blocks to help adults create the conditions for their learning? What more can we do that we have not yet discovered? Research clearly identifies the criteria of instruction for children with reading disabilities, and has measured the effectiveness of this instruction. However, I have found no research that measures the effectiveness of reading instruction for adults with low literacy skills. I want to know if we are doing all we can to give our learners the most effective instruction. Research informs our practice in the one-to-one tutoring setting with adults. Individuals in the Adult Literacy Center also instruct me about their needs and the challenges of remediating their reading difficulties. What will the next adult learner teach me and how will that inform our practice? Literacy acquisition by children and adults. Keeping the end in mind. The Wilson Reading System. Wilson Language Training Corp. She has a degree in elementary and early childhood education and taught Head Start for six years. She has completed course work for a masters degree in adult education.

4: NCSALL: Theory to Practice, Practice to Theory

A year-old male is demonstrating hematuria with red blood cell casts and proteinuria exceeding 3 to 5 g/day, with albumin being the major protein. The most probable diagnosis the nurse will see documented on the chart is?

Integration of planning methods and theory in dealing with a community planning problem. Analysis of problem and formulation of strategies for implementation. Preparation of a community planning report. Dual-listed with C R P The nature and process of economic development in the context of community development. Recent changes and trends and their implications for local and regional development. Selected case studies and applications. Contemporary community economic development issues. Introduction to site development including site review. Studio project integrating concept, finance, selection, analysis, and design. Junior classification; CRP prerequisite: Graduate classification Comprehensive overview of key policy issues related to transportation planning and investment in the United States and abroad. Policy issues explored include safety, environmental impact, sustainable communities, and economic development. Policy analysis and planning are studied in conjunction with each policy issue explored. Issues of concern to state, metropolitan, and local governments. CRP or equivalent or permission of the instructor This course provides an opportunity for students to learn about the fundamental concepts of Geodesign. Geodesign focuses on using a set of techniques and technologies, which can enable stages of project conceptualization, data collection and visualization, spatial analysis, design creation, simulation and stakeholders participation and collaboration. They study applications and study cases in which Geodesign was used and applied. They select a study case and work in interdisciplinary teams to apply learned theoretical Geodesign methodologies and approaches. Introduction to Geographic Information Systems Cr. Introduction to geographic information systems, including discussions of GIS hardware, software, data structures, data acquisition, data conversion, data presentation, analytical techniques, and implementation procedures. Laboratory emphasizes practical applications and uses of GIS. C R P or equivalent Extensive coverage of geo-relational database concept and design, GIS database creation and maintenance, geographic data manipulation and analysis. GIS output generation and geographic data presentation. Cross-listed with L A. CRP or equivalent or permission of the instructor Introduction to remote sensing techniques needed for basic analysis of satellite images, including: Practical applications in a variety of topics to understand how to interpret images. Use and development of online mapping tools to support participatory GIS, Volunteered Geographic Information, information sharing, geodesign and decision making actions. Laboratory emphasis practical applications and uses of Web GIS. Introduction to digital tools used by landscape architects for design communication, visualization, and design development. Emphasis on concepts and workflow interoperability. Investigation of the topic of social justice as it relates to the challenge of planning more socially just urban societies, emphasizing the importance of social justice issues to planning in a globalized world. Includes a range of issues and case studies of local social justice initiatives, both US and global. Students will complete individual service learning projects as part of the course requirement. A short introduction to effective grant writing for the public and non-profit sectors. Includes identifying appropriate funding sources for an organization, identifying goals and objectives, and budgeting. Effective management of state and local government finance critical to successful community and regional planning. Economic concepts, topics in budgeting, revenue, expenditure, and financing, analytical techniques, economic impact, and case studies. Understanding of economic assessment in planning and understanding of various linkages between planning and public finance. Cross-listed with ENV S. Junior classification The history and theory of sustainable community planning. Procedural and substantive dimensions. Case studies of communities engaged in sustainability planning. Use and development of indicators. Offered on a satisfactory-fail basis only. Brownfields, environmental justice, water quality, air quality, wetland and floodplain management, and local government involvement in ecological protection through land use planning and other programs. Junior classification The basis in constitutional, common, and

statutory law for the powers of plan implementation. Problems of balancing public and private interests as revealed in the study of leading court cases. Administration of planning agencies and programs. Repeatable, maximum of 2 times. Senior classification An advanced forum for seniors that focuses upon recent trends and important issues affecting planning today. Topics addressed will vary. A demonstration of understanding of current issues and their effects upon planning applications is expected. Courses primarily for graduate students, open to qualified undergraduates:

5: Community and Regional Planning | Iowa State University Catalog

The Chronicle Review Michael Walzer's Politics, in Theory and Practice Peter Valck As a political theorist, Walzer says, he has a special freedom to move between the academic and political worlds.

This was a golden era for diplomats and international lawyers. To the network of alliances that became established throughout Europe during the Renaissance, the Reformation added confessional pacts. Unfortunately, however, the two systems were not always compatible. Theâ€¦ Nature and purpose Diplomacy is often confused with foreign policy , but the terms are not synonymous. Diplomacy is the chief, but not the only, instrument of foreign policy, which is set by political leaders, though diplomats in addition to military and intelligence officers may advise them. Foreign policy establishes goals, prescribes strategies, and sets the broad tactics to be used in their accomplishment. It may employ secret agents, subversion, war, or other forms of violence as well as diplomacy to achieve its objectives. Diplomacy is the principal substitute for the use of force or underhanded means in statecraft; it is how comprehensive national power is applied to the peaceful adjustment of differences between states. It may be coercive i. Unlike foreign policy, which generally is enunciated publicly, most diplomacy is conducted in confidence, though both the fact that it is in progress and its results are almost always made public in contemporary international relations. The political leaders, traditionally of sovereign states, who devise foreign policy pursue what they perceive to be the national interest, adjusting national policies to changes in external conditions and technology. The purpose of diplomacy is to strengthen the state, nation, or organization it serves in relation to others by advancing the interests in its charge. It habitually, but not invariably, strives to preserve peace; diplomacy is strongly inclined toward negotiation to achieve agreements and resolve issues between states. Even in times of peace, diplomacy may involve coercive threats of economic or other punitive measures or demonstrations of the capability to impose unilateral solutions to disputes by the application of military power. However, diplomacy normally seeks to develop goodwill toward the state it represents, nurturing relations with foreign states and peoples that will ensure their cooperation orâ€"failing thatâ€"their neutrality. When diplomacy fails, war may ensue; however, diplomacy is useful even during war. It conducts the passages from protest to menace, dialogue to negotiation, ultimatum to reprisal, and war to peace and reconciliation with other states. Diplomacy builds and tends the coalitions that deter or make war. It disrupts the alliances of enemies and sustains the passivity of potentially hostile powers. Over the long term, diplomacy strives to build an international order conducive to the nonviolent resolution of disputes and expanded cooperation between states. Diplomats are the primaryâ€"but far from the onlyâ€"practitioners of diplomacy. They are specialists in carrying messages and negotiating adjustments in relations and the resolution of quarrels between states and peoples. Their weapons are words, backed by the power of the state or organization they represent. Diplomats help leaders to understand the attitudes and actions of foreigners and to develop strategies and tactics that will shape the behaviour of foreigners, especially foreign governments. The wise use of diplomats is a key to successful foreign policy. History of diplomacy The ancient world The view in late medieval Europe that the first diplomats were angels, or messengers from heaven to earth, is perhaps fanciful, but some elements of diplomacy predate recorded history. Early societies had some attributes of states, and the first international law arose from intertribal relations. Tribes negotiated marriages and regulations on trade and hunting. Messengers and envoys were accredited, sacred, and inviolable; they usually carried some emblem, such as a message stick, and were received with elaborate ceremonies. Information regarding the diplomacy of early peoples is based on sparse evidence. There are traces of Egyptian diplomacy dating to the 14th century bce, but none has been found in western Africa before the 9th century ce. The inscriptions on the walls of abandoned Mayan cities indicate that exchanges of envoys were frequent, though almost nothing is known of the substance or style of Mayan and other pre-Columbian Central American diplomacy. In South America the dispatch of envoys by the expanding Inca empire appears to have been a prelude to conquest rather than an exercise in

bargaining between sovereigns. The greatest knowledge of early diplomacy comes from the Middle East , the Mediterranean, China , and India. Records of treaties between Mesopotamian city-states date from about bce. Thereafter, Akkadian Babylonian became the first diplomatic language, serving as the international tongue of the Middle East until it was replaced by Aramaic. A diplomatic correspondence from the 14th century bce existed between the Egyptian court and a Hittite king on cuneiform tablets in Akkadianâ€"the language of neither. The oldest treaties of which full texts survive, from about bce, were between Ramses II of Egypt and Hittite leaders. There is significant evidence of Assyrian diplomacy in the 7th century and, chiefly in the Bible , of the relations of Jewish tribes with each other and other peoples. China The first records of Chinese and Indian diplomacy date from the 1st millennium bce. The sophistication of this tradition, which emphasized the practical virtues of ethical behaviour in relations between states no doubt in reaction to actual amorality , is well documented in the Chinese classics. Courtesy of the National Palace Museum, Taiwan, Republic of China if relations between states are close, they may establish mutual trust through daily interaction; but if relations are distant, mutual confidence can only be established by exchanges of messages. Messages must be conveyed by messengers [diplomats]. Their contents may be either pleasing to both sides or likely to engender anger between them. Faithfully conveying such messages is the most difficult task under the heavens, for if the words are such as to evoke a positive response on both sides, there will be the temptation to exaggerate them with flattery and, if they are unpleasant, there will be a tendency to make them even more biting. In either case, the truth will be lost. If truth is lost, mutual trust will also be lost. If mutual trust is lost, the messenger himself may be imperiled. Therefore, I say to you that it is a wise rule: In this way, you will avoid much harm to yourselves. Under the Han and succeeding dynasties , China emerged as the largest, most populous, technologically most-advanced, and best-governed society in the world. The arguments of earlier Chinese philosophers, such as Mencius , prevailed; the best way for a state to exercise influence abroad, they had said, was to develop a moral society worthy of emulation by admiring foreigners and to wait confidently for them to come to China to learn. With rare exceptions e. India Ancient India was home to an equally sophisticated but very different diplomatic tradition. This tradition was systematized and described in the Artha-shastra one of the oldest books in secular Sanskrit literature by Kautilya , a clever and reputedly unscrupulous scholar-statesman who helped the young Chandragupta to overthrow Macedonian rule in northern India and to establish the Mauryan dynasty at the end of the 4th century bce. The ruthlessly realistic state system codified in the Artha-shastra insisted that foreign relations be determined by self-interest rather than by ethical considerations. It graded state power with respect to five factors and emphasized espionage , diplomatic maneuver, and contention by 12 categories of states within a complex geopolitical matrix. It also posited four expedients of statecraft conciliation, seduction, subversion, and coercion and six forms of state policy peace, war, nonalignment, alliances, shows of force, and double-dealing. To execute policies derived from these strategic geometries, ancient India fielded three categories of diplomats plenipotentiaries , envoys entrusted with a single issue or mission, and royal messengers ; a type of consular agent similar to the Greek proxenos , who was charged with managing commercial relations and transactions; and two kinds of spies those charged with the collection of intelligence and those entrusted with subversion and other forms of covert action. Vence Detailed rules regulated diplomatic immunities and privileges, the inauguration and termination of diplomatic missions, and the selection and duties of envoys. The region within which this system operated was separated from its neighbours by deserts , seas, and the Himalayas. India had very little political connection to the affairs of other regions of the world until Alexander the Great conquered its northern regions in bce. The subsequent establishment of the native Mauryan empire ushered in a new era in Indian diplomatic history that was marked by efforts to extend both Indian religious doctrines i. The Mauryan emperor Ashoka was particularly active, receiving several emissaries from the Macedonian-ruled kingdoms and dispatching numerous Brahman -led missions of his own to West, Central, and Southeast Asia. Such contacts continued for centuries until the ascendancy of the Rajput kingdoms 8th to 13th century ce again isolated northern India from the rest of the world. Greece The tradition that ultimately inspired the birth of modern diplomacy in

post-Renaissance Europe and that led to the present world system of international relations began in ancient Greece. Otherwise, the first traces of interstate relations concern the Olympic Games of bce. In the 6th century bce the amphictyonic leagues maintained interstate assemblies with extraterritorial rights and permanent secretariats. Sparta was actively forming alliances in the mid-6th century bce, and by bce it had created the Peloponnesian League. Greek diplomacy took many forms. Heralds , references to whom can be found in prehistory, were the first diplomats and were protected by the gods with an immunity that other envoys lacked. Their protector was Hermes , the messenger of the gods, who became associated with all diplomacy. The herald of Zeus , Hermes was noted for persuasiveness and eloquence but also for knavery, shiftiness, and dishonesty, imparting to diplomacy a reputation that its practitioners still try to live down. HermesHermes bearing a caduceus, Roman copy, c. Courtesy of the trustees of the British Museum Because heralds were inviolable, they were the favoured channels of contact in wartime. They preceded envoys to arrange for safe passage. They usually were at least 50 years old and were politically prominent figures. Because they were expected to sway foreign assemblies, envoys were chosen for their oratorical skills. Although such missions were frequent, Greek diplomacy was episodic rather than continuous. Unlike modern ambassadors , heralds and envoys were short-term visitors in the city-states whose policies they sought to influence. In marked contrast to diplomatic relations, commercial and other apolitical relations between city-states were conducted on a continuous basis. Greek consular agents, or proxeni , were citizens of the city in which they resided, not of the city-state that employed them. Like envoys, they had a secondary task of gathering information, but their primary responsibility was trade. Although proxeni initially represented one Greek city-state in another, eventually they became far-flung; in his famed work History, Herodotus indicates that there were Greek consuls in Egypt in about bce. The Greeks developed archives, a diplomatic vocabulary, principles of international conduct that anticipated international law, and many other elements of modern diplomacy. Their envoys and entourages enjoyed diplomatic immunity for their official correspondence and personal property. Truces, neutrality, commercial conventions, conferences, treaties , and alliances were common. In one year period of the 4th century bce, for example, there were eight Greco-Persian congresses, where even the smallest states had the right to be heard. Rome Rome inherited what the Greeks devised and adapted it to the task of imperial administration. As Rome expanded, it often negotiated with representatives of conquered areas, to which it granted partial self- government by way of a treaty. Treaties were made with other states under Greek international law. During the Roman Republic the Senate conducted foreign policy, though a department for foreign affairs was established. Later, under the Empire, the emperor was the ultimate decision maker in foreign affairs. Envoys were received with ceremony and magnificence, and they and their aides were granted immunity. Roman envoys were sent abroad with written instructions from their government. Sometimes a messenger, or nuntius, was sent, usually to towns. For larger responsibilities a legatio embassy of 10 or 12 legati ambassadors was organized under a president. The legati, who were leading citizens chosen for their skill at oratory, were inviolable. Rome also created sophisticated archives , which were staffed by trained archivists.

6: Graeme Maxwell Morland | USC School of Architecture

I will examine here how critical reflection on the Drake Adult Literacy Center's practice, and on the theory and research that support it, intertwine. Adult Center The Drake University Adult Literacy Center is a community outreach service of the Drake University School of Education.

Master of Architecture and Master of Urban Planning. Completing requirements for both degrees, students are prepared for professional careers in both urban planning and architecture. Coordinating the course sequences allows students to complete both degrees one year sooner than required if both degrees were completed separately. For students with an undergraduate major in architecture this would be 3 years, rather than 4. For students with an undergraduate major other than architecture, this would be 4 years, rather than 5. Arch degree is an approved field of study within the U. Why Earn The M. There are many reasonsâ€"practical, historical, and theoretical â€"why a combined study of architecture and urban planning is both intellectually and professionally beneficial. Practically, students with expertise in both architecture and planning are highly marketable, as they bridge two complementary disciplines. Graduates may choose to work at the building scale in a conventional architectural firm, work at the neighborhood, city or regional scales in a public planning office or private consulting group, work in real estate or project development, or work in an urban design consulting group. Whatever direction the graduate chooses, they will come into contact with issues that cross the fuzzy line between planning and architecture. Students in the M. In doing so, these students will have the advantage of understanding the differences and the overlaps. Historically, there has been a link between building design and the form and function of city environments since the earliest human settlements. Ancient sites from Aztec, Egyptian, and Mesopotamian civilizations and the history of the Indus Valley show attempts to establish order, function, and symbol meaning through the composition of city form and the placement and design of buildings. The growth of cities in the 19th Century in America and places throughout the world led to increasingly complex understandings of the relationship between building design and city function with an emphasis on the quality of urban life. Theoretically, the relationship between urban planning and architecture becomes very complex in contemporary times. There remains much overlap between architecture and planning. But in a conventional sense theories of planning and theories of architecture tend to go in different and specialized directions. In general planning theories tend toward the macro scale, larger populationsâ€"ranging from neighborhoods to regionsâ€"and conceives of intricate relationships between history, demographics, politics, economics, social interactions, and community context. Architecture theories tend toward the human scale, focusing on individual experience and building occupant groups. Who Are The Primary Faculty?

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Home / Community / The Practicality of Nursing Theory in the Future The Practicality of Nursing Theory in the Future The future of health care is causing rise to much uncertainty in the delivery of care to clients in need both directly and indirectly.

Courses primarily for graduate students, open to qualified undergraduates: Urban Design Local Studio. Graduate standing or senior classification with instructor permission Analysis and observation of urban morphology and culture with urban design projects set in local cities of the United States. Students with learn skills to observe and interpret urbanism as they develop processes for designing cities concerned for both physical form, ecological principles and human activity. Urban Design Global Studio. Graduate standing or senior classification with instructor permission. Students develop proposals for urban design interventions in an international context at multiple scales using investigation, analysis, observation, and interaction. History of Urban Design. Graduate standing or senior classification with instructor permission Exploration of key episodes, movements and pioneering figures in the history of urban design from antiquity to the present. Focus on continual transformation of spatial organization, built form, and public space in relation to changing political power, social structure, and technology. Course sessions develop chronologically and thematically with readings, discussions, student presentations, and research projects. Foundations of Urban Design. Graduate standing, senior classification with instructor permission. Introduction to the ways that urban designers think about the city with a focus on how history, theory, and a wide range of contextual factors inform urban design practice. Theory of Urban Design. Study of contemporary theoretical texts that address the process of urbanization and the challenges of urban design in a global context. Course will be conducted in a combination of lecture and seminar formats and requires graduate level readings, discussions and research. Methods of Urban Design Workshop. An exploration of contemporary urban design methods derived from significant urban projects and re development initiatives. Selected case studies to articulate and evaluate methods for implementing urban design goals and objectives in a variety of urbanized contexts. Case studies will build on a combination of analytical research, lectures, student presentations, and field trips. Urban Design Media Workshop. An introduction to visual representation tools and techniques for generating and communicating urban design concepts and analytical research. Projects and exercises will utilize traditional and contemporary approaches to drawing, modeling, and mapping, as well as desktop publishing tools for print, web, and presentation graphics. Alternative and competing urban design methods employed by the allied disciplines of planning, architecture, and landscape architecture. Introduction to the techniques for developing conceptual models and representational skills through all phases of the urban design process. Readings, lectures, group discussions, applied exercises, student presentations, and field trips. Every effort has been made to make the catalog accurate as of the date of publication. However, all policies, procedures, fees, and charges are subject to change at any time by appropriate action of the faculty, the university administration, or the Board of Regents, State of Iowa. Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.

History of architectural theory and history of cultural technologies, with focus on the early modern period (the Vitruvian tradition and the Italian Renaissance, from Alberti to Vignola) and on contemporary digital design theory (to the present).

Nature versus nurture Although developmental change runs parallel with chronological age, [30] age itself cannot cause development. Environmental factors affecting development may include both diet and disease exposure, as well as social, emotional, and cognitive experiences. Plasticity of this type can occur throughout the lifespan and may involve many kinds of behavior, including some emotional reactions. Genetic-environmental correlations are circumstances in which genetic factors make certain experiences more likely to occur. In all of these cases, it becomes difficult to know whether child characteristics were shaped by genetic factors, by experiences, or by a combination of the two. What relevant aspects of the individual change over a period of time? What are the rate and speed of development? What are the mechanisms of development â€" what aspects of experience and heredity cause developmental change? Are there typical individual differences in the relevant developmental changes? Are there population differences in this aspect of development for example, differences in the development of boys and of girls? Empirical research that attempts to answer these questions may follow a number of patterns. Initially, observational research in naturalistic conditions may be needed to develop a narrative describing and defining an aspect of developmental change, such as changes in reflex reactions in the first year. Such studies examine the characteristics of children at different ages. Some child development studies examine the effects of experience or heredity by comparing characteristics of different groups of children in a necessarily non-randomized design. Child development stages Milestones are changes in specific physical and mental abilities such as walking and understanding language that mark the end of one developmental period and the beginning of another. Studies of the accomplishment of many developmental tasks have established typical chronological ages associated with developmental milestones. However, there is considerable variation in the achievement of milestones, even between children with developmental trajectories within the typical range. Some milestones are more variable than others; for example, receptive speech indicators do not show much variation among children with typical hearing, but expressive speech milestones can be quite variable. Prevention of and early intervention in developmental delay are significant topics in the study of child development. Increased knowledge of age-specific milestones allows parents and others to keep track of appropriate development. Here are descriptions of the development of a number of physical and mental characteristics. Speed and pattern[edit] The speed of physical growth is rapid in the months after birth, then slows, so birth weight is doubled in the first four months, tripled by age 12 months, but not quadrupled until 24 months. At birth, head size is already relatively near to that of an adult, but the lower parts of the body are much smaller than adult size. In the course of development, then, the head grows relatively little, and torso and limbs undergo a great deal of growth. However, genetic factors can produce the maximum growth only if environmental conditions are adequate. Some of these differences are due to family genetic factors, others to environmental factors, but at some points in development they may be strongly influenced by individual differences in reproductive maturation. Motor[edit] A child learning to walk Abilities for physical movement change through childhood from the largely reflexive unlearned, involuntary movement patterns of the young infant to the highly skilled voluntary movements characteristic of later childhood and adolescence. Definition[edit] "Motor learning refers to the increasing spatial and temporal accuracy of movements with practice". Speed and pattern[edit] The speed of motor development is rapid in early life, as many of the reflexes of the newborn alter or disappear within the first year, and slows later. Like physical growth, motor development shows predictable patterns of cephalocaudal head to foot and proximodistal torso to extremities development, with movements at the head and in the more central areas coming under control before those of the lower part of the body or the

hands and feet. The dorsolateral frontal cortex is responsible for strategic processing. The parietal cortex is important in controlling perceptual-motor integration and the basal ganglia and supplementary motor cortex are responsible for motor sequences. Intra-limb correlations, like the strong relationship and distance between hip and knee joints, were studied and proved to affect the way an infant will walk. There are also bigger genetic factors like the tendency to use the left or right side of the body more, predicting the dominant hand early. Sample t-tests proved that there was a significant difference between both sides at 18 weeks for girls and the right side was considered to be more dominant Piek et al. Some factors, like the fact that boys tend to have larger and longer arms are biological constraints that we cannot control, yet have an influence for example, on when an infant will reach sufficiently. Overall, there are sociological factors and genetic factors that influence motor development. This is significant in motor development because the hind portion of the frontal lobe is known to control motor functions. This form of development is known as "Portional Development" and explains why motor functions develop relatively quickly during typical childhood development, while logic, which is controlled by the middle and front portions of the frontal lobe, usually will not develop until late childhood and early adolescence. Skilled voluntary movements such as passing objects from hand to hand develop as a result of practice and learning. Infants with smaller, slimmer, and more maturely proportionated infants tended to belly crawl and crawl earlier than the infants with larger builds. Infants with more motor experience have been shown to belly crawl and crawl sooner. Not all infants go through the stages of belly crawling. However, those who skip the stage of belly crawling are not as proficient in their ability to crawl on their hands and knees. Atypical motor development such as persistent primitive reflexis beyond 4â€"6 months or delayed walking may be an indication of developmental delays or conditions such as autism , cerebral palsy , or down syndrome. Children with disabilities[edit] Children with Down syndrome or Developmental coordination disorder are late to reach major motor skills milestones. A few examples of these milestones are sucking, grasping, rolling, sitting up and walking, talking. Children with Down syndrome sometimes have heart problems, frequent ear infections , hypotonia , or undeveloped muscle mass. This syndrome is caused by atypical chromosomal development. Along with Down syndrome, children can also be diagnosed with a learning disability. Learning Disabilities include disabilities in any of the areas related to language, reading, and mathematics. These principals allow him or her to make sense of their environment and learn upon previous experience by using motor skills such as grasping or crawling. There are some population differences in motor development, with girls showing some advantages in small muscle usage, including articulation of sounds with lips and tongue.

9: Child development - Wikipedia

In its initial year, MEP focused on the degree to which the district's 4-year-old kindergarten program (4K), now in its sixth year, has enhanced educational opportunities for students of color and.

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