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Contemporary Chinese Literature Understanding the City
Perspectives on contemporary printmaking **Crowds in the 21st**
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Ethics Expertise *Contemporary Perspectives on the Psychology*
of Attitudes inside/out *Bringing Class Back In* **Perspectives on**
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Contemporary Perspectives on Science and Technology in Early
Childhood Education Perspectives on Contemporary Radical Art
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Chinese Poetry

This is the first book to bring a philosophical lens to issues of socio-political and cultural importance in twenty-first century Ireland. While the social, political, and economic landscape of contemporary Ireland has inspired extensive scholarly debate both within and well beyond the field of Irish Studies, there is a distinct lack of philosophical voices in these discussions. The aim of this volume is to enrich the fields of Philosophy and Irish Studies by encouraging a manifestly philosophical exploration of contemporary issues and concerns. The essays in this volume collectively address diverse philosophical questions on contemporary Ireland by exploring a variety of themes,

including: diaspora, exile, return; women's bodies and autonomy; historic injustices and national healing; remembering and commemoration; institutionalization and containment; colonialism and Ireland as "home"; conflict and violence; Northern Ireland and the peace process; nationalism, patriotism, and masculinities; ethnicity, immigration, and identity; and translation, art and culture. *Philosophical Perspectives on Contemporary Ireland* marks a significant contribution to contemporary theorizations of Ireland by incorporating both Irish and transatlantic perspectives. It will appeal to a broad audience of scholars and advanced students working in philosophy, Irish Studies, feminist theory, history, legal studies, and literary theory. Beyond academia, it will also engage those interested in contemporary Ireland from policy and civil society perspectives. Visual artists, craftspeople, musicians, and performers have been supported by the development community for at least twenty years, yet there has been little grounded and critical research into the practices and politics of that support. This new Routledge book remedies that omission and brings together varied perspectives from artists, policy-makers, and researchers working in the Pacific, Africa, Latin America, and Europe to explore the challenges and opportunities of supporting the arts in the development context. The book offers a series of grounded analyses which cover: strategies for the sustainability of arts enterprises; innovative evaluation methods; theoretical engagements with questions of art, agency, and social change; artists' entanglements with legal and structural frameworks; processes of cultural mapping; and the artist/donor interface. The creative economy is increasingly recognized as a driver of development and this book also investigates the contribution made by the arts to the processes of international development,

and considers how those processes can best be supported by development agencies. Contemporary Perspectives on Art and International Development gives scholars of Development Studies, Social and Cultural Geography, Anthropology, Cultural Policy, Cultural Studies, and Global Studies a contextually and thematically diverse range of insights into this emerging research field. This book examines the recent development of the far right in Britain, with a particular focus on the British National Party (BNP) the most electorally successful far right party in British history. It brings fresh perspectives to our understanding of the BNP in order to make a significant contribution to scholarly debate on the nature of far right extremism both nationally and internationally. The book is significantly different from other literature in the field primarily because of its focus on three important yet underdeveloped themes, which are reflected in the structure of the book itself. These are: the ideological and cultural politics of contemporary BNP responses to the BNP the BNP's place within the contemporary domestic and international far-right milieu. Written by an outstanding line-up of renowned experts in this field, this is essential reading for all those with an interest in British politics, fascism, political parties, race relations and extremism. For decades, politicians, businessmen and other leaders have been concerned with the quality of education, including early childhood education, in the United States. While more than 50% of the children between the ages of three and five are enrolled in preschool and kindergarten programs in the United States, no state, federal, or national standards exist for science or technology education in preschool or kindergarten programs. Knowledge about science and technology is an important requirement for all in contemporary society. An

increasing number of professions require the use of scientific concepts and technological skills and society as a whole depends on scientific knowledge. Scientific and technological knowledge should be a part of every individual's education. There are many ways to enhance young children's scientific thinking and problem-solving skills as well as their technological abilities. The purpose of this volume is to present a critical analysis of reviews of research on science and technology education in early childhood education. The first part of the volume includes contributions by leading scholars in science, while the second part includes contributions by leading scholars in technology. This volume sheds light on the wide range of perspectives on musical activity today, and shows how it can be analyzed from different points of view, working within a diverse theoretical framework. It is organized into three sections, the first of which discusses the changing contexts of musical work compositions over the 20th century. The second part offers a rich and in-depth musical analysis, rigorously connected to the performative and interpretative dimension, while the third considers the relationship between technology and music, and its influence on the creation of new paradigms for musical performance and creation. Covering practical and theoretical problems, the collection will be of great interest to scholars, professionals, students of music, composers, and performers. What is an attitude? How do different research approaches characterise 'attitude' and its applications in social psychology? The Attitude concept has long formed an indispensable construct in social psychology. In this volume, internationally renowned contributors review contemporary developments in research and theory to capture the current metamorphosis of this central concept. This book draws together the latest developments in the

field to provide a scholarly and accessible overview of the study of attitudes, examining the implications for its position as a paradigm of social psychological understanding. Dividing the subject into two main parts, this book first addresses the structural and behavioural properties of attitudes, including the affective-cognitive structure of attitudes, the nature of attitude ambivalence and intention-behaviour relations. The second section focuses on representational and transformational processes, such as meta-cognitive attitudinal processes, the role of implicit and explicit attitudinal processes, cultural influences and attitude change. In a third, concluding section, the editors draw together these contemporary perspectives and elaborate on their impact for future theorising and research into attitudes. Empirically supported throughout, this collection represents a timely integration of the burgeoning range of approaches to attitude research. It will be of interest to social psychologists, sociologists, political scientists and researchers with an interest in attitudinal phenomena. *Crowds in the 21st Century* presents the latest theory and research on crowd events and crowd behaviour from across a range of social sciences, including psychology, sociology, law, and communication studies. Whether describing the language of the crowd in protest events, measuring the ability of the crowd to empower its participants, or analysing the role of professional organizations involved in crowd safety and public order, the contributions in this volume are united in their commitment to a social scientific level of analysis. The crowd is often depicted as a source of irrationality and danger – in the form of riots and mass emergencies. By placing crowd events back in their social context – their ongoing historical and proximal relationships with other groups and social structures – this volume restores meaning to the analysis

of crowd behaviour. Together, the studies described in this collection demonstrate the potential of crowd research to enhance the positive experience of crowd participants and to improve design, planning, and management around crowd events. This book was originally published as a special issue of *Contemporary Social Science*. How do we understand and explain who has access to higher education? How do we make sense of persisting and new forms of inequality? How can global, national and institutional policymakers and practitioners make higher education more inclusive? *Access to Higher Education: Theoretical perspectives and contemporary challenges* seeks to update thinking on these questions, combining new voices and emerging perspectives with established writers in the field. This pioneering text highlights the contribution of social theory to issues of access to education, with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu, Margaret Archer, Amartya Sen and Herbert Simon. It then moves to examine how theoretical perspectives can be applied to the contemporary challenges of forging more equal access, with examples drawn from a wide range of contexts, including the UK, the US, Australia, South Africa and Japan. Global in scope, this book documents the shared nature of the access challenge in a period when higher education is growing rapidly, but inequalities continue to be stark. It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups, equipped with the thinking tools needed to move the agenda forward. *Access to Higher Education* is a rigorous text for the global research community, with relevance to policymakers, practitioners and postgraduate students

interested in social justice and social policy. It provides those with an academic interest in access and a commitment to enhancing policy with theoretical and practical ideas for moving the access agenda forward in their institutional, regional or national contexts. *Crowds in the 21st Century* presents the latest theory and research on crowd events and crowd behaviour from across a range of social sciences, including psychology, sociology, law, and communication studies. Whether describing the language of the crowd in protest events, measuring the ability of the crowd to empower its participants, or analysing the role of professional organizations involved in crowd safety and public order, the contributions in this volume are united in their commitment to a social scientific level of analysis. The crowd is often depicted as a source of irrationality and danger – in the form of riots and mass emergencies. By placing crowd events back in their social context – their ongoing historical and proximal relationships with other groups and social structures – this volume restores meaning to the analysis of crowd behaviour. Together, the studies described in this collection demonstrate the potential of crowd research to enhance the positive experience of crowd participants and to improve design, planning, and management around crowd events. This book was originally published as a special issue of *Contemporary Social Science*. We are entering a new era of leisure. Quality rather than quantity is now the focus of researchers, policymakers and managers. Technological change, an ageing population and a harsh economic climate are changing the values and practices of leisure, as well as the relationship between leisure, society and the individual. *Contemporary Perspectives in Leisure* uses a variety of disciplinary approaches to introduce the most important trends in contemporary leisure in the Twenty-First

Century. With contributions from some of the leading international figures in modern leisure studies, the book examines key philosophical and theoretical debates around leisure, with reference to concepts such as happiness, enjoyment and quality of life, as well as the most interesting contemporary themes in leisure studies, from youth leisure and 'dark' leisure to technology and adventure. Understanding changes in leisure helps us to better understand changes in wider society.

Contemporary Perspectives in Leisure is a perfect companion to any course in leisure studies, and useful reading for any student or scholar working in sociology, cultural studies, recreation, tourism, sport, or social psychology. The anniversary edition marks thirty years of offering an indispensable review and analysis of thinkers who have exerted a profound influence on contemporary rhetorical theory: I. A. Richards, Ernesto Grassi, Chaïm Perelman and Lucie Olbrechts-Tyteca, Stephen Toulmin, Richard Weaver, Kenneth Burke, Jürgen Habermas, bell hooks, Jean Baudrillard, and Michel Foucault. The brief biographical sketches locate the theorists in time and place, showing how life experiences influenced perspectives on rhetorical thought. The concise explanations of complex concepts are clear, engaging, insightful, and highly accessible, serving as an excellent primer for reading the major works of these scholars. The critical commentary is carefully chosen to highlight implications and to place the theories within a broader rhetorical context. Each chapter ends with a complete bibliography of works by the theorists. This cutting-edge, multi-disciplinary analysis looks ahead to the direction which urban studies is likely to take during the twenty-first century. An interdisciplinary analysis of laboratory buildings past and present. This book brings together fresh research from experts on contemporary Chinese poetry,

built upon one of the most glorious poetic traditions of any civilization in the world yet historically neglected by scholars in English. This comprehensive volume offers readable and provocative treatments of many of the most important Chinese poets of our age. This engaging text examines issues in education and curriculum theory from multiple critical perspectives. Students are encouraged to look at education from the "inside" (the complex processes, methods and relations that operate within schools) and from the "outside" (the larger social, economic, and political forces that have affected schools over time). Each essay begins with "Guiding Questions" and concludes with "Questions for Discussion," "Teachers as Researchers" activities, and "Suggested Readings."

Exhibition at the CBK Center for Contemporary Art, Dordrecht, The Netherlands, 23 October - 4 December 2010. Section I examines historical philosophical understandings of expertise in order to situate the current institution of bioethics. Section II focuses on philosophical analyses of the concept of expertise, asking, among other things, how it should be understood, how it can be acquired, and what such expertise warrants. Finally, section III addresses topics in bioethics and how ethics expertise should or should not be brought to bear in these areas, including expertise in the court room, in the hospital room, in the media, and in making policy.

2. A GUIDED HISTORICAL TOUR As Scott LaBarge points out, Plato's dialogues can be viewed as an extended treatment of the concept of moral expertise, so it is fitting to begin the volume with an examination of "Socrates and Moral Expertise". Given Socrates' protestations (the Oracle at Delphi notwithstanding) that he knows nothing, LaBarge observes that it would be interesting to determine both what a Socratic theory of moral expertise might be and whether

Socrates qualified as such an expert. Plato's model of moral expertise is what LaBarge calls "demonstrable expertise", which is concerned mainly with the ability to attain a goal and to explain how one did it. The problem with this account is that when one tries to solve the various problems in the model – for example, allowing that moral expertise is not an all-or-nothing skill – then one is immediately faced with the "credentials problem". As LaBarge puts it, ". . . Since 1980, higher education access and endorsement have grown more dramatically in Asia than in any other area of the world. Both developed and developing nations are witnessing rapid expansion in the higher education sector. Nor is this progress entirely quantitative: a number of Asian universities are on a par with the finest institutions of higher education in the U.S. and Europe. Until now, however, there has been little historical analysis and virtually no comparative analysis of Asian higher education. This volume offers a detailed comparative study of the emergence of the modern university in Asia, linking the historical development of universities in the region with contemporary realities and future challenges. The contributors describe higher education systems in eleven countries—Korea, China, Vietnam, Cambodia, Malaysia, Philippines, Singapore, Indonesia, Thailand, India, and Japan—and explore similarities and differences through two comparative essays. Each case study includes a discussion of the nature and influence of both indigenous and European educational traditions; a detailed analysis of development patterns; and a close examination of such contemporary issues as population growth and access, cost, the role of private higher education, the research system, autonomy, and accountability. This volume provides a comprehensive critical analysis of the research in mathematics

education for young children. The researchers who conducted the critical analysis focused on the relationship between (1) mathematics learning in the early years and domain specific approaches to cognitive development, (2) the children's social learning and their developing understanding of math, and (3) the children's learning in a natural context and their understanding of mathematics concepts. The work of these scholars can help guide those researchers who are interested in pursuing studies in early childhood mathematics in a specific area of study. This volume will facilitate the research conducted by both novice and expert researchers. The volume has accomplished its major goals, which consists of critically analyzing important research in a specific area that would be most useful in advancing the field and provide recommendations for both researchers and educators. *Allegory Studies: Contemporary Perspectives* collects some of the most compelling current work in allegory studies, by an international team of researchers in a range of disciplines and specializations in the humanities and cognitive sciences. The volume tracks the subject across established disciplinary, cultural, and period-based divides, from its shadowy origins to its uncertain future, and from the rich variety of its cultural and artistic manifestations to its deep cognitive roots. Allegory is everything we already know it to be: a mode of literary and artistic composition, and a religious as well as secular interpretive practice. As the volume attests, however, it is much more than that—much more than a sum of its parts. Collectively, the phenomena we now subsume under this term comprise a dynamic cultural force which has left a deep imprint on our history, whose full impact we are only beginning to comprehend, and which therefore demands precisely such dedicated cross-disciplinary examination as this book seeks to

provide. This text is concerned with contemporary attitudes and approaches to the teaching of literacy, children's literature and other non-book texts and media. Based on research from the UK, the USA and Europe it makes a contribution to theory and practice. The research reflected herein reveals not only current educational developments in China but exemplifies the usefulness of comparative education. This publication, stemming from a June 1988 conference in Buffalo, New York, on education in China, is written from a uniquely Chinese perspective mixed with a firm understanding of education in other countries and of a variety of research methodologies learned from doctoral study in the United States. Topics include an organizational analysis of central administration; expansion of higher education (1977-1987); current reform in higher education; issues and trends of the specialization structure in higher education; an analysis of issues and perspectives on compulsory nine-year education; policies and realities concerning why high school teachers do not want to teach; the conflict between two career options (vocational or liberal arts education); status differences in the natural and social sciences; training and development in distance education and learning; a perspective on the development of career counseling; and women's education--progress and contradictions in revolution and in modernization. (JAM) *Transmodern Perspectives on Contemporary Literatures in English* offers a constructive dialogue on the concept of the transmodern, focusing on the works by very different contemporary authors from all over the world, such as: Chimanda Ngozi Adichie, Margaret Atwood, Sebastian Barry, A. S. Byatt, Tabish Khair, David Mitchell, Alice Munroe, Harry Parker, Caryl Phillips, Richard Rodriguez, Alan Spence, Tim Winton and Kenneth White. The volume

offers a thorough questioning of the concept of the transmodern, as well as an informed insight into the future formal and thematic development of literatures in English. Comprising examples of artwork and a series of essays, this collection examines and assesses the current status of painting within global contemporary art. It sheds light on fine art as it is understood as a facet of a global culture and society dominated by Northern European and US power and history. This book is a must for anyone who teaches statistics, particularly those who teach beginning statistics - mathematicians, social scientists, engineers - as well as graduate students and others new to the field. The authors focus on topics central to the teaching of statistics for beginners, and other expositions that are guided by the current state of statistical research and practice. Statistical practice has changed radically during the past generation under the impact of ever cheaper and more accessible computing power. Beginning instruction has lagged behind the evolution of the field. Software now enables students to shortcut unpleasant calculations, but this is only the most obvious consequences of changing statistical practice, the content and emphases of statistics instruction still needs much rethinking. This volume assembles nine new essays on important topics in present-day statistics at the college with various levels of mathematics preparation, and from diverse disciplinary backgrounds. Accordingly the chapters present modern perspectives on central aspects of statistics and emphasize the conceptual content that should accompany all varieties of beginning instruction. The book opens with a contemporary overview of statistics as the science of data - a view much broader than the "inference from data" emphasized by much traditional teaching. The next two chapters discuss the philosophy and some of the tools used in

data analysis and describe the impact of computing on data analysis and inference and its implication for teaching. The book concludes with introductions to diagnostics and to the alternative approach embodied in resistant and robust procedures. -- from back cover.

In *Remaking Gender and the Family*, Sarah Woodland examines the complexities of Chinese-language cinematic remakes, exploring how source texts are reshaped for their new audiences, and focusing on how changes in representations of gender connect with perceived socio-cultural, political and cinematic values within China. This anthology, the first of its kind, presents thirty-two texts on contemporary prints and printmaking written from the mid-1980s to the present by authors from across the world. The texts range from history and criticism to creative writing. More than a general survey, they provide a critical topography of artistic printmaking during the period. The book is directed at an audience of international stakeholders in the field of contemporary print, printmaking and printmedia, including art students, practising artists, museum curators, critics, educationalists, print publishers and print scholars. It expands debate in the field and will act as a starting point for further research. This book represents an eclectic collection of international research articles and empirical studies on corporate strategy, intended to equip readers with the latest knowledge to understand its theoretical and operational complexity. This open access book provides a comprehensive perspective on the concept of ageism, its origins, the manifestation and consequences of ageism, as well as ways to respond to and research ageism. The book represents a collaborative effort of researchers from over 20 countries and a variety of disciplines, including, psychology, sociology, gerontology, geriatrics, pharmacology, law, geography, design,

engineering, policy and media studies. The contributors have collaborated to produce a truly stimulating and educating book on ageism which brings a clear overview of the state of the art in the field. The book serves as a catalyst to generate research, policy and public interest in the field of ageism and to reconstruct the image of old age and will be of interest to researchers and students in gerontology and geriatrics. How is the world of professions and professional work changing? This book offers both an overview of current debates surrounding the nature of professional work, and the implications for change brought about by the managerialist agenda. The relationships professionals have with their organizations are variable, indeterminate and uncertain, and there is still debate over the ways in which these should be characterized and theorized. The contributors discuss these implications with topics including hybrid organizations and hybrid professionalism; the changing nature of professional and managerial work; profession and identity; and the emergence of HRM as a new managerial profession. This book will be of interest to academics and postgraduate students seeking a comparative study on contemporary professional work. It will also be of use to a number of practitioners, namely human resource managers, looking for ways in which to approach the changing professional world. This book examines the ethics of end of life care, focusing on the kinds of decisions that are commonly made in clinical practice. Specific attention is paid to the intensification of treatment for terminal symptoms, particularly pain relief, and the withdrawal and withholding of care, particularly life-saving or life-prolonging medical care. The book is structured into three sections. The first section contains essays examining end of life care from the perspective of moral theory and theology. The

second sets out various conceptual terms and distinctions relevant to decision-making at the end of life. The third section contains chapters that focus on substantive ethical issues. This format not only provides for a comprehensive analysis of the ethical issues that arise in the context of end of life care but allows readers to effectively trace the philosophical, theological and conceptual underpinnings that inform their specific interests. This work will be of interest to scholars working in the area as well as clinicians, specialists and healthcare professionals who encounter these issues in the course of their practice. Bringing together world-class scholars who have devoted themselves to the study of legal obligation, this book addresses key dimensions of the current debate: providing novel insights and perspectives, as well as critically discussing the leading theories of legal obligation. The notion of legal obligation is widely regarded as fundamental by both legal practitioners and legal theorists. For the language that explicitly refers to obligation is pervasive insofar as paradigmatic legal materials make reference to obligation either directly, by specifying what a subject is obligated to do, or indirectly, by attributing rights, privileges, powers, permissions, and other normative statuses to both single individuals and groups. There is, then, broad agreement that obligation constitutes a central element in legal studies. At the same time, however, there is considerable disagreement among contemporary legal theorists about how legal obligation can or should be elucidated. This book accounts for both the significance of obligation in law and the variety of views of legal obligation championed in legal philosophy today. With contributions from renowned theorists, this book will be invaluable for scholars and students of legal theory, legal philosophy, and jurisprudence. Keeping us up-to-date on the

research and practice of leadership during dynamic times, in organizations as well as in our everyday lives, as individuals and as members of groups, as leaders and as followers.

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