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This book provides a much needed critical perspective for an analysis of the works of some of the major classical and contemporary social theorists of the late nineteenth and twentieth centuries. Designed to stimulate interest in the beginning sociology student to examine the critical issues raised by these theorists, the book is intended as a text in introductory sociology and social theory courses to further familiarize students with the perspectives of some of the most prominent social theorists of our time. The twenty-one chapters that make up this book were designed to be brief, concise, and to the point, expressed whenever possible in the words of the theorists themselves, so that the central ideas can be presented in their original form. In this sense, this brief introductory theory book serves as an initial stepping-stone to more in-depth analysis of theorists usually covered in more advanced social theory texts.

This is a comprehensive introduction to the history of Western Philosophy from the Pre-Socratics to Twentieth Century thought. In addition to all the key figures, the book covers figures whose contributions have so far been overlooked, such as Vico, Montesquieu, Durkheim and Weber. Along with in-depth discussion of the philosophical movements, Skirbekk and Gilje also discuss the natural sciences, the establishment of the Humanities, Socialism and Fascism, Psychoanalysis, and the rise of the social sciences. History of Western Thought is an ideal introduction to philosophy and the sociological and scientific structures that have shaped modern day philosophy.

What is early childhood teacher research and why is it important? How does a teacher researcher formulate a research question and a plan for doing research? How do teachers apply research results to effect change? Early Childhood Teacher Research is an exciting new resource that will address the sorts of questions and concerns that pre- and in-service teachers of young children frequently have when engaging in teacher research. Accessible and interactive, this book touches upon the important issues every early childhood teacher should know—the uniqueness of early childhood teacher research, reasons for doing it, and how to do it. In this comprehensive guide, Kathryn Castle explores each stage of teacher research, from conceptualization, generating research questions, identifying data sources, gathering and analyzing data, interpreting results, sharing results, to taking action based on results. Special features included in each chapter: Teacher Researcher Journal prompts for the reader to record ideas for research questions and to develop a plan for doing research. From the Field provides rich examples of real life early childhood teacher researchers and their perspectives on doing teacher research. Reflections ask readers to pause and think deeply about relating content to their own situations. Exploration of additional content, websites, resources, and activities are located in each chapter to help the reader go further in constructing their knowledge of teacher research.

Aura Glaser wrote this book to remedy a deficiency she discovered while engaged in psychological research—a nearly complete omission of the importance and cultivation of compassion. Other books exploring Buddhism and psychology have focused on what the Theravada school of Buddhism—which teaches personal liberation through enlightenment—can offer psychology. A Call to Compassion works with Mahayana Buddhism, in which practitioners commit to the liberation of all sentient beings, with compassion central to attaining that goal. In her fascinating and exceptionally clear and concise review of the work of Freud, Jung, and others, Glaser shows how psychology has been ambivalent about the subject of compassion and therefore has developed no methodology for helping individuals cultivate this essential quality in the service of helping others. Glaser introduces as a remedy the Buddhist practice of the lojong, expressed in the text of The Seven Points of Mind Training, for developing love and compassion. With modern-day life examples, she illustrates the four major points: compassion for self, compassion for others, exchanging self and others, and no self and no other—affirming that these points are indeed attainable. If we make the effort to contemplate, understand, and truly integrate these four essentials, we will have a sound basis for both psychological health and genuine transformation.

Hollway and Jefferson have updated their ground-breaking book for students and researchers looking to do qualitative research differently. The new edition critically reviews many of the assumptions, claims and methods of qualitative research and also acts as a 'how to' guide to the method the authors call the Free Association Narrative Interview. In the new edition, the authors situate their arguments firmly within a tradition of psychosocial research and show how their method has developed over the last decade. The book follows this approach through the phases of empirical research practice. At each stage they use examples from their own research and end with an extended case study which demonstrates the value of their method in producing a psychosocial research subject; that is, one with socially-imbued depth, complexity and biographical uniqueness.

Excerpt from An Outline of the General Principles of Grammar: With a Brief Exposition of the Chief Idiomatic Peculiarities of the English Language, to Which Questions Have Been Added We do not aim to disparage or ignore these as facts in our language, but find fault with the large space they fill. The young student who speaks English already practices by far the greater part of these lessons. _he knows them unconsciously; he uses them before he has heard of Grammar, and as they belong to the phonetic system of the language, they are unavailing until a philosophical inquiry and anal ysis come in. Separated from their governing principles, they are barren, and the time for those principles has not yet arrived for the student. The same Grammar appropriates thirty pages to prosody and fifty five to rhetoric. Without wishing to impugn the merit of these, we remark that as such subjects (though of course parts of Grammar in its wide application) are always made distinctive studies in the department of Belles Lettres, they needlessly augment an elementary treatise on Grammar. The subjoined compendium excludes both, and thus is enabled to be brief. About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books. Find more at www.forgottenbooks.com This book is a reproduction of an important historical work. Forgotten Books uses state-of-the-art technology to digitally reconstruct the work, preserving the original format whilst repairing imperfections present in the aged copy. In rare cases, an imperfection in the original, such as a blemish or missing page, may be replicated in our edition. We do, however, repair the vast majority of imperfections successfully; any imperfections that remain are intentionally left to preserve the state of such historical works.

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