

Exploring Humans By Hans Dooremalen

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Philosophy and Public Administration provides a systematic and comprehensive introduction to the philosophical foundations of the study and practice of public administration. In this revised second edition, Edoardo Ongaro offers an accessible guide for improving public administration, exploring connections between basic ontological and epistemological stances and public governance, while offering insights for researching and teaching philosophy for public administration in university programmes.

In this provocative book, renowned public intellectual Ivan Krastev reflects on the future of the European Union—and its potential lack of a future. With far-right nationalist parties on the rise across the continent and the United Kingdom planning for Brexit, the European Union is in disarray and plagued by doubts as never before. Krastev includes chapters devoted to Europe's major problems (especially the political destabilization sparked by the more than 1.3 million migrants from the Middle East, North Africa, and South Asia), the spread of right-wing populism (taking into account the election of Donald Trump in the United States), and the thorny issues facing member states on the eastern flank of the EU (including the threat posed by Vladimir Putin's Russia). In a new afterword written in the wake of the 2019 EU parliamentary elections, Krastev concludes that although the union is as fragile as ever, its chances of enduring are much better than they were just a few years ago.

Psychobiology provides a comprehensive, yet accessible introduction to the study of psychobiology and the key concepts, topics and research that are core to understanding the brain and the biological basis of our behaviour. Assuming no prior knowledge of biology, the text emphasises the interaction of psychobiology with other core areas of psychology and disciplines. Through the use of exciting and engaging examples, the role of psychobiology in the real world is explored and emphasised to allow students to connect theory to practice in this fascinating subject.

A revolutionary textbook introducing masters and doctoral students to the major research approaches and methodologies in the social sciences. Written by an outstanding set of scholars, and derived from successful course teaching, this volume will empower students to choose their own approach to research, to justify this approach, and to situate it within the discipline. It addresses questions of ontology, epistemology and philosophy of social science, and proceeds to issues of methodology and research design essential for producing a good research proposal. It also introduces researchers to the main issues of debate and contention in the methodology of social sciences, identifying commonalities, historic continuities and genuine differences.

Reflecting recent changes in the way cognition and the brain are studied, this thoroughly updated third edition of the best-selling textbook provides a comprehensive and student-friendly guide to cognitive neuroscience. Jamie Ward provides an easy-to-follow introduction to neural structure and function, as well as all the key methods and procedures of cognitive neuroscience, with a view to helping students understand how they can be used to shed light on the neural basis of cognition. The book presents an up-to-date overview of the latest theories and findings in all the key topics in cognitive neuroscience, including vision, memory, speech and language, hearing, numeracy, executive function, social and emotional behaviour and developmental neuroscience, as well as a new chapter on attention. Throughout, case studies, newspaper reports and everyday examples are used to help students understand the more challenging ideas that underpin the subject. In addition each chapter includes: Summaries of key terms and points Example essay questions Recommended further reading Feature boxes exploring interesting and popular questions and their implications for the subject. Written in an engaging style by a leading researcher in the field, and presented in full-color including numerous illustrative materials, this book will be invaluable as a core text for undergraduate modules in cognitive neuroscience. It can also be used as a key text on courses in cognition, cognitive neuropsychology, biopsychology or brain and

behavior. Those embarking on research will find it an invaluable starting point and reference. The Student's Guide to Cognitive Neuroscience, 3rd Edition is supported by a companion website, featuring helpful resources for both students and instructors.

Differences between people are a fascinating and long-standing area of psychological inquiry. However, previous research has largely been confined to studies at the descriptive level. This book tries to explain individual difference, rather than merely describe them. Explanations are derived from two major competing frameworks: the biological and social approaches to individuality. The book is based on the contributions of specialists from Europe and North America invited to represent the biological and social points of view. Thus, a direct confrontation is obtained of two approaches that, hitherto, have proceeded with virtually no reference to each other. Attention is paid to behavior genetics, psychophysiology and temperament, as well as to social learning, behavioral strategies and person-environment interactions. Differences and commonalities between the biological and social approaches are scrutinized and a common framework is outlined to stimulate future research. Due to its innovative character, the book is particularly relevant for investigators in the field. In addition, it may be fruitfully used in advanced graduate level courses in personality psychology.

To most scientists, and to those interested in the sciences, understanding is the ultimate aim of scientific endeavor. In spite of this, understanding, and how it is achieved, has received little attention in recent philosophy of science. *Scientific Understanding* seeks to reverse this trend by providing original and in-depth accounts of the concept of understanding and its essential role in the scientific process. To this end, the chapters in this volume explore and develop three key topics: understanding and explanation, understanding and models, and understanding in scientific practice. Earlier philosophers, such as Carl Hempel, dismissed understanding as subjective and pragmatic. They believed that the essence of science was to be found in scientific theories and explanations. In *Scientific Understanding*, the contributors maintain that we must also consider the relation between explanations and the scientists who construct and use them. They focus on understanding as the cognitive state that is a goal of explanation and on the understanding of theories and models as a means to this end. The chapters in this book highlight the multifaceted nature of the process of scientific research. The contributors examine current uses of theory, models, simulations, and experiments to evaluate the degree to which these elements contribute to understanding. Their analyses pay due attention to the roles of intelligibility, tacit knowledge, and feelings of understanding. Furthermore, they investigate how understanding is obtained within diverse scientific disciplines and examine how the acquisition of understanding depends on specific contexts, the objects of study, and the stated aims of research.

Edited by Kris Rutten, Stefaan Blancke, and Ronald Soetaert, *Perspectives on Science and Culture* explores the intersection between scientific understanding and cultural representation from an interdisciplinary perspective. Contributors to the volume analyze representations of science and scientific discourse from the perspectives of rhetorical criticism, comparative cultural studies, narratology, educational studies, discourse analysis, naturalized epistemology, and the cognitive sciences. The main objective of the volume is to explore how particular cognitive predispositions and cultural representations both shape and distort the public debate about scientific controversies, the teaching and learning of science, and the development of science itself. The theoretical background of the articles in the volume integrates C. P. Snow's concept of the two cultures (science and the humanities) and Jerome Bruner's confrontation between narrative and logico-scientific modes of thinking (i.e., the cognitive and the evolutionary approaches to human cognition).

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