

Situations Matter Understanding How Context Transforms Your World Sam Sommers

How do institutions and electoral systems matter for citizens' electoral choices? This is the first systematic study that attempts to answer this question for contemporary democracies. The book assembles leading electoral researchers to examine citizen choices in over 30 democracies surveyed by the Comparative Study of Electoral Systems.

Context is a central concept in organization and management studies, yet it is often used in a generalized, unspecific manner. This book offers an interactionist view on context as a dynamic, relational, and socially enacted phenomenon. It explores context in action and the theoretical, methodological, and analytical consequences of this approach through a collection of reflections and research experiences from the dynamic field of health care. In the opening chapters, the editors present their framework for studying context in action and outline three main approaches, centered on the following questions: What constitutes context? What is a phenomenon or an event? How do actors understand, experience, and engage with context? How do contexts change and what is the role of actors in such processes? Context and action are then explored through a range of topics such as enactment and organizational change, policy implementation, executive work, strategic change, materiality, technology, patients and relatives perspectives, integrated care, quality improvement, and health care support work. Relevant to both management researchers and practitioners, this volume provides a definition of context as theoretical construct based on interactionist and process based perspectives, and a practical framework for studying context in action which the reader can use in their own work.

Contextual design is a state-of-the-art approach to designing products directly from an understanding of how the customer thinks and what the customer needs. Based on a method developed and taught by the authors, this is a practical, hands-on guide that articulates the underlying principles of contextual design and shows how to use them to address different problems, constraints, and organizational situations.

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.

Nuclear Medicine in the Context of Personalized Medicine

Context

The Ecological Perspective in Counseling

Excession

Illustrations from Health Care

Restoring the Human Context to Literary and Performance Studies

Human Abilities in Cultural Context

Fifteen specially written papers examine the ways in which the content of what we say is dependent on the context in which we say it. At the centre of the current debate on this subject is Cappelen and Lepore's claim that context-sensitivity in language is best captured by a combination of semantic minimalism and speech act pluralism. Using this theory as their starting point, the contributors to this volume develop a variety of different views about the role of context in communication, and reveal its wide-ranging implications for all issues in the philosophy of language and linguistics.

#1 Wall Street Journal Bestseller *The Obstacle is the Way* has become a cult classic, beloved by men and women around the world who apply its wisdom to become more successful at whatever they do. Its many fans include a former governor and movie star (Arnold Schwarzenegger), a hip hop icon (LL Cool J), an Irish tennis pro (James McGee), an NBC sportscaster (Michele Tafoya), and the coaches and players of winning teams like the New England Patriots, Seattle Seahawks, Chicago Cubs, and University of Texas men's basketball team. The book draws its inspiration from stoicism, the ancient Greek philosophy of enduring pain or adversity with perseverance and resilience. Stoics focus on the things they can control, let go of everything else, and turn every new obstacle into an opportunity to get better, stronger, tougher. As Marcus Aurelius put it nearly 2000 years ago: "The impediment to action advances action. What stands in the way becomes the way." Ryan Holiday shows us how some of the most successful people in history—from John D. Rockefeller to Amelia Earhart to Ulysses S. Grant to Steve Jobs—have applied stoicism to overcome difficult or even impossible situations. Their embrace of these principles ultimately mattered more than their natural intelligence, talents, or luck. If you're feeling frustrated, demoralized, or stuck in a rut, this book can help you turn your problems into your biggest advantages. And along the way it will inspire you with dozens of true stories of the greats from every age and era.

This exceptional book emphasizes uniquely designed interventions for individual counseling, group work, and community counseling that consider clients as individuals within the contexts of families, cultural groups, workplaces, and communities. Part I describes the theoretical research base and major tenets of the ecological perspective and its applications to counseling practice. In Part II, experts who have used the ecological perspective in their work discuss its usefulness in various applications, including counseling diverse clients with specific life challenges; assessment, diagnosis, and treatment planning; and in schools, substance abuse programs, faith-based communities, and counselor training programs. *Requests for digital versions from the ACA can be

found on wiley.com. *To request print copies, please visit the ACA website here. *Reproduction requests for material from books published by ACA should be directed to permissions@counseling.org.

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.

The Oxford Handbook of Human Resource Management

Critical Issues in Discourse Analysis

Learners, Contexts, and Cultures

How Learning Works

Supporting Parents of Children Ages 0-8

New Essays on Semantics and Pragmatics

From Transaction to Litigation

The Proceedings of the Sixth Congress of the European Association for Clinical Pharmacology and Therapeutics, Istanbul, June 24-28, 2003. This volume contains details of the 21 symposia and 3 workshops together with the abstracts from the more than 400 contributions submitted and presented in Istanbul.

Studies of digital communication technologies often focus on the apparently unique set of multimodal resources afforded to users and the development of innovative linguistic strategies for performing mediatised identities and maintaining online social networks. This edited volume interrogates the novelty of such practices by establishing a transhistorical approach to the study of digital communication. The transhistorical approach explores language practices as lived experiences grounded in historical contexts, and aims to identify those elements of human behaviour that transcend historical boundaries, looking beyond specific developments in communication technologies to understand the enduring motivations and social concerns that drive human communication. The volume reveals long-term patterns in the indexical functions of seemingly innovative written and multimodal resources and the ideologies that underpin them, and shows that methods are not necessarily contingent on their datasets: historical analytic frameworks can be applied to digital data and newer approaches used to understand historical data. These insights present exciting opportunities for English language researchers, both historical and modern.

To make sense of the world, we're always trying to place things in context, whether our environment is physical, cultural, or something else altogether. Now that we live among digital, always-networked products, apps, and places, context is more complicated than ever—starting with "where" and "who" we are. This practical, insightful book provides a powerful toolset to help information architects, UX professionals, and web and app designers understand and solve the many challenges of contextual ambiguity in the products and services they create. You'll discover not only how to design for a given context, but also how design participates in making context. Learn how people perceive context when touching and navigating digital environments See how labels, relationships, and rules work as building blocks for context Find out how to make better sense of cross-channel, multi-device products or services Discover how language creates infrastructure in organizations, software, and the Internet of Things Learn models for figuring out the contextual angles of any user experience

Adolescenceâ€™beginning with the onset of puberty and ending in the mid-20sâ€™is a critical period of development during which key areas of the brain mature and develop. These changes in brain structure, function, and connectivity mark adolescence as a period of opportunity to discover new vistas, to form relationships with peers and adults, and to explore one's developing identity. It is also a period of resilience that can ameliorate childhood setbacks and set the stage for a thriving trajectory over the life course. Because adolescents comprise nearly one-fourth of the entire U.S. population, the nation needs policies and practices that will better leverage these developmental opportunities to harness the promise of adolescenceâ€™rather than focusing myopically on containing its risks. This report examines the neurobiological and socio-behavioral science of adolescent development and outlines how this knowledge can be applied, both to promote adolescent well-being, resilience, and development, and to rectify structural barriers and inequalities in opportunity, enabling all adolescents to flourish.

Communities in Action

An ELF Perspective

Context in Computing

Contextual Design

Understanding How Context Transforms Your World

Citizens, Context, and Choice

The Problem of Context

It is widely acknowledged that a central aim of science is to achieve understanding of the world around us, and that possessing such understanding is highly important in our present-day society. But what does it mean to achieve this understanding? What precisely is scientific understanding? These are philosophical questions that have not yet received satisfactory answers. While there has been an ongoing debate about the nature of scientific explanation since Carl

Hempel advanced his covering-law model in 1948, the related notion of understanding has been largely neglected, because most philosophers regarded understanding as merely a subjective by-product of objective explanations. By contrast, this book puts scientific understanding center stage. It is primarily a philosophical study, but also contains detailed historical case studies of scientific practice. In contrast to most existing studies in this area, it takes into account scientists' views and analyzes their role in scientific debate and development. The aim of *Understanding Scientific Understanding* is to develop and defend a philosophical theory of scientific understanding that can describe and explain the historical variation of criteria for understanding actually employed by scientists. The theory does justice to the insights of such famous physicists as Werner Heisenberg and Richard Feynman, while bringing much-needed conceptual rigor to their intuitions. The scope of the proposed account of understanding is the natural sciences: while the detailed case studies derive from physics, examples from other sciences are presented to illustrate its wider validity.

Written by a leading researcher in the field, this fascinating examination of the relations between grammar, text, and discourse is designed to provoke critical discussion on key issues in discourse analysis which are not always clearly identified and examined. Written by a leading researcher in the field *Continues the enquiry into discourse analysis that Zellig Harris initiated 50 years ago, which raised a number of problematic issues that have remained unresolved ever since* Introduces the notion of pretext as an additional factor in the general interpretative process Focuses attention specifically on the work of critical discourse analysis (CDA) in light of the issues discussed

Publisher description

This book is a guide to understanding and applying the essential, heretofore elusive, notion of context in language study and pedagogy. *É va Ill é s* offers a new, critical, systematic theoretical framework, then applies that framework to practical interactions and issues in communicative language teaching rooted in English as a Lingua Franca. By linking theory and practice for research and teaching around the world, this book brings a new awareness of how context can be conceptualised and related to language pedagogy to advanced students, teachers, teacher educators and researchers of language teaching, applied linguistics and pragmatics.

Brain, Mind, Experience, and School: Expanded Edition

The Context of Legislating

Emergence in Context

Realizing Opportunity for All Youth

How People Learn

Seven Research-Based Principles for Smart Teaching

The Obstacle Is the Way

From early medieval times to the present, this diverse collection of thirty-one essays sets literary texts in their historical contexts.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—“which includes all primary caregivers”—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. *Parenting Matters* identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

Explains the brain science behind why some people “choke” under pressure, examining how attention and working memory guide human performance; how experience, practice, and brain development interact; and how these interconnected elements react to stress.

Situations matter. They let people express their personalities and values; provoke motivations, emotions, and behaviors; and are the contexts in which people reason and act. The psychological assessment of situations is a new and rapidly developing area of research, particularly within the fields of personality and social psychology. This volume compiles state-of-the-art knowledge on psychological situations in chapters written by experts in their respective research areas. Bringing together historical reviews, theoretical pieces, methodological descriptions, and empirical applications, this volume is the definitive,

go-to source for a psychology of situations.

Context in Action and How to Study It

11th International and Interdisciplinary Conference, CONTEXT 2019, Trento, Italy, November 20–22, 2019, Proceedings

Voices in Everything

English Language Practices Across Old and New Media

Studying English Literature in Context

Understanding Scientific Understanding

Indigenous, Policy, and Community Settings

Various disciplines use context to elucidate and interpret objects and events, but rarely is the idea of "context" itself examined. What meanings are evoked by this term? How do social anthropologists and those in related disciplines construe this idea? What analytical strategies are adopted in order to suggest that the relevant context is "self-evident"?

The main goal of knowledge translation (KT) is to ensure that diverse communities benefit from academic research results through improved social and health outcomes. But despite growing interest in researcher-user collaborations, little is known about what makes or breaks these types of relationships. Knowledge Translation in Context is an essential tool for researchers to learn how to be effective partners in the KT process. Drawing on expertise and studies from across the globe, Elizabeth Banister, Bonnie Leadbeater, and Anne Marshall outline a variety of perspectives on KT processes. Case studies outline the uses of KT in many contexts, including community, policy, Indigenous, and non-profit organizations. While recognizing the specificity of each situation, Knowledge Translation in Context highlights the most important elements that have led KT to succeed (or fail) as a dynamic, multidirectional process.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

The Context of Legislating provides a much-needed examination of how the rules, resources, and political conditions within and surrounding different institutions raise or lower the costs of legislating. Using data tracking over 1,100 legislators, 230 committees and 12,000 bills introduced in ten state lower chambers, Shannon Jenkins examines how political conditions and institutional rules and resources shape the arc of the legislative process by raising the costs of some types of legislative activity and lowering the costs of others. Jenkins traces these important contextual effects across the legislative process, examining bill introduction, committee processing and floor passage of bills in these legislatures. The analysis reveals that institutional variables shape the legislative process on their own, but they also have important interactive effects that shape the behavior of actors in these chambers. After tracing these effects across the legislative process, the book concludes by examining the practical implications of these analytical findings. How can the rules of institutions be designed to create effective legislatures? And what do these findings mean for those who seek to shape the policies produced by these institutions? Understanding of how the context of legislating shapes the outputs of legislatures is a critical element of understanding legislatures that has been sorely missing. An original and timely resource for scholars and students researching state legislatures and state politics.

Environment, Language, and Information Architecture

Understanding People in Context

Contracts in Context

A Treatise in Twenty-First Century Natural Philosophy

Difficult Conversations

How Context Shapes Citizens' Electoral Choices

The Oxford Handbook of Psychological Situations

This volume explores how context has been and can be used in computing to model human behaviors, actions and communications as well as to manage data and knowledge. It addresses context management and exploitation of context for sharing experience across domains. The book serves as a user-centric guide for readers wishing to develop context-based applications, as well as an intellectual reference on the concept of context. It provides a broad yet deep treatment of context in computing and related areas that depend heavily on computing. The coverage is broad because of its cross-disciplinary nature but treats topics at a sufficient depth to permit a reader to implement context in his/her computational endeavors. The volume addresses how context can be integrated in software and systems and how it can be used in a computing environment. Furthermore, the use of context to represent the human dimension, individually as well as collectively is explained. Contributions also include descriptions of how context has been represented in formal as well as non-formal, structured approaches. The last section describes several human behavior representation paradigms based on the concept of context as its central representational element. The depth and breadth of this content is certain to provide

useful as well as intellectually enriching information to readers of diverse backgrounds who have an interest in or are intrigued by using context to assist in their representation of the real world.

This book constitutes the proceedings of the 11th International and Interdisciplinary Conference on Modeling and Using Context, CONTEXT 2019, held in Trento, Italy, in November 2019. The 20 full papers and 4 invited talks presented were carefully reviewed and selected from 31 submissions. The papers feature research in a wide range of disciplines related to issues of context and contextual knowledge and discuss commonalities across and differences between the disciplines' approaches to the study of context. They cover a large spectrum of fields, including philosophy of language and of science, computational papers on context-aware information systems, artificial intelligence, and computational linguistics, as well as cognitive and social sciences.

This book constitutes the proceedings of the 7th International and Interdisciplinary Conference on Modeling and Using Context, CONTEXT 2011, held in Karlsruhe, Germany in September 2011. The 17 full papers and 7 short papers presented were carefully reviewed and selected from 54 submissions. In addition the book contains two keynote speeches and 8 poster papers. They cover cutting-edge results from the wide range of disciplines concerned with context, including the cognitive sciences (linguistics, psychology, philosophy, computer science, neuroscience), the social sciences and organization sciences, and all application areas.

The fifth Culture book from the awesome imagination of Iain M. Banks, a modern master of science fiction. Two and a half millennia ago, the artifact appeared in a remote corner of space, beside a trillion-year-old dying sun from a different universe. It was a perfect black-body sphere, and it did nothing. Then it disappeared. Now it is back. Praise for the Culture series: 'Epic in scope, ambitious in its ideas and absorbing in its execution' Independent on Sunday 'Banks has created one of the most enduring and endearing visions of the future' Guardian 'Jam-packed with extraordinary invention' Scotsman 'Compulsive reading' Sunday Telegraph The Culture series: Consider Phlebas The Player of Games Use of Weapons The State of the Art Excession Inversions Look to Windward Matter Surface Detail The Hydrogen Sonata Other books by Iain M. Banks: Against a Dark Background Feersum Endjinn The Algebraist

5th International and Interdisciplinary Conference, CONTEXT 2005, Paris, France, July 5-8, 2005, Proceedings

A Research Agenda for Entrepreneurship and Context

Text, Context, Pretext

Defining Customer-centered Systems

Knowledge Translation in Context

Modeling and Using Context

Understanding Context

A lighthearted exploration of the unconscious forces that influence a life reveals the unrecognized power of context in everyday situations while sharing recommendations for using contextual insights to reshape how one sees the world and improve personal productivity and relationships. Reprint.

Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

Robert Stalnaker explores the notion of the context in which speech takes place, its role in the interpretation of what is said, and in the explanation of the dynamics of discourse. He distinguishes different notions of context, but the main focus is on the notion of context as common ground, where the common ground is an evolving body of background information that is presumed to be shared by the participants in a conversation. The common ground is the information that is presupposed by speakers and addressees, and a central concern of this book is with the notion of presupposition, and with the interaction of compositional structure with discourse dynamics in the explanation of presuppositional phenomena. Presupposed information includes background information both about the subject matter of a discourse and about the evolving discourse itself, and about the attitudes of the participants in the discourse, including who and where they are, and what

they agree and disagree about. Stalnaker provides a way of representing self-locating information that helps to explain how it can be shared and communicated, and how it evolves over time. He discusses the semantic and pragmatics of conditionals and epistemic modals, and their role in representing agreement, disagreement, and the negotiation about how a context should evolve. The book concludes with a discussion of the relations between contextualism and semantic relativism. The Context and Content series is a forum for outstanding original research at the intersection of philosophy, linguistics, and cognitive science. The general editor is François Recanati (Institut Jean-Nicod, Paris). Science, philosophy of science, and metaphysics have long been concerned with the question of how order, stability, and novelty are possible and how they happen. How can order come out of disorder? This book introduces a new account, contextual emergence, seeking to answer these questions.

The Promise of Adolescence

Parenting Matters

Context-Sensitivity and Semantic Minimalism

Understanding Context in Language Use and Teaching

7th International and Interdisciplinary Conference, CONTEXT 2011, Karlsruhe, Germany, September 26-30, 2011, Proceedings

Context in Language Learning and Language Understanding

The 10th-anniversary edition of the New York Times business bestseller-now updated with "Answers to Ten Questions People Ask" We attempt or avoid difficult conversations every day-whether dealing with an underperforming employee, disagreeing with a spouse, or negotiating with a client. From the Harvard Negotiation Project, the organization that brought you *Getting to Yes, Difficult Conversations* provides a step-by-step approach to having those tough conversations with less stress and more success. you'll learn how to:

- Decipher the underlying structure of every difficult conversation
- Start a conversation without defensiveness
- Listen for the meaning of what is not said
- Stay balanced in the face of attacks and accusations
- Move from emotion to productive problem solving

Originally published in 1988, *Human Abilities in Cultural Context* constituted a major development in conceptualising and studying human abilities. It formed a unique reference frame. This study offers a re-evaluation of ability theory by the editors, S. H. Irvine and J. W. Berry, and strong individual statements by H. J. Eysenck, Arthur R. Jensen, Joseph R. Royce, and Robert J. Sternberg, who represent markedly different approaches to the measurement of intelligence. It also focuses on contexts in which the limits of assessment by psychological tests are defined: in minority native groups in North America, in migrants to Britain, in lower-caste enclaves in India, among African minorities, and among Australian Aborigines. Written by long-term residents of the regions in question, these chapters presented a wealth of fresh data in relation to Western formulations of theory and practice.

Restoring the Human Context to Literary and Performance Studies argues that much of contemporary literary theory is still predicated, at least implicitly, on outdated linguistic and psychological models such as post-structuralism, psychoanalysis, and behaviorism, which significantly contradict current dominant scientific views. By contrast, this monograph promotes an alternative paradigm for literary studies, namely Contextualism, and in so doing highlights the similarities and differences among the sometimes-conflicting contemporary cognitive approaches to literature and performance, arguing not in favor of one over the other but for Contextualism as their common ground. Howard Mancing, who has recently made the transition to Professor Emeritus of Spanish at Purdue University, USA, is a renowned expert on Cervantes and Early Modern Spanish Literature, as well as a pioneer in Cognitive Literary Studies. He has published two monographs: *The Chivalric World of Don Quixote: Style, Structure, and Narrative* (1982) and *Miguel de Cervantes on Quixote A Reference Guide* (2006), and coedited three volumes of essay collections. In addition, he authored the two-volume *Cervantes Encyclopedia* in 2004. Howard has also written numerous journal articles and book chapters on Cognitive Studies topics such as embodied cognition, narrative and affect and Theory of Mind representations in literature. Jennifer Marston William is a Professor of German with specializations in twentieth and twenty-first century literature and film. She is currently serving as the Head of the School of Languages and Cultures at Purdue University, USA. Jennifer's second monograph, *Cognitive Approaches to German Historical Film: Seeing is Not Believing*, was published with Palgrave in 2017, and she has published scholarly articles and book chapters on conceptual metaphor and on literary analyses from the perspective of Theory of Mind. She is also a co-founder, with Howard Mancing, of the Center for Cognitive Literary Studies at Purdue, which has existed since 2008 and was recently renamed the Center for Neurohumanities.

This new casebook focuses on the transactional nature of contracts. In addition to describing the law of contracts and how the law is applied in litigation, *Contracts in Context: From Transaction to Litigation* explores why parties enter into contracts, how written contracts are customarily structured, and why and how parties use contract design and terms to achieve their goals. It explores how parties "contract around" default requirements of the law, in addition to satisfying mandatory aspects of the law, through contracts. The book describes the role of both the transactional lawyer and litigator in working with contracts. It presents much of the material in expository fashion rather than only or primarily through cases. It then challenges students to apply that law through transactional and litigation practice and simulation problems. Professors and students will benefit from: Material presented not only on contract law, but also on contract design and terms, so that students understand how contracts and contract law support private ordering by parties Many examples of contract language to demonstrate why and how parties customize contracts to further their goals Discussion of the role of the transactional lawyer in working with contracts so that students can begin to develop important transactional skills and wrestle with some of the professional dilemmas transactional lawyers frequently face Material presented through expository text to give students a more comprehensive and clearer view of what limits the law imposes on their private ordering through contracts and which requirements can be contracted around A large set of problems, many of which involve tasks assigned to new transactional lawyers and litigators, to allow students to learn the material through active participation and critical thinking

Message and Medium

Constraints on the Legislative Process in the United States

Choke

How to Discuss What Matters Most

What the Secrets of the Brain Reveal About Getting It Right When You Have To

How People Learn II

The Timeless Art of Turning Trials into Triumph

The papers in this volume represent varied views on the role of context in language learning.

There is growing recognition that entrepreneurship can be better understood within its context(s). This carefully designed book invites readers to take a journey: from reflecting critically on where the discussion on context and entrepreneurship stands today towards identifying future research questions and themes that deserve the attention of entrepreneurship scholars. This collection draws attention to the research challenges the entrepreneurship field faces by reviewing the many facets of contexts and by reflecting on methods and theoretical approaches that are required in order to contextualize entrepreneurship research. Students and academics interested in context and entrepreneurship will benefit from this far-reaching and forward-thinking book.

A Cross-Disciplinary Approach for Modeling the Real World

Pathways to Health Equity

Situations Matter