

It Ends With Us Trigger Warnings

Ying Liu

A Monster with a Thousand Hands Amy J. Rodgers, 2018-09-06 *A Monster with a Thousand Hands* makes visible a figure that has been largely overlooked in early modern scholarship on theater and audiences: the discursive spectator, an entity distinct from the actual bodies attending early modern English playhouses. Amy J. Rodgers demonstrates how the English commercial theater's rapid development and prosperity altered the lexicon for describing theatergoers and the processes of engagement that the theater was believed to cultivate. In turn, these changes influenced and produced a cultural projection—the spectator—a figure generated by social practices rather than a faithful recording of those who attended the theater. The early modern discursive spectator did not merely develop alongside the phenomenological one, but played as significant a role in shaping early modern viewers and viewing practices as did changes to staging technologies, exhibition practices, and generic experimentation. While audience and film studies have theorized the spectator, these fields tend to focus on the role of twentieth-century media (film, television, and the computer) in producing mass-culture viewers. Such emphases lead to a misapprehension that the discursive spectator is modernity's creature. Fearing anachronism, early modern scholars have preferred demographic studies of audiences to theoretical engagements with the effects of spectatorship. While demographic work provides an invaluable snapshot, it cannot account for the ways that the spectator is as much an idea as a material presence. And, while a few studies pursue the dynamics that existed among author, text, and audience using critical tools sharpened by film studies, they tend to obscure how early modern culture understood the spectator. Rather than relying exclusively on historical or theoretical methodologies, *A Monster with a Thousand Hands* reframes spectatorship as a subject of inquiry shaped both by changes in entertainment technologies and the interaction of groups and individuals with different forms of cultural production.

Teacher Well-Being in English Language Teaching Luis Javier Pentón Herrera, Gilda Martínez-Alba, Ethan Trinh, 2022-11-11 This edited volume brings the important topic of teacher well-being to the fore, presenting a range of high quality and cutting-edge contributions that illuminate, advance and educate readers on the challenges and criticality of achieving teacher well-being in English language teaching (ELT). Taking Sarah Mercer's call for action to make teacher well-being a priority in the ELT field, and adopting an ecological perspective reflective of the stance that teacher well-being is a societal duty and not a personal responsibility, the contributors present theoretically and methodologically innovative

research studies from all around the world. The term 'teacher' is used to refer to those who deliver English instruction in a variety of formal and informal educational settings and at different levels including K-12 schools, adult education, higher education, teacher education programs, and in community organizations. Chapters offer clear implications for research and practice, and explore effective practices and interventions that can contribute to the improvement of teacher well-being overall. Addressing a profession which is not only characterized as being filled with high levels of stress, but delving into specific challenges around ELT in particular, the authors crucially speak to themes around the additional emotional investment and labor which come with being an English language teacher. As such, it will appeal to academics and researchers in the field of English language teaching, including scholar-practitioners, and teacher educators.

The Rise of the Therapeutic Museum Janet Kraynak, 2025-09-30 This book considers how and why respite rooms, emotional support brochures, well-being guides, psychological consultants, and care days are becoming common features in the museum of art. Kraynak poses and answers this question, arguing that under its rightful ambition to decolonize--i.e., to rectify past and present inequalities-- the museum of the Global North is gradually replacing a commitment to knowledge, teaching, and learning with a focus upon care, healing, and well-being (the "therapeutic"). While this transformation might appear, on the surface, benign, culturally familiar, and politically desirable, the author counters these presumptions, probing the history and implications of "the therapeutic museum." Here, curatorial attention shifts away from the art on view and onto the spectator, whom the museum imagines as a precarious psychological subject, and primary source of meaning. External forces-- new forms of knowledge, encounters with difficulty, even an engagement with art--are treated as a potential threat. As a result, the therapeutic museum not only encourages the beholder to turn inward, but in so doing deflects attention from or scrutiny of its own practices and systems that perpetuate inequality. Among these are the ongoing legacies colonialism's epistemic violence, which elevated the knowledge and aesthetic traditions of the Global North while suppressing those of the Global South. In contrast, the book proposes a "pluriversal" (versus universal) museum that maintains the political necessity of knowledge and views pedagogy as a path to emancipation. Emphasizing epistemic justice and the moral right to learn during a time when such freedoms are increasingly under attack, the book makes a powerful case for questioning rather than romanticizing the therapeutic museum, which it ultimately reveals to reinforce rather than challenge dominant power. This is an important intervention that is essential reading for researchers and scholars in Art History, Visual Studies, Museum Studies, and Cultural Studies.

Academic Freedom Jennifer Lackey, 2018 Recent years have seen growing concerns about threats to academic freedom in light of the changing norms of and demands on the university. This volume brings together contributions from leading philosophers about the latest issues - ranging from safe spaces to social media controversies - and traditional challenges for academic freedom.

The Handmaid's Tale Psychology Travis Langley, Wind Goodfriend, 2024-11-05 How do people stay true to themselves in times of crisis? Where does anyone find the strength to stand up in the face of oppression? When will the worst side of human nature wither before the best? Margaret Atwood's dystopian novel *The Handmaid's Tale* has captivated readers for four decades and continues to stir popular conversation and controversy through the hit Hulu television series. The story has grown into a cautionary tale evoking fear and concern, and yet it also inspires many. *The Handmaid's Tale Psychology: Seeing Off Red* delves into the psychology of the characters and events depicted in each version of Atwood's epic, both in print and on screen. Through 18 chapters, psychologists and therapists look deeply into the fiction, analyzing it both personally and professionally to unearth its message about real human truths. Topics include oppression, resistance, power, identity, violence, posttraumatic stress versus posttraumatic growth, good versus evil, morality versus mortality, spirituality versus religion, helplessness versus hopefulness, and more.

Teaching Social Justice Through Shakespeare Hillary Eklund, 2019-09-09 This book provides diverse perspectives on Shakespeare and early modern literature that engage innovation, collaboration, and forward-looking practices.

Global Corpse Politics Jessica Auchter, 2021-10-07 What makes a photograph of a dead body obscene? Auchter's genealogy of obscenity argues that this process is highly political.

Sensitive Rhetorics Kendall Gerdes, 2024-02-27 Claims that students are too sensitive are familiar on and around college campuses. The ideas of cancel culture, safe spaces, and political correctness are used to shut down discussion and prevent students from being recognized as stakeholders in higher education and as advocates for their own interests. Further, universities can claim that student activists threaten academic freedom. In *Sensitive Rhetorics*, Kendall Gerdes puts these claims and common beliefs into conversation with rhetorical theory to argue that critiques of sensitivity reveal a deep societal discomfort with the idea that language is a form of action. Gerdes poses important questions: What kind of harm can language and representation actually do, and how? What responsibilities do college and university teachers bear toward their students? *Sensitive Rhetorics* explores the answers by surfacing submerged assumptions about higher education, the role of instructors and faculty, and the needs of an increasingly diverse student body.

Devaluing Public Apologies in the Age of Social Media Joshua M. Bentley, 2024-12-15 In *Devaluing Public Apologies in the Age of Social Media*, Joshua M. Bentley argues that apologies are losing their meaning in American society as organizations and public figures treat them as strategical tools without considering their ethical implications. As the demand for apologies in the age of social media continues to increase exponentially, Bentley posits, the apologies that are given carry less and less weight to the public. This book examines how controversial figures like Donald Trump and Joe Rogan, as well as brands like Google and Bud Light, have addressed public controversies both effectively and ineffectively, illustrating how social media, polarization, and cancel culture are changing the way apologies are given and received. If apologies are to serve their

historical role of resolving conflict peacefully, Bentley argues, they must be placed back into their proper ethical context. This book offers insight on how individuals and organizations can ensure their apologies reflect their authentic values. Scholars of communication, ethics, media studies, political science, and public relations will find it especially useful.

Present Tense ,1987-11

Information Services Latin America ,2003-03

The Times Index ,2007 Indexes the Times and its supplements.

Our Paper ,1888

The Book of Wild Flowers National Geographic Society (U.S.),1924

Nuclear Times ,1992

The New York Times Index ,2002

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