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The International Handbook of Lifelong Learning, edited by Aspin, Chapman, Hatton, and Sawano (2001), proposed policies and an agenda for schools in the 21st century, arising from the concept of the learning community and transformations of information technology, globalization, and the move toward a knowledge economy.

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This handbook explores the topic of death and dying from the late twentieth to the early twenty-first centuries, with particular emphasis on the United States. In this period, technology has radically changed medical practices and the way we die as structures of power have been reshaped by the rights claims of African Americans, women, gays, students, and, most relevant here, patients.

The Oxford Handbook of Ethics at the End of Life (Oxford

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The Oxford handbook of lifelong learning (eBook, 2011 ... This book is an excellent resource for understanding many of the practical, everyday details concerning life in Palestine during the period of Roman domination. It covers a variety of subjects including sociology, domestic architecture, clothing, food, commerce, and leisure-time activities, among many other topics.

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This article discusses critical debate about individual control over the beginnings of life that has sprawled across the fields of academic law, philosophy, politics, religion, the life sciences, and the self-christened field of bioethics from the 1960s up to the present. The subject has formed in and around a cascade of popular pressures; biomedical advances; legislative, judicial, and public ...

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