

OPPOSING VIEWPOINTS

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NEW AUG '24! Bias in Education

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Education plays an important role in shaping how young people come to understand the world around them. However, some argue that certain groups of students are not receiving the full benefit of education because of prejudice against them. This unequal learning experience may be based on race, gender, sexual orientation, disability, socioeconomic status, or religion—among other characteristics—that bias teachers and the educational system as a whole against these groups. This volume considers the role bias plays in education, how it became ingrained in the educational system, and potential solutions to reduce its impact on students and educators.

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NEW AUG '24! ChatGPT, AI, and the Future of Writing

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Ever since the large language model-based AI chatbot ChatGPT launched in 2022, there has been a significant amount of buzz and concern around the possibility of this technology impacting writing as both a creative and professional pursuit. Proponents of the use of ChatGPT and similar AI argue that it can be useful in helping people improve their writing and be more productive, while opponents fear that it could make writing less creative, discourage people from learning to effectively communicate themselves, and even result in the loss of jobs that involve writing. This volume considers viewpoints on both sides of this debate to explore the role of ChatGPT and other AI today and in the years to come.

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With catastrophic weather events becoming increasingly common, many have started to note that the impacts of this climate crisis are unevenly distributed, and people who are impoverished or otherwise disadvantaged disproportionately bear the burden of climate change. As a result, the climate justice movement has gained traction, with the goal of recognizing the impacts of climate change on disadvantaged communities and finding ways to assist these groups. Part of this has involved acknowledging the role major corporations and industries play in climate change and encouraging them to reduce their impact and help the affected communities. However, greenwashing—or making it seem like an organization is more environmentally friendly than it is—continues to be an issue. This volume looks at the role corporations play in climate justice and the extent to which greenwashing occurs.

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NEW AUG '24! Diversity, Equity, and Inclusion

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The diversity, equity, and inclusion (DEI) framework is intended to help corporations, schools, and other organizations create opportunities for fair treatment and equal participation for all people, including those who have historically been unrepresented on the basis of race, ethnicity, gender, disability, religious beliefs, and other characteristics. DEI often includes diversity training, employing new recruitment and hiring processes to bring in and retain a diverse group of employees or students, and creating an atmosphere of accountability to ensure everyone is being treated equitably. However, critics of DEI claim that organizations superficially use DEI to try to improve their public image without making any meaningful changes. Others argue that it has a negative impact on free speech and academic freedom. This volume explores arguments on both sides of the debate to create a nuanced understanding of the role of DEI in organizations and society.

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In recent years, the concept of sexual consent has been scrutinized and reevaluated, with many arguing that it goes beyond just respecting when someone says "no" to a sexual activity—it also depends on someone willingly agreeing to the activity without any sort of coercion. As a result, power dynamics have become an important part of the discussion around sexual consent, along with how the use of drugs and alcohol impact one's ability to give consent. The shifting definition of consent has resulted in debate over what should be considered sexual consent and, conversely, sexual assault; when power dynamics make the issue of consent murky; and how sexual consent should be taught to young people. This volume presents a wide range of viewpoints on these topics and more.

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NEW AUG '24! Transnational Repression and Extrajudicial Killings

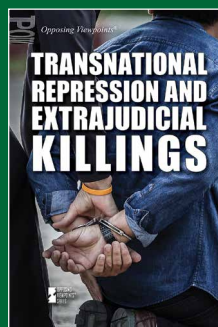
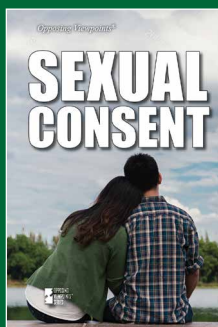
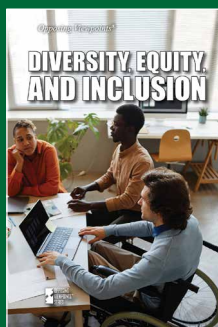
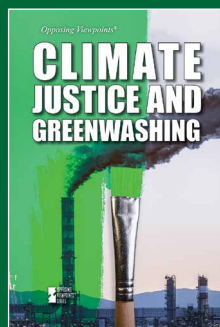
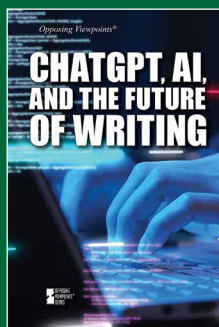
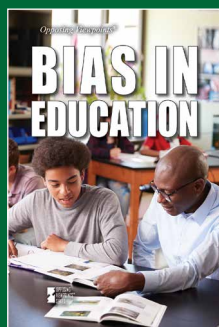
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Over the past decade, there have been various highly publicized instances of governments intimidating, silencing, and even killing individuals who express dissent toward their regime. Transnational repression refers to these governments' use of threats, intimidation, and violence to prevent dissent in other countries, and extrajudicial killings refers to the execution of someone without due legal process. Both are commonly considered human rights violations, and both pose a serious threat to free expression and speech. But the question of how to prevent and detect instances of transnational repression and extrajudicial killing is a challenging one, along with its legal status in the international community. This volume looks at these issues from a wide range of perspectives to help readers understand what transnational repression and extrajudicial killings are and potential solutions to stop them.

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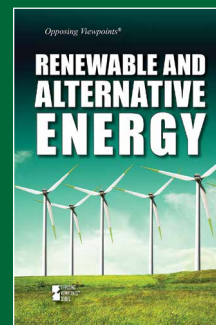
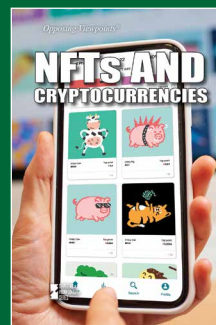
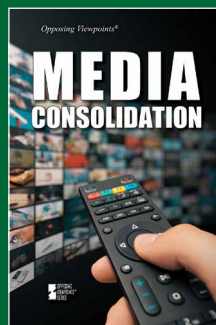
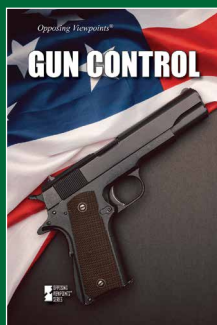
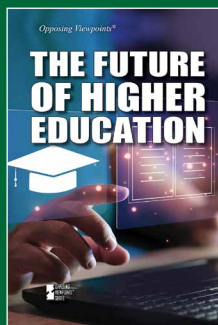
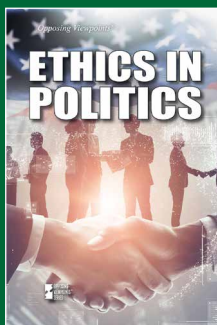
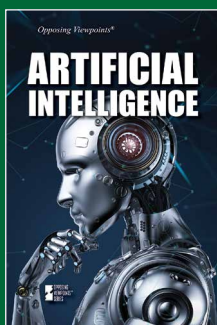
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The Future of Higher Education

While some students are bent on attending college and even endure AP or dual enrollment to get a head start, others are hindered by certain circumstances to continue their education. Despite the increase in enrollment rate in some regions and countries, the growing population of students who are not pursuing higher education is becoming more apparent. In the U.S., one of the main reasons behind the decline in college enrollment and attendance is the high cost of college education (College Board, 2019). Even with the attraction of the most beautiful colleges in the U.S., the cost will be a barrier to students who want to enroll. In fact, the rapidly increasing costs of higher education are causing widespread anxiety about student loans among American households, including an emerging concern of a likely higher education "bubble" (Reilly 2011, cited in Hensel & Marcotte, 2016). These circumstances can be considered as reasons why you should not go to college.

High Cost of College

- For in-state tuition and fees at public four-year institutions, the average total tuition fee for the school year 2019–2020 is \$21,950, including room and board charges. And even if students are granted financial aid, they still need to ask, "Does FAISA cover off-campus housing?"
- Average out-of-state tuition and fees at public four-year institutions increased by 2.4%, which brings the total charges to \$38,330 for the school year 2019–2020.
- The tuition and fees for the school year 2019–2020 at private nonprofit four-year institutions rose by 3.4%, bringing the average total charges to \$49,870.
- From 2009 to 2020, the published cost of in-state tuition and fees at four-year public institutions has increased at an average rate of 2.2% annually beyond inflation.
- For in-state students attending four-year public institutions and living on campus, 39% of their total budget is allotted to tuition and fees.

What Is the Value of Higher Education in the United States?

Poverty

According to Taylor (2005), poverty in the U.S. disproportionately affects African American and Latino students. African American and Latino children are more likely to attend high-poverty schools (National Center for Education Statistics, 2004).

- More than 14% of the nation's high school students, or about 1.8 million teenagers, attend schools where at least three-quarters live in poverty (GAO, 2018).
- 17% of high schools in the U.S. in the school year 2015–2016 were considered high-poverty schools (GAO, 2018).

Based on education data for the school year 2015–2016, the U.S. Government Accountability Office (GAO) found that students who attended relatively poor and small schools were less likely to have access to courses that could help them prepare for college (GAO, 2018). This lack of access to college preparatory courses can be considered as one of the reasons to not go to school. When it comes to higher education enrollment rates, students from low-income households lag behind students from high-income households by a large margin; conversely, economically-challenged students are more likely than their rich counterparts to drop out of school after enrolling (Audi et al., 2013, cited in Clesse & Drotos, 2016).

- The access to advanced placement courses such as calculus and physics decreased as the level of school poverty increased.
- Four-year public college institutions expect student applicants to have completed three to four math and science credits in high school.

In other parts of the globe, poverty also plays a key role in preventing a significant portion of the population from having access to tertiary education, among other reasons like gender discrimination, political conflict, and disabilities.

- In all countries (except high-income countries in Europe and North America), only 18 of the poorest youth for every 100 of the richest youth graduate from high school (GEM Report, 2016).

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Nuclear Weapons

“The overall number of warheads in global military stockpiles now appears to be increasing, a worrisome sign that the declining trend that has characterized global nuclear arsenals since the end of the Cold War has stalled,” said Hans M. Kristensen, Associate Senior Fellow with SIPRI’s Nuclear Disarmament, Arms Control and Non-proliferation Programme and Director of the Nuclear Information Project at the Federation of American Scientists (FAS). “The last minute extension of New START by Russia and the USA in February this year was a relief, but the prospects for additional bilateral nuclear arms control between the nuclear superpowers remain poor.”

Russia and the USA together possess over 90 percent of global nuclear weapons. Both have extensive and expensive programmes under way to replace and modernize their nuclear warheads, missile and aircraft delivery systems, and production facilities. “Both Russia and the USA appear to be increasing the importance they attribute to nuclear weapons in their national security strategies,” said Kristensen.

Other Nuclear-Armed States Investing in Future Capabilities

All the other seven nuclear armed states are also either developing or deploying new weapon systems or have announced their intention to do so. The UK’s “Integrated Review of Security, Defence, Development and Foreign Policy,” published in early 2021, reversed a policy of reducing the country’s nuclear arsenal and revised its planned ceiling for nuclear weapons from 180 to 260. China is in the middle of a significant modernization and expansion of its nuclear weapon inventory, and India and Pakistan also appear to be expanding their nuclear arsenals.

North Korea continues to enhance its military nuclear programme as a central element of its national security strategy. While it conducted no nuclear test explosions or long-range ballistic missile tests during 2020, it continued production of fissile material and development of short- and long-range ballistic missiles.

Has the Nuclear Threat Reached a Crisis Point?

“The entry into force of the Treaty on the Prohibition of Nuclear Weapons in early 2021 highlights the growing divide between the nuclear-armed states, which are all investing in the long-term future of their nuclear forces, and other countries that are impatient to see progress on nuclear disarmament promised by the Nuclear Non-Proliferation Treaty,” said Marc Korda, Associate Researcher with SIPRI’s Nuclear Disarmament, Arms Control and Non-proliferation Programme and Research Associate with the FAS Nuclear Information Project.

World Nuclear Forces, January 2021

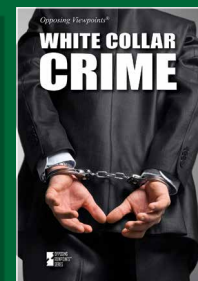
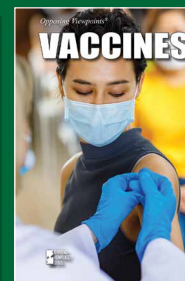
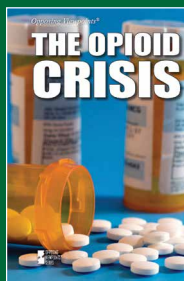
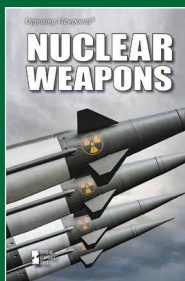
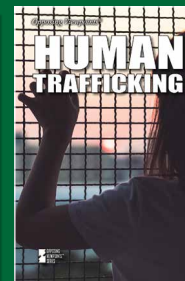
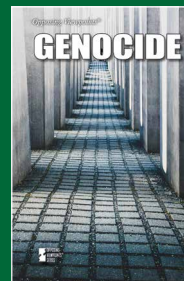
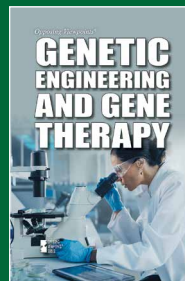
COUNTRY	WARHEADS “USABLE ARMS”	OTHER “USABLE ARMS”	TOTAL ARMS	TOTAL ARMS
USA	1,800	3,700	5,500	5,800
Russia	1,425	4,400	6,225	6,175
UK**	120	105	225	215
France	280	10	290	290
China	0	250	250	220
India	0	156	156	139
Pakistan	0	165	165	160
Israel	0	90	90	90
North Korea***	—	(40-50)	(40-50)	(30-40)
Total	3,825	9,255	13,080	13,400

Source: SIPRI Yearbook 2021.

*“Deployed warheads” refers to warheads placed on missiles or located on bases with operational status.

**Other warheads refers to stored or reserve warheads and retired warheads awaiting dismantlement.

***The British Government declared in 2016 that its nuclear weapons inventory would not exceed 225 warheads. SIPRI notes that this inventory is estimated as that number in Jan. 2021. This is a revision of previous SIPRI assessments based on more information. A general reduction to 150 warheads by the year 2026 was expected by the British Government. The review introduced a new ceiling of 180 warheads.





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