

**Chapter 1 : How to Write a Case Brief for Law School | LexisNexis**

*Outline of Study Students enrolled in the Program choose one of the four disciplines -- Communication, History, Philosophy, or Sociology -- for their major field of specialist studies, and are required to complete minor field requirements in the others.*

The novel tells the story of Ponyboy Curtis and his struggles with right and wrong in a society in which he believes that he is an outsider. Ponyboy and his two brothers — Darrel Darry, who is 20, and Sodapop, who is 16 — have recently lost their parents in an automobile accident. The boys are greasers, a class term that refers to the young men on the East Side, the poor side of town. The Socs badly injure and threaten to kill Ponyboy; however, some of his gang happen upon the scene and run the Socs off. This incident sets the tone for the rest of the story, because the event tells the reader that a fight between these two groups needs no provocation. There they meet Sherri Cherry Valance and her friend Marcia, who have left their Soc boyfriends at the drive-in because the boys were drinking. Dally leaves after giving the girls a hard time, but another greaser, Two-Bit Mathews, joins Pony and Johnny. Cherry stops the fight from happening, and the girls leave with their boyfriends. Pony and Johnny go to a vacant lot to hang out before heading home. Pony runs home, because the time is way past his curfew, and Darry is waiting up. Darry is furious with Pony and, in the heat of the moment, he hits him. Pony runs out of the house and returns to the lot to find Johnny. Pony wants to run away, but instead they go to the park to cool off before heading back home. Pony and Johnny are outnumbered, and the Socs grab Ponyboy and shove him face first into the fountain, holding his head under the water. Realizing that Ponyboy is drowning, Johnny panics, pulls his switchblade, and kills the Soc, Bob. The boys hop a freight train and find the hideout where they are to wait until Dally comes for them. Hiding in an abandoned, rural church, they feel like real outsiders, with their greased, long hair and general hoody appearance. They both cut their hair, and Pony colors his for a disguise. They pass the time in the church playing cards and reading aloud from *Gone with the Wind*. Dally shows up after a week, and takes them to the Dairy Queen in Windrixville. Thanks to Dally, the police think that the boys are headed for Texas. Dally also brings them the news that Cherry Valance is now being a spy for the greasers, and helping them out against the Socs. She has also testified that Bob was drunk the night of his death and that she was sure that the killing had been in self-defense. Johnny decides that he has a chance now, and announces that he wants to turn himself in. They head back to the church and discover that it is on fire. A school group is there, apparently on some kind of outing, and little kids are trapped inside. Without thinking, Pony and Johnny race inside and rescue the kids. As they are handing the kids outside to Dally, the burning roof collapses. Pony barely escapes, but a piece of timber falls on Johnny, burning him badly and breaking his back. The boys, now viewed as heroes, are taken via ambulance back to town, where Pony reunites with his brothers. Johnny dies of his injuries. Dally is overcome with grief, and he robs a grocery store. He flees the police and calls the gang from a telephone booth, asking them to pick him up in the vacant lot and take him to a hiding place. The police chase Dally to the lot, and as the gang watches, Dally pulls a "black object" from his waistband and the officers shoot him. The senselessness of all the violent events traumatizes Pony, but he deals with his grief and frustration by writing this book for all of the "Dallys" in the world. A sub-theme in this novel is the power of three. Which of the following is not represented in *The Outsiders*? Three Curtis brothers struggle to stay together. Three rings are on the hand of the Soc who beat Johnny. Three Socs save the children from the church fire.

### Chapter 2 : The Teacher's Outline and Study Bible (18 vols.) - Logos Bible Software

*Outline the Organization of the Study Topic 3: Background and Introduction Broadly, a component of the Organization of the Study is to provide a map that may guide readers through the reading and understanding of the dissertation.*

**Specific Aims** State the primary purposes of the study as concisely and clearly as possible. Communicate the purpose for which the data will be analyzed. **Scientific Impact** State how the scientific question will change current treatment or practice, or generate data for future studies. **Scientific Justification** Summarize the rationale for the study, citing relevant previous work. Convey the importance of the intended study. Include study requirements for age, disease, disease stage, year of transplant, graft and donor types, prior treatments, specific transplant regimens, or any other restrictions relevant to the study. Depending on the time period considered in the proposed study, Principal Investigators should also review previous versions of the forms. **Data Requirements** Identify which data collection forms will be needed for your study. Contact us at [contactus@cibmtr](mailto:contactus@cibmtr). Specify whether your study will require collection of supplemental data and how this will be accomplished. If the study involves combining CIBMTR data with data from another group, specify the selection criteria for patients from the other database. Include a list of variables from the existing CIBMTR data collection forms that need to be analyzed, and desired outcome variables. Quantify amount of DNA, serum volume or cell count – the number of specimens requested should be justified based on sample size consideration. Include the specific statistical methodology planned, with discussion of limitations, if relevant. CIBMTR biostatisticians are available to provide assistance with this process, including relevant power calculations. **Data Source** List all data sources that will be used in the study. Include the rationale for why the linkage is required, a list of data elements available in both data sources that will be used to link the CIBMTR record with the external record, and the methodology used to link the datasets. **Conflicts of Interest** Do you have any conflicts of interest pertinent to this proposal concerning: Employment such as an independent contractor, consultant or providing expert testimony? Ownership such as equity, ownership or financial interests? Transactions such as honoraria, patents, royalties and licenses? Legal such as pending or current arbitration or legal proceedings? E-mail your observational study proposal to:

### Chapter 3 : First Epistle to the Corinthians - Study the Bible Online

*Outline for Research Project Proposal (adapted from Course Materials for Psycholinguistics) When writing, please use section headings to indicate where the information can be found.*

How to write a case brief for law school: Excerpt reproduced from Introduction to the Study of Law: This section will describe the parts of a brief in order to give you an idea about what a brief is, what is helpful to include in a brief, and what purpose it serves. Case briefs are a necessary study aid in law school that helps to encapsulate and analyze the mountainous mass of material that law students must digest. The case brief represents a final product after reading a case, rereading it, taking it apart, and putting it back together again. Who will read your brief? Most professors will espouse the value of briefing but will never ask to see that you have, in fact, briefed. You are the person that the brief will serve! Keep this in mind when deciding what elements to include as part of your brief and when deciding what information to include under those elements. What are the elements of a brief? Different people will tell you to include different things in your brief. Most likely, upon entering law school, this will happen with one or more of your instructors. While opinions may vary, four elements that are essential to any useful brief are the following: Because briefs are made for yourself, you may want to include other elements that expand the four elements listed above. Depending on the case, the inclusion of additional elements may be useful. For example, a case that has a long and important section expounding dicta might call for a separate section in your brief labeled: Whatever elements you decide to include, however, remember that the brief is a tool intended for personal use. To the extent that more elements will help with organization and use of the brief, include them. On the other hand, if you find that having more elements makes your brief cumbersome and hard to use, cut back on the number of elements. At a minimum, however, make sure you include the four elements listed above. Elements that you may want to consider including in addition to the four basic elements are: In the personal experience of one of the authors, this element was used to label cases as specific kinds e. This element allowed him to release his thoughts without losing them so that he could move on to other cases. In addition to these elements, it may help you to organize your thoughts, as some people do, by dividing Facts into separate elements: One subject in which Procedure History is virtually always relevant is Civil Procedure. When describing the Judgment of the case, distinguish it from the Holding. Remember that the purpose of a brief is to remind you of the important details that make the case significant in terms of the law. It will be a reference tool when you are drilled by a professor and will be a study aid when you prepare for exams. A brief is also like a puzzle piece. The elements of the brief create the unique shape and colors of the piece, and, when combined with other pieces, the picture of the common law takes form. A well-constructed brief will save you lots of time by removing the need to return to the case to remember the important details and also by making it easier to put together the pieces of the common law puzzle. The simple answer is: But what parts of a case are relevant? When you read your first few cases, you may think that everything that the judge said was relevant to his ultimate conclusion. Even if this were true, what is relevant for the judge to make his decision is not always relevant for you to include in your brief. Remember, the reason to make a brief is not to persuade the world that the ultimate decision in the case is a sound one, but rather to aid in refreshing your memory concerning the most important parts of the case. What facts are relevant to include in a brief? You should include the facts that are necessary to remind you of the story. If you forget the story, you will not remember how the law in the case was applied. You should also include the facts that are dispositive to the decision in the case. For instance, if the fact that a car is white is a determining factor in the case, the brief should note that the case involves a white car and not simply a car. To the extent that the procedural history either helps you to remember the case or plays an important role in the ultimate outcome, you should include these facts as well. What issues and conclusions are relevant to include in a brief? There is usually one main issue on which the court rests its decision. This may seem simple, but the court may talk about multiple issues, and may discuss multiple arguments from both sides of the case. Be sure to distinguish the issues from the arguments made by the parties. The relevant issue or issues, and corresponding conclusions, are the ones for which the court made a final decision and which are binding.

The court may discuss intermediate conclusions or issues, but stay focused on the main issue and conclusion which binds future courts. What rationale is important to include in a brief? This is probably the most difficult aspect of the case to determine. Remember that everything that is discussed may have been relevant to the judge, but it is not necessarily relevant to the rationale of the decision. The goal is to remind yourself of the basic reasoning that the court used to come to its decision and the key factors that made the decision favor one side or the other. A brief should be brief! Overly long or cumbersome briefs are not very helpful because you will not be able to skim them easily when you review your notes or when the professor drills you. On the other hand, a brief that is too short will be equally unhelpful because it lacks sufficient information to refresh your memory. Try to keep your briefs to one page in length. This will make it easy for you to organize and reference them. Do not get discouraged. Learning to brief and figuring out exactly what to include will take time and practice. The more you brief, the easier it will become to extract the relevant information. While a brief is an extremely helpful and important study aid, annotating and highlighting are other tools for breaking down the mass of material in your casebook. The remainder of this section will discuss these different techniques and show how they complement and enhance the briefing process.

### Annotating Cases

Many of you probably already read with a pencil or pen, but if you do not, now is the time to get in the habit. Cases are so dense and full of information that you will find yourself spending considerable amounts of time rereading cases to find what you need. An effective way to reduce this time is to annotate the margins of the casebook. Your pencil or pen will be one of your best friends while reading a case. It will allow you to mark off the different sections such as facts, procedural history, or conclusions, thus allowing you to clear your mind of thoughts and providing an invaluable resource when briefing and reviewing. You might be wondering why annotating is important if you make an adequate, well-constructed brief. By their very nature briefs cannot cover everything in a case. Even with a thorough, well-constructed brief you may want to reference the original case in order to reread dicta that might not have seemed important at the time, to review the complete procedural history or set of facts, or to scour the rationale for a better understanding of the case; annotating makes these tasks easier. Whether you return to a case after a few hours or a few months, annotations will swiftly guide you to the pertinent parts of the case by providing a roadmap of the important sections. Your textual markings and margin notes will refresh your memory and restore specific thoughts you might have had about either the case in general or an individual passage. Annotations will also remind you of forgotten thoughts and random ideas by providing a medium for personal comments. In addition to making it easier to review an original case, annotating cases during the first review of a case makes the briefing process easier. With adequate annotations, the important details needed for your brief will be much easier to retrieve. Without annotations, you will likely have difficulty locating the information you seek even in the short cases. It might seem strange that it would be hard to reference a short case, but even a short case will likely take you at least fifteen to twenty-five minutes to read, while longer cases may take as much as thirty minutes to an hour to complete. No matter how long it takes, the dense material of all cases makes it difficult to remember all your thoughts, and trying to locate specific sections of the analysis may feel like you are trying to locate a needle in a haystack. An annotation in the margin, however, will not only swiftly guide you to a pertinent section, but will also refresh the thoughts that you had while reading that section. When you read a case for the first time, read for the story and for a basic understanding of the dispute, the issues, the rationale, and the decision. As you hit these elements or what you think are these elements make a mark in the margins. When a case sparks an idea – write that idea in the margin as well – you never know when a seemingly irrelevant idea might turn into something more. Finally, when you spot a particularly important part of the text, underline it or highlight it as described below. With a basic understanding of the case, and with annotations in the margin, the second read-through of the case should be much easier. You can direct your reading to the most important sections and will have an easier time identifying what is and is not important. Continue rereading the case until you have identified all the relevant information that you need to make your brief, including the issues, the facts, the holding, and the relevant parts of the analysis.

Pencil or pen – which is better to use when annotating? Our recommendation is a mechanical pencil. Mechanical pencils make finer markings than regular pencils, and also than ballpoint pens. Although you might think a pencil might smear more than a pen, with its

sharp point a mechanical pencil uses very little excess lead and will not smear as much as you might imagine. A mechanical pencil will also give you the freedom to make mistakes without consequences. When you first start annotating, you may think that some passages are more important than they really are, and therefore you may resist the urge to make a mark in order to preserve your book and prevent false guideposts. With a pencil, however, the ability to erase and rewrite removes this problem. Like annotating, highlighting may seem unimportant if you create thorough, well-constructed briefs, but highlighting directly helps you to brief. It makes cases, especially the more complicated ones, easy to digest, review and use to extract information. Highlighting takes advantage of colors to provide a uniquely effective method for reviewing and referencing a case. If you prefer a visual approach to learning, you may find highlighting to be a very effective tool. If annotating and highlighting are so effective, why brief? Because the process of summarizing a case and putting it into your own words within a brief provides an understanding of the law and of the case that you cannot gain through the process of highlighting or annotating.

### Chapter 4 : Introduction to The Study of the Book of Isaiah | racedaydvl.com

*A case study applies academic theories to a real-life event. The theories help analyze a problem encapsulated in the event and allow the scholar to hypothesize a solution to that problem. Writing an outline for your case study will help you organize your thoughts and data. It allows you to step back.*

The First Series of Heavenly Visions i. The Throne 4 iii. Opening the Six Seals 6: The White Horse 6: The Red Horse 6: The Black Horse 6: The Pale Horse 6: The Martyrs under the Altar 6: The Cataclysmic Earthquake 6: The Care of the Saints 7 i. The Sealing of the , 7: The Great Multitude 7: Silence in Heaven 8: The Seven Angels before God 8: Hail and Fire Mixed with Blood; Third of vegetation destroyed 8: A Mountain Thrown into the Sea; Third of the sea creatures and ships destroyed 8: Star Wormwood; Third of rivers and springs become bitter 8: The Plague of Locusts 9: Release of the Four Angels 9: The Angel and the Little Scroll 10 ix. The Two Witnesses Seventh Angel blows the Trumpet: The Woman and the Dragon 12 ii. The Two Beasts and False Prophet 13 iii. The Beast from the sea The Beast from the land The Lamb and the ,, Mount Zion Ugly and Painful Sores; Worshipped the Beast Sea Turns to Blood Sun Scorches People with Fire Pain and Darkness The Fall of Babylon Proclaimed and Mourned 18 iii. Praise for the Wedding of the Lamb The Defeat of Satan and Evil The Return of Christ Christ the Victorious Warrior and King of Kings Great White Throne Judgment Our Eternal Destiny The New Jerusalem Conclusion; Final Exhortations The time is near, do not seal up the Book The testimony of Jesus, the Spirit, and the Bride Warning not to tamper with the Book, and closing Blessing

### Chapter 5 : Outline of the Book of Revelation

*An Overview of the Book of Acts. The life of the early church is recorded and preserved for us in the book of Acts and the racedaydvl.com following outline is intended to be used while studying the book.*

Contact Us Guidance on Writing an Outline Research Proposal In order to assess your application, it is helpful to see an outline of the research area in which you would like to do your doctoral study. This information helps your application in two ways: It helps us to see if we have research supervisors who are experts in your area and who can support your project. It gives us an idea of how well you are able to conceptualise and articulate your ideas. We do not expect a fully comprehensive and detailed research proposal at this stage. The main information that we are looking for is the: Research proposal considerations The most suitable format for your outline will depend partly on the area of the study, but the following considerations are likely to apply to most topics. Project title At this stage, you need only give some thought to a brief title that communicates an overview of the project you have in mind. Brief description of the project What is the project about? The problem should be focused enough that it is able to be researched in a single PhD study. It should not be over-ambitious. Remember that you will be working largely on your own with limited financial resources. Where will it be located? Who or what will you be investigating? Where possible, try and identify one or two research questions. In addition, try and define the major concepts embodied in your project. Background and rationale for the project Why do you think this issue needs to be investigated? What will we learn? What will we gain? Why is it important? What are the implications? It would be helpful if this section can mention previous research and other academic literature related to the topic area. The suggested methodological background Describe how you think you could investigate your topic. How can you answer the research question? In this section you should pay particular attention to formulating a plan of action that you can pursue, bearing in mind the time available and costs involved. You may also need to consider whether your plan is feasible. The content of this section will range widely. For example, it might include the following: Large survey Evaluation Small exploratory study Think about how you will collect data to answer your research question? Will your approach be qualitative, quantitative or mixed? What kind of sample would you need? You are not expected to be too prescriptive here as you would receive guidance from a supervisor once you embarked on the study. At this stage you should be able to identify a relevant sample and to appreciate any problems of sample size or accessibility your research might generate. Where possible, think about the ways in which you would analyse the data that you produce. Bibliography We would expect you to have done some initial reading around your topic area. Here you should list those sources to which you have referred and that have informed your thinking. In addition, list sources that you feel would be key texts in embarking on the study. The above notes are only intended to assist planning of a research proposal. However, you will find that thought given to these points at the beginning of the research can save a considerable amount of confusion and wasted effort later. Summary Points to think about when writing a research outline: What is your research question? Why does it matter? How will you address this question? How important is this activity to nursing, midwifery or physiotherapy or to your health service or to service users? How many subjects do you need? How will you choose them? Resources The University Postgraduate Prospectus offers general advice on writing a research proposal.

### Chapter 6 : Outline of academic disciplines - Wikipedia

*curriculum, syllabus* - A curriculum is a complete course of study offered by a school; a syllabus is the outline of a single course. *profile* - Literally "draw in outline" or "shown by a thread," from Latin *pro*, "forth," and *filum*, "thread."

He conducted an experiment focusing on the conflict between obedience to authority and personal conscience. Their defense often was based on "obedience" - that they were just following orders from their superiors. The experiments began in July, a year after the trial of Adolf Eichmann in Jerusalem. Milgram devised the experiment to answer the question: Could it be that Eichmann and his million accomplices in the Holocaust were just following orders? Could we call them all accomplices? Milgram wanted to investigate whether Germans were particularly obedient to authority figures as this was a common explanation for the Nazi killings in World War II. Milgram selected participants for his experiment by newspaper advertising for male participants to take part in a study of learning at Yale University. The learner a confederate called Mr. Wallace was taken into a room and had electrodes attached to his arms, and the teacher and researcher went into a room next door that contained an electric shock generator and a row of switches marked from 15 volts Slight Shock to volts Danger: Severe Shock to volts XXX. Milgram was interested in researching how far people would go in obeying an instruction if it involved harming another person. Stanley Milgram was interested in how easily ordinary people could be influenced into committing atrocities, for example, Germans in WWII. Participants were 40 males, aged between 20 and 50, whose jobs ranged from unskilled to professional, from the New Haven area. At the beginning of the experiment, they were introduced to another participant, who was a confederate of the experimenter Milgram. Two rooms in the Yale Interaction Laboratory were used - one for the learner with an electric chair and another for the teacher and experimenter with an electric shock generator. Wallace was strapped to a chair with electrodes. The teacher is told to administer an electric shock every time the learner makes a mistake, increasing the level of shock each time. The learner gave mainly wrong answers on purpose, and for each of these, the teacher gave him an electric shock. There were four prods and if one was not obeyed, then the experimenter Mr. Williams read out the next prod, and so on. The experiment requires you to continue. It is absolutely essential that you continue. You have no other choice but to continue. All the participants continued to volts. All he did was alter the situation IV to see how this affected obedience DV. Ordinary people are likely to follow orders given by an authority figure, even to the extent of killing an innocent human being. Obedience to authority is ingrained in us all from the way we are brought up. This response to legitimate authority is learned in a variety of situations, for example in the family, school, and workplace. I set up a simple experiment at Yale University to test how much pain an ordinary citizen would inflict on another person simply because he was ordered to by an experimental scientist. The extreme willingness of adults to go to almost any lengths on the command of an authority constitutes the chief finding of the study and the fact most urgently demanding explanation. The autonomous state "people direct their own actions, and they take responsibility for the results of those actions. The agentic state "people allow others to direct their actions and then pass off the responsibility for the consequences to the person giving the orders. Milgram suggested that two things must be in place for a person to enter the agentic state: That is, they are seen as legitimate. The person being ordered about is able to believe that the authority will accept responsibility for what happens. Agency theory says that people will obey an authority when they believe that the authority will take responsibility for the consequences of their actions. For example, when participants were reminded that they had responsibility for their own actions, almost none of them were prepared to obey. In contrast, many participants who were refusing to go on did so if the experimenter said that he would take responsibility. Milgram Experiment Variations The Milgram experiment was carried out many times whereby Milgram varied the basic procedure changed the IV. By doing this Milgram could identify which factors affected obedience the DV. In total participants have been tested in 18 different variation studies. Uniform In the original baseline study "the experimenter wore a gray lab coat as a symbol of his authority a kind of uniform. Milgram carried out a variation in which the experimenter was called away because of a phone call right at the start of the procedure. Change of Location The experiment was moved to a set of run down offices

rather than the impressive Yale University. Obedience dropped to This suggests that status of location effects obedience. Two Teacher Condition When participants could instruct an assistant confederate to press the switches, When there is less personal responsibility obedience increases. Social Support Condition Two other participants confederates were also teachers but refused to obey. Confederate 1 stopped at volts, and confederate 2 stopped at volts. Absent Experimenter Condition It is easier to resist the orders from an authority figure if they are not close by. When the experimenter instructed and prompted the teacher by telephone from another room, obedience fell to Many participants cheated and missed out shocks or gave less voltage than ordered to by the experimenter. The proximity of authority figure affects obedience. Critical Evaluation The Milgram studies were conducted in laboratory type conditions, and we must ask if this tells us much about real-life situations. We obey in a variety of real-life situations that are far more subtle than instructions to give people electric shocks, and it would be interesting to see what factors operate in everyday obedience. The sort of situation Milgram investigated would be more suited to a military context. Do the findings transfer to females? This is because they became participants only by electing to respond to a newspaper advertisement selecting themselves. They may also have a typical "volunteer personality" – not all the newspaper readers responded so perhaps it takes this personality type to do so. Yet a total of participants were tested in 18 separate experiments across the New Haven area, which was seen as being reasonably representative of a typical American town. Protection of participants - Participants were exposed to extremely stressful situations that may have the potential to cause psychological harm. Many of the participants were visibly distressed. Signs of tension included trembling, sweating, stuttering, laughing nervously, biting lips and digging fingernails into palms of hands. Three participants had uncontrollable seizures, and many pleaded to be allowed to stop the experiment. In his defense, Milgram argued that these effects were only short-term. Once the participants were debriefed and could see the confederate was OK their stress levels decreased. Milgram also interviewed the participants one year after the event and concluded that most were happy that they had taken part. However, Milgram did not debrief the participants fully after the experiment and also followed up after a period of time to ensure that they came to no harm. Milgram debriefed all his participants straight after the experiment and disclosed the true nature of the experiment. Participants were assured that their behavior was common and Milgram also followed the sample up a year later and found that there were no signs of any long-term psychological harm. In fact, the majority of the participants Right to Withdrawal - The BPS states that researchers should make it plain to participants that they are free to withdraw at any time regardless of payment. Did Milgram give participants an opportunity to withdraw? The experimenter gave four verbal prods which mostly discouraged withdrawal from the experiment: The experiment requires that you continue. You have no other choice, you must go on. Milgram argued that they are justified as the study was about obedience so orders were necessary. Milgram Audio Clips Below you can also hear some of the audio clips taken from the video that was made of the experiment. Just click on the clips below. You will be asked to decide if you want to open the files from their current location or save them to disk. Choose to open them from their current location. Then press play and sit back and listen! This is a long audio clip of the 3rd participant administering shocks to the confederate. A short clip of the confederate refusing to continue with the experiment. The confederate begins to complain of heart trouble. Listen to the confederate get a shock: "Let me out, let me out, let me out" And so on! The experimenter tells the participant that they must continue. Some conditions of obedience and disobedience to authority. Human relations, 18 1 , On the ecological validity of laboratory deceptions. International Journal of Psychiatry, 6 4 , A cross-cultural study of obedience. Bulletin of the Psychonomic Society. Social psychology across cultures 2nd Edition. How to reference this article:

**Chapter 7 : A Study Outline of Acts | racedaydvl.com**

*The research paper outline is essential for any article or term paper. The outline may make a great difference on how your work is interpreted. This article is a part of the guide.*

While little is known of the personal life of the prophet, he is considered to be one of the greatest of them all. The book is a collection of oracles, prophecies, and reports; but the common theme is the message of salvation. There was, according to these writings, no hope in anything that was made by people. The northern kingdom of Israel had been carried into captivity. B. The kingdom of Assyria had dominated the Fertile Crescent and posed a major threat to both kingdoms; and the kingdom of Babylon was gaining power and would replace Assyria as the dominant threat. In view of the fast-changing international scene, the people of Israel would be concerned about their lot in life—what would become of the promises of God? How could the chosen people survive, let alone be a theocracy again? And must the remnant of the righteous also suffer with the nation that for all purposes was pagan? To these and many other questions the book addresses itself. There would be a purging of the nation because God is holy. Before the nation could inherit the promises made to the fathers, it would have to be made holy. So God would use the pagan nations to chasten Israel for its sins and cleanse it from iniquity. And even though the judgment of the captivity would punish sin and destroy the wicked unbelievers, the removal of iniquity would ultimately be the work of the Servant of the LORD, the promised Messiah. On the basis of such cleansing and purification, God would then establish the golden age, a time of peace and prosperity that the world has never known. When the holy God would make the remnant holy, then He would use them to rule over the nations rather than allow the nations again to discipline them. He prophesied in the days of Uzziah, Jotham, Ahaz, and Hezekiah, and also may have lived past Hezekiah into the reign of Manasseh. Assuming that he was a young man at the death of Uzziah in B. Therefore, the prophet would have ministered for at least 60 years in an effort to bring the nation back to God. The prophet began preaching during the Assyrian crisis, about the time Assyria destroyed the northern kingdom and was threatening the southern kingdom. The book includes this historical interlude before the second half which focuses on that captivity in Babylon. The prophet has no idea when that captivity would come; for him it could have come right after the death of Hezekiah, and that would mean his audience might be the people to go into the exile. And so he began to prepare them—but it would not be that generation, for the exile began about years after the death of Isaiah. But the second portion of the book looks in a general way to that future time and writes his message of comfort and hope for the exiles of Judah, as well as descriptions of the restoration to Jerusalem. The hope of such a salvation issues into the glorious vision of the new heavens and the new earth in the age to come. So the setting of the first half of the book is Judah in the days of the Assyrians, and the setting of the second half of the book is Babylon, then Jerusalem again, and then beyond in the age to come. In both parts the oracles often look to the distant future for their main meaning and application. The fact that each section includes vivid descriptions as well as general and poetic descriptions has fueled controversy about the unity of the book and the prophet himself. The Assyrian Period On the one hand we have the historical background of the book during the Assyrian crisis. Here are some of the most crucial events in this period: The important comparative material can be read in ANET, p. This may have taken place in although Young in his commentary says According to 2 Kings 15, 16, there was an attempt to set up Ben Tabil on the throne when Ahaz of the Davidic dynasty did not go along with the treaty. The accounts can be read in 2 Chronicles It was in that Samaria finally fell to Sargon II, the general under and successor to Shalmaneser the first king started the siege of Samaria and died during the time; his successor finished off the kingdom of Israel. In Ashdod rebelled against Sargon Isa. In Hezekiah rebelled against Sennacherib Isa. Since Tirhaqah of Ethiopia was involved, the literature also includes the Ethiopian records. Of course, only the Bible tells of the destruction of the Assyrian army by the Angel of Yahweh. So there is a major section of the book written against the backdrop of the Assyrian crisis. The Babylonian Period On the other hand we have the apparent setting of the circumstances of the Babylonian captivity, B. Actually, the passages do not include very specific details and descriptions of Babylon or the exile in the oracles—not

anything like the Assyrian background—there are not the firsthand, eye-witness accounts of life and circumstances in Babylon one would expect if the author had lived there. The most specific reference comes with the mentioning of the name of the king of Persia, Cyrus, who would conquer Babylon. The presence of this name in the book has prompted many to see the second part of the collection as the work of another prophet, one who lived closer to the events and could reasonably be expected to use a name like Cyrus since he would be more of an eye-witness. The Persian Deliverance What can we make of the use of the name of Cyrus in the oracles? Critical scholarship finds it too difficult to accept that a prophet could predict the name of a king some years before he came on the scene. But was the Persian empire or such a name that obscure? It is helpful to have the history clear in our minds before discussing the critical issues. The royal line of which Cyrus was a part was founded by Achaemenes, who ruled from contemporary with Isaiah. It was he whose name was taken for the empire, the Achaemenid Empire. His son was Teispes; he expanded the boundaries of Parsa Persia as far south as Pasargadae. Because his empire was so great, he divided it between his two sons, Ariaramnes in the south and Cyrus I in the north. This division meant that there was a ruler known as Cyrus around 70 years before Israel went into captivity. Teispes also regained independence from the Medes, who had made Parsa a vassal in. Cambyses was placed over the empire when Persia became a Median province again; he married the daughter of Astyages. Cyrus II, being the offspring of that marriage, thereby uniting in himself the royal houses of the Medes and the Persians. Cyrus was in fact a vassal of his grandfather in the State of Persia. He organized the Persian states and made a pact with Nabonidus of Babylon—against the law of Astyages. When he was summoned to Ecbatana to answer for this, he refused to go. Astyages then attacked his willful grandson, but was defeated and taken prisoner. Cyrus took Ecbatana and made Media a province of Persia. Thus began his great empire. When it came time to take Babylon, the people were eager for Cyrus the Great to do it, for they were bitter against their king Nabonidus who rejected their worship of Marduk and kept them exploited as slaves. We shall return to this issue later. But it is important to realize that the movements of these world powers were well-known in the various courts, including Jerusalem. And the Book of Isaiah gives sufficient evidence that the prophet knew international affairs. The growth and influence of the Persian empire was not hidden from the rest of the world; this state and its kings were not non-existent until B. For the prophet, Persia seems to be the next major power after Assyria. Babylon has a brief interlude when she destroys Nineveh, but the rising power is beyond Babylon. The prophet Isaiah was certainly inspired by God; but he probably knew a great deal too. God revealed to him that Babylon would take Judea into captivity, and that a Persian king would allow them to come back. The Outline of the Book The following outline of the contents of the book will enable us to gain a quick overview and see how the different parts fit together. The Book Of Judgment 1: The Message of Immanuel 7: The judgment on the nation and the deliverance by the birth and reign of the Son 8: The doom of Samaria for its perversion of justice 9: The Burden upon the Nations Philistia will howl over its calamity Moab is lamented for her doom Damascus and Samaria will be plagued Ethiopia will be destroyed but left an access to God Egypt will be confounded but in the future will be part of the covenant with access Edom is threatened Arabia has a set time for calamity Jerusalem will be invaded Tyre will be overthrown A song of rejoicing in the consolation of Judah in the time of trouble, and an exhortation to faith Woes upon Unbelievers in Israel The blind souls of Jerusalem who deceive will be turned over to the insatiable enemies so that the nation may be sanctified for a blessing The rebuke is given for trusting in allies rather than in the LORD in the time of chastening, which is designed to bring about faith The people should turn from allies and trust in God who alone can bring down Assyria Judgment will fall on the enemies of Israel but there will be great privileges for the believers in Israel Further Messages of Judgment and Promise The blessing of the redeemed is to see the kingdom of peace and prosperity, physically and spiritually The Book Of Hezekiah The encouragement of Isaiah in the time of mourning at the reception of the letter from Sennacherib prompts a prayer that leads to victory The king offers a song of praise for his deliverance. The prophet announces the Babylonian captivity. The Book Of Comfort The exhortation of God over the raising of the Persian deliverer, over His promises, and over the folly of idols

### Chapter 8 : Milgram Experiment | Simply Psychology

*The background study for a thesis includes a review of the area being researched, current information surrounding the issue, previous studies on the issue, and relevant history on the issue. Ideally, the study should effectively set forth the history and background information on your thesis problem.*

The theories help analyze a problem encapsulated in the event and allow the scholar to hypothesize a solution to that problem. Writing an outline for your case study will help you organize your thoughts and data. It allows you to step back from the details you have been analyzing. When you do this, you can see the big picture and write a more comprehensive case study paper. State the problem in the first line of the outline. Create subheadings under the problem statement to explain parts of the problem that might not be self-evident. Write the thesis statement as the next major point. The thesis statement is the purpose of the paper. In this case, it should outline the solution to the case study problem. Create subheadings under the thesis statement to explain any parts of the thesis that are not self-evident. List the theories relevant to the case study and thesis statement. Each theory should be its own main point. Create subheadings under each theory to explain key parts or terms. Explain your method of research in three or four main points. This describes how you went about the case study. Explain any variables or constants. Write the main findings of the case study in two or three points. These findings should be a direct result of applying the theories to the case study. They should support your thesis statement. Use subheadings to explain each point, if necessary. Summarize the problem, thesis statement and theories in one or two points. This effectively wraps up your paper and details any further research that should take place. **Tips** Each main point should be listed in Roman numeral format. For example, the statement of the problem should be "I" and the thesis statement should be "II. These should be listed as "A" and "B. His work has appeared in "The Arbiter," the student newspaper of Boise State University, as well as various websites. Stream graduated with a Bachelor of Arts in communication as a presidential civic leadership scholar.

**Chapter 9 : Outline of geography - Wikipedia**

Created by: Justine McClarren 5/22/ Method What was the attempted solution to the problem? \_\_\_\_\_.

Another impetus that has influenced the development of the field are ecofeminist and other environmentalist viewpoints on nature-society relations including questions of animal welfare and rights. Language geography "studies the geographic distribution of language or its constituent elements. There are two principal fields of study within the geography of language: Geography of languages" deals with the distribution through history and space of languages, [13] Linguistic geography" deals with regional linguistic variations within languages. Economic geography "study of the location, distribution and spatial organization of economic activities across the world. Subjects of interest include but are not limited to the location of industries, economies of agglomeration also known as "linkages" , transportation, international trade and development, real estate, gentrification, ethnic economies, gendered economies, core-periphery theory, the economics of urban form, the relationship between the environment and the economy tying into a long history of geographers studying culture-environment interaction , and globalization. Marketing geography "a discipline within marketing analysis which uses geolocation geographic information in the process of planning and implementation of marketing activities. Transportation geography "branch of economic geography that investigates spatial interactions between people, freight and information. It studies humans and their use of vehicles or other modes of traveling as well as how markets are serviced by flows of finished goods and raw materials. It also deals with accessibility to health care and spatial distribution of health care providers. Time geography "study of the temporal factor on spatial human activities within the following constraints: Authority - limits of accessibility to certain places or domains placed on individuals by owners or authorities Capability - limitations on the movement of individuals, based on their nature. For example, movement is restricted by biological factors, such as the need for food, drink, and sleep Coupling - restraint of an individual, anchoring him or her to a location while interacting with other individuals in order to complete a task Historical geography "study of the human, physical, fictional, theoretical, and "real" geographies of the past, and seeks to determine how cultural features of various societies across the planet emerged and evolved, by understanding how a place or region changes through time, including how people have interacted with their environment and created the cultural landscape. Political geography "study of the spatially uneven outcomes of political processes and the ways in which political processes are themselves affected by spatial structures. Basically, the inter-relationships between people, state, and territory. Electoral geography "study of the relationship between election results and the regions they affect such as the environmental impact of voting decisions , and of the effects of regional factors upon voting behavior. Geopolitics "analysis of geography, history and social science with reference to spatial politics and patterns at various scales, ranging from the level of the state to international. Strategic geography "concerned with the control of, or access to, spatial areas that affect the security and prosperity of nations. Military geography "the application of geographic tools, information, and techniques to solve military problems in peacetime or war. Population geography "study of the ways in which spatial variations in the distribution, composition, migration, and growth of populations are related to the nature of places. Tourism geography "study of travel and tourism, as an industry and as a social and cultural activity, and their effect on places, including the environmental impact of tourism , the geographies of tourism and leisure economies, answering tourism industry and management concerns and the sociology of tourism and locations of tourism. Urban geography "the study of urban areas, in terms of concentration, infrastructure, economy, and environmental impacts.