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Social Innovation: Comparative Perspectives investigates socio-economic impact. Since it is hard to establish causality and to measure social properties when investigating impact, especially at the level of society, the book narrows down impact to one priority aspect: social innovation - understood as organizations' capacity to generate novel ideas, ways and means of doing things, of addressing public and social problems of many kinds. This volume's primary assertion is that the Third Sector, specifically through stimulating civic involvement, is best placed

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1865 Answers to produce social innovation, outperforming business firms and state agencies in this regard. By investigating actor contributions to social innovation across seven fields of activity, Social innovation: Comparative Perspectives develops our understanding of why and how the Third Sector is central to functioning, cohesive and viable societies. This volume is based on contributions of the project "ITSSOIN - Impact of the Third Sector as Social Innovation" funded by the European Commission under the 7th framework programme. It will be of insight across disciplines, in particular to the growing social innovation

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1865 Answers community, innovation researchers more generally and to non-profit scholars. The practical relevance of the book will be of interest to European and national policy makers and practitioners across different sectors.

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A large and growing number of students from culturally and linguistically diverse backgrounds in the US and around the world have the potential to develop bilingualism and biliteracy if supported in their immediate environment. At the forefront in focusing exclusively on biliteracy development in early childhood across a

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variety of languages, this book provides both findings from empirical research with young bilinguals in home and school contexts and practical applications of these findings. Each chapter is structured in a similar format to offer parallel descriptions of the research, including a brief review of related empirical studies, an overview of the methods for data collection and analysis, a description of the main findings, and specific pedagogical implications to support educators' efforts to construct meaningful, challenging, and dynamic literacy and language learning communities where one or

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1865 Answers more languages are used for communicating and learning. Pushing the field forward, this book is a valuable resource for helping literacy educators understand and respond to critical issues related to the development of young children's literate competencies in two languages in home and school contexts.

Key debates of contemporary cultural sociology - the rise of the 'cultural omnivore', the fate of classical 'highbrow' culture, the popularization, commercialization and globalization of culture - deal with temporal changes. Yet,

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systematic research about these processes is scarce due to the lack of suitable longitudinal data. This book explores these questions through the lens of a crucial institution of cultural mediation – the culture sections in quality European newspapers – from 1960 to 2010. Starting from the framework of cultural stratification and employing systematic content analysis both quantitative and qualitative of more than 13,000 newspaper articles, *Enter Culture, Exit Arts?* presents a synthetic yet empirically rich and detailed account of cultural transformation in Europe over the

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1865 answers. It shows how classifications and hierarchies of culture have changed in course of the process towards increased cultural heterogeneity. Furthermore, it conceptualizes the key trends of rising popular culture and declining highbrow arts as two simultaneous processes: the one of legitimization of popular culture and the other of popularization of traditional legitimate culture, both important for the loosening of the boundary between 'highbrow' and 'popular'. Through careful comparative analysis and illustrative snapshots into the specific socio-historical

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contexts in which the newspapers and their representations of culture are embedded - in Finland, France, Spain, Sweden, Turkey and the UK - the book reveals the key patterns and diversity of European variations in the transformation of cultural hierarchies since the 1960s. The book is a collective endeavour of a large-scale international research project active between 2013 and 2018.

Forgeries are an omnipresent part of our culture and closely related to traditional ideas of authenticity, legality, authorship, creativity, and innovation. Based on the

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concept of mimesis, this volume illustrates how forgeries must be understood as autonomous aesthetic practices - creative acts in themselves - rather than as mere rip-offs of an original work of art. The proceedings bring together research from different scholarly fields. They focus on various mimetic practices such as pseudo-translations, imposters, identity theft, and hoaxes in different artistic and historic contexts. By opening up the scope of the aesthetic implications of fakes, this anthology aims to consolidate forging as an autonomous method of creation.

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"Collection of articles by Basque writers and American and European academics on the globalization of literature, postcolonialism, and new ethnic landscapes. Also treats topics such as center and periphery dualities, subaltern identities, so-called borderlands thought, and the effect of Creoleness"--Provided by publisher.

The study of variation and change is at the heart of the sociolinguistics. Providing a

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wide survey of the field, this textbook is organised around three constraints on variation: linguistic structure, social structure and identity, and social and linguistic perception. By considering both structure and meaning, Scott F. Kiesling examines the most important issues surrounding variation theory, including canonical studies and terms as well as challenges to them.

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