

Left Hemisphere Mapping Contemporary Theory Razmig Keucheyan

This book explores the nature of the control of language processing by the hemispheres of the neocortex. The author expounds a novel hypothesis, “The Focusing Hypothesis”, which holds that language processing in the brain is achieved through analytic and holistic systems, the former through left and the latter through right hemisphere processing. This hypothesis differs from current thinking in so far as it proposes that the involvement of the two systems (and two hemispheres) depends on the strategy selected by the speaker and that the engagement by one hemisphere over another will depend upon the communicative intent of the speaker and the propositionality of the utterance under production. Throughout the book there are useful and important discussions on such topics as the value of laboratory-based psycholinguistic experiments — given their tendency to encourage a “metalinguistic” strategy on the part of subjects, the nature of propositionality in language and brain and the difficulties of testing this hypothesis given the research approaches currently available. The Focusing Hypothesis is tested by comprehensive review of the existing experimental psycholinguistic, neuropsychological and neurophysiological literature, and a range of predictions which follow from the hypothesis are detailed.

As cognitive models of behavior continue to evolve, the mechanics of cognitive exceptionalism, with its range of individual variations in abilities and performance, remains a challenge to psychology. Reaching beyond the standard view of exceptional cognition equating superior intelligence, the Handbook of Individual Differences in Cognition examines the latest findings from psychobiology, cognitive psychology, and neuroscience, for a comprehensive state-of-the-art volume. Breaking down cognition in terms of attentional mechanisms, working memory, and higher-order processing, contributors discuss general models of cognition and personality. Chapter authors build on this foundation as they revisit current theory in such areas as processing effort and general arousal and examine emerging methods in individual differences research, including new data on the role of brain plasticity in cognitive function. The possibility of a unified theory of individual differences in cognitive ability and the extent to which these variables may account for real-world competencies are emphasized, and commentary chapters offer suggestions for further research priorities. Coverage highlights include: The relationship between cognition and temperamental traits. The development of autobiographical memory. Anxiety and attentional control. The neurophysiology of gender differences in cognitive ability. Intelligence and cognitive control. Individual differences in dual task coordination. The effects of subclinical depression on attention, memory, and reasoning. Mood as a shaper of information. Researchers, clinicians, and graduate students in psychology and cognitive sciences, including clinical psychology and neuropsychology, personality and social psychology, neuroscience, and education, will find the Handbook of Individual Differences in Cognition an expert guide to the field as it currently stands and to its agenda for the future.

Postcolonial Justice addresses a crucial issue in current postcolonial theory: the question of how to reconcile an ethics of diversity and difference with the normative, if not universal thrust that appears to energize any notion of justice.

Hypnosis provides a rich paradigm for those seeking to understand the processes that underlie consciousness. This book describes the latest advances in understanding hypnosis and similar trance states by researchers within the neuroscience of consciousness.

"Looks at everyday political practice in contemporary Pakistan"--Provided by publisher.

This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic, and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics: Voices from the present and the past deals with 36 major figures that philosophers of education rely on; Schools of thought addresses 14 stances including Eastern, Indigenous, and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic; Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present, for example care and justice, democracy, and the curriculum; New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience, videogames, and radicalization. The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training. Moreover, it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub-discipline. Combined with different conceptions of the purpose of philosophy, it discusses various aspects, using diverse perspectives to do so. Contributing Editors: Section 1: Voices from the Present and the Past: Nuraan Davids Section 2: Schools of Thought: Christiane Thompson and Joris Vlieghe Section 3: Revisiting Enduring Debates: Ann Chinnery, Naomi Hodgson, and Viktor Johansson Section 4: New Areas and Developments: Kai Horsthemke, Dirk Willem Postma, and Claudia Ruitenberg

A panoramic account of the world's leading writers and thinkers

This book addresses the seismic political events of Donald Trump's presidency and the British vote to leave the EU. It explores why citizens vote against their own best interests, and demonstrates the role and value of universities in a time when evidence, expertise and facts often dissolve into opinion, emotion and fake news.

articles on each school of thought, as well as relevant journals and web sites."--BOOK JACKET.

Interrogates the explosive potential of revolutionary anti-colonial 'afterlives' in contemporary Indian politics and society.

This book studies those who, in various domains of life, are resisting the increasingly harsh day-to-day pressures of "late capitalism," centering mainly on French examples. Far from the global euphoria of the sixties and seventies, everyday people are trying to loosen the grip of injustice in very concrete ways: people experiencing homelessness try to occupy and live in empty buildings; collectives of small farmers and consumers avoid long (and costly) commercial supply chains to defend their common interests; students and teachers organize to prevent the expulsion of undocumented migrants; and activists in the free software movement fight for the "common ownership" of software and of the Internet. Through civil disobedience in the midst of daily life, people are trying to resist, work against, and change laws that protect the interests of firms and corporations considered socially or ecologically unfair.

Over the last 25 years, reading processes have been the focus of an enormous amount of research in experimental psychology as well as in other disciplines. The theories and models emerging from this research have greatly advanced understanding of both normal acquisition and of reading disabilities. Although great progress has been made, there are certain aspects that have been relatively neglected in the current understanding. Specifically, the role of visual factors has received less attention than that of other component processes. This is particularly surprising since reading and writing are distinct from the other language processes of speaking and listening in large part by virtue of the fact that a visual dimension is involved. Relevant research is broadly scattered both geographically and in terms of disciplines, and there have been no major reviews or books concerned with the visual dimension of reading and reading disabilities. The purpose of this book is to bring together a broad range of evidence that concerns the role of visual information in reading and reading disabilities. Because reading processes are of central interest to cognitive scientists, neuropsychologists, psycholinguists, clinicians, and educators, this book should draw a very broad readership.

Radical new critical theory for the twenty-first century. In *Molecular Red*, McKenzie Wark creates philosophical tools for the Anthropocene, our new planetary epoch, in which human and natural forces are so entwined that the future of one determines that of the other. Wark explores the implications of Anthropocene through the story of two empires, the Soviet and then the American. The fall of the former prefigures that of the latter. From the ruins of these mighty histories, Wark salvages ideas to help us picture what kind of worlds collective labor might yet build. From the Russian revolution, Wark unearths the work of Alexander Bogdanov—Lenin’s rival—as well as the great Proletkult writer and engineer Andrey Platonov. The Soviet experiment emerges from the past as an allegory for the new organizational challenges of our time. From deep within the Californian military-entertainment complex, Wark retrieves Donna Haraway’s cyborg critique and science fiction writer Kim Stanley Robinson’s Martian utopia as powerful resources for rethinking and remaking the world that climate change has wrought. *Molecular Red* proposes an alternative realism, where hope is found in what remains and endures.

????????????????????,????????????????????,????????????????????,????????????????????

This is the third book in this series written by some of the world's leading cartographers. This volume identifies the challenges facing cartography and hence cartographic education in the latter part of the 20th century. It introduces an important new theoretical concept - a New Cartography. There is a section on cartographic education in developing countries which has been written by authors from the Third World together with cartographers from the industrialized northern hemisphere with extensive experience in the field. Although this is not a teaching text it is of direct relevance to all colleges and universities teaching cartography especially to those responsible for the development of curriculum.

The chapters in *Human Spatial Memory: Remembering Where* present a fascinating picture of an everyday aspect of mental life that is as intriguing to people outside of academia as it is to scientists studying human cognition and behavior. The questions are as old as the study of mind itself: How do we remember where objects are located? How do we remember where we are in relation to other places? What is the origin and developmental course of spatial memory? What neural structures are involved in remembering where? How do we come to understand scaled-down versions of places as symbolic representations of actual places? Although the questions are old, some of the answers-in-progress are new, thanks to some innovative theorizing, solid experimental work, and revealing applications of new technologies, such as virtual environments and brain imaging techniques. This volume includes a variety of theoretical, empirical, and methodological advances that invite readers to make their own novel connections between theory and research. Scholars who study spatial cognition can benefit from examining the latest from well-established experts, as well as milestone contributions from early-career researchers. This combination provides the reader with a sense of past, present, and future in terms of spatial memory research. Just as important, however, is the value of the volume as a touchstone resource for researchers who study perception, memory, or cognition but who are not concerned primarily with the spatial domain. All readers may find the fact that this volume violates the trend toward an ever-narrowing specialization refreshing. Chapters from cognitive psychologists are alongside chapters by developmentalists and neuroscientists; results from field studies are just pages away from those based on fMRI during observation of virtual displays. Thus, the book invites integrative examination across disciplines, research areas, and methodological approaches.

Few people have done as much to change how we view the world as Charles Darwin. Yet *On the Origin of Species* is more cited than read, and parts of it are even considered outdated. In some ways, it has been consigned to the nineteenth century. In *The Theory That Changed Everything*, the renowned cognitive scientist Philip Lieberman

demonstrates that there is no better guide to the world's living—and still evolving—things than Darwin and that the phenomena he observed are still being explored at the frontiers of science. In an exploration that ranges from Darwin's transformative trip aboard the Beagle to Lieberman's own sojourns in the remotest regions of the Himalayas, this book relates fresh, contemporary findings to the major concepts of Darwinian theory, which transcends natural selection. Drawing on his own research into the evolution of human linguistic and cognitive abilities, Lieberman explains the paths that adapted human anatomy to language. He demystifies the role of recently identified transcriptional and epigenetic factors encoded in DNA, explaining how nineteenth-century Swedish famines alternating with years of plenty caused survivors' grandchildren to die many years short of their life expectancy. Lieberman is equally at home decoding supermarket shelves and climbing with the Sherpas as he discusses how natural selection explains features from lactose tolerance to ease of breathing at Himalayan altitudes. With conversational clarity and memorable examples, Lieberman relates the insights that led to groundbreaking discoveries in both Darwin's time and our own while asking provocative questions about what Darwin would have made of controversial issues today, such as GMOs, endangered species, and the God question.

A bibliography of books and articles by and about Walter Benjamin.

The Oxford Handbook of Global Studies provides an overview of the emerging field of global studies. Since the end of the Cold War, globalization has been reshaping the modern world, and an array of new scholarship has risen to make sense of it in its various transnational manifestations—including economic, social, cultural, ideological, technological, environmental, and in new communications. The editors—Mark Juergensmeyer, Saskia Sassen, and Manfred Steger—are recognized authorities in this emerging field and have gathered an esteemed cast of contributors to discuss various aspects in the field through a broad range of approaches. Several essays focus on the emergence of the field and its historical antecedents. Other essays explore analytic and conceptual approaches to teaching and research in global studies, and the largest section will deal with the subject matter of global studies, challenges from diasporas and pandemics to the global city and the emergence of a transnational capitalist class. The final two sections feature essays that take a critical view of globalization from diverse perspectives and essays on global citizenship—the ideas and institutions that guide an emerging global civil society. This Handbook focuses on global studies more than on the phenomenon of globalization itself, though the various aspects of globalization are central to understanding how the field is currently being shaped.

This book—aimed at both the general reader and the specialist—offers a transatlantic, transnational, and multidisciplinary cartography of the rapidly expanding intellectual field of Galician Studies. In the twenty-one essays that comprise the volume, leading scholars based in the United States, Canada, the United Kingdom, and New Zealand engage with this field from the perspectives of queer theory, Atlantic and diasporic thought, political ecology, hydropoetics, theories of space, trauma and memory studies, exile, national/postnational approaches, linguistic ideologies, ethnographic poetry and photography, Galician language in the US academic curriculum, the politics of children's books, film and visual studies, the interrelation of painting and literature, and material culture. Structured around five organizational categories (Frames, Routes, Readings, Teachings, and Visualities), and adopting a pluricentric view of Galicia as an analytical subject of study, the book brings cutting-edge debates in Galician Studies to a broad international readership.

[Copyright: 1f16db3ff2ef9eb75ff385a01e094657](https://doi.org/10.1017/9781108888888)