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Permanent Crisis - Paul Reitter
A Social History of Educational Studies and Research - Gary McCulloch - 2017-07-20

This book offers an original and richly illustrated account of the development of the study of education in the UK in its broader educational, social and political context, and explores its early beginnings within the first part of the twentieth century. By providing a historical analysis of the contested growth of the field this book identifies the significant contributions that have been made by institutions of higher education, journals, textbooks and teachers. It discusses the problems and opportunities that faced the study of education, and its prospects for survival and adaptation to changes in the decades ahead. The book draws on documentary sources, social network analysis, and interviews with leading figures from across the field. This book highlights international influences on the development of educational studies, and also comparisons and contrasts with the work of the field elsewhere. It relates the development to the wider social, political and economic changes affecting higher education in general and educational studies and research in particular. It addresses the historical development of disciplines in higher education institutions and the nature, extent and limitations of interdisciplinarity.

This volume gathers work by Harold Cherniss, George Boas, Ludwig Edelstein, Leo Spitzer, and others.

A Social History of Educational Studies and Research discusses the problems and opportunities facing the study of education today, and its prospects of adapting to changes in the decades ahead. It is a distinctive and original analysis of educational studies and research that provides the first comprehensive study of its type.

Integrating History and Philosophy of Science - Seymour Mauskopf - 2011-09-06

This book offers a unique overview of the early modern understanding of these issues, of interest to historians of early modern philosophy, historians and philosophers of science, historians of ideas, and all readers who want to expand their knowledge of the empirical traditions.

Philosophy, Science, and History - Lydia Patton - 2014-06-27

Philosophy, Science, and History: A Guide and Reader is a compact overview of the history and philosophy of science that aims to introduce students to the groundwork of the field, before focusing on more historical and philosophical research. The introductory chapter begins with classic texts in the history of logical empiricism, including Reichenbach’s discovery-justification distinction. With careful reference to Kuhn’s analysis of anomalous evidence and changing paradigms, this volume covers the philosophical history of HPSO, including texts by Santayana, Burtt, and Schipper. Part II describes studies of cultural contexts and the role of social factors in the history of science, including texts by Newton, Leibniz, Kant, Hume, and de Châtelet. Part II presents tools illuminating central debates in the history of science and philosophy. These include the history of natural philosophy (Descartes, Newton, Leibniz, Kant, Hume, and de Châtelet), in a new translation); induction and the logic of discovery (including the Mill-Whewell debate, Duhem, and Hansen); and catastrophism and verum versus imaginaria in natural history (Pasquier-Hutton and Luys; d’Aubigny, Cuvier, and D’Arcoit). The editors’ introduction to each section provides a broader perspective informed by contemporary research in each area, including related topics. Each introduction furnishes an overview, including thematic bibliographies for innovative research questions and projects in the classroom and in the field.

Empirical Teories of Space - Laura Berchelli - 2020-11-03

This book explores the notions of space and extension of major early modern empiricist philosophers, especially Locke, Berkeley, Hume, and Condillac. While space is a central and challenging issue for early modern empiricists, literature on this topic is sparse. This collection shows the diversity and problematic unity of empiricist views on space. The editors have chosen a selection of sources that span the way of approaching the issue and in the result of their investigation. However, by recasting the questions and examining the conceptual shifts, we see the emergence of a programmatic core, common to what the authors discuss. The introductory chapter describes this variety and its common core. The other contributions provide more specific perspectives on some of these issues, and the final chapter offers new insights into the modern understanding of these issues, and all readers who want to expand their knowledge of the empirical traditions.

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Japanese studies in the history of science - 1978

Why Study History? - Marcus Collins - 2020-05-27

Considering studying history? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it’s actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That’s where the Why Study Series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at degree level and where it can lead in terms of careers or further study. Each book sets out to entice the reader about its subject and answer the crucial questions that a college prospectus does not always address.

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Studies in the History of the English Language VIII - Peter Grund - 2020-11-09

The "Coase theorem". This book was originally published as a special issue of The European Journal of the History of Economic Thought.

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This volume contains essays that approach notions of maintaining, crossing, and bounding histories in the history of the English language. The concept of boundaries is variously defined within linguistics depending on the theoretical framework, from formal and theoretical perspectives to specific fields and more empirical, physical, and perceptual angles. The contributions to this volume do not take one particular theoretical or methodological approach but, instead, explore examining various types of boundaries—linguistic, conceptual, generic, physical—helps us illuminate and account for historical use, variation, and change in English. In this exploration of various topics in the history of English, contributions ask a range of questions: what does it mean to set up boundaries between time periods? When do language varieties in language user groups develop or collapse, or have two hitherto unpublished papers written in the 1950s, the chapters focus on important developments that occurred in Europe during the 19th and early 20th centuries. The final part includes contributions on public economics after World War II, focusing on concepts such as merit goods, externalities, and the "Coase theorem". This book was originally published as an article in The European Journal of Economic and Social Thought.

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As an academic discipline, the philosophy and history of science in Turkey was marked by two historical events: Hans Reichenbach's immigrating to Turkey and taking up a position at Istanbul University in 1933, and the establishment of the Journal of Philosophical and Logical Researches by the Istanbul University Press in 1944. The two events mark the beginning of what became the first student to receive a Ph.D. underGenerator at Harvard University. Since then, both disciplines have flourished in Turkey. The present book, which contains nineteenth-century commissioned articles, aims to give a rich overview of the current state of research by Turkish philosophers and historians of science. Topics covered address the impact of interpretation on the concept of problem: the influence of logic, language, and Ottoman and Turkish studies in the history of science.

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The country's leading authority on use of artifactual evidence in historical research collects twenty-five classic essays and gives his overview of the field of material culture.

Material Culture Studies in America - Thomas J. Schlereth - 1999

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Digital Roots - Gabriele Baldi - 2021-09-07

As media environments and communication practices evolve over time, so do theoretical concepts. This book analyzes some of the most well-known and fiercely discussed concepts of the digital age from a historical perspective, showing how many of them have pre-digital roots and how they have changed and still are constantly changing in the digital era. Written by leading authors in media and communication studies, the chapters historicize 16 concepts that have become central in the digital media landscape, focusing on three main areas. The first part, Technologies and Connections, historicizes concepts like network, media convergence, multimedia, interactivity and artificial intelligence. The second one is related to Agency and Politics and explores global governance, datafication, fake news, echo chambers, digital media activism. The last one, Users and Practices, is devoted to telepresence, digital loneliness, autonomism, user generated content, fandom and authenticity.

The book aims to shed light on how concepts emerge and are co-shaped, circulated, used and reappropriated in different contexts. It argues for the need for a conceptual media and communication history that will reveal new developments without concealing continuities and it demonstrates how the analog/digital dichotomy is often a misleading one.

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History of Science, History of Text - Karina Chemla - 2006-04-07

This book consists of two main (interacting) ways. They constitute that with which exploration into problems or questions is carried out. But they also constitute that which is exchanged between scholars or, in other terms, that which is shaped by one (or by some) for use by others. In these various dimensions, texts obviously depend on the means and technologies available for producing, reproducing, using and organizing writings. In this regard, the contribution of a history of text is essential in helping us approach the various historical contexts from which our sources originate. However, there is more to it. While shaping texts as texts, the practitioners of the sciences may create new textual resources that intimately relate to the research carried on. One may think, for instance, of the process of introduction of formulas in mathematical texts.

This aspect opens up a whole range of textual questions. How do practitioners of the sciences create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways? How do they create new textual resources that intimately relate to the research carried on? How do they shape texts as texts, and in what ways?