

SNIPS AND SNAILS AND PUPPY DOG TAILS : AN INTRODUCTORY ESSAY BY PAT CALIFIA pdf

1: Culture | The Vanity Mirror

Snips and snails and puppy dog tails: an introductory essay / by Pat Califia -- Just like you / by Samuel Cross -- A boy and his wolf / by horehound Skip to main content Search the history of over billion web pages on the Internet.

An ancient Grecian amphora: I am in a strange position right now. On the one hand, I have three topics in my noggin, each deserving extended composition. By Zeus, was I wrong! All the diacritical marks, the dizzily varying declensions and conjugations, and the swamping mass of vocabulary to learn frustrated me. Twice over the next two decades I started the Greek again " at Section I. I got that one down pat, by the way! A couple of months ago, I dove back into the translation of Thucydides and was freshly astonished by the parallels with current events. Thucydides also lays out in bold yet unbiased descriptions the virtues and faults not only of Athens but of Sparta, Corinth, Thebes, Corcyra and other city-states as well. He also analyzes the characters in their actions and their motives. The people as a whole are scrutinized with equal clarity. The acts of heroism and of treachery are rendered vividly. However, I have delved into the first volume only as far as the first 70 pages. The version I read all the way through, years ago, and am perusing for the second time is the translation by Richard Crawley, heavily abridged by Sir Richard Livingstone for the Oxford University Press in , during the hottest period of World War II. I have excerpted the sentences below from his commentary: Revolution brought on the cities of Greece many calamities, such as exist and always will exist till human nature changes, varying in intensity and character with changing circumstances. So civil war broke out in the cities; and the later revolutionaries, with previous examples before their eyes, devised new ideas which went far beyond earlier ones, so elaborate were their enterprises, so novel their revenges. Words changed their ordinary meanings and were construed in new senses. Reckless daring passed for the courage of a loyal partisan, far-sighted hesitation was the excuse of a coward, moderation was the pretext of the unmanly, the power to see all sides of a question was complete inability to act. The cause of all these evils was love of power due to ambition and greed, which led to rivalries from which party spirit sprung. The leaders of both sides used specious phrases, championing a moderate aristocracy or political equality for the masses. They professed to study public interests but made them their prize, and in the struggle to get the better of each other by any means committed terrible excesses and to still greater extremes in revenge. Neither justice nor the needs of the state restrained them, their only limit was the caprice of the hour, and they were prepared to satisfy a momentary rivalry by the unjust condemnation of the opponent or by a forcible seizure of power. II Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought for a price; therefore glorify God in your body. But that is all fodder for some later blog post; not now. The above passage from Paul of Tarsus, however, resonates with me for two reasons. Firstly, it brings forward the image of my favorite pastor during those young years, Clark Calvert: Secondly, I appreciate the image conjured by the verse itself: To be perfectly frank with you, dear reader, the Holy Spirit is the only Person of the Trinity I feel that I can comprehend and be comfortable with. The Holy Spirit, on the other hand, is definitely comprehensible to me; he has a definite, singular role to play: Lately, like within the past couple of years, I have become inordinately conscious of my appearance and, even worse, of the appearance of others. Of course I realize that, aging as I have, I would become more aware of the changes in my body, particularly in my face; giving up three molars during the past twelve months certainly highlighted those changes! I really do not take good enough care of myself, and I cannot fathom why. Is it just laziness or perhaps a self-contempt expressing itself physically? But it is my view of others that really bothers me. I judge people constantly, especially young people, who, to my way of thinking, have an almost moral obligation to keep themselves in shape and definitely to avoid tarnishing their features with rings in their noses and lips, and with tattoos all over their bodies. What are they going to do, I wonder, when they get older and suddenly realize how tacky they look. One can erase only so much. Enough people are ill-favored, even downright ugly, and I look on them with pity, thinking that Nature has been too unkind to them; but,

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ironically, many of them found mates, while I remained single. Then there is the obesity epidemic which is affecting all generations. Especially ridiculous is the sight of the many fat nurses – people whose jobs are to help other people get well and stay healthy. And now, in our small town at least, we have a number of peace officers and criminal justice students who look like balloons. Our modern mode of working is the central villain here: I feel guilty judging others as the above remarks evidence. Sometimes I wish I were blind. He was chastising them – actually even condemning some – for the immoral physical actions, such as fornication, that they were guilty of. I think Paul was a bit harsh with the Corinthians, when you consider what he confessed to the Romans: Instead, I do what I hate. I am inviting non-WP bloggers to comment. And, although I prefer positive comments, disagreeing or critical remarks are fine, too, especially if they might help me improve my writing; but no snarking, please:

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An abundance of valuable material possessions or resources, riches 1b. The state of being rich, affluence 2. Goods and resources having value in terms of exchange or use 3. No, I am repelled by the notion that somebody could believe that he or she is irreversibly superior to me by divine right or other source such as a congressional appointment. That very much offended me and I still bridle a little when memories of those incidents come to mind. In the United States, class distinctions are not generally based on bloodlines as they have been in Europe and in Asia but on wealth, although family connections were more noticeably determinate up through, perhaps, midth century. Repeatedly the image of a very small portion of the U. How did that happen? Now the conservatives like to argue that the super-affluent obtained their riches through hard work, thrift, and prudent investments. To a limited degree that is true for some of the rich but not, I believe, for all of them. Some roads to riches, however, do involve initiative and energetic endeavorâ€”along with considerable native intelligence. Two of the richest men in the U. Microsoft co-founder Bill Gates wrote his first computer program at age 13 while in prep school and went on to refine his geek skills, with college classmates, to a point where he could start-up Microsoft. Mark Zuckerberg launched Facebook working with four college classmates in their dorm rooms. More about those two later. Many young people of our time, though, seek to win fame along with fortune in either entertainment or sports. The most worrisome thing about this trend, for me, is that only a very small number attain the stature and earnings they had hoped for. Another major Hollywood figure, Carole Lombard, was the highest paid cinema star of , during the Great Depression. The main reason I mention Lombard here, though, is the interesting tidbit I picked up from an August 25, , article in *The Mercury*. I recall viewing the film *The Glenn Miller Story* in I now can recall only three scenes from it, and even those only vaguely. The scene related below is the only one pertinent to this essay. I transcribed the dialogue from the film as I viewed it recently on YouTube: Of course not all of that went to Glenn, there were the members of his band and presumably a studio rental and sound technicians to cover, not to mention some income tax. Still, that was just for one record; when you consider similar days for a whole work week, Glenn still came out pretty well. The above scene brings to the fore an important question. We may be amazed and even disgusted at the huge amounts recording artists make from their records and live performances; but when we look at it a little more objectively, three cents is a really paltry amount on a single record. It is only when we multiply it by the , purchasers that the earnings jump significantly. How can we begrudge some musician three cents on a single record? No, most of their wealth comes from live performances and T-shirts. The earnings of major sports have become similarly ludicrous. In December , basketball star LeBron James signed a lifetime contract with Nike to act as their brand-enhancer. Professional sports teams that used to be filled by white men only are now predominately black. Are they physically unable to compete anymore or are they too racist to engage in the try-outs? As for the blacks, professional sports teams have become the equivalent of the s gold mines; they apparently dream from childhood on of becoming sports heroes; sports has become their pathway to success and financial security. Another source of over-the-top income is gambling, either in the stock market or in the lotteries. Oprah Winfrey, for instance, bought 6. The prestige derived from her joining the board of directors very likely helped them, too. Then there is the much less admirable mode of gambling in which a hell of a lot of poor people engage: As far as I am concerned, this is a national sin. Yet the fact that lottery winnings are so absurdly astronomical testifies to the willingness of many of my compatriots to be gulls. If you live in the English-speaking regions, you probably know the words to the song. It goes like this: The ditty, you will note, contains only four words with an additional two stuck in as the addressee. And when it was supposedly composed by two sisters in Kentucky in no thought was taken as to copyright. The two ladies, Patty and Mildred J. Hill, used the ditty simply as a tool

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for teaching young children to sing. It reportedly first appeared in print in , still without credits or copyright notices. Then, in , the Summy Company registered a copyright. Groups larger than small gatherings of relatives and friends had to pay royalties to the company for the opportunity to chirp the nonsense. There are some proposals and movements, though, that seem promising to a small extent. Such is not going to happen, however, as long as the Republicans dominate Congress. Anyway, to me it seems a Sisyphean solution, attacks the symptom, so to speak, rather than the problem, and would certainly aggravate the tensions between rich and poor. But it might stabilize the income gap until a more satisfactory solution can be instituted. A sort of obverse to that approach is what has been termed a universal basic income U. The tactic here is to pay every U. New experiments on U. I am too cynical to believe that every adult in the U. I can only hope I am wrong. As long as we have businesses and industries that still employ people and that hope to retain their work force for a long period, another approach might fit: Actually, ESOPs have been around for years now, becoming popular in the mid-nineteen-seventies. Shares in the trust are allocated to individual employee accounts. Although there are some exceptions, generally all full-time employees over 21 participate in the plan. Allocations are made either on the basis of relative pay or some more equal formula. As employees accumulate seniority in the company, they acquire an increasing right to the shares in their account, a process known as vesting. Private companies must have an outside valuation to determine the price of their shares. In private companies, employees must be able to vote their allocated shares on major issues, such as closing or relocating, but the company can choose to pass through voting rights such as for the board of directors on other issues. In public companies, employees must be able to vote on all issues. All the media coverage over the huge disparity between the incomes of the super-rich and the rest of society apparently has had some impact: The Pledge is a moral commitment, not a legal contract. I have long been suspicious of Bill because of his viciously aggressive business tactics, but I was also pleased by his reported charitableness: Come to think of it, the Trojans might have done well to have done just that! The pledge asks only that the individual give the majority of their wealth to philanthropic causes or charitable organizations either during their lifetime or in their will. The pledge encourages signatories to find their own unique ways to give that inspire them personally and benefit society. Could they be reacting to the threat of a possible new revolution of the French sort? Could they be honestly sensitive to the inequity of the wealth disparity? Could they have concluded that a hyper-tax is looming ahead and want to determine for themselves where and how their contributions are to be spent? Although the Giving Pledge is not likely to benefit me individually or directly, if it reduces the number of solicitations for contributions that show up in my mail box each December, then I will be pleased.

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3: Becoming Human: How Evolution Made Us by HISTORY HERSTORY - Issuu

Snips and snails and puppy dog tails: an introductory essay / by Pat Califia -- Just like you / by Samuel Cross -- A boy and his wolf / by horehound stillpoint -- A.

The committee is in formation. Stay tuned; more to come. Four became two, and in September the committee chose Alspector Architecture, designer of the gymnasium, as architects for the high school. Jake Alspector and his associate Eric Berlent are meeting weekly with the READ committee and periodically with the Program and Design committees as they refine the plans. Having won the city-wide Reduce and Reuse Challenge awarded by the New York City Department of Sanitation, for the second year in a row, with a focus on eWaste, the Green Team is now concentrating on food and reducing food waste. On November 4, the Sustainability Task Force sponsored an Earth Dinner where diners contributed healthy potluck dishes made from as many local ingredients as possible. Over dinner, GCS parents, teachers and continued on page 6 Diversity and inclusion at school. What does it really mean? How does one approach diversity in the classroom? We welcome comments from our readers. Fear and Excitement in School When children arrive at school on the first day, they experience two very powerful emotions: I see it every fall, and it is one of the things that keeps me coming back every year. Children are afraid of the unknown and of separating from the security of their parents. Children are also excited by the prospect of joining a whole new world of peers and play, and of gaining new skills and discovering their strengths. You can see it in their wide eyes and the focused joy written across their faces. In some ways students and adults recreate those divergent emotions every day. We feel a mixture of those two very powerful motivators, fear and excitement, when we view the prospect of a new day. The question for schools is how best to channel those incentives into student achievement. For most schools, student motivation has been historically organized around a system of rewards and sanctions. It has been centered on using the presence or removal of fear as a motivator. The adults set the terms and the students are expected to comply if they wish to be rewarded. The classic workplace is similar. The leadership sets goals for the employees, provides means for achieving these goals, and rewards success at accomplishing these goals. It has worked well for centuries and probably will for centuries to come. Children are genuine expressions of themselves, with very little artifice. They respond to rewards and the fear of punishment. Yet, teachers know that students are excited about the learning task itself. The task, whatever it may be, is the reward. Students leap into learning and relish their own achievement. They never actually focus on the reward. Generations of parents have heard their child say that they do best in the subjects they like, and parents respond that they want their children to do well regardless. I see the innate enthusiasm for science each day that I teach kindergarten science. Science stops being a form of play and becomes something that is done because others say it is useful and will reward you if you successfully memorize key snippets of information. For those for whom it remains play, it becomes a reason they go to school each day. They are the ones who sign George P. They understand that the snippets that others have been made to memorize are not quite what is actually going on in the universe. We do because we believe in what we do. We do because we love what we do. We do because it defines who we are. We have all seen the athletes who will shoot hoops in the dark or the child who always has a book in her hand. We know the young writer who never leaves the house without a notebook and the artist who is always sketching. Our job is to establish a link between the love of the experience of learning and the expectations we must have as educators. It is the adults, both teachers and parents who students look to for affirmation of the joy of learning and if we provide it, the link is formed, but if we falter, so will they. I have always maintained that it is the role of independent schools to be subversive. We subvert things the power of the popular culture; to subvert institutionalized racism and sexism; to subvert a system of external motivators that limit student achievement to the acceptable instead of encouraging the extraordinary. To do so, the adults need to agree to promise to do only one thingâ€”keep the focus on the excitement, keep the play in learning. If teachers and parents appear to only value the drudgery in learning,

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students will refocus their efforts on things they do not particularly care about. If teachers and parents applaud the play in learning we will unleash that innate desire in each person to develop new skills and discover new strengths, which will carry across all curricula and activities at school. If we do that it will be kindergarten science all year, every year. An herb and vegetable garden flourishes in the greenhouse on the school roof. Greenhouse produce is being used in school lunches. To cut down on food waste, a group of upper school students collected leftover food at the end of lunch and weighed it, providing a tangible incentive to not take more than one can eat. All of our milk and meats are antibiotic-free and we use no processed foods. This particular concoction started out as freshly picked basil carefully selected by GCS first graders at the Union Square Greenmarket under the supervision of Chef Sheehan. Theirs was a farm to table mission: Guided by Chef Sheehan, the children turned basil leaves into pesto, which was gobbled up atop pizza slices the next day. Junior Kindergarten and Kindergarten classes also participated in trips to the Greenmarket this fall. One food source is truly home grown—having graduated from Grace Church School. Now GCS, always on the lookout for ways to integrate more sustainable practices into the daily business, has a direct line to local farms for produce to fuel the school lunches. Cecilia had an interesting journey to her position at the mission-driven non-profit, Basis Foods. After graduating from Vanderbilt, where she studied philosophy and art history, Cecilia landed what she thought was a perfect job doing arts-oriented event planning. A family friend invited her to spend time at their goat dairy, where Cecilia spent several months learning to make cheese. The farm was part of a cooperative that helped local farms connect with restaurants, and Cecilia became involved. Ultimately, Basis Foods took over the responsibilities of the co-op, and Cecilia jumped at the chance to go work with the startup. A slim paperback, the book raises questions that incite thought and discussion far beyond its pages. Bolgatz agreed to hold workshops for GCS faculty on the condition that the discussion continues long after the workshops. The first workshop was held in early September, a few days before the start of school. The audience was uneasy but expectant. They learned that race is not easy to talk about. Bolgatz asked some hard questions. How do you deal with bias, when your very nature, as an independent school, is to be exclusive? We assure that every student is able to participate in every program we offer regardless of ability to pay, including international travel. Linda Cooper, Advisor to Families of Diverse Cultural Backgrounds organizes an annual diversity-themed dinner see page We all think we understand what diversity is and how to recognize and appreciate our skin- deep differences. But is this enough? GCS continues to develop methods to deal with diversity in the school. Leslie received a J. She is also an alumna of Grace Church School. Paula received a B. She and her husband, Eric, have three children, Alexander in 5th grade, Nicholas in 3rd grade and Peter in 2nd grade. He is also a Senior Vice President, Associate Broker, and formerly Executive Director of Stribling Marketing Associates, a division of residential brokerage firm Stribling and Associates, specializing in the design, planning, marketing and sale of residential development conversions and new construction in Manhattan and Brooklyn. As member of the Grace High School Program Committee, Sandy reached out to college admissions officers to solicit their insight on criteria they would value in a new high school. Douglas Skrypek Doug Skrypek is a managing director and principal at Parthian Capital, an asset manager specializing in the oil and natural gas industry. He has also served on the Joint Committee of the School and the Church. He received a B. He and his wife, Shingmin Lai, have two children, Alexander, in Kindergarten and Vivienne, who is in pre-school. Snips and snails and puppy dog tails. What are little girls made of? Sugar and spice and everything nice. This year, GLI held workshops for parents and their daughters in Kindergarten through grade eight. All of the 27 pairs of Grace parents and daughters met for four consecutive Wednesday afternoons in October. Each session of the workshop dealt with a distinct theme: Standing up for yourself, Sharing feelings, Making mistakes, and Defining a real friend. Girls engaged in role playing, honing skills for dealing with conflicts in a healthy way. It was the first time GLI had conducted the workshops with such young participants, so there was an initial learning curve as the leader figured out the best way to reach 5 and 6 year olds and simultaneously engage their parents. Additionally, GLI held a sold-out weekend workshop in November for girls in grades 6 through 8 with their parents. The program continues in

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January and February with workshops for 2nd through 5th grades. Boys have issues too. Running in tandem with the GLI program, Dr.

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4: boys | Brain, Child Magazine

Snips and snails and puppy dog tails: an introductory essay / by Pat Califia --Just like you / by Samuel Cross --A boy and his wolf / by horehound stillpoint --A beating / by Karl von Uhl --Aegis / by D. Travers Scott --The endurance game / by Richard Cleaver --Cage / by Bill Brent --Whose little boy are you? / by Wendell Ricketts --Russian.

A village of ponies. An almost perfect place with an almost perfect blue sky and in this almost perfect place there was a far from perfect foal being stalked by a long, terrible monster that was as far from perfect as anything could get. The long, noodle-like beast slunk towards its prey, its long body looping, its tail swishing from side to side, and a wide, terrible, toothy grin split its overlong muzzle. Trying to dig up a friend? He raised his eyebrow and cleared his throat. There is a lot of history to be found here. This is not normal behaviour. This is a special place. The draconequus came a little closer to Sumac. Sumac shook his head, trying to get his wheat coloured mane out of his eyes. He looked up at Discord, his jaw clenched, and even though Sumac knew it was foolish to do so, he felt the need to ask why. Not only did this make him look tougher, or so Sumac felt, but it allowed him to see a little better. It was hard, sometimes, to see the details on things. Reaching up with his talons, Discord began to stroke his chin. A very long time ago indeed. The ponies, male and female, lived in harmony and really, really liked one another. Little colts absolutely adored little fillies and all was right in the world. It was kinda gross, really, as I am sure you will agree. So far, every encounter with the draconequus had left him unsettled, disturbed, and Sumac found that he had trouble sleeping after his chance meetings with Discord. The things Discord said caused him to lay awake in bed at night thinking, rather than sleeping. Mares became a total mystery to stallions. Little fillies became oh so gross and disgusting to little colts. Stallions became an unknowable headache for mares. And coltsâ€¦ colts became little snips and snails and puppy dog tails to little fillies. Applejack warned me about you! The mystery of it all. Now, one has to study them to appreciate them. The mystery that a mare isâ€¦ that is what makes her special. You know, I should ask Cadance about it and see what she thinks. If you are reformed like you say you are, you should fix what you broke. His talons flexed and his wings flapped even though there was no need for them to do so. Lifting his head, Discord turned and looked at a trilling bird off in the distance. That is what makes her special to you. Nothing about her makes sense. If I were to fix things, as you say, she would cease to be interesting to you. She would no longer be special. In this particular instance, confusion makes everything all the sweeter, does it not? The chaos is like chocolate chips in a cookie, little bittersweet morsels that make everything better. Your whole relationship with Pebble is defined by your total lack of understanding of her. She is an object of study, and as such, she holds your attention. Stop messing with my head and go away, Discord! His lower lip protruded and he huffed, trying to blow it out of his eyes as he glared up at Discord with a defiant gleam in his now covered eyes. Poor little Pebble is too sweet to fight back. You ponies get into enough trouble on your own. Olive is spoiling for a fight and right now, I do believe that Olive is planning her approach. Hooves clattering, Sumac galloped along the path that led into the park. The only thing he could figure out was that perhaps, Pinkie Pie had made Pebble go and play in the park. Sumac was little, but he was fast. Years of walking the many roads of Equestria had given him a body of lean muscle and he was far more fit than most foals his age. He went streaking past Bon Bon, almost bowling into her, but he did not stop to apologise. He had to find Pebble and Olive. Olive was, perhaps, the worst pony that Sumac knew. She was bigger than him, older by a few years, smarter than him by far, and she was an awful, awful pony. She was big, mean, and green. She was bossy, loud, and a terrible bully that seemed to get away with everything. Sumac hated her more than anything. As he came tearing around the fountain, he saw them. Pebble was sitting in the grass, trying to read a book, and Olive was standing near Pebble with a cruel, horrible smile upon her face. Sumac hit the brakes and he approached, breathless, his sides heaving. He bared his teeth at Olive and he could feel his neck growing hotter. Pebble had problems responding like other ponies, she was like her mother, Maud. But Pebble had feelings, even if she had trouble showing them, and she could be hurt.

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He sucked in a deep breath and tried to make himself look as big as possible as he stared up at the dull green unicorn filly with a pink mane. No pony likes a tattletale. It took a moment, but Sumac began to understand the insult given to him. He was young, but he was smart, and it slowly percolated through his brain and the implications of what was being said were painful to think about. He thought of Big Mac and Applejack. He felt his blood boiling in his guts and he felt far too hot. Sumac never reached Olive. Something grabbed him, immobilising him, and he felt himself being pulled away. There was a muffled cry as Olive was snatched by a pegasus, lifted, and carried away. Sumac kicked and struggled, deep in the throes of his temper tantrum, and he let out a pained scream as he watched Olive being spirited away to safety. There was a pink blur in his vision near Pebble and for a moment, Sumac was certain he could hear Pinkie Pie, but the thudding, thumping heart that he had in each of his ears made it difficult to hear anything. He kicked and thrashed, then began sobbing, overwhelmed by his anger, his emotion, everything that had happened had caused him to come to a boil. Sumac let out a bleating cry as he was carried away, unable to see, and he wailed as his temper tantrum continued to make his body spasm. It was difficult to be so young and filled with so much rage. Sumac was resting on something soft, some kind of cushion. He felt a cold wet cloth being placed on the back of his neck. It was soothing and the cold wetness felt good against his fevered skin. The blinders over his eyes were whisked away and he was blinded, dazzled by the sudden light, and as he squeezed his eyes shut, a cold damp cloth was placed over his face. Shuddering, Sumac felt more sobs coming. He had worn himself out for a bit on the way to wherever he was right now, but he felt painful convulsions in his stomach that let him know that more tears were coming. A cool, damp cloth was placed over his snotty nose and he felt his muzzle being cleaned. Some pony was gently rubbing away all of the mucus. Sumac felt the sobs creeping up his throat now, it hurt, it was like lumps too big to swallow trying to work their way up out of his stomach. The pain, too intense to bear, only made the need to cry even worse. It was almost too much to bear. He curled up into a fetal position on whatever it was he was laying upon and bawled his eyes out, not caring that he was having a meltdown in front of a stranger. Just let it out! let it all out. The cloth was returned to his neck and it was cold, frigid even, and it felt so good. He was being stroked. It felt good and the soft touch helped him to relax. He felt the cloth pulled from his eyes, which he kept squeezed shut to avoid sudden bright light, and after a few moments, the cloth was returned. The cold on his face helped make the painful ache in his body go away. It feels like your body is betraying you. She was a good pony. Her voice was soft, soothing, and made the dull ache inside of his head go away. She was still stroking him. I was bullied in school.

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5: Updates | The Heinlein Society | An organization dedicated to Paying It Forward | Page 12

Among the offerings at this December's Modern Language Association convention in Philadelphia is "Gales Will Be Gals: Dorothy's Reproductive Capabilities and the Birth of Murd.

No, not a Pop-Tart, but, as you explained to the teacher, the principal, the deputy sheriff, the sheriff, and two muzzle-faced State Troopers, an organic toaster pastry with whole-grain crust and all-natural, no-sugar-added, real-fruit filling. Perhaps the story does not begin there anyway. In any case, because you are the mother of four boys under the age of eight, you had quit worrying about imaginary weapons some time after that first shocking, heartbreaking incident in which your child turned to you from the Lego table where he stood, looking like the Christ child in a Renaissance painting, with his golden curls and round cheeks, and mowed you down with two pieces of primary-colored plastic. By the time your fourth male child was born, you had resigned yourself to the fact that boys turning any remotely L-shaped object into a firearm was as inevitable as their making fart sounds with any remotely concave part of their bodies—armpit, inside of the elbow, back of the knee, ear, neck, palm of the hand, bottom of the foot. Even the baby got into the act, blowing big, wet, noisy bubbles with his pursed lips. Tuesday, riding on the frantic heels of Monday, finds you both less organized and less well-rested than the previous day. Forgetting your initial mission, you scooped him up and dashed into the bathroom. As you yanked down his training pants and set him on the toilet, two warm, moist turds rolled out and landed on the bath mat. The day rolled downhill from there. By the time you hustled the oldest two out of bed and into semi-clean clothes and had fed them a breakfast of bread heels with jam, you had no time to make their lunches, and, since you had made every excuse you could think of—the baby was teething, the floor needed mopping, you had to catch up on laundry—to avoid grocery shopping on Monday, your kitchen was woefully devoid of anything with which to make said lunches. Two hours later, you had cleaned the shit off the bathroom floor, bathed your three-year-old, changed and fed the baby, tidied the kitchen, straightened the living room, and written a comprehensive grocery list. You were feeling like a model of domestic efficiency and ready to brave the grocery store with your two youngest children in tow when the phone rang. It was the school secretary. Your oldest child had threatened another pupil with a weapon and you needed to come to the school immediately. What kind of weapon could your seven-year-old possibly have gotten ahold of, you wondered? You pulled open the utensil drawer. The sharp knives appeared to be accounted for. Your eyes lit on three wooden swords, tucked hilt-up in the dress-up bin. They were not the culprits. When are we going to the store? Why are you in my room? He whapped his fist on your chest and whimpered. You sat down to nurse him and sent the three-year-old to sit on the potty, then you loaded them both in your mini-van the one you could no longer avoid succumbing to once the fourth baby was on his way, and drove to the school. The town where you live is not so much a town as a scattering of houses—modulars, capes, trailers, old farmhouses—tossed like a handful of dice along directionless roads. You nestled your right butt-cheek into the cradling embrace of the molded plastic, letting the left one hover in the air, propped the baby on your hip, and tried to encourage your three-year-old to take a seat on one of the other chairs. You had never understood this behavior, when the boys in your high school jumped in the halls, scraping their fingertips against the acoustical tiles, and now you have a houseful of males climbing on the back of the couch, trying to transfer their grubby fingerprints onto your white ceiling. For now, they are too short to reach it. Greene, shuffled down the hall. She looked as weather-worn as the old school building. Budget cuts had resulted in a reduction in teachers and a consolidation of classes. Greene now had to contend with twenty-four second- and third-graders, most of whom appeared to suffer from some form of attention-deficit disorder. The experience had been like being rubbed with meat juice and placed in a room full of Jack Russell terriers on meth. Ever since, you had found excuses for not going into the classroom whenever the teacher called. The baby would have a mouth like a shark if he actually grew a tooth for every time you told Mrs. Greene he had been teething. Peacock will be with us shortly. You refrained from asking if he had

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been in the ballroom or billiard room. Had he gotten high off of the all-natural, real-fruit sugars in the filling and gone berserk, rolling his poster of the water cycle, which the two of you had painstakingly put together late last Thursday night, into a club and beaten other children with it? Greene pursed her lips and blew air out her nose. You nodded your head, although you were not aware of this policy. However, at the beginning of the year, you had signed a form confirming that you had read the school handbook, and telling the truth now would prove that you had lied then, and somehow it seemed worse to have lied on paper, with your signature, than with a slight incline of your neck. At that moment Mr. Greene into a pair of straight-backed wooden chairs which were at least sized for someone who had lost all of their milk teeth. He looked even wearier than Mrs. Peacock had held already that morning. Also, you wanted Mr. Peacock to get to the point and tell you what horrible deed your son had committed, so that you could go home and find him a psychotherapist. You waited for the rest, but Mr. Peacock folded his arms across his chest and leaned back in his chair, lips pursed with finality. When did the shiv come in? You shifted the three-year-old so that you could clamp him with your knees and propped the baby up on your shoulder, patting his back to try and quiet him. I missed the part about the weapon? Greene said, holding a copy of the school handbook open in front of you. It was an organic toaster pastry. You looked around for hidden cameras. But when your eyes settled Mr.

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6: The Inchcape Rock | Revolv

Do we now have a shortage of snips and snails and puppy-dog tails? Has the figure of the "bad boy" gone the way of the buggy whip? Artemis Fowl and his Dreamworks marketers would surely differ.

It will show how the very skills educators bring to their dealings with students can help them restructure and strengthen their relationships with parents. This session will be repeated. Explore these challenges and learn strategies for assuring that 21st century youth develop the executive function traits that will ensure their success and happiness. Learn the exact responseâ€”detailed body-languageâ€”to teach students who are being targeted in order to eliminate bullying from their lives. Not only will these techniques work for kids, but also for adults. The focus will be on taking away the fear reaction that kids who bully feed off of. This training will be appropriate for all teachers and administrators. Real happiness is about making choices that lead to a predominant and underlying sense of well-being that sustains us even in times of difficulty and crisis. This sense of well-being is at the core of successful living. Learn about a set of skills and choices that lead to peace about the past, confidence in the future and joy and exuberance in the present. Learn what leads to enduring happiness. Improving Cross-Cultural Communication Humans communicate on many levels: The fact that we have complex cultural identities and a host of differing past experiences increases the probability of cross-cultural miscommunications. This session presents major cross-cultural communication theories, ways that cultural values, power, privilege and differences affect the way we communicate, tools for questioning assumptions, and ways to improve cross-cultural communications skills. This session is for all. Please select another session. Fragility Among Upper-Middle Class Youth Despite their stellar achievements, upper-middle class youth too often exhibit serious adjustment difficulties including substance use, depression, and anxiety. In these two sequential sessions, Dr. Luthar will present research data on the incidence of these problems, possible causes, and routes to intervention. It is highly personal, making the individual leader the focal point. While conventional approaches focus on showing leaders how to acquire subject matter expertise, strategic capability, and operational savvy, LEAD POSITIVE is an internal development process that zeros in on transforming what the leader sees, says, and does. This approach helps leaders to shift internally so they can excel externally. Understand your responsibility for student injuries, social media, bullying and defamation while learning of the importance of anecdotal notes. Distinctions between the development of intelligence and the development of intellect will also be addressed. See specific examples of 1st and 2nd grade students using iPad technology to create, collaborate, reflect and share their learning. Learn a core set of apps to get started using the iPad as an effective learning tool. Discover how to use Evernote to set up Learning Portfolios. Primary documents and the writings of John Dower, history professor emeritus at MIT, will be incorporated. The session will include lesson plans for secondary level social studies classes. Social Entrepreneurism in the High School Classroom In the glare of a constant media blitz, it is easy for students to be overwhelmed by the problems of the world and tune out. This session explores ways to help students re-engage with the world and offer them strategies for addressing global challenges. Combining the elements of Design Thinking, documentary film making, global issues and social enterprise, students can hone their 21st century skills to learn how to effect meaningful change in the world around them. Lynn Mittler, Mary Institute and St. If there is time, a brief overview of the software necessary to implement the strategies will be discussed. Tex Tourais, Mary Institute and St. Louis Country Day School F Creating a Truly Formative Teacher Observation Process Creating a system for faculty evaluation and documentation of growth in the face of rapid change is a common challenge. Learn how an observation process can be combined with self-reflection, student feedback, face-to-face conversations and the use of multiple observers to ensure focus on formative growth and the creation of coaching relationships with teachers. The session will include plans to simplify the process by incorporating electronic portfolios to monitor both yearly and long-term growth. Scott Small, Mary Institute and St. All K math teachers and anyone else who is interested in the joy and magic of mathematics are invited

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to learn more about math as an art form. Faculty developed new assessment tools and curriculum to support the mission of the school. The curriculum grew with an excitement and commitment not seen in years. Identifying community perceptions about your school and your competition can help pinpoint strategic direction and enhance school success. So can staying on the cutting-edge of admissions. This session explores these externally focused research topics by sharing actual results, enabling you to become more competitive in your day-to-day decision-making and strategic planning. Recommended for all admissions, communications and marketing administrators, as well as trustees and staff members interested in more effectively marketing their school.

How to Fix It Examine what a number of independent schools are doing to generate sources of revenue other than tuition. This session will provide templates of how to look strategically at new financial models. Come prepared to share your ideas as well. Hear how this information can help make teachers more effective, and learn to connect the dots between brain science and the classroom.

Redefining Education Quality In this session, Yong Zhao proposes that in order to meet the challenges of the 21st century, education must shift its thinking from preparing employees with common skills, to preparing creative, entrepreneurial, and globally competent citizens by contrasting two fundamentally different education paradigms: Many trustees and parents want metrics to gauge teacher and school performance. But teaching impact is hard to quantify. And most independent schools have weak traditions of performance appraisal—and teachers who resist being measured. How can leaders make the external case for qualitative measures and the internal case for more specific, honest assessment? Rob Evans will offer specific steps and troubleshooting tips to help at both ends of this dilemma. When did we lose our sweet little girls? What can we do as educators to promote healthy relationship among girls? In this session, Dr. Happiness and leadership are both founded on choices that lead to meaningful purpose and effective relationships. Learn about a leadership model that enables leaders to deeply engage all the stakeholders of an organization in a common meaningful purpose. This session details how these students manipulate peers and fool adults. Learn specific strategies to stop the manipulation without making things worse for the targeted student. This session is for any teacher or administrator working with kids 3rd grade and up. This type of bullying happens at younger ages, but it becomes dominant from 3rd grade on up. The session will include time for Q and A.

Experience the Change Factor Are you maximizing your impact and your influence? In this session, explore practical strategies that ROC as you embrace Resiliency, Optimism, and Confidence in teaching and learning. Come to experience the ABT positive change factor. This session will examine current legal quagmires for heads and other administrators.

Jackson Radish, Kirkus Reviews F Understanding Teacher Leadership It is possible to have a greater influence on your school without leaving your classroom. Understand the skills, behaviors, and engagement that helps improve your institution and ultimately affect student learning. Match your skills and interests to the school needs and move forward. Find novel ways to introduce science and math concepts including density, pH, wavelength, frequency, and logs. This session is for middle and high school math, and science teachers. This session provides real-life examples of teachers who implemented strategies gained from conferences, meetings and materials into courses they already offered, overhauling curriculum or redesigning units. The panelists considered the concerns of high school humanities teachers and administrators, foreseeing obstacles working with constraints in their school.

Create a Global Personal Network Explore social networking, expand your professional goals, and collaborate on projects across the world. See how one teacher grew her network to more than 20, colleagues, contributed to books, has written for multiple publications, joined the SMART Technologies Exemplar Educator team, started an internationally recognized blog, became a consultant and more. Hear how becoming a connected educator has opened up professional doors. Opportunities for interdisciplinary instruction in study skills, critical reading, and information and technological literacy using a Mind, Brain, and Education framework will be highlighted. This session is for admissions directors and business managers. Focus on current and emerging trends will provide a platform for evaluating and considering future strategic direction and administrative decision-making. The presenters have years of experience and are excited to share what has worked and not worked. This session is for early

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childhood and lower school educators. Building Community Through Online Partnerships Implementing innovation and change in independent schools steeped in tradition is challenging. Create collective success through purposeful collaborations with your peer institutions to develop effective growth. Online partnerships can be both empowering for your educators and students while off putting for your parents and governance. Learn tools for accomplishing mutual benefits while maintaining important autonomy in independent school consortiums offering online courses. Workshop on models that will support your institution best as you move to implement online learning at your institution.

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7: Oz and Ends: August

â€”Patrick Califia-Rice, "Snips and Snails and Puppy Dog Tails," introduction to *Rough Stuff: Tales of Gay Men, Sex, and Power*, edited by Simon Sheppard and M. Christian, *The failure of queer politics here in Massachusetts*â€”where gay "leaders" shun and scorn the victims of homophobia and campaign for the oppressorsâ€”illustrates the.

Secondly, validating homosexuality on the basis of biology practically invites the homophobes to assert that it is essentially a disease, an illness, an aberration of nature. Ellis, posted on MSN Chatterbox, May 30, Every time I make an allusion to the idea that we choose our sexual orientations, I get flooded with pissed off mail. I am thrilled to have chosen lesbianhood. I consider myself a gay activist. I feel like I am privileged to be gay. But can a long-term relationship simply be written off as a "mistake" just because it is over now? The essentialists believe that genetics and biological forces are responsible for sexual, affection and gender identities. Constructionists believe that social forces are the responsible agents. Most instructors of sexual orientation, either in police or business arenas, take an essentialist perspective saying that sexual orientation is not a choice. This is a simple answer that limits discussion and removes sexual choices from moral consideration. However, it is incorrect. These studies attempt to say the research is universal, but it is not. Their measurements were made in societies that hate and condemn homosexuals, places where gays and lesbians have a vested interest in staying hidden. That is not the case. There are whole societies in which everyone engages in homosexual relationships from about age 8 to age 30, at which time they are expected to get heterosexually married and bear children although they may continue homosexual behaviors. In these cultures, homosexuality is institutionalized for everyone, and the Western concepts of sexuality make no sense. Cross-cultural analysis is important and demonstrates how sexuality is contextually based. But finding this difficult, and preferring not to admit it, it invented a pariah state, a leper colony for the incorrigible whose very existence, when tolerated openly, was admonition to all. We queers keep everyone straight as whores keep matrons virtuous. Our 20th century obsession with "me" has taken us away from what relationships are meant to be about, or can be about. A modern homosexual man can have an affair with a heterosexual woman. There are interesting possibilities in life that we resist because of our endless obsession with pigeonholing. As such, we too are like free-range chickens. We live in a slightly-larger box, but it is still a box. But if somebody really wants something different they can really do it on an independent, searching basis through being homosexual. This reduces the individual to a person incapable of free choice or responsibility. People can tell their parents for instance that they are biologically homosexual ergo not responsible. This is fine to keep financial support flowing, but not as the basis of an authentic loving relationship. The other is especially deleterious to those who are not only attempting to deceive others, but themselves as well, namely that it virtually concedes that homoeroticism, or at least the practice of homosexuality, is bad in some way. This means that not only is the person who takes refuge in this flight from freedom bad, but it is an essential property of theirs that is bad. This can be psychologically devastating. That is like saying that I was born with an unwanted affliction and assumes that it is necessary and even desirable to become heterosexual. Sexuality is not an innate orientation as most would believe, but rather a preference that in some way biology may play a role in defining. Many people live seemingly comfortable heterosexual lives, then come to believe that their sexual identity is quite different. Moreover, some people change orientation more than once. Many people may indeed be wired this way, but there are clearly others for whom sexual orientation remains remarkably plastic. Why is this such a problem? The possibility that such women might be rejecting heterosexuality as unsatisfying and have consciously or unconsciously gone in search of a different kind of love has been little explored, in contrast with the never-ending attempts to find some biological component in sexual preference. Yet from rural Idaho to Metropolitan New York, women are redefining their sexuality and becoming lesbians in mid-life. What are the social dynamics involved in this process of change? We will discuss this question in light of a survey of over 30 American women who had recently changed their sexual identity. Their

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experiences challenge the common assumption that sexuality is "set" at an early stage of the life cycle. For these women, becoming a lesbian was a direct and conscious outgrowth of their commitment to feminism. For them, lesbianism was a deliberate choice, the logical last step in the process of political analysis. Smith, And the gay rights movement has. Choosing to be bi-sexual, homosexual, transvestiteâ€”whateverâ€”is a form of "revolutionary" evolution in this patriarchal society. How much of the basic personality, the basic self, is there geneticallyâ€”is just born? And how much of it has been taught, especially about sexuality and being female and being Chicana, being white, being whatever class. I knew who was getting the strokes and who was getting the slaps; the boys would always be privileged. Heterosexuality was a patriarchal institution and the woman would always have to constantly struggle, even if she was coupled with a very progressive feminist-oriented male. His training would be to be the macho, and however much he would fight it some of it would bleed through, just like we fight against the passivity and all the things we were told we were. As a thinking woman, I looked at the model of the heterosexual couple. I would never be able to stand putting up with that kind of shit from a man. Or if I did put up with it I would be very ashamed of myself and feel very bad about myself. So the only viable choice for me was lesbianism. This is common sense. Sometimes they repress feelings, you know? The Devil made me do it! Choice is an important American freedom. Yes it can lead to uncertainty, especially since right now our ways of relating, of relationshipsâ€”of family and marriage and community, and even nation, are all in flux, all in need of being re-defined. But that just means we need to teach loyalty with respect for diversity, to teach conflict resolution with the need for finding common ground. Let me give you two examples. One is the example of the notorious Mayor of St. But two years ago the new mayor of St. Another example of the importance, for ALL people of defending bisexual rights, is that these reparative therapists who claim they can "change someone back to straight," often get an edge into our consciousness by appealing to our parents in a falsely well-meaning way. Or should be made straight? We use the term monosexual to mean all non-bisexuals, those who are only attracted to ONE mono sex, whether it be the same-sex or the opposite sex. And, yet, we can consciously choose to be queer. We can decide that we reject gender and its social implications. By doing so, we begin to pry the grasp of patriarchy from our throats, and from our crotches. Rejecting gender, however, does not mean ignoring it. In our society it is the case that gender is a very real thing, however contrived it may be in truth. Gender is used as a weapon by the Establishment. Gender, by dividing us, facilitates colonization and exploitation. Those who are victimized by gender and its inherent sexism must be recognized as victims. They must become empowered, even though that means highlighting, instead of down playing, gender issues in the process. By consciously rejecting gender, we move toward freeing ourselves from it. As people, as revolutionists, we drop those weapons which serve to defeat each other; in turn, we take up those arms which serve to defeat the Establishment. Queer consciousness is one such weapon. Anyone can be queer. If we are to make revolutionâ€”not just economic or political revolution, but holistic revolution which delves into the interpersonal realm, tooâ€”we must all become queer. Usually we treat this as a more or less harmless phase of adolescence. Boys too may go through a period when they feel closest to someone of their own sex, but we treat such relationships, especially if they involve sexual experimentation, much more gingerly. For the most part, men and women conform quite easily to the customs within which they were reared, and confine themselves to a heterosexual choice of lovers, companions and mates. So the question is never asked whether, as adults, they could fall in love with a member of their own sex, and the question of bisexuality in sexual choice is ignored. But now the Gay Liberation Movement, by its protests and demands, has brought into full light of day the problems of men and women who, following deep personal preference, do choose members of their own sex as loves and living companions. This, I think, should open our minds to a clearer understanding not only of homosexuality but also of our human capacity to love members of both sexes. Even a superficial look at other societies and some groups in our own society should be enough to convince us that a very large number of human beingsâ€”probably a majorityâ€”are bisexual in their potential capacity for love. Whether they will become exclusively heterosexual or exclusively homosexual for all their lives and in all circumstances, or whether they

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will be able to enter in to sexual and love relationships with members of both sexes is, in fact, a consequence of the way they have been brought up, of the particular beliefs and prejudices of the society they live in and, to some extent, of their own life history. In other words, human beings make their own different arrangements of reproduction and production, of sex differences and eroticism, their own history of pleasure and happiness. Understandably, these advocates of equality believe that their kind of argument works better against the conservatives who would banish them from the earth. If lesbians, gay men, and bisexuals are born, not made, then the wish to ban or punish them is itself against nature and thus wrong as well as mean. But such arguments are short-sighted as well as a-historical. All they can win is tolerance for a supposedly fixed minority called "lesbian" and "gay. Nor can they destabilize the rigid notions of gender that underlie sexual identity categories. The question, then, is not why certain individuals enjoy participating in sexual pleasure with another person of the same sex but why certain individuals would limit this pleasureable activity of genital stimulation solely to the other sex. What is even more important for anthropologists to understand is why a minority of cultures stigmatize this pleasureable genital stimulation between persons of the same sex. Thus, as I have written elsewhere, it is not homosexual behavior which most needs to be analyzed by anthropologists but homophobia. In contemporary society fundamentalist Protestant and Catholic churchmen commonly state that "the only purpose of sex is reproduction.

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8: ISACS :: Conferences and Workshops

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anthropology, biological and cultural, archaeological and linguistic. If we understand evolution, we also understand two very important facts: What we do can change the forces of natural selection, although this may seem counter-intuitive. One lesson of evolution is that life changes. Recognising how we are participating in that change, and may be affected by it in the future, is one of the great challenges of contemporary anthropology, in cooperation with a lot of other researchers. We can see the effects of evolution in our bodies, brains, behaviours, and so much else about us. But we are also left with some pretty challenging questions, especially as biological research shows us the deep links connecting all life: How did humans get to be so unusual? Some scientists say this estimate is too low; they say the real number may be as high as 30 million species. But this 9 or 30 million represents only a tiny fraction of all the species that have ever lived. Not just the dinosaurs, but countless, innumerable other species, some of them killed off in five massive extinctions in the history of our planet. All these amazing traits, from frill-necked lizards and towering sequoias and narwhals to penguins and armadillos and giant colonies of fungi. Animals that can live in the most hostile environments, such as bacteria that live by oxidizing iron at the bottom of the sea; xerophyte plants that survive in deserts; microbes that can live in deep salty basins in the Mediterranean, others that thrive in the hot springs at Yellowstone National Park or deep under Antarctic ice. Life deep underground and in the ocean, even inside other life. Creatures that blow our minds with their amazing ability to survive and adapt, proving that evolution will find a way, even in conditions that we think might make life impossible. Enough strange creatures and exotic species for a lifetime of great nature documentaries. Humans are a one-in-a-half-billion experiment. You would get better odds playing Powerball or winning the lottery. No other species has manufactured complex tools, built cities, gone to the moon, written novels, composed symphonies, or produced Lady Gaga. Of all the million or more species, potentially many times more, we seem to be one of a kind. This is the central mystery of human evolution: How did evolution produce us from a set of biological building blocks that we increasingly realize we share with other living things? We share a striking proportion of DNA, however, with every living thing. If we look at the cells of living things, the similarities are obvious, even between plants and animals. The chemicals that make up DNA, the four base codes, are shared; the same four bases combined over and over again in distinct ways to make all life that we know. Evolution wrote the book of life with a remarkably small set of letters. What makes the gap so great? Well, and to our dogs, too, I suppose, Evolution produced an animal capable of understanding evolution. How does variation arise? Why, of all the orders of life, did primates produce us? When did apes start to look like us, to walk on two feet, and why? How did our ancestors reproduce, and why do we have such helpless babies, so fragile and needing attention? This book is about our origins. How did we get here? Although this book will link to documentaries and websites, however, the materials are part of a bigger project. I hope to use this book to provide you with some great places to explore further. We wanted to choose a topic that is, at the same time, really exciting, with lots of new research and science, but also philosophically deep and socially important, asking questions that go to the core of who we are and what matters to us. One thing I know from teaching human evolution to thousands of students is that all kinds of people are fascinated by, well, humans. I went to Brazil to study capoeira, an Afro-Brazilian martial art. Capoeira is a demanding, acrobatic martial art that combines elements of dance and fight. Capoeira practitioners build muscles, become faster and more flexible. They even perceive, move, and react differently like a lot of martial arts and sports and practices like yoga. The more I studied sports and how people learned skills, the more I realized that I was studying perhaps the most important thing that makes humans different from other species: Our bodies and brains can be trained to do an incredibly wide range of things. And we change ourselves, forcing our bodies and brains to adapt to everything from language and education to music, the internet, our hobbies, along the way learning from each other and accumulating generations upon generations of knowledge. So a few years ago, I began to do neuroanthropology, to study the relationship between brain and culture. Neuroanthropology includes how our brains produce culture, but also how our cultures shape our nervous systems. For example, being born into a community with language means that parts of our brains and ears get shaped by that language. To learn to write, or balance on your head, or

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chase down your dinner on the savannah or use a use a laptop computer means gearing up your body and brain for these purposes. At the same time, all these activities leave their traces on your body and brain. The illnesses we get, our aches and pains, our senses – they all wind up being shaped by patterns of activity. The only way to understand this human process, the way we shape ourselves, in my opinion, is to combine the study of culture and biology. We have to recognize that evolution had made us with enormous potential but leaves a lot of the finishing off to our complicated social and symbolic life. Evolution had made us biologically susceptible to culture, just as it had made us capable of producing culture. We are the unfinished ape, the self-made species. Figuring out how that works, how evolution made us, in my opinion, requires an anthropological perspective. Anthropologists are famous for three things in particular: First, we study people in the field, where they live, or have lived, not in laboratories.

9: Catharine Stanley (catharineellen) on Pinterest

Becoming Human: How Evolution Made Us is an Irreverent, fast-moving introduction to basic evolutionary theories and human origins. Boys are made of snips and snails and puppy dog tails; girls.

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