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Eastern Europeans in Contemporary Literature and Culture:

Imagining New Europe provides a comprehensive study of the way in which contemporary writers, filmmakers, and the media have represented the recent phenomenon of Eastern European migration to the UK and Western Europe following the enlargement of the EU in the 21st century, the social and political changes after the fall of communism, and the Brexit vote. Exploring the recurring figures of Eastern Europeans as a new reservoir of cheap labour, the author engages with a wide range of both mainstream and neglected authors, films, and programmes, including Rose Tremain, John Lanchester, Marina Lewycka, Polly Courtney, Dubravka Ugrešić, Kapka Kassabova, Kwame Kwei-Armah, Mike Phillips, It's a Free World, Gypo, Britain's Hardest Workers, The Poles are Coming, and Czech Dream. Analyzing the treatment of Eastern Europeans as builders, fruit pickers, nannies, and victims of sex trafficking, and ways of resisting the stereotypes, this is an important intervention into debates about Europe, migration, and postcommunist transition to capitalism, as represented in multiple contemporary cultural texts.

From the streets of Calais to the borders of Melilla, Evros and the United States, the slogan 'No borders!' is a thread connecting a multitude of different struggles for the freedom to move and to stay.

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But what does it mean to make this slogan a reality? Drawing on the author's extensive research in Greece and Calais, as well as a decade campaigning for migrant rights, Natasha King explores the different forms of activism that have emerged in the struggle against border controls, and the dilemmas these activists face in translating their principles into practice. Wide-ranging and interdisciplinary, *No Borders* constitutes vital reading for anyone interested in how we make radical alternatives to the state a genuine possibility for our times, and raises crucial questions on the nature of resistance.

This book includes impactful chapters which present scientific concepts, frameworks, architectures and ideas on sensing technologies and machine learning techniques. These are relevant in tackling the following challenges: (i) the field readiness and use of intrusive sensor systems and devices for capturing biosignals, including EEG sensor systems, ECG sensor systems and electrodermal activity sensor systems; (ii) the quality assessment and management of sensor data; (iii) data preprocessing, noise filtering and calibration concepts for biosignals; (iv) the field readiness and use of nonintrusive sensor technologies, including visual sensors, acoustic sensors, vibration sensors and piezoelectric sensors; (v) emotion recognition using mobile phones and smartwatches; (vi) body area sensor networks for emotion and stress studies; (vii) the use of experimental datasets in emotion recognition, including dataset generation principles and concepts, quality insurance and emotion elicitation material and concepts; (viii) machine learning techniques for robust emotion recognition, including graphical models, neural network methods, deep learning methods, statistical learning and multivariate empirical mode decomposition; (ix) subject-independent emotion and stress recognition concepts and systems, including facial expression-based systems, speech-based systems, EEG-based systems, ECG-based systems, electrodermal activity-based systems, multimodal recognition systems and sensor fusion concepts and (x) emotion and stress estimation and forecasting from a nonlinear dynamical system

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perspective. This book, emerging from the Special Issue of the Sensors journal on “ Emotion and Stress Recognition Related Sensors and Machine Learning Technologies ” emerges as a result of the crucial need for massive deployment of intelligent sociotechnical systems. Such technologies are being applied in assistive systems in different domains and parts of the world to address challenges that could not be addressed without the advances made in these technologies.

At a time when the Humanities are under threat, this book offers a defense of poetry within the context of growing interest in mindfulness in business, health care, and education. The book argues that the benefits and insights mindfulness provides are also cultivated by the study of poetry. These benefits include a focus on the present, the ability to see through scripts and habits, a rethinking of subjectivity, and the development of ecological or systems thinking. Bryan Walpert employs close readings of traditional and experimental poetry and draws on scientific studies of the effects of mindfulness or reading literature on the brain. It argues the skills that poetry, like mindfulness, cultivates are useful beyond the page or classroom and ultimately are necessary to engage with such global issues as the environmental crisis.

Introduction to Cinematography offers a practical, stage-by-stage guide to the creative and technical foundations of cinematography. Building from a skills-based approach focused on professional practice, cinematographer and author Tania Hoser provides a step-by-step introduction for both cinematographers and camera assistants to the techniques, processes, and procedures of working with cameras, lenses, and light. She provides hands-on insight into negotiating with production constraints and understanding the essentials of the image workflow from shot to distribution, on projects of any scope and budget. Richly illustrated, the book incorporates exercises and sample scripts throughout, exploring light, color, movement, ‘ blocking ’ , and pacing scenes. The principles and techniques of shaping and controlling light are applied to working with natural light, film lamps,



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and, as with all areas of cinematography, to low budget alternatives. This makes Introduction to Cinematography the perfect newcomer's guide to learning the skills of cinematography that enables seamless progression from exercises through to full feature shoots. Assessment rubrics provide a framework to measure progress as the reader's ability to visually interpret scripts and enhance the director's vision develops. The book also teaches readers: To understand and develop the combination of skills and creativity involved in cinematography; Photographic principles and how they are applied to control focus exposure, motion blur, and image sharpness; To identify the roles and skills of each member of the camera department, and how and when each are required during a shoot; The order and process of lighting on all scales of productions and the use and application of the four main types of lamps; How to use waveforms, false color, and zebras for monitoring light levels, and meters for guiding exposure choices; The principles of the color wheel, color palettes, and the psychological effects of color choices; How to shoot for different types of fiction and nonfiction/documentary films and how to apply these skills to other genres of TV and film production; Strategies for both starting and progressing your career within cinematography and the camera department. \*\*Winner of 'Best new Textbook in Humanities and Media Arts' in the Taylor and Francis Editorial Awards 2018\*\*

In *The Working Class: Poverty, education and alternative voices*, Ian Gilbert unites educators from across the UK and further afield to call on all those working in schools to adopt a more enlightened and empathetic approach to supporting children in challenging circumstances. One of the most intractable problems in modern education is how to close the widening gap in attainment between the haves and the have-nots. Unfortunately, successive governments both in the UK and abroad have gone about solving it the wrong way. Independent Thinking founder Ian Gilbert's increasing frustration with educational policies that favour 'no excuses' and 'compliance', and that ignore the broader issues of poverty and inequality, is shared by

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many others across the sphere of education - and this widespread disaffection has led to the assembly of a diverse cast of teachers, school leaders, academics and poets who unite in this book to challenge the status quo. Their thought-provoking commentary, ideas and impassioned anecdotal insights are presented in the form of essays, think pieces and poems that draw together a wealth of research on the issue and probe and discredit the current view on what is best for children from poorer socio-economic backgrounds. Exploring themes such as inclusion, aspiration, pedagogy and opportunity, the contributions collectively lift the veil of feigned 'equality of opportunity for all' to reveal the bigger picture of poverty and to articulate the hidden truth that there is always another way. This book is not about giving you all the answers, however. The contributors are not telling teachers or schools leaders how to run their schools, their classroom or their relationships - the field is too massive, too complex, too open to debate and to discussion to propose 'off-the-shelf' solutions. Furthermore, the research referred to in this book is not presented in order to tell educators what to think, but rather to inform their own thinking and to challenge some of the dominant narratives about educating the 'feckless poor'. This book is about helping educators to ask the right questions, and its starting question is quite simple: how can we approach the education of young people from disadvantaged backgrounds in a way that actually makes a difference for all concerned? Written for policy makers and activists as well as school leaders and educators, *The Working Class* is both a timely survey of the impact of current policies and an invaluable source of practical advice on what can be done to better support disadvantaged children in the school system. Edited by Ian Gilbert with contributions from Nina Jackson, Tim Taylor, Dr Steven Watson, Rhythmical Mike, Dr Ceri Brown, Dr Brian Male, Julia Hancock, Paul Dix, Chris Kilkenny, Daryn Egan-Simon, Paul Bateson, Sarah Pavey, Dr Matthew McFall, Jamie Thrasivoulou, Hywel Roberts, Dr Kevin Ming, Leah Stewart, (Real) David Cameron, Sir Al Aynsley-Green, Shona Crichton, Floyd Woodrow, Jonathan Lear, Dr Debra Kidd, Will Ryan,

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Andrew Morrish, Phil Beadle, Jaz Ampaw-Farr, Darren Chetty, Sameena Choudry, Tait Coles, Professor Terry Wrigley, Brian Walton, Dave Whitaker, Gill Kelly, Roy Leighton, Jane Hewitt, Jarlath O'Brien, Crista Hazell, Louise Riley, Mark Creasy, Martin Illingworth, Ian Loynd, David Rogers, Professor Mick Waters and Professor Paul Clarke.

The scope and complexity of child migration have only recently emerged as a critical factors in global migration. This volume assembles for the first time a richly interdisciplinary body of work, drawing on contributions from renowned scholars, eminent practitioners and prominent civil society advocates from across the globe and from a wide range of different mobility contexts. Their invaluable pedagogical tools and research documents demonstrate the urgency and breadth of this important new aspect of international human mobility in our global age.

An examination of families and schools in South Africa, revealing how the marketisation of schooling works to uphold the privilege of whiteness.

This book explores the emergence and expansion of global kosher and halal markets with a particular focus on the UK and Denmark. Kosher is a Hebrew term meaning 'fit' or 'proper' while halal is an Arabic word that literally means 'permissible' or 'lawful'. This is the first book to explore kosher and halal comparatively at different levels of the social scale such as individual consumption, the marketplace, religious organisations and the state. Kosher and halal markets have become global in scope and states, manufacturers, restaurants, shops, certifiers and consumers around the world are faced with ever stricter and more complex kosher and halal requirements. The research question in this book is: What are the consequences of globalising kosher and halal markets?

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A *Sociology of Crime* has an outstanding reputation for its distinctive and systematic contribution to the criminological literature. Through detailed examples and analysis, it shows how crime is a product of processes of criminalisation constituted through the interactional and organizational use of language. In this welcome second edition, the book reviews and evaluates the current state of criminological theory from this "grammatical" perspective. It maintains and develops its critical and subversive stance but greatly widens its theoretical range, including dedicated chapters on gender, race, class and the post-als including postcolonialism. It now also provides questions, exercises and further readings alongside its detailed analysis of a set of international examples, both classical and contemporary.

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