

Lesson 7 Mixed Numbers Culturecognition

Global science education is a reality at the end of the 20th century - albeit an uneven reality - because of tremendous technological and economic pressures. Unfortunately, this reality is rarely examined in the light of what interests the everyday lives of ordinary people rather than the lives of political and economic elites. The purpose of this book is to offer insightful and thought-provoking commentary on both realities. The tacit question throughout the book is 'Whose interests are being served by current science education practices and policies?' The various chapters offer critical analysis from the perspectives of culture, economics, epistemology, equity, gender, language, and religion in an effort to promote a reflective science education that takes place within, rather than taking over, the important cultural lives of people. The target audience for the book includes graduate students in education, science education and education policy professors, policy and government officials involved with education.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Humans are imperfect, and problems of speaking, hearing and understanding are pervasive in ordinary interaction. This book examines the way we 'repair' and correct such problems as they arise in conversation and other forms of human interaction. The first book-length study of this topic, it brings together a team of scholars from the fields of anthropology, communication, linguistics and sociology to explore how speakers address problems in their own talk and that of others, and how the practices of repair are interwoven with non-verbal aspects of communication such as gaze and gesture, across a variety of languages. Specific chapters highlight intersections between repair and epistemics, repair and turn construction, and repair and action formation. Aimed at researchers and students in sociolinguistics, speech communication, conversation analysis and the broader human and social sciences to which they contribute - anthropology, linguistics, psychology and sociology - this book provides a state-of-the-art review of conversational repair, while charting new directions for future study.

"A fascinating and important book about understanding cross-culturalism. Lively, well-written, incisive, and fun to read." - Robert Whiting, Pulitzer Prize nominee and bestselling author of *Tokyo Underworld* In this pioneering book, Joseph Shaules presents exciting new research from cultural psychology and neuroscience. It sheds light on the hidden influence of culture on the unconscious mind, and helps people get more out of their intercultural journeys. *The Intercultural Mind* presents new perspectives on important questions such as: What is culture shock, and how does it affect us? Why are we blind to our own cultural conditioning? Can cultural differences be measured? What does it mean to have an international mindset? Illustrated with a wealth of examples and memorable stories, *The Intercultural Mind* is a fascinating look at how intercultural experiences can transform the geography of our minds.

Novel Approaches and Findings from Europe, Asia, Africa and America

The Troubling Persistence of an Unscientific Idea

Structure and Anti-Structure

Third International Handbook of Mathematics Education

The Oxford Handbook of Witchcraft in Early Modern Europe and Colonial America

Race, Monogamy, and Other Lies They Told You

A Developmental Model of Linguaculture Learning

Families, communities and societies influence children's learning and development in many ways. This is the first handbook devoted to the understanding of the nature of environments in child development. Utilizing Urie Bronfenbrenner's idea of embedded environments, this volume looks at environments from the immediate environment of the family (including fathers, siblings, grandparents and day-care personnel) to the larger environment including schools, neighborhoods, geographic regions, countries and cultures. Understanding these embedded environments and the ways in which they interact is necessary to understand development.

There are three major myths of human nature: humans are divided into biological races; humans are naturally aggressive; and men and women are truly different in behavior, desires, and wiring. In an engaging and wide-ranging narrative, Agustín Fuentes counters these pervasive and pernicious myths about human behavior. Tackling misconceptions about what race, aggression, and sex really mean for humans, Fuentes incorporates an accessible understanding of culture, genetics, and evolution, requiring us to dispose of notions of "nature or nurture." Presenting scientific evidence from diverse fields—including anthropology, biology, and psychology—Fuentes devises a myth-busting toolkit to dismantle

persistent fallacies about the validity of biological races, the innateness of aggression and violence, and the nature of monogamy and differences between the sexes. A final chapter plus an appendix provide a set of take-home points on how readers can myth-bust on their own. Accessible, compelling, and original, this book is a rich and nuanced account of how nature, culture, experience, and choice interact to influence human behavior.

Over the last decade the neo-institutionalist literature on comparative capitalism has developed into an influential body of work. In this book, Colin Crouch assesses this literature, and proposes a major re-orientation of the field. Crouch critiques many aspects of this work and finds a way of modelling how creative actors trying to achieve change - institutional entrepreneurs - tackle these constraints. Central to the account is the concept of governance, as it is by recombining governance mechanisms that these entrepreneurs must achieve their goals. In seeking how to analyse the spaces in which they operate, Crouch criticises and deconstructs some dominant approaches in socio-political analysis: to typologies, to elective affinity and complementarity, to path dependence. He develops a theory of governance modes, which includes potentially decomposing them into their core components. Finally, he proposes a reorientation of the neo-institutionalist research programme to take more account of detailed diversity and potentiality for change. The book is primarily theoretical, but it makes liberal use of examples, particularly from studies of local economic development and politics.

Carey begins by characterizing the innate starting point for conceptual development, namely systems of core cognition. Representations of core cognition are the output of dedicated input analyzers, as with perceptual representations, but these core representations differ from perceptual representations in having more abstract contents and richer functional roles. Carey argues that the key to understanding cognitive development lies in recognizing conceptual discontinuities in which new representational systems emerge that have more expressive power than core cognition and are also incommensurate with core cognition and other earlier representational systems. Finally, Carey fleshes out Quinian bootstrapping, a learning mechanism that has been repeatedly sketched in the literature on the history and philosophy of science. She demonstrates that Quinian bootstrapping is a major mechanism in the construction of new representational resources over the course of children's cognitive development.

The Structure of Human History

The Origin of Concepts

The Perception of the Environment

Diversity Pedagogy

Plough, Sword, and Book

Applied Linguistics for Language Teachers

Tastes We Live By

Since the 1970s the cognitive sciences have offered multidisciplinary ways of understanding the mind and cognition. The MIT Encyclopedia of the Cognitive Sciences (MITECS) is a landmark, comprehensive reference work that represents the methodological and theoretical diversity of this changing field. At the core of the encyclopedia are 471 concise entries, from Acquisition and Adaptationism to Wundt and X-bar Theory. Each article, written by a leading researcher in the field, provides an accessible introduction to an important concept in the cognitive sciences, as well as references or further readings. Six extended essays, which collectively serve as a roadmap to the articles, provide overviews of each of six major areas of cognitive science: Philosophy; Psychology; Neurosciences; Computational Intelligence; Linguistics and Language; and Culture, Cognition, and Evolution. For both students and researchers, MITECS will be an indispensable guide to the current state of the cognitive sciences.

Cultural and cross-cultural psychology and research continue to make strong contributions to mainstream psychology. Researchers and theoreticians from all parts of the globe increasingly contribute to this endeavor, enabling cultural and cross-cultural psychology and research to be one of the most exciting areas of study in psychology. This book describes the continued evolution and advancement of the main research domains of cultural and cross-cultural psychology. Renowned authors not only review the state-of-the-art in their respective fields but also describe the challenges and opportunities that their respective research domains face in the future. New chapters cover the teaching of a culturally informed psychology and the increasing changes and advancements of cultures and societies around the world and their impact on individual psychologies. This volume covers standard areas of well-studied concepts such as development, cognition, emotion, personality, psychopathology, psychotherapy, and acculturation, as well as emerging areas

such as multicultural identities, cultural neuroscience, and religion. It is a must read for all culturally informed scholars, both beginning and experienced.

A collection of essays from leading scholars in the field that collectively study the rise and fall of witchcraft prosecutions in the various kingdoms and territories of Europe and in English, Spanish, and Portuguese colonies in the Americas.

Widely regarded as the authoritative reference in the field, this volume comprehensively reviews theory and research on the self. Leading investigators address this essential construct at multiple levels of analysis, from neural pathways to complex social and cultural dynamics. Coverage includes how individuals gain self-awareness, agency, and a sense of identity; self-related motivation and emotion; the role of the self in interpersonal behavior; and self-development across evolutionary time and the lifespan. Connections between self-processes and psychological problems are also addressed. New to This Edition *Incorporates significant theoretical and empirical advances. *Nine entirely new chapters. *Coverage of the social and cognitive neuroscience of self-processes; self-regulation and health; self and emotion; and hypoegeic states, such as mindfulness.

The Search for God in an Age of Science

Busting Myths about Human Nature

Becoming the Math Teacher You Wish You'd Had

The Cambridge Handbook of Sociopragmatics

Handbook of Self and Identity

Gates and Rowan's Nonepileptic Seizures

The Cambridge Encyclopedia of Child Development

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

From Black Tuesday to the White House, from Plato to Robert Nozick, from Eugene Debs to Richard Nixon, from Peter Cornelis Plockhoy to the hippie communes of the Sixties, from universal basic income to utopian basic income, from proverbial wisdom to multilevel selection, from Big Data to paleomorality, from Prisoner's Dilemma to social-engineering Israeli kindergartens, from time travel to gene engineering, from the pretzel logic of meritocracy to deaggressing humanity, American Utopia maps the pitfalls and windfalls of social reform in the name of the human use of human beings. Interrogating the assumptions behind four outré utopias by Thomas M. Disch, Bernard Malamud, Kurt Vonnegut, and Margaret Atwood, the book interrogates the assumptions that have historically been central to the utopian project. Whence the seeds of social discontent? Whence our taste for egoism and altruism? For waging war and waging peace? Can we bioengineer human nature to specifications? Should we? Who makes better guardians: humans or machines? And who will guard the guardians?

The current volume presents new empirical data on well-being of youth and emerging adults from a global international perspective. Its outstanding features are the focus on vast geographical regions (e.g., Europe, Asia, Africa, North and South America), and on strengths and resources for optimal well-being. The international and multidisciplinary contributions address the complexities of young people's life in a variety of cultural settings to explore how key developmental processes such as identity, religiosity and optimism, social networks, and social interaction in families and society at large promote optimal and successful adaptation. The volume draws on core theoretical models of human development to highlight the applicability of these frameworks to culturally diverse youth and emerging adults as well as universalities and cultural specifics in optimal outcomes. With its innovative and cutting-edge approaches to cultural, theoretical and methodological issues, the book offers up-to-date evidence and insights for researchers, practitioners and policy makers in the fields of cross-cultural

psychology, developmental science, human development, sociology, and social work.

The four sections in this Third International Handbook are concerned with: (a) social, political and cultural dimensions in mathematics education; (b) mathematics education as a field of study; (c) technology in the mathematics curriculum; and (d) international perspectives on mathematics education. These themes are taken up by 84 internationally-recognized scholars, based in 26 different nations. Each of section is structured on the basis of past, present and future aspects. The first chapter in a section provides historical perspectives ("How did we get to where we are now?"); the middle chapters in a section analyze present-day key issues and themes ("Where are we now, and what recent events have been especially significant?"); and the final chapter in a section reflects on policy matters ("Where are we going, and what should we do?").

Readership: Teachers, mathematics educators, ed.policy makers, mathematicians, graduate students, undergraduate students. Large set of authoritative, international authors.

Examining the Role of Culture in the Teaching-learning Process

Cognitive Developmental Change

The Intercultural Mind

Culture, Race, and Ethnicity : Executive Summary : a Supplement to Mental Health : a Report of the Surgeon General

Mental Health

International Research and Innovation

Accountability in Social Interaction

This is a methods book for preservice middle level majors and beginning middle school teachers. It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards. The Common Core State Standards in Mathematics (CCSSM) is not meant to be "the" official mathematics curriculum; it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace. A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and (traditional pathway) Algebra I portions of the CCSSM first, with issues in content-practice assessment, learning, teaching, and classroom management pursued next and in that order. In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content-practice learning, teaching, and assessment. The Common Core state content standards, which pertain to mathematical knowledge, skills, and applications, have been carefully crafted so that they are teachable, learnable, coherent, fewer, clearer, and higher. The practice standards, which refer to institutionally valued mathematical actions, processes, and habits, have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation. Thus, in the CCSSM, proficiency in content alone is not sufficient, and so does practice without content, which is limited. Content and practice are both equally important and, thus, must come together in teaching, learning, and assessment in order to support authentic mathematical understanding. This blended multisourced text is a "getting smart" book. It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond, including future careers.

Within the study of language and social interaction, the concept of 'accountability'-including related concepts, such as 'account' or 'motive, ' 'accounting, ' and 'being accountable'-has been of longstanding interest in terms of how interactants in both ordinary and organizational contexts manage their image or reputation, as well as how they achieve mutual understanding. However, these concepts are polysemous, with different senses being rather dramatic, such as accountability as 'moral responsibility' and accountability as 'intelligibility.' Even today this fact is not always remembered or fully recognized or appreciated by scholars, which has arguably slowed the development of these concepts. This volume brings together a collection of novel, conversation-analytic studies addressing accountability, with the goal of re-exposing its multiple senses, reiterating their interrelationships and, in doing so, breaking new conceptual ground and exposing new pathways for future research. The collection considers central theoretical issues, including turn taking, sequence and preference organization, repair, membership categorization, action formation and ascription, social solidarity and affiliation, and the relevance of context. Chapters range contextually, canvassing interactions between friends and family members, and during talk shows, broadcast news interviews, airline

reservations, and medical visits. Chapters also range culturally, including English, Japanese, and Korean data.

Aids clinicians in the diagnosis and treatment of both child and adult patients with this neuropsychiatric disorder, with DVD.

Recent polls show that 96% of Americans believe in God. Why are people turning to religion in greater numbers than ever before? In *How We Believe*, Michael Shermer presents the results of an exhaustive empirical study in which he asked 10,000 Americans how and why they believe and about details of their faith. The result offers fresh and startling insights into age-old questions.

Witchcraft, Demonology and Magic

The Myth of Race

Theories, Models and Measurement

Literature, Society, and the Human Use of Human Beings

How People Learn

Essays on Livelihood, Dwelling and Skill

The Linguistic Conceptualisation of Taste in English

An integrated approach to understanding how people live, learn, work in and perceive their environments.

This book presents cutting-edge research findings in areas critical to advancing reading research in the 21st century context, including new literacies, reading motivation, strategy instruction, and reading intervention studies. While students' reading performance is currently receiving unprecedented attention, there is a lack of research that adopts an international perspective and draws on research expertise from different parts of the world to present a concerted effort, discussing key research models and findings on how to improve reading education. Addressing this gap in the literature, the book also responds to the challenge of promoting higher levels of literacy, and supporting and developing readers who can enjoy and critique texts of every genre.

Linguistic typology identifies both how languages vary and what they all have in common. This Handbook provides a state-of-the-art survey of the aims and methods of linguistic typology, and the conclusions we can draw from them. Part I covers phonological typology, morphological typology, sociolinguistic typology and the relationships between typology, historical linguistics and grammaticalization. It also addresses typological features of mixed languages, creole languages, sign languages and secret languages. Part II features contributions on the typology of morphological processes, noun categorization devices, negation, frustrative modality, logophoricity, switch reference and motion events. Finally, Part III focuses on typological profiles of the mainland South Asia area, Australia, Quechuan and Aymaran, Eskimo-Aleut, Iroquoian, the Kampa subgroup of Arawak, Omotic, Semitic, Dravidian, the Oceanic subgroup of Austronesian and the Awuyu-Ndumut family (in West Papua). Uniting the expertise of a stellar selection of scholars, this Handbook highlights linguistic typology as a major discipline within the field of linguistics. Connecting traditional Piagetian, information processing, and psychometric approaches with newer frameworks and tools for the assessment and analysis of change, this book provides a cutting-edge account of the latest theory and research. Chapters cover key theories of cognitive change, the factors that affect change including neurological, emotional and socio-cultural factors and the latest methods for measuring and modelling change.

Conversational Repair and Human Understanding

American Utopia

Well-Being of Youth and Emerging Adults across Cultures

Improving Reading and Reading Engagement in the 21st Century

Language, Culture, and the Embodied Mind

Contradiction, Change, and Holism

An International Dialogue

The unprecedented economic growth in many East Asian societies in the few past decades have placed the region center stage, and increasing globalization has made East-West cultural understanding of even greater importance today. The Psychological and Cultural Foundations of East Asian Cognition is one of the most comprehensive volumes on East Asian cognition and thinking styles to date, and is one of the first to bring together a large body of empirical research on native dialecticism and analytic/holistic thinking theories stemming from Richard Nisbett's highly influential *The Geography of Thought*. Edited by Julie Spencer-Rodgers and Kaiping Peng, *The Psychological and Cultural Foundations of East Asian Cognition* expertly examines the psychological, philosophical, and cultural underpinnings and consequences of these thinking theories for human thought, emotion, and behavior. In the past couple of decades, research on this topic has flourished, and East-West cultural differences have been documented in almost all aspects of the human condition, from the manner in which people reason and make decisions, conceptualize themselves and those around them, to how they cope with stress and mental illness, and interact with others, including romantic partners and social groups. Contributions to this volume cover such fascinating and diverse topics as cultural neuroscience and the brain, lifespan development, attitudes and group perception, romantic relationships, the adoption of foreign mindsets and perspectives, creativity, emotion, the self-concept, racial and ethnic identity, psychopathology, and coping processes and wellbeing. Further, the research featured within this volume has practical implications for business and organizational management, international relations and politics, education, and clinical and counseling psychology, and may be of particular interest to business professionals, managers in government and non-profit sectors, as well as educators and clinicians working with East Asians and Americans of East Asian descent.

Taste is considered one of the lowest sensory modalities, and the most difficult to express in language. Recently, an increasing body of research in perception language and in Food Studies has been sparking new interest and new perspectives on the importance of this sense. Merging anthropology, evolutionary physiology and philosophy, this book investigates the language of Taste in English, and its relationship with our embodied minds. In the first part of the book, the author explores the semantic dimensions of Taste terms with a usage-based approach. With the application of experimental

protocols, Bagli enquires their possible organization in a radial network and calculates the Saliency index of gustatory terms in both American and British English. The second part of the book is an overview of the metaphorical extensions that motivate the polysemy of Taste terms, with the aid of corpus analysis methods and various texts. This book is the first to review systematically and in a usage-based perspective the role of the sensory domain of Taste in English, showing a more complicated picture and suggesting that its under-representation and difficulty of encoding does not correspond to lack of importance.

Sociopragmatics is a rapidly growing field and this is the first ever handbook dedicated to this exciting area of study. Bringing together an international team of leading editors and contributors, it provides a comprehensive, cutting-edge overview of the key concepts, topics, settings and methodologies involved in sociopragmatic research. The chapters are organised in a systematic fashion, and span a wide range of theoretical research on how language communicates multiple meanings in context, how it influences our daily interactions and relationships with others, and how it helps construct our social worlds. Providing insight into a fascinating array of phenomena and novel research directions, the Handbook is not only relevant to experts of pragmatics but to any reader with an interest in language and its use in different contexts, including researchers in sociology, anthropology and communication, and students of applied linguistics and related areas, as well as professional practitioners in communication research.

Although eugenics is now widely discredited, some groups and individuals claim a new scientific basis for old racist assumptions. Pondering the continuing influence of racist research and thought, despite all evidence to the contrary, Robert Sussman explains why—when it comes to race—too many people still mistake bigotry for science.

Characters in Fictional Worlds

Connecting Culture, Cognition, and Global Living

Linguistics Across Cultures

Ideas and Strategies from Vibrant Classrooms

Learners, Contexts, and Cultures

Recombinant Governance and Institutional Entrepreneurs

Capitalist Diversity and Change

Updated and expanded to 124 entries, The Cambridge Encyclopedia of Child Development remains the authoritative reference in the field.

Focuses on preparing teachers for how to teach diverse populations in a school setting. Multicultural education. Designed for undergraduate and graduate-level courses on multicultural education in colleges of education.

Elucidates and argues for the author's concept of human history from the past to the present

Daniel Goleman offers a vital new curriculum for life that can change the future for us and for our children

The Cambridge Handbook of Linguistic Typology

The MIT Encyclopedia of the Cognitive Sciences (MITECS)

Why It Can Matter More Than IQ

The Ritual Process

How People Learn II

The Handbook of Culture and Psychology

How We Believe

Although fictional characters have long dominated the reception of literature, films, television programs, comics, and other media products, only recently have they begun to attract their due attention in literary and media theory. The book systematically surveys today's diverse and at times conflicting theoretical perspectives on fictional character, spanning research on topics such as the differences between fictional characters and real persons, the ontological status of characters, the strategies of their representation and characterization, the psychology of their reception, as well as their specific forms and constellations in - and across - different media, from the book to the internet.

There is an odd contradiction at the heart of language and culture learning: Language and culture are, so to speak, two sides of a single coin—language reflects the thinking, values and worldview of its speakers. Despite this, there is a persistent split between language and culture in the classroom. Foreign language pedagogy is often conceptualized in terms of gaining knowledge and practicing skills, while cultural learning goals are often conceptualized in abstract terms, such as awareness or criticality. This book helps resolve this dilemma. Informed by brain and mind sciences, its core message is that language and culture learning can both be seen as a single, interrelated process—the embodiment of dynamic systems of meaning into the intuitive mind. This deep learning process is detailed in the form of the Developmental Model of Linguaculture Learning (DMLL). Grounded in dynamic skill theory, the DMLL describes four developmental levels of language and culture learning, which represents a subtle, yet important shift in language and culture pedagogy. Rather than asking how to add culture into language education, we should be seeking ways to make language and culture learning deeper—more integrated, embodied, experiential and transformational. This book provides a theoretical approach, including practical examples, for doing so.

Indian movies are among the most popular in the world. However, despite increased availability and study, these films remain misunderstood and underappreciated in much of the English-speaking world, in part for cultural reasons. In this book, Patrick Colm Hogan sets out through close analysis and explication of culturally particular information about Indian history, Hindu metaphysics, Islamic spirituality, Sanskrit aesthetics, and other Indian traditions to provide necessary cultural contexts for understanding Indian films. Hogan analyzes eleven important films, using them as the focus to explore the topics of plot, theme, emotion, sound, and visual style in Indian cinema. These films draw on a wide range of South Asian cultural traditions and are representative of the greater whole of Indian cinema. By learning to interpret these examples with the tools Hogan provides, the reader will be able to take these skills and apply them to other Indian films. But this study is not simply culturalist. Hogan also takes up key principles from cognitive neuroscience to illustrate that all cultures share perceptual, cognitive, and emotional elements that, when properly interpreted, can help to bridge gaps between seemingly disparate societies. Hogan locates the specificity of Indian culture in relation to human universals, and illustrates this cultural-cognitive synthesis through his detailed interpretations of these films. This book will help both scholars and general readers to better understand and appreciate Indian cinema.

In The Ritual Process: Structure and Anti-Structure, Victor Turner examines rituals of the Ndembu in Zambia and develops his now-famous concept of "Communitas." He characterizes it as an absolute inter-human relation beyond any form of structure. The Ritual Process has acquired the status of a small classic since these lectures were first published in 1969.

Turner demonstrates how the analysis of ritual behavior and symbolism may be used as a key to understanding social structure and processes. He extends Van Gennep's notion of the "liminal phase" of rites of passage to a more general level, and applies it to gain understanding of a wide range of social phenomena. Once thought to be the "vestigial" organs of social conservatism, rituals are now seen as arenas in which social change may emerge and be absorbed into social practice. As Roger Abrahams writes in his foreword to the revised edition: "Turner argued from specific field data. His special eloquence resided in his ability to lay open a sub-Saharan African system of belief and practice in terms that took the reader beyond the exotic features of the group among whom he carried out his fieldwork, translating his experience into the terms of contemporary Western perceptions. Reflecting Turner's range of intellectual interests, the book emerged as exceptional and eccentric in many ways: yet it achieved its place within the intellectual world because it so successfully synthesized continental theory with the practices of ethnographic reports."

Culture, Cognition, and Cinematic Imagination

Socio-Cultural Perspectives on Science Education

Understanding Indian Movies

Understanding Imaginary Beings in Literature, Film, and Other Media

Teaching to the Math Common Core State Standards

Focus on Grade 5 to Grade 8 and Algebra 1

The Psychological and Cultural Foundations of East Asian Cognition

Witchcraft and magic are topics of enduring interest for many reasons. The main one lies in their extraordinary interdisciplinarity: anthropologists, folklorists, historians, and more have contributed to build a body of work of extreme variety and consistence. Of course, this also means that the subjects themselves are not easy to assess. In a very general way, we can define witchcraft as a supernatural means to cause harm, death, or misfortune, while magic also belongs to the field of supernatural, or at least esoteric knowledge, but can be used to less dangerous effects (e.g., divination and astrology). In Western civilization, however, the witch hunt has set a very peculiar perspective in which diabolical witchcraft, the invention of the Sabbat, the persecution of many thousands of (mostly) female and (sometimes) male presumed witches gave way to a phenomenon that is fundamentally different from traditional witchcraft. This Special Issue of Religions dedicated to Witchcraft, Demonology, and Magic features nine articles that deal with four different regions of Europe (England, Germany, Hungary, and Italy) between Late Medieval and Modern times in different contexts and social milieus. Far from pretending to offer a complete picture, they focus on some topics that are central to the research in those fields and fit well in the current "cumulative concept of Western witchcraft" that rules out all mono-causality theories, investigating a plurality of causes.

Brain, Mind, Experience, and School: Expanded Edition

The Cambridge Handbook of Environment in Human Development

Emotional Intelligence