Exploring Communication Law A Socratic Approach Pbcnok

This edited collection examines how fantasy sports play has established a prominent and promising foothold in the larger sports ecology. Often considered an isolated activity for the hardcore sports fan, fantasy sports play have since been incorporated into sports broadcasting and editorial coverage, sports marketing and promotions, and even into the very sports themselves with athletes and teams using the activities to draw fans further into the sports experience. This edited collection invites leading scholars and sports professionals from several different fields to share historical and emerging perspectives on the importance of fantasy sports as an artifact of theoretical and empirical importance to larger issues of sport and society. \

There is a growing demand for educational professionals to develop a more critical understanding of the key and emerging debates in education so that they can better meet the challenges and demands placed upon them. Exploring Education at Postgraduate Level represents a range of perspectives from educational experts to academic researchers, and highlights the key issues surrounding contemporary education. Organised into three parts and drawing on key issues in education theory, policy and practice, the book considers areas such as SEN, evaluating learning, ESOL and gender. Featuring reflective questions, case studies and summaries of core ideas, the chapters include: Troublesome learning journey; Applying educational thinkers to contemporary educational practice; Values production through social

and emotional learning; Policy research: In defence ad hocery?; We are all critically reflective now: The politics of critical reflection in higher education and in the work place; Developing critical thought about SEN; The refuge of relativism. Aimed at supporting students on Masters-level courses, this acessible but critically provocative text is an essential resource for those wishing to develop a more critical understanding of the role, purpose and function of educational systems and practices.

It is well known that Socrates was executed by the city of Athens for not believing in the gods and for corrupting the youth. Despite this, it is not widely known what he really thought, or taught the youth to think, about philosophy, the gods, and political affairs. Of the few authors we rely on for firsthand knowledge of Socrates—Aristophanes, Xenophon, Plato, and Aristotle—only Xenophon, the least read of the four, lays out the whole Socratic education in systematic order. In Xenophon's Socratic Education, through a careful reading of Book IV of Xenophon's Memorabilia, Dustin Sebell shows how Socrates ascended, with his students in tow, from opinions about morality or politics and religion to knowledge of such things. Besides revealing what it was that Socrates really thought—about everything from self-knowledge to happiness, natural theology to natural law, and rhetoric to dialectic—Sebell demonstrates how Socrates taught promising youths, like Xenophon or Plato, only indirectly: by jokingly teaching unpromising youths in their presence. Sebell ultimately shows how Socrates, the founder of moral and political philosophy, sought and found an answer to the all-important question: should we take our bearings in life from human reason, or revealed religion?

Creativity, Critical Thinking, and Communication contains research, strategies, and lesson plans that will help increase students' skill level in the 3 Cs: creativity, critical thinking, and

communication. The strategies of the 3 Cs renew stale curricula and supports deeper learning of core concepts. This book provides parents and those interested in the education system a glimpse into how schools can be more efficient and effective by saving what works in education.

Designed for Legal Research & Writing courses, this book introduces the reader to the study of law and legal analysis. Part I examines why we have law and our responsibilities as lawyers. Part II discusses the law school experience, including how to study, how to learn, how to prepare for and take exams, and how to manage stress. Part III guides law students through the steps of legal analysis, including the sources of law, the analysis of enacted law and case law, the synthesis of multiple sources of law, and the application of law to facts. Topics include tools to help students grasp the analytical skills needed to perform well in law school, as well as many examples and opportunities to apply the information learned. Part IV discusses how best to communicate that analysis in law office memos and client letters, emphasizing good organization, clear writing, and accurate citation. Part V reviews the research process, including how to develop a research plan, when to use online and print resources, and where to find the materials needed.

This five-volume set of previously out-of-print titles reissues some key works on Socrates, examining the man, his philosophy and the debates surrounding it, and his influence. With a mixture of newer and older books, this collection encompasses a wide spectrum of scholarship.

Tomorrow's Professor is designed to help you prepare for, find, and succeed at academic careers in science and engineering. It looks at the full range of North American four-year

academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book. Tailored for today's graduate students, postdocs, and beginning professors, Tomorrow's Professor: Presents a no-holds-barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start-up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling Bonus material is available for free download at http://booksupport.wiley.com At a time when anxiety about academic career opportunities for Ph.D.s in these field is at an all-time high, Tomorrow's Professor provides a much-needed practical approach to career development.

This book, first published in 1992, introduces some of Socrates' problems and some of the problems about him. It seeks at the same time to advance new views, arguments and information on Socrates' mission, techniques, ethics and later reception. From civil disobedience to ethics, this collection provides stimulating discussions of Socrates' life, thought and historical significance.

Exploring Communication Law, Second Edition, provides an overview of the law as it pertains to print, broadcast, and online journalism, as well as non-journalistic forms of expression. It begins by introducing students to the First Amendment in a general sense, then explores how the principles of free speech are applied in various

circumstances, such as political speech, sexual expression, and K-12 and college campuses. The text also explains the fundamentals of media law in areas such as defamation, privacy, the media and the courts, confidentiality and privilege, access to information, broadcasting, and cyberspace.

Anyone who has attended law school knows that it entails an important intellectual transformation, frequently referred to as "learning to think like a lawyer." This process, which subtly induces students to think and talk in radically new and different ways about conflicts, is largely accomplished in first-year law school classes where professors inculcate new attitudes toward spoken and written language. Elizabeth Mertz's book is the first study to truly delve into that language to reveal the complexities of how this process takes place. She concludes that the transformation law students undergo is as much a shift in how they approach language-how they talk and read and write-as in how they "think."

The relation between virtue and knowledge is at the heart of the Socratic view of human excellence, but it also points to a central puzzle of the Platonic dialogues: Can Socrates be serious in his claims that human excellence is constituted by one virtue, that vice is merely the result of ignorance, and that the correct response to crime is therefore not punishment but education? Or are these assertions mere rhetorical ploys by a notoriously complex thinker? Lorraine Smith Pangle traces the argument for the primacy of virtue and the power of knowledge throughout the five dialogues that feature

them most prominently—the Apology, Gorgias, Protagoras, Meno, and Laws—and reveals the truth at the core of these seemingly strange claims. She argues that Socrates was more aware of the complex causes of human action and of the power of irrational passions than a cursory reading might suggest. Pangle's perceptive analyses reveal that many of Socrates's teachings in fact explore the factors that make it difficult for humans to be the rational creatures that he at first seems to claim. Also critical to Pangle's reading is her emphasis on the political dimensions of the dialogues. Underlying many of the paradoxes, she shows, is a distinction between philosophic and civic virtue that is critical to understanding them. Ultimately, Pangle offers a radically unconventional way of reading Socrates's views of human excellence: Virtue is not knowledge in any ordinary sense, but true virtue is nothing other than wisdom. The eleventh edition of this classic textbook provides an overview of communication and media law that includes the most current legal developments. It explains the laws affecting the daily work of writers, broadcasters, PR practitioners, photographers and other public communicators. By providing statutes and cases in an accessible manner, even to students studying law for the first time, the authors ensure that students will acquire a firm grasp of the legal issues affecting the media. This new edition features discussions of hot topics such as the prosecution of WikiLeaks founder Julian Assange for Espionage Act violations, the U.S. Supreme Court's decision in Iancu v. Brunetti addressing the registration of offensive trademarks, revenge porn, FTC guidelines on

social media influencers and efforts by social media platforms to develop coherent approaches to misinformation. The Law of Public Communication is an ideal core textbook for undergraduate and graduate courses in communication law and mass media law. A downloadable test bank is available for instructors at www.routledge.com/9780367476793.

Since the Renaissance, the Socratic Method has been adapted to teach diverse subjects, including medicine, law, and mathematics. Each discipline selects elements and emphases from the Socratic Method that are appropriate for teaching individuals or groups how to reason judiciously within that subject. By looking at some of the great practitioners of Socratic questioning in the past, Socratic Methods in the Classroom explains how teachers may use questioning, reasoning, and dialogue to encourage critical thinking, problem solving, and independent learning in the secondary classroom. Through a variety of problems, cases, and simulations, teachers will guide students through different variations of the Socratic Method, from question prompts to the case method. Students will learn to reason judiciously, gain an understanding of important issues, and develop the necessary skills to discuss these issues in their communities. Grades 8-12

Examines the sexism that still permeates the American legal system, discussing prejudice against women in law schools, law firms, police stations, and the courthouse Distance Learning is for leaders, practitioners, and decision makers in the fields of

distance learning, e-learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners, of all ages, using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors--new and experienced--with interesting and important information about the effective practice of distance teaching and learning. Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally..." column covering recent important issues in the field and written by Distance Learning editor, Michael Simonson. Articles are written by practitioners from various countries and locations, nationally and internationally.

Never HIGHLIGHT a Book Again! Virtually all of the testable terms, concepts, persons, places, and events from the textbook are included. Cram101 Just the FACTS101 studyguides give all of the outlines, highlights, notes, and quizzes for your textbook with optional online comprehensive practice tests. Only Cram101 is Textbook Specific. Accompanys: 9780205462315 .

This exciting new textbook provides a sophisticated examination of the Socratic method for teaching political science students in higher education. It shows how the Socratic method is employed in the Platonic dialogs, compares its transformative approach to other student-centered teaching philosophies, and addresses the challenges of

adopting the Socratic method in the contemporary classroom. The book is divided into three sections that integrate these practical aspects on the Socratic method with the theoretical considerations of Socratic philosophy while also addressing contemporary concerns about teaching and learning in higher education. Section One explores how the Socratic method is portrayed by Socrates in Plato's dialogs. Section Two compares the Socratic method with modern and contemporary accounts of teaching and learning. Section Three examines some of the contemporary challenges of practicing the Socratic method in the university classroom today and how teachers can overcome them. Written in a clear and engaging style, this timely intervention is essential reading for upper undergraduate students enrolled in courses that specialize in pedagogical techniques, political theory, Socratic philosophy, and law.

Situating contemporary critical praxis at the intersection of the social, the political, and the rhetorical, this book is a provocative inquiry into the teaching philosophies of Plato's Socrates and Paulo Freire that has profound implications for contemporary education. Brown not only sheds new light on the surprising and significant points of intersection between ancient rhetoric and radical praxis as embodied in the teaching philosophies of Socrates and Freire, using the philosophy of each to illumine the teaching of the other, but uses this analysis to lead contemporary education in a bold new direction, articulating a vision for a neo-humanist pragmatism. The book draws on the post-Freudian theories of Jacques Derrida, Peter Brooks, and Otto Rank, as well as

on the neo-pragmatism of Cornell West to craft a new radical pedagogy configured to the realities of "post flash-crash" America. In the process, it discovers a space for a much broader application of Freire's teaching philosophy than previous works, moving beyond a narrow focus on "liberatory" pedagogy or "teaching resistance," toward a neo-humanist pragmatism emphasizing interactive learning, problem-posing analysis, and civic engagement. Brown crafts a social-epistemic praxis that fuses the pedagogies of Freire and Socrates, joining the analytical, the ethical, and the political as part of an inquiry and intervention into the real, the good, and the possible that poses problematic aspects of contemporary reality in a search for the program content of a Pedagogy of Social Change.

Exploring Communication LawA Socratic ApproachRoutledge
This book provides a framework for a collaborative inquiry-based approach to teaching and learning suitable not only for formal educational settings such as the school classroom but for all educational settings. For teachers, educationalists, philosophers and philosophers of education, The Socratic Classroom presents a theoretical as well as practical exploration of how philosophy may be adopted in education. The Socratic Classroom captures a variety of philosophical approaches to classroom practice that could be broadly described as Socratic in form. There is an exploration of three distinct approaches that make significant contributions to classroom practice: Matthew Lipman's Community of Inquiry, Leonard Nelson's Socratic Dialogue, and David

Bohm's Dialogue. All three models influence what is termed in this book as 'Socratic pedagogy'. Socratic pedagogy is multi-dimensional and is underpinned by 'generative, evaluative, and connective thinking'. These terms describe the dispositions inherent in thinking through philosophical inquiry. This book highlights how philosophy as inquiry can contribute to educational theory and practice, while also demonstrating how it can be an effective way to approach teaching and learning. Audience This publication is suited to educators, teacher educators, philosophers of education and philosophers in general. It has a theoretical and practical focus, making it truly interdisciplinary.
"The Socratic method is one of the timeless inventions of the ancient world. It is a path to wisdom and a way to think more intelligently about questions large or small. It is a technique for teaching others and for talking to yourself. It is an antidote to stupidity, to irrationality, and to social media. It is easy to understand but challenging to master. It is useful for everyone. This book explains the Socratic method in detail: what it is, where it came from, and how to carry it out. The chapters teach the elements of the method step by step with examples from Plato's dialogues. They illustrate how to create Socratic questions of your own. They show how the teachings of Socrates produced the philosophies of Stoicism and Skepticism. The book also explains how the Socratic method can be put to work in the classroom, and it offers Socratic rules of engagement for talking about politics and other hard things. The Socratic Method is a complete guide to the practical use of a great idea"--

This fascinating volume offers a transdisciplinary and transcultural approach to understanding the senses by exploring themes in anthropologies of sound, sight, smell, taste, touch, and movement as expressed through aesthetic, perceptual, religious, and spiritual experiences. In drawing upon comparative perspectives from Indian and Western theories, the essays demonstrate the integral relation of senses with each other as well as with allied notions of the body, emotion and cultural memory. Stressing the continued relevance of senses as they manifest in a globalized world under the influence of new media, this work will interest scholars of anthropology, cultural studies, sociology, ritual studies, psychology, religion, philosophy, and history.
"Empire and Communications" is one of Innis's most important contributions to the debate about how media influences the development of consciousness and societies.-This is one of Innis's most important contributions to the debate about how media influences the development of consciousness and societies.
The Apology of Socrates was written by Plato. In fact, it's a defensive speech of Socrates that he said in a court noted down by Plato.The main subject of the speech is a problem of the evil. Socrates insists that neither death nor death sentence is evil. We shouldn't be afraid of the death because we don't know anything about it. Socrates proved that the death shouldn't be taken as the evil with the following dilemma: the death is either a peace or a transit from this life to the next. Both can't be called evil. Consequently, the death shouldn't be treated as evil.

This book presents a framework for the use of Socratic strategies in psychotherapy and counseling. The framework has been fine-tuned in multiple large-scale cognitive behavior therapy (CBT) training initiatives and is presented and demonstrated with applied case examples. The text is rich with case examples, tips, tricks, strategies, and methods for dealing with the most entrenched of beliefs. The authors draw from diverse therapies and theoretical orientation to present a framework that is flexible and broadly applicable. The book also contains extensive guidance on troubleshooting the Socratic process. Readers will learn how to apply this framework to specialty populations such as patients with borderline personality disorder who are receiving dialectical behavior therapy. Additional chapters contain explicit guidance on how to layer intervention to bring about change in core belief and schema. This book is a must read for therapists in training, early career professionals, supervisors, trainers, and any clinician looking to refine and enhance their ability to use Socratic strategies to bring about lasting change.

The Allegory of the Cave, or Plato's Cave, was presented by the Greek philosopher Plato in his work Republic (514a–520a) to compare "the effect of education (???????) and the lack of it on our nature". It is written as a dialogue between Plato's brother Glaucon and his mentor Socrates, narrated by the latter. The allegory is presented after the analogy of the sun (508b–509c) and the analogy of the divided line (509d–511e). All three are characterized in relation to dialectic at the end of Books VII and VIII (531d–534e). Plato has Socrates describe a group of people who have lived chained to the wall of a cave all of their lives, facing a blank wall. The people watch shadows projected on the wall from objects passing in front of a fire behind them, and give names to these shadows. The shadows are the prisoners' reality.

Xenophon's Socratic Works demonstrates that Xenophon, a student of Socrates, military man, and man of letters, is an indispensable source for our understanding of the life and philosophy of Socrates. David M. Johnson restores Xenophon's most ambitious Socratic work, the Memorabilia (Socratic Recollections), to its original literary context, enabling readers to experience it as Xenophon's original audience would have, rather than as a pale imitation of Platonic dialogue. He shows that the Memorabilia, together with Xenophon's Apology, provides us with our best evidence for the trial of Socrates, and a comprehensive and convincing refutation of the historical charges against Socrates. Johnson's account of Socrates' moral psychology shows how Xenophon's emphasis on control of the passions can be reconciled with the intellectualism normally attributed to Socrates. Chapters on Xenophon's Symposium and Oeconomicus (Estate Manager) reveal how Xenophon used all the literary tools of Socratic dialogue to defend Socratic sexual morality (Symposium) and debate the merits and limits of conventional elite values (Oeconomicus). Throughout the book, Johnson argues that Xenophon's portrait of Socrates is rich and coherent, and largely compatible with the better-known portrait of Socrates in Plato. Xenophon aimed not to provide a rival portrait of Socrates, Johnson shows, but to supplement and clarify what others had said about Socrates. Xenophon's Socratic Works, thus, provides readers with a far firmer basis for reconstruction of the trial of Socrates, a key moment in the history of Athenian democracy, and for our understanding of Socrates' seminal impact on Greek philosophy. This volume introduces Xenophon's Socratic works to a wide range of readers, from undergraduate students encountering Socrates or ancient philosophy for the first time to scholars with interests in Socrates or ancient philosophy more broadly. It is also an important resource for readers

interested in Socratic dialogue as a literary form, the trial of Socrates, Greek sexual morality (the central topic of Xenophon's Symposium), or Greek social history (for which the Oeconomicus is a key text).

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date,

broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

"When I used it, I felt it was a very valuable resource, linking work with the arts to the theoretical foundations of counseling."--Sally S. Atkins, EdD Professor Emerita Founding Director of Expressive Arts, Appalachian State "They [Students] like the activities since it helps them learn more about the counseling theory which was discussed in the Theories of Counseling class. It provides more application. Some activities are pretty detailed and class time does not allow for much practice. But, we discuss how this could be used in therapy sessions/groups... [The book] is short and very pointed in its information and use. We like it!"--Judy A. Schmidt, EdD, CRC, LPCA University of North Carolina at Chapel Hill Expanded and revised to reflect a broader understanding of the complementary approach to therapeutic treatment, this is the only text to integrate expressive arts counseling techniques with major

theories of counseling and psychology. Substantial changes to the second edition include new chapters that address Neuroscience and Counseling, Trauma-Informed Counseling, Animal-Assisted Therapy, Mindfulness and Counseling, and Family Counseling, along with a greater emphasis on cultural and diversity considerations throughout. The book is updated with over 30 new interventions including animal-assisted and videographic interventions, and new information about the neuroscientific foundations of expressive arts therapies. Updated references in each chapter, and a suite of Instructor's Materials also add to value of the second edition. The text integrates expressive arts therapies with 12 commonly used treatment modalities. Each chapter reviews a particular theory and describes how expressive and creative techniques can support and be easily integrated within that orientation. Over 90 field-tested, step-by-step interventions—created by leading practitioners—offer students and clinicians techniques that can be put to use immediately. New to the Second Edition: New chapters address Neuroscience and Counseling, Trauma-Informed Counseling, Animal-Assisted Therapy, Mindfulness and Counseling, and Family Counseling and the Expressive Arts. Cultural and diversity considerations in each chapter. Updated with new references. Over 30 new interventions including videography. Instructor's materials. Key Features: Integrates expressive arts counseling techniques with 12 major theories of counseling and psychology. Presents over 90 expressive art interventions in easy, step-by-step format. Includes art, writing, bibliotherapy, drama, music, movement, dance, puppetry, and sand play. Discusses appropriate populations, settings, and diagnoses for each intervention. Includes interventions that can be put to use immediately.

Exploring Communication Ethics is a comprehensive textbook on the ethical issues facing

communication professionals in today's rapidly changing media environment. Empowering students to respond to real-world ethical dilemmas by drawing upon philosophical principles, historical background, and the ethical guidelines of major professional organizations, this book is designed to stimulate class discussion through real-world examples, case studies, and discussion problems. Students will learn how to mediate between the best interests of their employers and their responsibilities toward other parties, and to consider how economic, technological, and legal changes in their industries affect these ethical considerations. It can be used as a core textbook for undergraduate or graduate courses in communication or media ethics, and provides an ideal supplement for specialist classes in public relations, professional communication, advertising, political communication, or journalism and broadcast media. We can teach leadership. The authors share their personal experiences of how they have bridged theory and practice in curricular and co-curricular settings to set the pace and tone for leadership development and life-long learning. Starting from theories of leadership, they share how it can be taught with rigor, intentionality, structure, and organization. Assessment is key from conception to implementation. Scholars, educators, and practitioners from different fields and professions are invited to adjust, adopt, and adapt concepts, ideas, methods and processes discussed in this book to their own institutional contexts and reality. This new and revised edition of Peter Kreeft's Socratic Logic is updated, adding new exercises and more complete examples, all with Kreeft's characteristic clarity and wit. Since its introduction in the spring of 2004, Socratic Logic has proven to be a different type of logic text: (1) This is the only complete system of classical Aristotelian logic in print. The "old logic" is still the natural logic of the four language arts (reading, writing, speaking, and listening). Symbolic,

or "mathematical," logic is not for the humanities. (How often have you heard someone argue in symbolic logic?) (2) This book is simple and user-friendly. It is highly interactive, with a plethora of exercises and a light, engaging style. (3) It is practical. It is designed for do-it-yourselfers as well as classrooms. It emphasizes topics in proportion to probable student use: e.g., interpreting ordinary language, not only analyzing but also constructing effective arguments, smoking out hidden assumptions, making "argument maps," and using Socratic method in various circumstances. (4) It is philosophical. Its exercises expose students to many classical quotations, and additional chapters introduce philosophical issues in a Socratic manner and from a commonsense, realistic point of view. It prepares students for reading Great Books rather than Dick and Jane, and models Socrates as the beginner's ideal teacher and philosopher.

"This scholarly volume proposes protreptic as a radically new way of reading Plato's dialogues leading to enhanced student engagement in learning and inquiry. Through analysis of Platonic dialogues including Crito, Euthyphro, Meno, and Republic, the text highlights Socrates' ways of fostering and encouraging self-examination and conscionable reflection. By focusing his work on Socrates' use of protreptic, Marshall proposes a practical approach to reading Plato, illustrating how his writings can be used to enhance intrinsic motivation amongst students, and help them develop the thinking skills required for democratic and civic engagement. This engaging volume will be of interest to doctoral students,

researchers, and scholars concerned with Plato's dialogues, the philosophy of education, and ancient philosophy more broadly, as well as post-graduate students interested in moral and values education research. Mason Marshall is Associate Professor of Philosophy at Pepperdine University, US"--

Based on the Socratic dialogue method, Talking about Communication Law provides the fundamentals for discussing controversial issues in communication law and asks thought-provoking questions to promote debate. Providing the basic framework of the law with discussions focusing on the major cases in each area, Talking about Communication Law begins with the material related to the First Amendment's free speech and free press clauses, then proceeds through the various topics derived from those freedoms, including libel, privacy, access to information, the media and the courts, broadcast regulation, intellectual property, and business communication. Conciseness and clear language are its strengths, as are its readability and engaging approach. Point-counterpoint essays, frequently asked questions, chapter glossaries, and case problems encourage students to take an active approach to learning and create a running dialogue with the reader. The first one-third of the book deals with the First Amendment as applied to political speech, campus issues, and sexual expression. The second one-third deals with issues in journalism, broadcasting, and cyberspace.The last

one-third deals with issues related to communication in business, such as advertising, public relations, and intellectual property.

Now in its Third Edition, Mass Media Revolution remains a dynamic guide to the world of mass media, enhancing its readers' development as critical consumers. The text employs a storytelling narrative style and integrated, chapter-specific digital material, providing a seamless learning experience. It features a wealth of expanded content—with particular attention to diversity in the media industry, reality TV, ethics and social media, and the evolution of online journalism. Chapter content, both print and online, is aligned to the ACEJMC national academic standards. Along with student video resources, this text includes an accompanying instructor resource manual and Power Point slides. All supplementary materials can be found at massmediarev.com.

Bridging the gap between interpretations of "Third Way" Platonic scholarship and "phenomenological-ontological" scholarship, this book argues for a unique ontological-hermeneutic interpretation of Plato and Plato's Socrates. Reconceptualizing Plato's Socrates at the Limit of Education offers a re-reading of Plato and Plato's Socrates in terms of interpreting the practice of education as care for the soul through the conceptual lenses of phenomenology, philosophical hermeneutics, and ontological inquiry. Magrini contrasts his re-reading with the

views of Plato and Plato's Socrates that dominate contemporary education, which, for the most part, emerge through the rigid and reductive categorization of Plato as both a "realist" and "idealist" in philosophical foundations texts (teacher education programs). This view also presents what he terms the questionable "Socrates-as-teacher" model, which grounds such contemporary educational movements as the Paideia Project, which claims to incorporate, through a "scripted-curriculum" with "Socratic lesson plans," the so-called "Socratic Method" into the Common Core State Standards Curriculum as a "technical" skill that can be taught and learned as part of the students' "critical thinking" skills. After a careful reading incorporating what might be termed a "Third Way" of reading Plato and Plato's Socrates, following scholars from the Continental tradition, Magrini concludes that a so-called "Socratic education" would be nearly impossible to achieve and enact in the current educational milieu of standardization or neo-Taylorism (Social Efficiency). However, despite this, he argues in the affirmative that there is much educators can and must learn from this "non-doctrinal" re-reading and re-characterization of Plato and Plato's Socrates.

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