

At A G Glencoe

In the writing of prefaces for works of this sort, most editors report being faced with similar challenges and have much in common in relating how these challenges are met. They acknowledge that their paramount objective is to provide more than an overview of topics but rather to offer selective critical reviews that will serve to advance theory and research in the particular area reviewed. The question of the appropriate audience to be addressed is usually answered by directing material to a potential audience of social scientists, graduate students, and, occasionally, advanced undergraduate students. Editors who are confronted with the problem of structuring their material often explore various means by which their social science discipline might be subdivided, then generally conclude that no particular classification strategy is superior. In elaborating on the process by which the enterprise was initiated, editors typically resort to a panel of luminaries, who provide independent support for the idea and then offer both suggestions for topics and the authors who will write them. Editors usually concede that chapter topics and content do not reflect their original conception but are a compromise between their wishes and the authors' expertise and capabilities. Editors report that inevitable delays occur, authors drop out of projects and are replaced, and new topics are introduced. Finally, editors frequently confess that the final product is incomplete, with gaps occurring because of failed commitments by authors or because authors could not be secured to write certain chapters.

Elizabeth and Anna Torrey grew up in a small Mississippi town during Civil War times. Their love and friendship for a young slave girl named Simmy tells of the interweaving of the lives of slave and slave-master. Papa, the voice of wisdom, and Mama, a pillar of love, influenced their lives. Half fiction and half family history, this book will have you guessing if it has been written about you. A wholesome book for all ages.

This 1969 work gathers together essays on Third World development by nine social scientists with diverse academic interests. These contributions are united by a relative uncertainty in relation to development, derived from the contemporary critical reappraisal of the area, together with a need to create fresh methodologies for the advancement of their respective fields.

First published in 1972, this book aims to provide an introduction to the teacher, or teacher in training, to society and its relationship to education. Although very much a product of its time rather than an instructive text for teachers in the 21st century, this work will be of interest to those studying the evolution of the study of

This volume contains Elizabeth Isabella Spence's *Letters from the North Highlands*, one of the Romantic era's most successful non-fictional accounts of the Scottish Highlands (1816), a work that, while influenced by Grant's *Letters from the Mountains* (1806), attempted to move the genre of the Scottish travelogue in new directions.

She was a Scottish horse trainer's daughter. He was a powerful nobleman. Together they would defy their separate worlds. Astride her mare, Deborah MacDonald proved she handled horses better than any lad in her clan's Glencoe home. Accompanying her father to an estate near London, Deborah met aristocratic Cortez Bedford. Drawn to Cort's wild nature, his dark good looks, and intrigued by his magnificent stallion, Pegasus, she never imagined she could capture the heart of this dashing nobleman. Reckless Cort Bedford had staked his entire inheritance on a horse race. Now, he risked the wrath of Pegasus's new Scottish trainer by pursuing his spirited daughter, Deborah. The tempestuous girl had a passion that matched Cort's own, igniting a fire in him, possessing his heart and soul with each searing kiss. But ahead lay a perilous contest in which all could be lost... as ancient tradition and feuding clans threatened to shatter their glorious, untamed love.

Dramatic changes caused by a foreign-owned nickel mining company in an Indonesian town provide the setting for this ethnographic study.

Robinson notes the changes that took place in Soroako, a village in Sulawesi. The book outlines the effects of this new development, principally in regard to the 1,000 indigenous Soroakans whose former agricultural land is now the site for the mining town. It presents an analysis of developing capitalist relations in the mining town, investigating changes not only in the sphere of production manifested in daily life as new forms of work, but also in culture and ideology. The book also investigates related changes in other areas of social life, in particular that of women's roles, marriage and the family, and the importance of ideologies of race and ethnicity in regulating relations between different groups in the mining town. Furthermore, Robinson shows that new ideological forms have arisen in the context of the evolving class structure. The essays in this volume pose the question common usage has obscured: was "the Enlightenment" truly enlightened or enlightening?

Scholarly investigation has sometimes avoided the question by confining itself to historical particulars of 18th-century Euro

First published in 1976. Ideology plays an important role in many fields of human activity and has therefore been dealt with directly and indirectly in a vast number of studies, but a generally accepted definition of the term is lacking even in the various branches of social and political science. This book - the first since Mannheim to elaborate a comprehensive theory of ideology - seeks to offer a generally applicable definition, a task which of necessity involves taking issue with the logical and political implications of the conceptions in current use and which touches on central problems of politics and political science. Professor Seliger's theory is based on an approach and conceptualizations which will appeal both to 'traditionalists' and 'behaviourists' since he gives due weight to both kinds of literature. Indeed, this book reflects throughout a detachment and independence of thought which are refreshing and opens up the way for both theorists and practising politicians to re-examine ideological tenets in the light of actual and feasible policy orientations and embark upon ideological reconstruction.

This book arouses discussion about the place of Ludwig Gumplowicz in the history of sociology. It offers an overview of Gumplowicz' main ideas in general, particularly those expressed in his other major work, *Der Rassenkampf*, and an examination of the men and movements in sociology.

"What was the interrelationship between education and society during the twentieth century in the United States and India? What is the essence of the historical development of educational policies and social systems in these two countries? What philosophical views and developmental courses underlie their outdoor-oriented education? What are their aims of outdoor-oriented education? What procedures are connected with their outdoor-oriented education? These questions are examined in this unique volume. This book is divided into three parts. The first part creates a context for the comparison of the issues concerning education and society. The central point of departure used here regards education as being closely related to the totality of culture and human activity. The dialectic process between education and society is realized differently in accordance with the value objectives that provide the background for different societies. This comparative educational study uses a historico-hermeneutical approach. The second part analyzes the social systems and educational policies of the United States and India following their developmental trends and patterns. The nature of the relationship between education and society for each country is further brought into focus when it is interpreted from the perspective of the philosophical views, pedagogical aims, and procedures of twentieth-century outdoor-oriented education. The case studies provide an interesting insight into how changes in educational policy have been reflected in the every-day pedagogical procedures used in schools in the United States and India. The third part is an analysis and comparison

of the phenomena previously presented that are related to education and society through the lenses suggested by sociological theories. It compares the dimensions of the interrelationship between education and society from the standpoint of outdoor-oriented education in the two countries during the twentieth century. This thought-provoking volume is intended for anybody interested in the interplay between education and society in all its complexity. It offers a fascinating journey into the past and present of the issues that have defined the development of education and society in the United States and India."

Zaire, apparently strong and stable under President Mobutu in the early 1970s, was bankrupt and discredited by the end of that decade, beset by hyperinflation and mass corruption, the populace forced into abject poverty. Why and how, in a new African state strategically located in Central Africa and rich in mineral resources, did this happen? How did the Zairian state become a "parasitic predator" upon its own people?

This book acts as a catalyst for anthropology to foster research ties to its neighboring disciplines in the behavioral and health sciences. It is an introspective and circumspective appraisal of the relevance of anthropology to these related disciplines and professions and assesses the usefulness of reciprocal borrowing of ideas and investigative tools among them. Essays by scholars from several disciplines are included, along with commentaries on each essay by noted social scientists. Contributors: Bernard S. Cohn; Albert Damon; Jules Henry; Donald L. Hochstrasser; Solon T. Kimball; Bertram S. Kraus; Wilton M. Krogman; Richard F. Salisbury; Harvey B. Sarles; Richard G. Snyder; Jesse W. Tapp, Jr.; Otto von Mering; and Murray L. Wax.

This book details the evolution of Bengali culture (in both Bangladesh and West Bengal) since antiquity and argues for its modernization. Originally peripheral to Hindu civilization based in North India, Bengali culture was subjected to various forms of Sanskritization. Centuries of invasions (1204-1757) resulted most notably in the Islamization of Bengal. Often there were conflicts between Sanskritization and Islamization. Later colonization of Bengal by Britain (1757) led to a process of Anglicization, which created a new middle class in Bengal that, in turn, created a form of elitism among the Bengali Hindu upper caste. After British rule ended (1947), Bengali culture lost its elitist status in South Asia and has undergone severe marginalization. Political instability and economic insufficiency, as reflected by many quantitative and qualitative indicators, are common and contribute to pervasive unemployment, alienation, vigilantism, and instability in the entire region. *A Story of Ambivalent Modernization in Bangladesh and West Bengal* is appropriate not only for Bengali intellectuals and scholars but for sociologists, political scientists, cultural anthropologists, historians, and others interested in a case study of how and why a given culture becomes derailed from its path toward modernization.

This publication contains twelve modules which cover a selection of major reform measures in agricultural extension being promulgated and implemented internationally, such as linking farmers to markets, making advisory services more demand-driven, promoting pluralistic advisory systems, and enhancing the role of advisory services within agricultural innovation systems. The reform issues consider the changing roles of the various public, private and non-governmental providers, and highlights the collaboration required to create synergies for more efficient and effective high quality services responding to the needs and demands of smallholder farmers. The modules draw on reform experiences worldwide and provide an introduction, definitions and a discussion for each specific reform measure, as well as case studies, tools, exercises and a reference list. The reform topics are envisaged for policy-makers, management and senior staff of institutions providing agricultural and rural advisory services. It can also be very useful for students studying agriculture, rural development, and extension in particular. This is a substantially updated version of the 2009 publication of the same title, but with only nine modules. These nine modules were restructured and up-dated, and three modules were added. The layout of the modules changed to allow a better overview for the reader.

In the 19th century, colonial rule brought the modern world closer to the Indonesian peoples, introducing mechanized transport, all-weather roads, postal and telegraph communications, and steamship networks that linked Indonesia's islands to each other, to Europe and the Middle East. This book looks at Indonesia's global importance, and traces the entwining of its peoples and economies with the wider world. The book discusses how products unique to Indonesia first slipped into regional trade networks and exposed scattered communities to the dynamic influence of far-off civilizations. It focuses on economic and cultural changes that resulted in the emergence of political units organized as oligarchies or monarchies, and goes on to look in detail at Indonesia's relationship with Holland's East Indies Company. The book analyses the attempts by politicians to negotiate ways of being modern but uniquely Indonesian, and considers the oscillations in Indonesia between movements for theocracy and democracy. It is a useful contribution for students and scholars of World History and Southeast Asian Studies.

Talcott Parsons (1904-79) is widely regarded as one of the most important sociologists of the twentieth century. These four volumes provide an essential guide to the thought and work of this major sociologist.

Analyzes seventeen successful and unsuccessful managerial transitions, describes the five stages in mastering a new position, and discusses the implications for career planning

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