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The permanent presence of Islam and Muslims is a comparatively recent phenomenon in most countries of the European Union. Over the last few decades many initiatives have been launched by Muslim communities in the European Union to create infrastructural provisions for their religious life, within the existing legal and social frameworks. In fact, all countries of the European Union share the principles of religious freedom and non-discrimination in their respective Constitutions. However, the precise way in which these principles are interpreted and applied to Islam depends largely on the historical traditions concerning the relation between State and Religion, which differ from one country to another. These differences are reflected in recent developments in the communication between the States and their Muslim communities, both at national, regional and municipal levels. They are also reflected in recent developments in legislation and jurisprudence concerning the most essential Islamic core-values, such as dietary laws, the precepts on modest dress, Islamic burial practices and the possibilities to found Islamic cemeteries, as well as the observance of Friday prayers and annual holidays. Looking at the legal position of Islam in the countries of the European Union, the authors of this volume discuss the challenges posed by the presence of Islam to the Western European system of relationships between law and religion. They argue, that these challenges necessitate reforms within the relevant European legislation, but differ as to their precise nature. They also discuss the difficulties of this task, as these adjustments will alter a longstanding balance of rights and privileges recognised by different religious denominations. Legal reforms, however, are not sufficient. The creation of a truly multicultural Europe also necessitates fighting against the negative image of Islam and Muslims (anti-Muslimism or Islamophobia) prevailing in most of its member states.

University Physics is designed for the two- or three-semester calculus-based physics course. The text has been developed to meet the scope and sequence of most university physics courses and provides a foundation for a career in mathematics, science, or engineering. The book provides an important opportunity for students to learn the core concepts of physics and understand how those concepts apply to their lives and to the world around them. Due to the comprehensive nature of the material, we are offering the book in three volumes for flexibility and efficiency. Coverage and Scope Our University Physics textbook adheres to the scope and sequence of most two- and three-semester physics courses nationwide. We have worked to make physics interesting and accessible to students while maintaining the mathematical rigor inherent in the subject. With this objective in mind, the content of this textbook has been developed and arranged to provide a logical progression from fundamental to more advanced concepts, building upon what students have already learned and emphasizing connections between topics and between theory and applications. The goal of each section is to enable students not just to recognize concepts, but to work with them in ways that will be useful in later courses and future careers. The organization and pedagogical features were developed and vetted with feedback from science educators dedicated to the project. VOLUME 1 Unit 1: Mechanics Chapter 1: Units and Measurement Chapter 2: Vectors Chapter 3: Motion Along a Straight Line Chapter 4: Motion in Two and Three Dimensions Chapter 5: Newton's Laws of Motion Chapter 6: Applications of Newton's Laws Chapter 7: Work and Kinetic Energy Chapter 8: Potential Energy and Conservation of Energy Chapter 9: Linear Momentum and Collisions Chapter 10: Fixed-Axis Rotation Chapter 11: Angular Momentum Chapter 12: Static Equilibrium and Elasticity Chapter 13: Gravitation Chapter 14: Fluid Mechanics Unit 2: Waves and Acoustics Chapter 15: Oscillations Chapter 16: Waves Chapter 17: Sound

"The satisfaction of understanding how rainbows are formed, how ice skaters spin, or why ocean tides roll in and out-phenomena that we have all seen or experienced-is one of the best motivators available for building scientific literacy. This book attempts to make that sense of satisfaction accessible to non-science majors. Intended for use in a one-semester or two-quarter course in conceptual physics, this book is written in a narrative style, frequently using questions designed to draw the reader into a dialogue about the ideas of physics. This inclusive style allows the book to be used by anyone interested in exploring the nature of physics and explanations of everyday physical phenomena"--

The race is on to construct the first quantum code breaker, as the winner will hold the key to the entire Internet. From international, multibillion-dollar financial transactions to top-secret government communications, all would be vulnerable to the secret-code-breaking ability of the quantum computer. Written by a renowned quantum physicist closely involved in the U.S. government's development of quantum information science, Schrödinger's Killer App: Race to Build the World's First Quantum Computer presents an inside look at the government's quest to build a quantum computer capable of solving complex mathematical problems and hacking the public-key encryption codes used to secure the Internet. The "killer application" refers to Shor's quantum factoring algorithm, which would unveil the encrypted communications of the entire Internet if a quantum computer could be built to run the algorithm. Schrödinger's notion of quantum entanglementand his infamous catis at the heart of it all. The book develops the concept of entanglement in the historical context of Einstein's 30-year battle with the physics community over the true meaning of quantum theory. It discusses the remedy to the threat posed by the quantum code breaker: quantum cryptography, which is unbreakable even by the quantum computer. The author also covers applications to other important areas, such as quantum physics simulators, synchronized clocks, quantum search engines, quantum sensors, and imaging devices. In addition, he takes readers on a philosophical journey that considers the future ramifications of quantum technologies. Interspersed with amusing and personal anecdotes, this book presents quantum computing and the closely connected foundations of quantum mechanics in an engaging manner accessible to non-specialists. Requiring no formal training in physics or advanced mathematics, it explains difficult topics, including quantum entanglement, Schrödinger's cat, Bell's inequality, and quantum computational complexity, using simple analogies.

This is now the third edition of a well established and highly successful undergraduate text. The content of the second edition has been reworked and added to where necessary, and completely new material has also been included. There are new sections on amorphous solids and liquid crystals, and completely new chapters on colloids and polymers. Using unsophisticated mathematics and simple models, Professor Tabor leads the reader skilfully and systematically from the basic physics of interatomic and intermolecular forces, temperature, heat and thermodynamics, to a coherent understanding of the bulk properties of gases, liquids and solids. The introductory material on intermolecular forces and on heat and thermodynamics is followed by several chapters dealing with the properties of ideal and real gases, both at an elementary and at a more sophisticated level. The mechanical, thermal and electrical properties of solids are considered next, before an examination of the liquid state. The author continues with chapters on colloids and polymers, and ends with a discussion of the dielectric and magnetic properties of matter in terms of simple atomic models. The abiding theme is that all these macroscopic material properties can be understood as resulting from the competition between thermal energy and intermolecular or interatomic forces. This is a lucid textbook which will continue to provide students of physics and chemistry with a comprehensive and integrated view of the properties of matter in all its many fascinating forms.

Technology is ubiquitous, and its potential to transform learning is immense. The first edition of Using Technology with Classroom Instruction That Works answered some vital questions about 21st century teaching and learning: What are the best ways to incorporate technology into the curriculum? What kinds of technology will best support particular learning tasks and objectives? How does a teacher ensure that technology use will enhance instruction rather than distract from it? This revised and updated second edition of that best-selling book provides fresh answers to these critical questions, taking into account the enormous technological advances that have occurred since the first edition was published, including the proliferation of social networks, mobile devices, and web-based multimedia tools. It also builds on the up-to-date research and instructional planning framework featured in the new edition of Classroom Instruction That Works, outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies: \* Setting objectives and providing feedback \* Reinforcing effort and providing recognition \* Cooperative learning \* Cues, questions, and advance organizers \* Nonlinguistic representations \* Summarizing and note taking \* Assigning homework and providing practice \* Identifying similarities and differences \* Generating and testing hypotheses Each strategy-focused chapter features examples--across grade levels and subject areas, and drawn from real-life lesson plans and projects--of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students. The authors also recommend dozens of word processing applications, spreadsheet generators, educational games, data collection tools, and online resources that can help make lessons more fun, more challenging, and--most of all--more effective.

Are you Smart Enough to Work at Google? guides readers through the surprising solutions to dozens of the most challenging interview questions. Learn the importance of creative thinking, how to get a leg up on the competition, what your Facebook page says about you, and much more. You are shrunk to the height of a nickel and thrown in a blender. The blades start moving in 60 seconds. What do you do? If you want to work at Google, or any of America's best companies, you need to have an answer to this and other puzzling questions. Are you Smart Enough to Work at Google? is a must read for anyone who wants to succeed in today's job market.

This is a text that develops calculus 'from scratch', with complete rigorous arguments. Its aim is to introduce the reader not only to the basic facts about calculus but, as importantly, to mathematical reasoning. It covers in great detail calculus of one variable and multivariable calculus. Additionally it offers a basic introduction to the topology of Euclidean space. It is intended to more advanced or highly motivated undergraduates.

An original, endlessly thought-provoking, and controversial look at the nature of consciousness and identity argues that the key to understanding selves and consciousness is the "strange loop," a special kind of abstract feedback loop inhabiting our brains.

This book offers both a naturalistic and critical theory of signs, minds, and meaning-in-the-world. It provides a reconstructive rather than deconstructive theory of the individual, one which both analytically separates and theoretically synthesizes a range of faculties that are often confused and conflated: agency (understood as a causal capacity), subjectivity (understood as a representational capacity), selfhood (understood as a reflexive capacity), and personhood (understood as a sociopolitical capacity attendant on being an agent, subject, or self). It argues that these facilities are best understood from a semiotic stance that supersedes the usual intentional stance. And, in so doing, it offers a pragmatism-grounded approach to meaning and mediation that is general enough to account for processes that are as embodied and embedded as they are articulated and enminded. In particular, while this theory is focused on human-specific modes of meaning, it also offers a general theory of meaning, such that the agents, subjects and selves in question need not always, or even usually, map onto persons. And while this theory foregrounds agents, persons, subjects and selves, it does this by theorizing processes that often remain in the background of such (often erroneously) individuated figures: ontologies (akin to culture, but generalized across agentive collectivities), interaction (not only between people, but also between people and things, and anything outside or in-between), and infrastructure (akin to context, but generalized to include mediation at any degree of remove).

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