

Ethos Paper

"The exploration of the social conditions that facilitate or retard the search for scientific knowledge has been the major theme of Robert K. Merton's work for forty years. This collection of papers [is] a fascinating overview of this sustained inquiry. . . . There are very few other books in sociology . . . with such meticulous scholarship, or so elegant a style. This collection of papers is, and is likely to remain for a long time, one of the most important books in sociology."—Joseph Ben-David, *New York Times Book Review* "The novelty of the approach, the erudition and elegance, and the unusual breadth of vision make this volume one of the most important contributions to sociology in general and to the sociology of science in particular. . . . Merton's *Sociology of Science* is a magisterial summary of the field."—Yehuda Elkana, *American Journal of Sociology* "Merton's work provides a rich feast for any scientist concerned for a genuine understanding of his own professional self. And Merton's industry, integrity, and humility are permanent witnesses to that ethos which he has done so much to define and support."—J. R. Ravetz, *American Scientist* "The essays not only exhibit a diverse and penetrating analysis and a deal of historical and contemporary examples, with concrete numerical data, but also make genuinely good reading because of the wit, the liveliness and the rich learning with which Merton writes."—Philip Morrison, *Scientific American* "Merton's impact on sociology as a whole has been large, and his impact on the sociology of science has been so momentous that the title of the book is apt, because Merton's writings represent modern sociology of science more than any other single writer."—Richard McClintock, *Contemporary Sociology*

Concepts based on full-blown collective intentionality (aboutness), viz., we-mode intentionality, are central for understanding and explaining the social world. The book systematically studies social groups, acting in them as a group member, collective commitment, group intentions, beliefs, and actions, especially authority-based group attitudes and actions. There are also chapters on cooperation, social institutions, cultural evolution, and group responsibility.

WARS CHANGE, WARRIORS DON'T We are all warriors. Each of us struggles every day to define and defend our sense of purpose and integrity, to justify our existence on the planet and to understand, if only within our own hearts, who we are and what we believe in. Do we fight by a code? If so, what is it? What is the Warrior Ethos? Where did it come from? What form does it take today? How do we (and how can we) use it and be true to it in our internal and external lives? The Warrior Ethos is intended not only for men and women in uniform, but artists, entrepreneurs and other warriors in other walks of life. The book examines the evolution of the warrior code of honor and "mental toughness." It goes back to the ancient Spartans and Athenians, to Caesar's Romans, Alexander's Macedonians and the Persians of Cyrus the Great (not excluding the Garden of Eden and the primitive hunting band). Sources include Herodotus, Thucydides,

Plutarch, Xenophon, Vegetius, Arrian and Curtius--and on down to Gen. George Patton, Field Marshal Erwin Rommel, and Israeli Minister of Defense, Moshe Dayan.

Twelve of Switzerland's most eminent social scientists express their ideas and viewpoints about their nation's economy, society, and ;culture in a readable and informative way.

In *The Art of Rhetoric*, Aristotle demonstrates the purpose of rhetoric—the ability to convince people using your skill as a speaker rather than the validity or logic of your arguments—and outlines its many forms and techniques. Defining important philosophical terms like ethos, pathos, and logos, Aristotle establishes the earliest foundations of modern understanding of rhetoric, while providing insight into its historic role in ancient Greek culture. Aristotle's work, which dates from the fourth century B.C., was written while the author lived in Athens, remains one of the most influential pillars of philosophy and has been studied for centuries by orators, public figures, and politicians alike. HarperTorch brings great works of non-fiction and the dramatic arts to life in digital format, upholding the highest standards in ebook production and celebrating reading in all its forms. Look for more titles in the HarperTorch collection to build your digital library.

Cracked But Not Shattered thoroughly analyzes Hillary Clinton's 2008 campaign for the Democratic Party's presidential nomination with an eye to identifying what went wrong—why, the frontrunner, she ended up not breaking "the glass ceiling." Although her communication was flawed and the media coverage of her did reflect biases, these essays demonstrate how her campaign was in trouble from the start because of her gender, status as a former First Lady, and being half of a political couple.

This book examines the development of social democratic parties in Western Europe and suggests that instead of viewing a single model, in the past it was more accurate to consider a Northern and Southern European version. Each model varied in its characteristics, yet each retained an adherence to the same core values. But now a 'new' version of social democracy is emerging that is characterised by an advocacy of the tenets of neo-liberalism.

Scholars and policymakers in EU foreign policy lament the EU's inability to assert itself on the world stage. This book explains this weakness by arguing that EU foreign policy is burdened by various internal functions, and systemizes the analysis of internal functionality, pushing the study beyond the concern with effectiveness.

In this paper we present estimates of roommate and institution based peer effects. Using data from the College & Beyond survey, the Freshman survey, and phonebook data that allows us to identify college roommates ? we estimate models of students? political persuasion and intellectual engagement. The evidence suggests that a student's roommate's political sentiments have some impact on their own political views later in life. We also implement a cluster based analysis that attempts to answer the question: how would a student?s outcomes have changed if they'd attended a very different

school? Our findings suggest that student outcomes are, indeed, sensitive to the school they attend. Similar students attending schools that have a decidedly different "ethos" differ in important ways post-college. Institutional peer effects seem to have a powerful effect on student outcomes.

In *Professionals' Ethos and Education for Responsibility*, Alfred Weinberger, Horst Biedermann, Jean-Luc Patry and Sieglinde Weyringer offer insights into different concepts and applications of professionals' ethos focusing on teachers' ethos.

New Challenges for ASEAN examines some of the most important policy issues confronting Association of Southeast Asian Nations (ASEAN) governments. These include the degradation of the maritime and urban environments, new strains on inter-ethnic relations, domestic and international pressures to ensure the protection of human rights, growing barriers to trade with the outside world, and security concerns arising from a changing regional balance of power. The responses of the ASEAN governments to these challenges, at domestic, regional and international levels, are critically examined by a group of experts with longstanding interest in Southeast Asian affairs.

Since the nation-state sprang into being in 1965, Singapore literature in English has blossomed energetically, and yet there have been few books focusing on contextualizing and analyzing Singapore literature despite the increasing international attention garnered by Singaporean writers. This volume brings Anglophone Singapore literature to a wider global audience for the first time, embedding it more closely within literary developments worldwide. Drawing upon postcolonial studies, Singapore studies, and critical discussions in transnationalism and globalization, essays unearth and introduce neglected writers, cast new light on established writers, and examine texts in relation to their specific Singaporean local-historical contexts while also engaging with contemporary issues in Singapore society. Singaporean writers are producing work informed by debates and trends in queer studies, feminism, multiculturalism and social justice -- work which urgently calls for scholarly engagement. This groundbreaking collection of essays aims to set new directions for further scholarship in this exciting and various body of writing from a place that, despite being just a small 'red dot' on the global map, has much to say to scholars and students worldwide interested in issues of nationalism, diaspora, cosmopolitanism, neoliberalism, immigration, urban space, as well as literary form and content. This book brings Singapore literature and literary criticism into greater global legibility and charts pathways for future developments. From bans on religious symbols in public spaces, to the provision of abortion by doctors, recent cases across Europe have highlighted acute dilemmas about how best to respond to the claims of individuals or groups feeling that their values or beliefs are not treated fairly by the law. *Diversity in Europe* uses the resources of political theory alongside comparative analysis of contemporary practices in different countries (Germany, Italy, Turkey, Spain and the UK) to

explore the challenges diversity poses for European democracies. Crucial throughout is whether the democratic commitment to equality entails uniformity in the law, or is compatible with saying 'yes' to some requests from citizens that they be treated differently, to accommodate their ethical, cultural and religious particularity. Such differential treatment may take several forms, e.g. group or individual rights, either to legal exemptions or to conscientious objection. Exploring these from various angles, the book gives a sense of the tools democracies need to address the challenges of diversity more generally. Making an important contribution to our understanding of the political implications of ethical, cultural and religious diversity, this book will be of interest to students and scholars of political and social philosophy, European studies, political science, social policy, applied ethics, law, and socio-legal studies.

Click here to find out about the 2009 MLA Updates and the 2010 APA Updates. Designed to be clear and simple, *How to Write Anything* combines the thoughtfulness of rhetorics with the efficiency of brief handbooks. Through memorable visuals and honest talk, John Ruszkiewicz shows students how to write in any situation — wherever they are in their writing process. With everything you need to teach composition, the Guide lays out focused advice for writing common genres, while the Reference covers the range of writing and research skills that students need as they work across genres and disciplines. An intuitive, visual cross-referencing system and a modular chapter organization that's simple to follow make it even easier for students to work back and forth between chapters and stay focused on their own writing.

Digital technology plays a vital role in today's need for instant information access. The simplicity of acquiring and publishing online information presents new challenges in establishing and evaluating online credibility. *Online Credibility and Digital Ethos: Evaluating Computer-Mediated Communication* highlights important approaches to evaluating the credibility of digital sources and techniques used for various digital fields. This book brings together research in computer mediated communication along with the affects digital culture and online credibility.

Looks at contemporary society and its treatment of waste products, offering a meditation on what we throw out, how we do it, and the ethical significance of waste in everyday life.

This book traces the history of attitudes toward power and the use of armed force within the Zionist movement—from an early period in which most leaders espoused an ideal of peaceful settlement in Palestine, to the acceptance of force as a legitimate tool for achieving a sovereign Jewish state. Reviews "A rich and sophisticated work that nicely complements more conventional political-historical studies of the Arab-Israeli conflict. . . . Shapira sifts through a vast body of material, ranging from essays, poems, and memoir literature to the unpublished minutes of political party and youth group meetings. Shapira interprets these sources with sensitivity and insight . . . and writes with power, compassion, and warmth. . . . A landmark book that is an outstanding contribution to the history of Zionist political thought and culture." —*American Historical Review* "This is a superb book . . . a well-researched, detailed, and scholarly account that provides new and valuable insights into the dilemma posed by the formation and elaboration

of a more forceful Israeli military posture." —The Historian "Shapira's powerful, well-written, lucid intellectual history of a segment of the Zionist movement . . . is fascinating and easy to read." —Journal of Economic Literature

Until the 70s and 80s anthropologists studying different cultures had mainly confined themselves to the behaviour and idea systems of adults. Psychologists, on the other hand, working mainly in Europe and America, had studied child development in their own settings and simply assumed the universality of their findings. Thus both disciplines had largely ignored a crucial problem area: the way in which children from birth onwards learn to become competent members of their culture. This process, which has been called 'the quintessential human adaptation', constitutes the theme of this volume, originally published in 1988. It derives from a workshop held at the London School of Economics which brought together fieldworkers who in their studies had paid more than usual attention to children in their cultures. Their experience and foci of interest were varied but this very diversity serves to illuminate different facets of the acquisition of culture by children, ranging in age from pre-verbal infants to adolescents.

Evolutionarily primed for culture-learning, children are responsive to a rich web of influences from subtle and indirect as in their music and dance to direct teaching in the family guided by culture-specific ideas about child psychology. Some of the salient things they learn relate to gender, status and power, critical for the functioning of all societies. The introductory essay provides the necessary historical background of the development of child study in both anthropology and psychology and outlined how future research in the ethnography of childhood should proceed. The book concludes with an annotated bibliography providing a guide to the literature from 1970 onwards.

Immigration is one of the most polarizing issues in contemporary politics. It raises questions about identity, economic well-being, the legitimacy of state power, and the boundaries of membership and justice. How should we think about immigration and what policies should democratic societies pursue? Some contend that borders should generally be open and people should be free to migrate in search of better lives. Others insist that governments have the right to unilaterally close their borders and should do so. In *Immigration and Democracy*, Sarah Song develops an intermediate ethical position that takes seriously both the claims of receiving countries and the claims of prospective migrants. She argues that political membership is morally significant, even if morally arbitrary. Political membership grounds particular rights and obligations, and a government may show some partiality toward the interests of its members. Yet, we also have universal obligations to those outside our orders. Where prospective migrants have urgent reasons to move, as in the case of refugees, their interests may trump the less weighty interests of members. What is required is not open or closed borders but open doors. An accessible ethical framework that clarifies and deepens the ideas with which members of democratic societies can debate immigration, *Immigration and Democracy* considers the implications of a realistically utopian theory for immigration law and policy.

While students today have access to more sources of information than ever before, they are not necessarily equipped to make informed judgments about those sources. Teaching students to evaluate sources has become even more challenging in the last year, as issues regarding fake news and "alternative facts" have become a heated matter in conversations taking place in the

public sphere. The book will present students with a set of tools that they can use to evaluate any source that they encounter. In addition to learning how to use sources in their writing, students who read *Who's Your Source?* will become more savvy consumers of the sources they encounter in their daily lives.

How to Write Anything supports students wherever they are in their writing process. Designed to be clear and simple, the Guide lays out focused advice for writing common academic and real-world genres, while the Reference covers the range of writing skills that students need as they work across genres and disciplines. Genre-based readings — including narratives, reports, arguments, evaluations, proposals and rhetorical, causal, and literary analyses — are sure to engage students and inspire ideas. The result is everything you need to teach composition in a flexible, highly visual guide, reference and reader. This new edition gives students more support for academic writing, more help choosing and working with genres, and more emphasis on multimodal composing. Read the preface. Order E-Library for *How to Write Anything, Second Edition* packaged with: *How to Write Anything, Second Edition* [paperback] using ISBN-13 978-1-4576-2265-6 *How to Write Anything, Second Edition* [spiral bound] using ISBN-13 978-1-4576-2283-0 *How to Write Anything with Readings, Second Edition* [paperback] using ISBN-13 978-1-4576-2264-9

Distinctive and unique in its approach, this book opens up art education to the broader field of social enquiry into practice, subjectivity and identity. It draws upon important developments in contemporary philosophy and the social sciences and applies this to the professional field of art in education. It opens new perspectives for teachers, teacher educators and student teachers.

"Based on research with transnational families in Latin America, Eastern Europe, and North America, *Writing for Love and Money* tells the story of how families separated across borders write--and learn new ways of writing--in pursuit of love and money"--

With the wealth of information that you can find on the internet today, it is easy to find answers and details quickly by entering a simple query into a search engine. While this easy access to information is convenient, it is often difficult to separate fallacy from reality when dealing with digital sources. *Establishing and Evaluating Digital Ethos and Online Credibility* features strategies and insight on how to determine the reliability of internet sources. Highlighting case studies and best practices on establishing protocols when utilizing digital sources for research, this publication is a critical reference source for academics, students, information literacy specialists, journalists, researchers, web designers, and writing instructors.

This collected volume addresses issues pertaining to education and migration from a variety of philosophical and ethical perspectives. It is high time to critically analyze ethical issues in education under conditions of globalization, not only because migration and globalization are topical issues, but also because dominant academic approaches in the ethics and political philosophy of education have a tendency to narrow their focus on the education of sedentary citizens. However, many learners and educators experience high levels of both voluntary and constrained mobility. The contributions to *Education and Migration* address issues pertaining to migration-related education from a variety of ethical and philosophical perspectives, including analytic applied ethics, continental philosophy, care ethics, Hegelian philosophy, the capability approach and theories of distributive justice. Distinguished scholars, as well as younger researchers, from a variety of disciplines (educational scholars, lawyers, philosophers, psychologists and sociologists) tackle in these eight essays core issues in the ethics and political philosophy of education, such as citizenship education or justice in access to education, from a perspective that takes human mobilities into account. The collection puts a special emphasis on the diversity of migratory experiences, on the significance of education for

citizens and non-citizen migrants, long-term residents and undocumented children, immigrants and return migrants. This book was originally published as a special issue of *Journal of Global Ethics*.

What kinds of moral challenges arise from encounters between species in laboratory science? *Animal Ethos* draws on ethnographic engagement with academic labs in which experimental research involving nonhuman species provokes difficult questions involving life and death, scientific progress, and other competing quandaries. Whereas much has been written on core bioethical values that inform regulated behavior in labs, Lesley A. Sharp reveals the importance of attending to lab personnel's quotidian and unscripted responses to animals. *Animal Ethos* exposes the rich—yet poorly understood—moral dimensions of daily lab life, where serendipitous, creative, and unorthodox responses are evidence of concerted efforts by researchers, animal technicians, veterinarians, and animal activists to transform animal laboratories into moral scientific worlds.

This topical and much needed book constitutes an important part of the debate on the integrity in an academic context as a *sine qua non* of responsible management education. Like you, we've all been listening to the highly publicized corporate scandals and instances of management misconduct that have eroded public faith. Simultaneously, management scholars and educators have begun to question the assumptions underlying the traditional management education, which in their view not only contributed to a recent moral crisis but has also failed to prepare students and executives for coping with the responsible leadership challenges and ethical dilemmas that face managers in contemporary corporations. This book discusses, with stimulating examples, how universities should bring alive their core values. Using case studies and examples from universities from all over the world, you'll learn real practical advice and guidance, which explain in detail how you and other administrators and educators should discover, articulate, and institutionalize (implementation, securing and controlling by creating adequate policies, procedures process, etc.) university core values into academic daily activities and create a foundation for academy integrity.

In this set of interdisciplinary essays leading scholars discuss the future of the Rule of Law, a concept whose meaning and import has become ever more topical and elusive. Historically the term denoted the idea of 'government limited by law'. It has also come to be equated, more broadly, with certain goods suggested by the idea of legality as such, including the preservation of human dignity and other individual and social benefits predicated upon or conducive to a rule-based social order. But in both its narrow and broader senses the Rule of Law remains a much contested concept. These essays seek to capture the main areas and levels of controversy by 'relocating' the Rule of Law not just at the philosophical level, but also in its main contemporary arenas of application - both national, and increasingly, supranational and international.

Writing for the Web unites theory, technology, and practice to explore writing and hypertext for website creation. It integrates such key topics as XHTML/CSS coding, writing (prose) for the Web, the rhetorical needs of the audience, theories of hypertext, usability and architecture, and the basics of web site design and technology. Presenting information in digestible parts, this text enables students to write and construct realistic and manageable Web sites with a strong theoretical understanding of how online texts communicate to audiences. Key features of the book include: Screenshots of contemporary Web sites that will allow students to understand how writing for and linking to other layers of a Web site should work. Flow charts that describe how Web site architecture and navigation works. Parsing exercises in which students break down information into subsets to demonstrate how

Web site architecture can be usable and scalable. Detailed step-by-step descriptions of how to use basic technologies such as file transfer protocols (FTP). Hands-on projects for students to engage in that allow them to connect the various components in the text. A companion website with downloadable code and additional pedagogical features: www.routledge.com/cw/applen Writing for the Web prepares students to work in professional roles, as it facilitates understanding of architecture and arrangement of written content of an organization's texts.

Savor moments of Zen like never before, with our Senior Philosophical Correspondents The Ultimate Daily Show and Philosophy is revised, expanded, and updated to probe deeper than ever before the philosophical significance of the quintessential "fake" news show of the 21st century. Features significant revisions and updates from the first 2007 edition Includes discussion of both The Daily Show and its spin-off, The Colbert Report Reveals why and how The Daily Show is philosophically engaging and significant Showcases philosophers at their best, discussing truth, knowledge, reality, and the American Way Faces head on tough and surprisingly funny questions about politics, religion, and power

The University Grants Commission of India is a statutory body set up by the Government of India in accordance to the UGC Act 1956 under Ministry of Human Resource Development, and is charged with coordination, determination and maintenance of standard of higher education. The National Eligibility Test (NET), also known as UGC NET or NTA-UGC-NET, is the test for determining the eligibility for the post of Assistant Professor and or Junior Research Fellowship (JRF) award in Indian universities and colleges. This national level entrance exam is conducted twice every year in the month of June and December. Political Science Post- Graduates usually opt the UGC NET Political Science subject to pursue their career either as junior research fellows or professors or both. National Testing Agency (NTA) will conduct UGC NET exam for Assistant Professor and for junior research fellowship. The UGC NET test will consist of two papers, paper 1 and 2. Paper 1 remains common for all subjects and consists of questions from research, teaching & General Aptitude on the other hand paper 2 will consist of questions from only Political Science subjects.

This volume is the first handbook that brings together cutting-edge international research on teacher ethos from a broad array of disciplines. The main focus will be on research that illustrates current conceptualizations of ethos and its importance for acting effectively and responsibly in and out of the classroom. Research will encompass updated empirical and philosophical work that points to the difference in learning when teaching is practised as a moral activity instead of a merely functional one. Authors are among the world's foremost researchers whose work crosses over from moral education into psychology, neuroscience, sociology, philosophy, pedagogy, and curriculum, drawing on these various fields of research. Today, more than ever, we understand that teachers, like other professionals, need more than subject-matter expertise for acting responsibly and doing their best in their daily duties. Doing so requires possessing a guiding system of professional ethics, moral positioning, goals, norms, and values--in other words: a professional ethos. While the handbook concentrates on Western domains in the current era, the work will extend to other cultures and times as well. With this comprehensive range of perspectives, the book will be attractive and useful for

researchers on teachers and teaching as well as for teacher educators, curriculum designers, educational officials, and, last-but-not-least, anyone who is interested in what makes a good teacher. This volume is also a tribute to Fritz Oser, a leading scholar in research on ethos, who sadly passed-away during the compilation of this handbook.

Multiversities are sprawling conglomerates that provide liberal undergraduate, graduate, and professional education. As well-springs of innovation and ideas, these universities represent the core of society's research enterprise. *Multiversities, Ideas, and Democracy* forcibly argues that, in the contemporary world, multiversities need to be conceptualized in a new way, that is, not just as places of teaching and research, but also as fundamental institutions of democracy. Building upon the history of universities, George Fallis discusses how the multiversity is a distinctive product of the later twentieth century and has become an institution of centrality and power. He examines five characteristics of our age - the constrained welfare state, the information technology revolution, postmodern thought, commercialization, and globalization - and in each case explains how the dynamic of multiversity research alters societal circumstances, leading to the alteration of the institution itself and creating challenges to its own survival. The character of our age demands reappraisal of the multiversity, Fallis argues, in order to safeguard them from so-called 'mission drift.' Writing from a multi-national perspective, this study establishes how similar ideas are shaping multiversities across the Anglo-American world. Ultimately, *Multiversities, Ideas, and Democracy* seeks to uncover the ethos of the multiversity and to hold such institutions accountable for their contribution to democratic life. It will appeal to anyone interested in the role of education in society.

"With reason Edith Stein has been called 'the most significant German woman of this century'. Her writings on woman are the fruit of both reflection and debate with other leaders of the Catholic feminist movement in German-speaking countries between the World Wars." [from back cover]

Now in its 15th edition, this groundbreaking human communication text equips students with the communication skills they need to be successful communicators. *COMMUNICATE!* engages students in active learning through theory, application and tools for practicing and assessing specific communication skills in interpersonal, intercultural, group, and public speaking settings, and in face-to-face and virtual environments. Skill-building exercises, including speech-plan action step activities, guide students through the speech preparation process. *COMMUNICATE!* provides lively contemporary examples and sample student speeches that ground theory, increase comprehension, and help students become skillful communicators. The role of ethics in communication is integrated throughout the text, as is the role of technology and social media. The chapters on listening (Ch. 6) and presentational aids (Ch. 13) have been significantly revised. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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