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This is an exploration of modernism and postmodernism in regard to knowledge: methods of inquiry, operations of the mind, the role of values, conceptions of self, and the problematic of reason. \*This book addresses a set of epistemic developments important throughout the academy.

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Rethinking Knowledge Reflections Across the Disciplines. Click on image to enlarge: Robert F. Goodman - Editor Walter R. Fisher - Editor: ... This is an exploration of modernism and postmodernism in regard to knowledge: methods of inquiry, operations of the mind, the role of values, conceptions of self, and the problematic of reason. ...

Rethinking Knowledge

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This book explores issues of modernism and postmodernism in relation to knowledge: methods of inquiry, operations of the mind, the role of values, conceptions of self, and the problematic of reason. Among the distinguished contributors are Michael Arbib, Aaron Ben-Zeev, Helen Couclelis, Mihaly Csikszentmihalyi, Jane Flax, George E. Marcus, Donald McCloskey, Donald Schon, Barbara Herrnstein Smith, and Charles Taylor.

Rethinking Global Political Economy contains incisive analysis of history, linguistics, class, culture, empirical data and normative concerns. This important volume presents innovative approaches to fundamental issues in global political economy. Together they provide multiple arguments and avenues for rethinking global political economy in a time of turmoil and system transformation. It will appeal to those interested in seeing new perspectives and healthy heterodoxy in the study of political economy.

Learning how to formulate questions that examine the power relations between the researcher and participants is at the heart of critical approaches. This book provides a comprehensive overview and treatment of critical approaches to questions in qualitative research. It also examines questions as tools for strategic thinking and decision making at all stages of the qualitative research process. Written using examples from research and teaching, it situates constructing and formulating questions as a critical aspect of qualitative research that encourages learning to interrogate, and inquire, against the grain. The authors illustrate the ways in which different research questions necessitate different methodological choices, framing questions for research, interviewing, and analysis—suggesting some questions that can guide the writing process. With exercises, sample questions, and outlines for planning research, this book assists qualitative researchers with creating more effective questions, including formulating questions to guide reflexivity meant to confront prevailing assumptions and therefore dismantle and uncover omissions and invisibilities. This book stands out among other qualitative research methods books in its focus on critical approaches to questions as the driver of the research imagination. Utilising a number of examples, there is also a focused discussion of how to arrive at research questions, align interview questions with those research questions, actively construct questions to guide the data analysis process, and use further types of questions to guide the writing process. The examples the authors employ include questions drawn from qualitative approaches to phenomenology, ethnography, life writing, feminist research, and participatory action research.

This edited collection draws on a range of disciplines in exploring the central place of narrative in social inquiry and understanding the ethical life. It provides scholarly and practical insights into the rewards and potential pitfalls of working in, and with narrative. It offers readers a broad range of carefully considered examples; the use of art in enhancing insight into the plights of rural communities in Australia; the use of illness narratives in medical education; applying narratives of torture survivors and torturers in shaping humane political response and policy in the face of terrorism, and the place of the music, as a vehicle of story-telling and moral growth. This volume illuminates the explicit links between the importance of narrative, that is, the telling of stories to create shape and meaning in our lives, and ethical engagement so critical to the achievement of a good life.

How is knowledge produced and used in cyberspace? David Hakken - a key figure in the anthropology of science and technology studies - approaches the study of cyberculture through the venue of knowledge production, drawing on critical theory from anthropology, philosophy and informatics (computer science) to examine how the character and social functions of knowledge change profoundly in computer-saturated environments. He looks at what informational technologies offer, how they are being employed, and how they are tied to various agendas and forms of power. Knowledge Landscapes will be essential for both social scientists and cultural studies scholars doing research on cyberculture.

In this age of globalization, societies and people across the world are asking themselves the same questions about modernity: where are we going? How did we get to this point? What is the power of knowledge today in the evolution of societies? What is the role and meaning of science and technology, and of philosophy and the humanities in general? Modernity today no longer belongs exclusively to the West. It has become a global issue. Modernity results from a change in the conception, rote and organization of knowledge in society.

In the past few decades, the narrow intellectual foundations of the university have come under serious scrutiny. Previously marginalized groups have called for improved access to the institution and full inclusion in the curriculum. Reshaping the University is a timely, thorough, and original interrogation of academic practices. It moves beyond current analyses of cultural conflicts and discrimination in academic institutions to provide an indigenous postcolonial critique of the modern university. Rauna Kuokkanen argues that attempts by universities to be inclusive are unsuccessful because they do not embrace indigenous worldviews. Programs established to act as bridges between mainstream and indigenous cultures ignore their ontological and epistemic differences and, while offering support and assistance, place the responsibility of adapting wholly on the student. Indigenous students and staff are expected to leave behind their cultural perspectives and epistemes in order to adopt Western values. Reshaping the University advocates a radical shift in the approach to cultural conflicts within the academy and proposes a new logic, grounded in principles central to indigenous philosophies.

\*This book focuses on how groups can structure their activities toward making better decisions or in developing technologies for the support of decision-making in groups\*--Provided by publisher.

Over the course of a long career, Brian Morris has created an impressive body of engaging and insightful writings—from social anthropology and ethnography to politics, history, and philosophy—that is accessible to the layperson without sacrificing analytical rigor. But until now, the essays collected here, originally published in obscure journals and political magazines, have been largely unavailable to the broad readership to which they are so naturally suited. The opposite of arcane, specialized writing, Morris’ s work takes an interdisciplinary approach that offers connections between various scholarly interests and anarchist politics and thought. There is a long history of anarchist writers drawing upon works in a range of fields, and Morris’ s essays both explore past connections and suggest ways that broad currents of anarchist thought will have new and ever-emerging relevance for anthropology and many other ways of understanding social relationships.

Responding to contemporary discussion about using personal accounts in academic writing, Personally Speaking: Experience as Evidence in Academic Discourse draws on classical and current rhetorical theory, feminist theory, and relevant examples from both published writers and first-year writing students to illustrate the advantages of blending experiential and academic perspectives. Candace Spigelman examines how merging personal and scholarly worldviews produces useful contradictions and contributes to a more a complex understanding in academic writing. This rhetorical move allows for greater insights than the reading or writing of experiential or academic modes separately does. Personally Speaking foregrounds the semi-fictional nature of personal stories and the rhetorical possibilities of evidence as Spigelman provides strategies for writing instructors who want to teach personal academic argument while supplying practical mechanisms for evaluating experiential claims. The volume seeks to complicate and intensify disciplinary debates about how compositionists should write for publication and what kinds of writing should be taught to composition students. Spigelman not only supplies evidence as to why the personal can count as evidence but also relates how to use it effectively by including student samples that reflect particular features of personal writing. Finally, she lays the groundwork to move narrative from its current site as confessional writing to the domain of academic discourse.

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