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This book is a comparative study of masculinity and white racial identity in Irish nationalism and Zionism. It analyses how both national movements sought to refute widespread anti-Irish or anti-Jewish stereotypes and create more prideful (and highly gendered) images of their respective nations. Drawing on English-, Irish-, and Hebrew-language archival sources, Aidan Beatty traces how male Irish nationalists sought to remake themselves as a proudly Gaelic-speaking race, rooted both in their national past as well as in the spaces and agricultural soil of Ireland. On the one hand, this was an attempt to refute contemporary British colonial notions that they were somehow a racially inferior or uncomfortably hybridised people. But this is also presented in the light of the general history of European nationalism; nationalist movements across Europe often crafted romanticised images of the nation's past and Irish nationalism was thus simultaneously European and postcolonial. It is this that makes Irish nationalism similar to Zionism, a movement that sought to create a more idealized image of the Jewish past that would disprove contemporary anti-Semitic stereotypes.

In the context of outcomes-based school governance, statewide exit exams are often expected to have a positive effect on student achievements if schools and teachers use the performance feedback from the exams for school, instructional, and professional development. However, very little is known about whether the exams are used for development at all and how this is affected by factors in the exam system and organizational aspects of schools. In a comparison of Finland, Ireland, and the Netherlands, the study therefore investigates how different exam systems and their functions, the conditions at school level, and the use of the exams for school and classroom development are associated. The study uses expert interviews and a questionnaire survey with principals and teachers. The role statewide exit exams can play in education systems is analyzed from a governance perspective and a school development perspective and discussed with an international comparative view. Esther Dominique Klein, born in 1982, Dr. phil., is research assistant at the Faculty of Educational Sciences of the University of Duisburg-Essen. Her main research interests lie in the areas of school system and school development research and international comparative education.

This book explores how history teaching can support conflict reduction in deeply divided societies. Using Northern Ireland as its case study, the work contributes to how people think about the identity-based conflict that surrounds them and involves them. It also acts as a manual for those who wish to undertake projects to change attitudes about history in post-conflict societies.

Myth and Reality in Irish Literature offers a rich collection of essays covering a wide spectrum of Irish literature from the early medieval saints and scholars to twentieth century writers such as Joyce and Beckett. Lady Gregory, Synge, Yeats, O'Casey and Myles na Gopaleen are among the poets, playwrights, critics, and authors treated in the book. The essays are written from both a personal and a scholarly perspective. Contributors to the volume include the Irish authors Denis Johnston, Thomas Kilroy, Kate O'Brien and Thomas Kinsella, and scholars David Greene, Denis Donoghue, Ann Saddlemyer and Shotaro Oshima. Of interest to students of English Literature as well as observers of the Irish scene, this book is of particular value to students of Irish heritage and literature.

This collection addresses how models from ancient Greece and Rome have permeated Irish political discourse in the century since 1916. The 1916 Easter Rising, when Irish nationalists rose up against British imperial forces, became almost instantly mythologized in Irish political memory as a turning point in the nation's history that paved the way for Irish independence. Its centenary has provided a natural point for reflection on Irish politics, and this volume highlights an unexplored element in Irish political discourse, namely its frequent reliance on, reference to, and tensions with classical Greek and Roman models. Topics covered include the reception and rejection of classical culture in Ireland; the politics of Irish language engagement with Greek and Roman models; the intersection of Irish literature with scholarship in Classics and Celtic Studies; the use of classical referents to articulate political inequalities across gender, sexual, and class hierarchies; meditations on the Northern Irish conflict through classical literature; and the political implications of neoclassical material culture in Irish society. As the only country colonized by Britain with a pre-existing indigenous heritage of expertise in classical languages and literature, postcolonial Ireland represents a unique case in the field of classical reception. This book opens a window on a rich and varied dialogue between significant figures in Irish cultural history and the Greek and Roman sources that have inspired them, a dialogue that is firmly rooted in Ireland's historical past and continues to be ever-evolving.

This second edition of Historical Dictionary of Irish Cinema contains a chronology, an introduction, and an extensive bibliography. The dictionary section has over 500 cross-referenced entries on key Irish actors, directors, producers and other personnel from over a century of Irish film history.

To learn more about learning | what it is and how it works | it is necessary to look inside education. Inside Education takes the reader on a journey of four |live| education projects: the first all-Irish speaking, mixed-gendered, multi-faith primary school in the Republic of Ireland ideally suited to exploring learning identity; an alternative post-primary school for those who leave (or are left behind by) the formal education system also based in the Republic of Ireland and ideally suited to exploring personal learning; an early college school that enables students to simultaneously sit their high-school diploma and college exams based in Queens, New York and ideally suited to exploring learning success; and an adult education training centre that works with |landless| movement members based in Brazil and ideally suited to exploring learning power. Using a critical ethnography approach, each research narrative naturally unfolds/enfolds to tell a more complete learning story. All those interested in education are primed readers. By (re-)viewing their own learning outlook, they may begin to advance deeper critical ideas and debates in education. They may come to (re-)represent education, reminding public consciousness of its human stories, as well as its curious, intricate and powerful qualities. And they may (re-)discover |other| roads to raise a scholar. Teachers, educational researchers, parents and guardians will be particularly interested readers. |Inside Education is a thought-provoking, challenging and revealing journey inside the world of education and learning. Its exploration of school and classroom practices in a range of different settings provides important insights into how we learn | a central aspect of our education system which remains overlooked and understudied. In doing so, it lays down a challenge to policy-makers and educators everywhere to think differently about the way we learn and, ultimately, help students fulfil their real potential.|| -Carl O|Brien, Chief Reporter for The Irish Times |Inside Education is a stunning example of passionate scholarship that nonetheless refuses a redemptionist stance. The ethnography captures people and contexts and draws the reader into the four sites of learning in fluent and lyrical prose. This is facilitated by the extensive use of research notes deploying historical, comparative, literary, artistic and scholarly sources." -Denis O|Sullivan, Emeritus Professor of Education, University College Cork, Ireland