



# **NEW ARRIVALS**

**List of New Additions with Summaries**

**August 2023**



**Indian Council of Social Science Research**

**National Social Science Documentation Centre  
35, Ferozeshah Road  
New Delhi – 110001**

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New Arrivals: List of New Additions with Summaries/ Compiled &  
edited by NASSDOC Team,  
National Social Science Documentation Centre, 56p.  
(NASSDOC Research Information Series: 1)  
August 2023

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## **Foreword**

The current issue of “New Arrivals: List of New Additions with Summaries” contains a list of New Books that were processed in the month of August 2023 and are available for use in the National Social Science Documentation Centre of ICSSR. In the main text, entries are arranged by the title, followed by bibliographical details and a summary of the document. For easy retrieval Author and Keyword Index are also given at the end where the number in front of the Author or Keyword denotes the serial number of the entry in the main list of New Additions. Interested readers can consult the listed titles by visiting the library.

Suggestions are always welcome.

Ramesh Yernagula  
Director (Documentation)  
NASSDOC

<b>S. No</b>	<b>Title and other Details</b>	<b>Acc. No</b>
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| <b>1</b> | Active learning in higher education: theoretical considerations and perspectives/<br>Garnham, Wendy A (ed.), Gowers, Isobel R (ed.)- Routledge: Oxon , 2023; xiv, 91p. | <b>52729</b> |
|----------|--|--------------|

This insightful new book explores perspectives on active learning as creative discovery, conceptualisations of active learning spaces and transitions from theoretical approaches to active learning practice. It draws on the experiences of academics, learning technologists and clinical practitioners, and invites the reader to think about our conceptualisations of active learning and to move beyond mere demonstrations of its effectiveness. With contributions from academics and NHS practitioners, this publication will make a unique contribution to the literature that increasingly points to the value, impact and reach of active learning pedagogy. It importantly addresses the need for active learning, highlighting some of the many theoretical issues that active learning raises through three broad lenses: - The idea of active learning as creative play - The use of theoretical models in designing active learning - The transition from active learning theory to practice Aimed at anyone with an interest in active learning as a pedagogical approach, Active Learning in Higher Education provides a starting point for further discussion and development of pedagogical theory, becoming an essential read for educators, school leaders as well as researchers in the field of education

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|----------|---|--------------|
| <b>2</b> | Acute crisis leadership in higher education: lessons from the pandemic/ Weaver,<br>Gabriela C (ed.)- Routledge: New York , 2023; xix, 245p. | <b>52730</b> |
|----------|---|--------------|

This book explores higher education leadership during times of extreme pressures and limited, changing information. Organized around different functional units in higher education institutions, chapters describe the ways in which campus communities were affected by and responded to the early pandemic crisis. By unpacking observations of real leaders from American institutions of higher

education during the COVID-19 pandemic, this book provides lessons learned and takeaway strategies for complex decision-making during a crisis. This edited collection explores the unique moment when leaders and teams must make, implement, and adjust plans rapidly to assure delivery of their missions, while still addressing the needs of students, parents, employees, and stakeholders. Shining a bright light on decision-making in the early acute stage of a crisis, this book prepares higher education educators to be effective leaders and successful decision-makers

- 3 Adam Smith/ Fleischacker, Samuel- Routledge: United Kingdom, 2021; xvi, 364p. **52717**

Adam Smith (1723-1790) is widely regarded as the founder of political economy and one of the great thinkers of the Enlightenment period. Best-known for his founding work of economics, *The Wealth of Nations*, Smith's thought engaged equally with the nature of morality, above all in his *Theory of Moral Sentiments*. Smith's brilliance leaves us with an important question, however: Was he first and foremost a moral philosopher, who happened to turn to economics for part of his career? In this outstanding philosophical introduction Samuel Fleischacker argues that Smith is a superb example of the broadly curious thinkers who flourished in the Enlightenment; one for whom morality, politics and economics were just a few of the many fascinating subjects that could be illuminated by naturalistic modes of investigation. After a helpful overview of his life and work, Fleischacker examines the full range of Smith's thought, including: epistemology, philosophy of science and aesthetics, moral sentimentalism, moral approval, sympathy, and judgement, the character of virtue advantages and disadvantages of Smith's moral philosophy, Smith's views on religion, justice and jurisprudence, governmental policy, economic principles, Smith's philosophical legacy and his place in the history of liberalism. Including chapter summaries, suggestions for further reading and a glossary, Adam Smith is essential reading for those studying ethics, political philosophy, the history of philosophy, and the Enlightenment, as well as those reading Smith in related disciplines such as economics, law and religion

- 4** Advancing Student Engagement in Higher Education: Reflection, Critique and Challenge/ Lowe, Tom (ed.)- Routledge: New york , 2023; 294p. **52731**

This book is ideal reading for all those developing education, course leaders and heads of academic departments, as well as anyone interested in advancing student engagement in their higher education setting. Providing a selection of critical pieces on the key challenges and debates in student engagement in higher education, this edited collection of sector-leading, scholarly-informed critical reflections is designed to consider and build upon what can be done to advance student engagement. By problematising student engagement practice, this book explores how to strengthen policies, recognise the issues and create solutions to overcome barriers and tensions. It considers topics such as diversity, accessibility, representativeness, evidencing impact, data analytics, the campus estate and the impact of COVID-19. The contributors provide lessons learned and knowledge from the field to make practice with students more considered and robust for the challenges ahead in the post-pandemic university. Moving beyond endorsing student engagement and offering best practice to critically reflect on and challenge our engagements with students in contemporary higher education.

- 5** Amartya Sen and rational choice: the concept of commitment/ Peacock, Mark S.- **52749**  
CRC Press: United Kingdom, 2021; 152p.

This book examines commitment as it has evolved in Sen's critique of orthodox rational choice theory. The in-depth focus on commitment reveals subtleties in the concept itself as well as in its relationships with other concepts which Sen develops in his critique of rational choice theory, e.g. preference, sympathy, weakness of will, agency, personhood, social norms, rights, self-welfare goal and self-goal choice. The book provides a comprehensive understanding of commitment and offers novel interpretations of the term as a way of strengthening its plausibility. Broadly in support of Sen's conceptualization of rational choice, the book nevertheless reveals

ambiguities and weaknesses in Sen's conceptual framework, and it reformulates Sen's concepts when doing so strengthens the claims he makes. The book also engages with critics of Sen and argues for the importance of commitment as a component in the theory of rational choice

- 6** Arts and culture in global development practice: expression, identity and empowerment/ Maguire, Cindy (ed.), Holt, Ann (ed.)- Taylor and Francis: New York , 2022; xx, 236p. **52708**

This book explores the role that arts and culture can play in supporting global international development. The book argues that arts and culture are fundamental to human development, and can bring considerable positive results for helping to empower communities and provide new ways of looking at social transformation. Whilst most literature addresses culture in abstract terms, this book focuses on practice-based, collective, community-focused, sustainability-minded, and capacity-building examples of arts and development. The book draws on case studies from around the world, investigating the different ways practitioners are imagining or defining the role of arts and culture in Belize, Canada, China, Ethiopia, Guatemala, India, Kosovo, Malawi, Mexico, Peru, South Africa, Sri Lanka, Taiwan, Thailand, USA, and Western Sahara refugee camps in Algeria. The book highlights the importance of situated practice, asking what questions or concerns practitioners have, inviting a dialogic sharing of resources and possibilities across different contexts. Seeking to highlight practices and conversations outside normative frameworks of understanding, this book will be a breath of fresh air to practitioners, policy makers, students and researchers from across the fields of global development, social work, art therapy, and visual and performing arts education

- 7** Bangladesh's quest for inclusive development: challenges and pathways/ Mujeri, Mustafa K.- Routledge: New York , 2023; 306 p. **52713**



The book provides a comprehensive conceptual understanding covering major challenges and pathways to progressively promote inclusive development in Bangladesh. Since independence in 1971, Bangladesh has achieved significant economic growth and social progress, but the benefits have not been shared equitably across all groups in society and there is the demand that inclusive development should be at the core of the country's development agenda. Analysing inclusive development in Bangladesh, the authors present it as synonymous with improving the well-being of all individuals in a comprehensive manner along with upholding the principles of equity and justice. The book shows that the multi-dimensionality of inclusive development facilitates the participation of all in society in development through enhancing capabilities and ensuring equal opportunities. The analysis highlights social investments in specific concerns of the marginalised and disadvantaged groups and unequal structural forces that compel the state to remain biased towards the rich and consequent 'elite capture' of the state in Bangladesh. Arguing that Bangladesh has moved closer towards applying the inclusive development tenets in policy making, the book's findings show that the challenge is the absence of any generic formula to ensure that the country is moving towards a more inclusive development path. A valuable contribution to the study of Bangladesh's changing dynamics of political, economic and social configurations and development economics, the book will be of interest to researchers in the fields of Economics, Asian Studies and Development Studies

- 8** Colonization and epistemic injustice in higher education: precursors to decolonization/ Maringe, Felix (ed.)- Routledge: Abingdon, Oxon , 2023; viii, 173p.

**52737**

This book draws from multiple geo-political spaces across the world to consider how epistemic injustice has characterized colonial higher education systems. Within this text, carefully chosen international contributors explore how colonialism, coloniality, and colonization have impacted indigenous people's ways of knowing, feeling, behaving, valuing, being, and becoming in fundamental ways and how the West's

idea of education and schooling have been used as key instruments in the project of world domination and subjugation. Beyond these key entry concepts, chapters use ideas of modernity, post modernism, globalization, internationalization, and neo-liberalism to examine how higher education in colonial and post-colonial societies still answers to a colonial narrative and what can be done to decolonize the system. Unpacking the historical and philosophical antecedents of higher education and critically examining the intentions and impact of colonial assumptions behind higher education in different parts of the world, this is suitable reading for postgraduates and scholars in the field of higher education, as well as senior management teams in universities and practitioners who work directly in the field of transformation in government, and university departments

- 9** Contemporary feminist theologies: power, authority, love/ Handasyde, Kerrie (ed.), m Pryor, Rebekah(ed.), McKinney, Cathryn (ed.)- CRC Press: United Kingdom, 2021; xi, 207p. **52718**

This book explores the issues of power, authority and love with current concerns in the Christian theological exploration of feminism and feminist theology. It addresses its key themes in three parts. Power deals with feminist critiques; Authority unpacks feminist methodologies; and Love explores feminist ethics. Covering issues such as embodiment, intersectionality, liberation theologies, historiography, queer approaches to hermeneutics, philosophy and more, it provides a multi-layered and nuanced appreciation of this important area of theological thought and practice. This volume will be vital reading for scholars of Feminist Theology, Queer Theology, Process Theology and Practical Theology, as well as Religion and Gender

- 10** Creating third spaces of learning for post-capitalism: lessons from educators and activists/ Anderson, Gary L.- Routledge: New York, 2023; xiv, 189p. **52732**

In this book, the authors' postcapitalist approach to change focuses less on what we need to dismantle, and more on what educators and activists are building in its place. Studying schools and other social organizations in the global north and south, the authors identify and examine some of the most interesting counterhegemonic spaces in both formal and informal education today. They view these spaces through a lens of what Gloria Anzaldúa and Homi Bhabha call borderlands or "third spaces". These third spaces are created in-between our lived cultural and social identities (first space) and the dominant culture that seeks to define us (second space). This book seeks to better understand how these third spaces conceive of learning, how they are created, the range of experiences among them, the obstacles they face, how they are sustained over time, and how they have built global networks of solidarity. The creation of global networks of third spaces not only signals a shift in progressive political strategy, but also an expansion of what counts as spaces that are educational. This book is well suited to graduate and upper-level undergraduate courses in politics of education, sociology of education, education policy, as well as the humanities, sociology, political science and the arts.

- 11** Development Economics: theory and practice/ Janvry, Alain De- Routledge: New York, 2021; 548p. **52750**

This text book is fully engaged with the most cutting-edge research in the field and equips readers with analytical tools for impact evaluation of development programs and policies, illustrated with numerous examples. It is underpinned throughout by a wealth of student-friendly features, including case studies, quantitative problem sets, end-of-chapter questions, and extensive references. Excel and Stata exercises are available as digital supplements for students and instructors. This unique text is ideal for those taking courses in development economics, economic growth, and development policy, and will provide an excellent foundation for those wishing to pursue careers in development.

- 12** Digital futures for learning: speculative methods and pedagogies/ Ross, Jen- **52738**  
Routledge: New York, 2023; xi, 212p.

This book argues for and explores speculative approaches to researching and analysing post-compulsory and informal learning futures-where we are, where we might go, and how to get there Digital Futures for Learning offers a methodological and pedagogical way forward for researchers and educators who want to work imaginatively with 'what's next' in higher education and informal learning. Today's debates around technological transformations of social, cultural, and educational spaces and practices need to be informed by a more critical understanding of how visions of the future of learning are made and used, and how they come to be seen as desirable, inevitable, or impossible. Integrating innovative methods, key research findings, engaging theories, and creative pedagogies across multiple disciplines.

- 13** Economic successes in South Asia: a story of partnerships/ Khan, Shahrukh Rafi- **52714**  
Routledge: New York, 2022; 200p.

This book analyses economic successes in South Asia and the reasons why they emerge by offering an in-depth analysis of a few case studies against the backdrop of overall policy context and economic performance of these countries. Offering a brief comparative review of South Asia in a global context, the book shows that the region remains an economically and socially lagging region. The author argues that within South Asia, most countries demonstrate examples of economic or social success. This book explores such successes that provide lessons for other South Asian countries and beyond. Case studies include the textile industry and microcredit in Bangladesh, information technology in India, forestry management in Nepal, surgical and sports goods in Pakistan, and human development in Sri Lanka. At the macro level, the book discusses India's catch-up growth first given the country's global importance and because of the prominence of the debate on its catch-up growth to development economics. A novel addition to the literature with its focus on successful initiatives

with broad policy implications, this book will be of interest to researchers in the field of development economics, development studies and South Asian Studies, in particular South Asian policy

- 14** Emerging Methods in Family Research/ Amato, Paul (ed.) Booth, Alan (ed.) McHale, Susan M (ed.)- Springer: New York, 2014; XIV, 288p. **52689**

The family can be a model of loving support, a crucible of pathology, or some blend of the two. Across disciplines, it is also the basic unit for studying human relationships, patterns of behavior, and influence on individuals and society. As family structures evolve and challenge previous societal norms, new means are required for understanding their dynamics, and for improving family interventions and policies. *Emerging Methods in Family Research* details innovative approaches designed to keep researchers apace with the diversity and complexities of today's families. This versatile idea-book offers meaningful new ways to represent multiple forms of diversity in family structure and process, cutting-edge updates to family systems models and measurement methods, and guidance on the research process, from designing projects to analyzing findings. These chapters provide not only new frameworks for basic research on families, but also prime examples of their practical use in intervention and policy studies. Contributors also consider the similarities and differences between the study of individuals and the study of family relationships and systems. Included in the coverage: Use of nonlinear dynamic models to study families as coordinated symbiotic systems. Use of network models for understanding change and diversity in the formal structure of American families. Representing trends and moment-to-moment variability in dyadic and family processes using state-space modeling techniques. Why qualitative and ethnographic methods are essential for understanding family life. Methods in multi-site trials of family-based interventions. Implementing the Multiphase Optimization Strategy (MOST) to analyze the effects of family interventions. Researchers in human development, family studies, clinical and developmental psychology, social psychology, sociology, anthropology, and

social welfare as well as public policy researchers will welcome *Emerging Methods in Family Research* as a resource to inspire novel approaches to studying families.

- 15** Family and space: rethinking family theory and empirical approaches/ Halatcheva-Trapp, Maya (ed.) , Montanari, Giulia (ed.) , Schlinzig, Tino(ed.)- Routledge: New York , 2019; 228p. **52690**

This book brings together international authors from the fields of sociology, human geography, and anthropology to support the development of space-sensitive and de-territorialised perspectives on the family that reach beyond classical concepts such as the ‘household’ or the ‘nuclear family’. With close attention to the implications of differing relations to space for the social fabric of families, it presents studies of theoretical, methodological, and empirical aspects of late-modern family life. Examining the meaning of absence and presence for parenting, the aesthetic, and sensual dimensions of everyday family life, and its digital and media-related features aspects, *Family and Space* considers the value of a range of approaches to researching the spatial elements of family life, including ethnographic accounts, interviews, group discussions, mobile methods, and network analyses.

- 16** Family Beyond Household and Kin:Life Event Histories and Entourage, a French Survey/ Bonvalet, Catherine (ed.)- Springer: New York , 2016; IX, 198p. **52691**

This book analyzes the family and residential trajectories of men and women across the twentieth century, which are placed in a long-term generational perspective and in the historical context where they played out. It brings together a set of studies based on data from the *Biographies et Entourage* (Life Event Histories and Entourage) survey conducted by the Institut National d'Etudes Démographiques (INED) on a representative sample of nearly 3,000 residents of the Paris region born between 1930 and 1950. Inside, readers will discover an insightful analysis of the family that moves away from such traditional concepts as the household or main residence and proposes

new ones like the entourage and the residential system. This innovative approach to the family network describes an affective and residential proximity that takes into account the relatives and close friends who have played or continue to play a role in an individual's life. The book first presents a detailed analysis of the Biographies et Entourage survey respondents' parental universe and proposes a practical approach to the notion of parenthood that reveals the family and non-family resources available to individuals. Next, it describes the evolution of the respondents' family networks, both in and beyond the household, and details how these family circles shape their subjective judgments during childhood, adolescence, and adult life. Coverage then goes on to examine the family ties of older adults, the role of grandparents and step-families, the importance of family spaces including often frequented places, and inter-generational family solidarity. Families extend well beyond the walls of the home. Interpersonal relations are constructed throughout the life course and in all the settings where they play out. This book takes this new family reality into account and traces its dynamics across time and space. It provides essential tools for researchers looking to conduct life event history surveys and to develop innovative areas of research in the social sciences.

- 17** Family mobility: reconciling career opportunities and educational strategy/ Doherty, Catherine Ann.- Routledge: New York , 2015; ix, 221p.

**52692**

Family mobility decisions reveal much about how the public and private realms of social life interact and change. This sociological study explores how contemporary families reconcile individual members' career and education projects within the family unit over time and space, and unpacks the intersubjective constraints on workforce mobility. This Australian mixed methods study sampled Defence Force families and middle class professional families to illustrate how families' educational projects are necessarily and deeply implicated in issues of workforce mobility and immobility, in complex ways. Defence families move frequently, often absorbing the stresses of moving through 'viscous' institutions as private troubles. In contrast, the

selective mobility of middle class professional families and their 'no go zones' contribute to the public issue of poorly serviced rural communities. Families with different social, material and vocational resources at their disposal are shown to reflexively weigh the benefits and risks associated with moving differently. The book also explore how priorities shift as children move through educational phases. The families' narratives offer empirical windows on larger social processes, such as the mobility imperative, the gender imbalance in the family's intersubjective bargains, labour market credentialism, the social construction of place, and the family's role in the reproduction of class structure

- 18** Foundations of a sustainable economy: moral, ethical and religious perspectives/  
Burki, Umar (ed.) Azid, Toseef (ed.) Dahlstrom, Robert (ed.)- Routledge: Abingdon,  
Oxon, 2022; 392p.

**52715**

This book addresses current practices related to sustainable development, its challenges, and the future. People belonging to different genders regardless of their age, social class and education should be equal as citizens and individuals, and identical in their rights and responsibilities. The business sector, authorities, societies, and religious circles have the potential to play a fundamental role in curbing social ills and the degradation of the environment in this modern world. The authors of this book argue that without good governance, the status of a human being is unlikely to improve. They make the case that to achieve sustainability, government, society and the economy must ensure a platform for people to participate in decision-making and benefit from the rights they are accorded. By covering a range of perspectives across economic, social and moral life, the book will shed light on the problems and possible solutions to sustainable development and the triple bottom line (TBL), of people, planet and profit, under the umbrella of morals and divine law. This will be a useful guide for undergraduate and postgraduate students across multiple disciplines, such as economics, religious studies, business studies, political science, anthropology and sociology



- 19** Freedom of speech in universities: Islam, charities and counter-terrorism/ Scott-Baumann, Alison- Routledge: United Kingdom, 2021; 150p. **52719**

Freedom of speech and extremism in university campuses are a major source of debate and moral panic in the UK today. In 2018, the Joint Committee on Human Rights in Parliament undertook an inquiry into freedom of speech on campus. It found that much of the public concern is exaggerated, but identified a number of factors that require attention, including the impact of government counter-extremism measures (the Prevent Duty) and regulatory bodies (including the Charity Commission for England and Wales) on freedom of speech. This book combines empirical research and philosophical analysis to explore these issues, with particular focus on the impact upon Muslim students and staff. It offers a new conceptual paradigm for thinking about freedom of speech, based on deliberative democracy, and practical suggestions for universities in handling it. Topics covered include: The enduring legacy of key thinkers who have shaped the debate about freedom of speech, the role of right-wing populism in driving moral panic about universities, the impact of the Prevent Duty and the Charity Commission upon Muslim students, students' unions and university managers Students' and staff views about freedom of speech, alternative approaches to handling freedom of speech on campus, including the community of inquiry This highly engaging and topical text will be of interest to those working within public policy, religion and education or religion and politics and Islamic Studies

- 20** From civil partnerships to same-sex marriage: interdisciplinary reflections/ Barker, Nicola (ed.) , Monk, Daniel (ed.)- Routledge: New York , 2022; vi, 245p. **52693**

This book brings together leading scholars and commentators from a wide range of professions and disciplinary backgrounds to critically reflect on the first ten years of the Civil Partnership Act and the introduction of same-sex marriage: some providing a close reading of their judicial interpretation, and their media representation; some

locating them within the context of British political history and the history of sexuality; and some exploring their wider implications for struggles around homosexuality within the Commonwealth. Marking the 10th anniversary of the first civil partnership ceremonies, and coinciding with the first same-sex marriages, this critical reflection on the first decade of same-sex relationship recognition provides a much needed foundation for encouraging and suggesting new ways of engaging with this reality. “The UK's Civil Partnership Act 2004 and the Marriage (Same-Sex) Act 2014 are important legal, social and historical landmarks. For, beyond their practical implications, same-sex relationship recognition throughout the western world has become a key site of political contestation rich in symbolic, material and cultural meanings. While fiercely opposed by many, within mainstream narratives they are often represented as a victory in a legal reform process that commenced with the decriminalisation of homosexuality. For others, however, they represent a problematic and ambivalent political engagement with the institution of marriage. These reforms, then, provide an invaluable opportunity to engage with issues that arguably affect everyone, regardless of sexual orientation or relationship status.

- 21** Gender justice and human rights in international development assistance: transcending universal divisions/ Forti, Sarah- Routledge: New York , 2018; xi, 192p.

**52695**

Gender Justice and Human Rights in International Development Assistance provides a critical analysis of how frameworks of gender equality play out in the field of international development assistance, at theoretical, international legislative and policy levels, donor and national policy levels and programme levels. If current dominant theoretical perspectives are not interrogated, the consequences could be that gender inequalities and injustices are inadequately addressed, or that opportunities are missed to impact on poverty reduction and on transformative gender changes. Through a renewed interpretation of gender equality in IDA, the book aims to show the way towards a more effective response to gender inequalities and injustices faced by women in developing countries. Drawing on 20 years of

experience working with IDA policies and programming across three continents, this book makes an important contribution to the active and dynamic field of critical feminism, as well as providing practical illustrations on how such critical thinking might contribute to gender transformational changes. *Gender Justice and Human Rights in International Development Assistance* will be important reading for scholars and upper level students working in the fields of gender equality, human rights, development assistance, foreign affairs, international law, and international relations.

- 22** Gender, diversity and innovation: concepts, policies and practice/ Owalla, Beldina (ed.) Vorley, Tim (ed.) Lawton Smith, Helen (ed.)- Edward Elgar: United Kingdom, 2022; xiv, 257p.

**52694**

This edited collection presents fascinating new insights on gender and innovation with a central focus on the experiences of women innovators, exploring different geographic and institutional contexts through a series of in-depth case studies. It investigates how intersecting characteristics such as age, race and ethnicity as well as broader contextual and institutional factors enable and constrain the innovation activities and ambitions of women. Drawing on different theoretical perspectives, expert contributors interrogate questions of gender and innovation to examine the multiple factors influencing women innovators in the contemporary world. The book also engages with how policies can support diversity and inclusion within innovation, an area that has historically been highly gendered. Further to this, it recommends actions to take to support the development of inclusive practices, and identifies directions for future research. Exploring the diversity of gender and innovation as a concept as well as in practice, this book will be a stimulating resource for scholars, educators and students who wish to gain an overview of the topic. Policy makers and practitioners will find the insights on how policies and initiatives can achieve great equality and diversity informative and illuminating

- 23** Inspirational women in academia: supporting careers and improving minority representation/ Kucirkova, Natalia- Routledge: New York, 2023; 194p. **52739**

This book is ideal reading for any minority working in higher education interested in promotion processes, equality and diversity in the workplace and mentoring. It will also be of interest to providers of academic leadership courses, organisations and institutions promoting gender equality in Higher Education and supporting women's careers and improving the representation, progression and success of Black, Asian and Minority Ethnic (BAME) staff and students within higher education. Expert-led, interdisciplinary and international in scope, this insightful book aims to increase the representation and leadership potential of women working in academia, examining the intersection of multiple inequalities with a specific focus on gender, age and ethnicity and disability. A carefully crafted response to educational inequalities, the volume posits an invitation for dialogue around what it means to have success in higher education.

- 24** International student support and engagement in higher education: exploring innovative practices in campus, academic and professional support services/ Boyd, Janet (ed.) Mohamed, Mutiara (ed.)- Routledge: New York , 2023; xxi, 229p. **52740**

International Student Support and Engagement in Higher Education examines innovative practices in campus, academic, and professional support services which serve the various and unique needs of international students seeking undergraduate and graduate degrees. Divided into three sections pertaining to campus, academic and professional support services, the author's present case studies and original research that examine strategies for how institutions of higher education can operate to promote international student success beyond the classroom. The international range of contributors showcase research from across Canada, China, Indonesia, Malaysia, Russia, Senegal, Thailand and the US. Foregrounding support services with innovative and successful methods for collaborating with one another, the book

crucially addresses how the myriad support services available on campuses can work together to support international students and foster a sense of belonging and connection, rather than maintaining a focus on acculturation. It examines the origins of these partnerships, asking whether the services are designed to support the international student community specifically, or to serve the student population more generally. Identifying new emerging trends and with a view to establishing a broad and global context for best practices in international student support, this book will appeal to faculty, researchers, scholars, and scholar-practitioners with interests in higher education, student support services and international and comparative education

- 25** Islam, family life, and gender inequality in urban China/ Zang, Xiaowei.- Routledge: Abingdon, Oxon | New York, 2012; xiii, 233p.

**52696**

This book studies the relationship between Islam, family processes, and gender inequality among Uyghur Muslims in Ürümqi, China. Empirically, it shows in quantitative terms the extent of gender inequalities among Uyghur Muslims in Ürümqi and tests whether the gender inequalities are a difference in kind or in degree. It examines five aspects of gender inequality: employment, income, household task accomplishment, home management, and spousal power. Theoretically, it investigates how Islamic affiliation and family life affect Uyghur women's status. Zang's research involved rare and privileged access to a setting which is difficult for foreign scholars to study due to political restrictions. The data are drawn from fieldwork in Ürümqi between 2005 and 2008, which include a survey of 577 families, field observations, and 200 in-depth interviews with local Uyghurs. The book combines qualitative and quantitative data and methods to study gendered behavior and outcomes. The author's study reinterprets family power and offers a more nuanced analysis of gender and domestic power in China and makes a pioneering effort to study spousal power, gender inequality in labor market outcomes, and gender inequality in household chores among members of ethnic minorities in

China. The book will be of interest to students and scholars of ethnic studies, Chinese studies, Asian anthropology and cultural sociology.

- 26** John Dewey's ethical theory: the 1932 ethics/ Frega, Roberto (ed.) , Levine, Steven (ed.)- CRC Press: New York , 2021; 288p. **52720**

This book provides a wide-ranging, systematic, and comprehensive approach to the moral philosophy of John Dewey, one of the most important philosophers of the 20th century. It does so by focusing on his greatest achievement in this field: the Ethics he jointly published with James Hayden Tufts in 1908 and then republished in a heavily revised version in 1932. The essays in this volume are divided into two distinct parts. The first features essays that provide a running commentary on the chapters of the 1932 Ethics written by Dewey. Each chapter is introduced, situated within a historical perspective, and then its main achievements are highlighted and discussed. The second part of the book interprets the Ethics and demonstrates its contemporary relevance and vitality. The essays in this part situate the Ethics in the broader interpretive frameworks of Dewey's philosophy, American pragmatism, and 20th-century moral theory at large. Taken together, these essays show that, far from being a mere survey of moral theories, the 1932 Ethics presents the theoretical highpoint in Dewey's thinking about moral philosophy. This book features contributions by some of the most influential Dewey scholars from North America and Europe. It will be of keen interest to scholars and students of American pragmatism, ethics and moral philosophy, and the history of 20th-century philosophy

- 27** Leading innovation and creativity in the University Teaching: Implementing change at the programme level/ Nolan, Sam J (ed.) Hutchinson, Steve (ed.) - Routledge: New York, 2023; xvi, 182p. **52733**

This book explores what it means to be an innovative leader of learning and teaching in higher education. Providing practical tips and guidance to support those designing

or redesigning higher education curricular, this book highlights approaches and solutions to leading change in learning and teaching. Covering all areas from an overview of external pressures, through to developing a vision and strategy for a programme, to classroom practice and sustainability, leading thinkers in the field of university learning and teaching share their experiences of driving and sustaining change in departmental practice. It also introduces creative approaches into the role to support the innovation, enhancement, and development of agile program teams. With insights and case studies from international contributors, this book highlights key approaches and solutions to leading change in learning and teaching that are implementable. It will be key reading for all those teaching in higher education, but particularly for academics who are interested in programme leadership roles

- 28 LGBTQ Digital Cultures: a global perspective/ Pain, Paromita (ed.)- Taylor and Francis: New York, 2022; 294p.

**52709**

Emphasizing an intersectional and transnational approach, this collection examines how social media and digital technologies have impacted the sphere of LGBTQ activism, advocacy, education, empowerment, identity, protest, and self-expression. This edited collection adopts a critical and cultural studies perspective to examine queer cyberculture and presence. Through the lens of representation and identity politics, it explores topics such as race, disability, and colonialism, alongside sexuality and gender. The collection examines how digital technologies have made queer cultural production more expansive and how such technological affordances and platforms have enabled queer cultural practices to be more transformational. Bringing together contributors and case studies from different countries, the contributions grapple with the tensions that arise when visibility, hiddenness, renditions of the self and collective contractions of identity must be negotiated in a variety of global contexts and explores this influence on contemporary political identities. This book provides an essential introduction to LGBTQ digital cultures for students, researchers and scholars of media, communication and cultural studies. It

will also be of interest to activists wanting to learn more about the transformative potential of digital media and technology in LGBTQ advocacy and empowerment around the globe

- 29** Making inclusive higher education a reality: creating a university for all/ Kelly, Anna M (ed.) Padden, Lisa (ed.) Fleming, Bairbre (ed.)- Routledge: United Kingdom, 2013; xxiv, 235p. **52741**

This book moves the conversation about inclusivity from a concept to a reality. It evokes and prompts solutions to everyday challenges experienced by those working in higher education and offers the reader a ringside seat to its application, implementation and unearthing inclusive practice gems which showcase inclusive practice at its best. Providing a whole-institution perspective of student access and inclusion, citing case studies and sharing real world experience, this book will appeal to academic leaders, faculty and professionals in higher education, as well as policy makers. In particular, those charged with addressing issues and access, diversity and inclusion in higher education will find this a vital read. Revealing higher education inclusive practice in action, this key title showcases a range of international case studies from a number of universities in order to highlight approaches to developing a culture of access and inclusion. It provides detailed information on how to transform institutional commitment to access and diversity into systemic change and the creation of a university for all. By deconstructing assumptions and practices and offering a range of inclusive practices and case studies to challenge and enhance practice.

- 30** Making mixed race: a study of time, place and identity/ Campion, Karis,- Routledge: New York, 2022; 198p. **52697**

By examining Black mixed-race identities in the city through a series of historical vantage points, Making Mixed Race provides in-depth insights into the geographical



and historical contexts that shape the possibilities and constraints for identifications. Whilst popular representations of mixed-race often conceptualise it as a contemporary phenomenon and are couched in discourses of futurity, this book dislodges it from the current moment, to explore its emergence as a racialised category, and personal identity, over time. In addition to tracing the temporality of mixed-race, the contributions show the utility of place as an analytical tool for mixed-race studies. The conceptual framework for the book - place, time, and personal identity - offers a timely intervention to the scholarship that encourages us to look outside of individual subjectivities and critically examine the structural contexts that shape Black mixed-race lives. The book centres around the life histories of 37 people of Mixed White and Black Caribbean heritage born between 1959 and 1994, in Britain's second-largest city, Birmingham. The intimate life portraits of mixed identity, reveal how colourism, family, school, gender, whiteness, racism, and resistance, have been experienced against the backdrop of post-war immigration, Thatcherism, the ascendancy of Black diasporic youth cultures, and contemporary post-race discourses. It will be of interest to researchers, postgraduate and undergraduate students who work on (mixed) race and ethnicity studies in academic areas including geographies of race, youth identities/cultures, gender, colonial legacies, intersectionality, racism and colourism

- 31** Making sense of social development/ Woodhead, Martin (ed.) Faulkner, Dorothy(ed.) Littleton, Karen (ed.)- Routledge in association with the Open University: London | New York, 1999; vi, 278 p.

**52698**

This book explores children's social relationships in and out of the classroom. Chapters focus on the growing importance of children's friendships and how these influence social participation and development later on in life. Issues such as peer rejection, bullying and adolescent development are analysed from both psychological and sociological perspectives. The book concludes with a re-examination of cultural concepts of childhood, child development and the nature of children's autonomy.

- 32** Markets without limits: moral virtues and commercial interests/ Brennan, Jason- **52721**  
CRC Press: New York, 2022; xi, 239p.

In *Markets without Limits*, Jason Brennan and Peter Jaworski narrated markets a fair hearing. The market does not introduce wrongness where there was not any previously. Thus, the authors claim, the question of what rightfully may be bought and sold has a simple answer: if you may do it for free, you may do it for money. Contrary to the conservative consensus, they claim there are no inherent limits to what can be bought and sold, but only restrictions on how we buy and sell.

- 33** Mixed race amnesia: resisting the romanticization of multiraciality/ Mahtani, **52699**  
Minelle- UBC Press: Canada , 2014; x, 278p.

Racially mixed people in the global north are often portrayed as the embodiment of an optimistic, post-racial future. In *Mixed Race Amnesia*, Minelle Mahtani makes the case that this romanticized view of multiraciality governs both public perceptions and personal accounts of the mixed race experience. Drawing on a series of interviews, she explores how, in order to adopt the view that being mixed race is progressive, a strategic forgetting takes place – one that obliterates complex diasporic histories. She argues that a new anti-colonial approach to multiraciality is needed, one that emphasizes how colonialism shapes the experiences of mixed race people today.

- 34** Modern sociologists on society and religion/ Furseth, Inger- **52722**  
Routledge: United Kingdom, 2022; vii, 254p.

The book provides a general introduction and overview of social analyses in modern sociology. It is a rich resource for scholars and students on all levels who is interested in social theory and the complexity of religion in contemporary society. Inger Furseth is professor in sociology at the University of Oslo, Norway. Pål Repstad is professor

emeritus in sociology of religion at the University of Agder, Norway The introduction places these sociologists in contemporary social discourse. Each chapter begins with an introduction to the main work and social analyses of the sociologist in question. After a brief critical assessment, it outlines their view on religion, followed by examples of how other sociologists have used their theories to study religion. Each chapter ends with the authors suggestions for how their perspectives can be used to analyze the role of religion in contemporary society

- 35** Neoliberalism and education/ Bronwen M. A. Jones (ed.) and Stephen J. Ball (ed.)- **52742**  
Routledge: Oxon, 2023; x, 192p.

This book is shaped by a reading of the processes of the neoliberalisation of education as a dispositif. This heterogeneous dispositif encompasses and spans an uneven, miscellaneous and evolving network of educational regimes of knowledge, practice and subjectivities, as well as artifacts and non-human actants. The papers included address different aspects or points within this complex arrangement at different levels and in different sectors of education. They have been chosen to illustrate the evolving and multi-faceted penetration of market thinking and practice in education and also points of deflection and dissent. They also offer coverage of some of the uneven geography of neoliberalisation. They consider the potential for the production of subjectivities to provide the ‘wriggle’ room that can exist to refuse or subvert neoliberal identities. This book will have appeal across the social sciences and specifically to those working in education.

- 36** Non-linear perspectives on teacher development: complexity in professional learning and practice/ Strom, Kathryn J (ed.), Mills, Tammy (ed.) , Abrams, Linda (ed.)- **52743**  
Routledge: Oxon , 2023; xiv, 369p.

The authors in this book offer non-linear alternatives by drawing on a continuum of complex perspectives, including CHAT, complexity theory, actor network theory,

indigenous studies, rhizomatics, and posthuman/neomaterialisms. The chapters included here illuminate how different ways of thinking can help us better examine how teachers learn (relationally, with human, material, and discursive elements) and offer ways to understand the entangled nature of the relationship between that learning and what emerges in classroom instructional practice. They also present situated illustrations of what those entanglements or assemblages look like in the preservice, induction, and inservice phases, from early childhood to secondary settings, and across multiple continents. Authors provide evidence that research on teacher development should focus on process as much (if not more than) product and show that complexity perspectives can support forward-thinking, assets-based pedagogies. Methodologically, the chapters encourage conceptual creativity and expansion, and support an argument for blurring theory-method and normalising methodological hybridity. Ultimately, this book provides conceptual, theoretical, and methodological tools to understand current educational conditions in late capitalism and imagine otherwise.

- 37** Participatory action research: theory and methods for engaged inquiry/ Chevalier, Jacques M.- Routledge: United Kingdom, 2019; 417p. **52710**

Explores theoretical foundations of Participatory Action Research tools, addressing the difficulties researchers from all disciplines face, focusing on connections between the theory, tools and skills required for practice

- 38** Philosophy of mind: an introduction/ Bayne, Tim- Routledge: United Kingdom, 2022; xi, 288p. **52723**

The book features a number of boxes that provide a more in-depth look at particular issues. Also included are chapter summaries, guides to further reading and a helpful glossary of terms. Written by a leading figure in the field, Philosophy of Mind: An Introduction is an invaluable core text for any student coming to philosophy of mind

for the first time. "Developments in philosophy of mind over the last twenty years have dramatically changed the nature of the subject. In this major new introduction Tim Bayne presents an outstanding overview of all the key topics, problems and debates, taking account not only of changes in philosophy of mind itself but also of important developments in the scientific study of the mind. The following topics are discussed in depth: what distinguishes a physicalist conception of the mind? behaviorism, the identity theory, functionalism, and eliminativism as accounts of the mental the nature of perception, including the issue of perceptual transparency, the admissible contents of perception, and the question of unconscious perception the nature of thought, including the language of thought hypothesis, Searle's Chinese room argument and the Turing test the basis of intentional content externalist accounts of content and the 'extended mind' thesis consciousness-based objections to physicalism, and Illusionist and panpsychist conceptions of consciousness theories of Consciousness, including methodological issues in the study of consciousness mental causation, including both philosophical and scientific challenges the problem(s) other minds, including knowledge of non-human minds self-knowledge personal identity and the nature of the self.

- 39** Philosophy of time: a contemporary introduction/ Power, Sean Enda- Routledge: **52724**  
London, 2021; 310p.

This book describes and evaluates the most important debates in philosophy of time, under several subject areas: metaphysics, epistemology, physics, philosophy of language, philosophy of mind, cognitive science, rationality, and art. Questions this book investigates include the following. Can we know what time really is? Is time possible, especially given modern physics? Must there be time because we cannot think without it? What do we experience of time? How might philosophy of time be relevant to understanding the mind–body relationship or evidence in cognitive science? Can the philosophy of time help us understand biases toward the future and the fear of death? How is time relevant to art—and is art relevant to philosophical

debates about time? Finally, what exactly could time travel be? And could time travel satisfy emotions such as nostalgia and regret? Through asking such questions, and showing how they might be best answered, the book demonstrates the importance philosophy of time has in contemporary thought. Each of the book's ten chapters begins with a helpful introduction and ends with study questions and an annotated list of further reading. This and a comprehensive bibliography at the end of the book prepare the reader to go further in their study of the philosophy of time.

- 40** Population and global security/ Polunin, Nicholas (ed.)- Cambridge University Press: Cambridge, UK | New York, NY, 1998; xi, 316p. **52700**

The human population of the world is increasing by about 1.5 per cent per annum, adding about one hundred million people to the human ark each year. Not all agree that population growth on this scale constitutes a problem, but there is wide acceptance that the world's human population cannot go on growing indefinitely. Where do the limits lie, and how can they be determined? What are the problems caused by population growth and how can we safeguard the future of our planet? In this important new book, leading authorities examine the implications of rapid human population growth for global stability and security. Avoiding the hysteria and overstatement that so often characterize discussions of human population issues, the book represents an important assessment of current prospects for the process of sustainable development, based on care for the environment.

- 41** Postmodern theory:critical interrogations/ Best, Steven.- Macmillan: London , 1991; 320p. **52701**

In this volume, the authors systematically analyze postmodern theory to evaluate its relevance for critical social theory and radical politics today. Best and Kellner provide: \* An introduction and critique of the work of Foucault, Deleuze and Guattari, Baudrillard, Lyotard, Laclau and Mouffe, and Jameson, which assess the

varying contributions and limitations of postmodern theory \* A discussion of postmodern feminist theory and the politics of identity \* A systematic study of the origin of the discourse of the postmodern in historical, sociological, cultural, and philosophical studies. The authors claim that while postmodern theory provides insights into contemporary developments, it lacks adequate methodological and political perspectives to provide a critical social theory and radical politics for the present age.

- 42 Professionalizing teacher education: performance assessment, standards, moderation, and evidence/ Wyatt-Smith, Claire- Routledge: London, 2022; 276p.

**52734**

This book provides a significant contribution to conversations about teacher quality and graduate readiness for teaching. It presents empirical insights into how a multidisciplinary team of researchers, teacher educators, and policy personnel mobilized for collective change in a standards-driven reform initiative. The insights are research-informed and critically relevant for anyone interested in teacher preparation and credentialing. It gives an account of a bold move to install a collaborative culture of evidence-informed inquiry to professionalize teacher education. The centerpiece of the book is the use of standards and evidence to show the quality of graduates entering the teaching workforce. The book presents, for the first time, a model of online cross-institutional moderation as benchmarking to generate large-scale evidence of the quality of teacher education. The book also introduces a new conceptualization of a feedback loop using summative data for accountability and formative data to inform curriculum review and program renewal. This book offers the insider story of the conceptualization, design, and implementation of the Graduate Teacher Performance Assessment (GTPA). It involves going to scale with a large group of Australian universities, government agencies, and schools, and using participatory approaches to advance new thinking about evidence-informed inquiry, cross-institutional moderation, and innovative digital infrastructure.

- 43** Public sector leadership: a human-centred approach/ Virtanen, Petri- Routledge: New York, 2023; xi, 215p. **52746**

This book presents key concepts, approaches, origins, applications, and best practices to understand the evolution and nature of human-centred approach in public leadership. It introduces a new public leadership paradigm that is needed in a complex, internationally interconnected social, economic, cultural, and political environment. Based on scholarly public leadership research in addition to the authors' professional experience as academics, managers, practitioners and consultants, this volume offers guidance for decisionmakers, public, business, and non-governmental sector leaders, managers, and practitioners about how to create a context and contents for human-centred leadership in the age of complex society and turbulent operating environment. It will be of value to researchers, academics, and students in the in the fields of leadership and public management. Drawing its origins from Human Relations movement of the early 20th century and from public leadership orientations emphasizing human aspects, human-centred public leadership approaches leadership from a system's perspective. It explores societal institutions, organizations, and phenomena as an emergent system structure that manifests its existence through the multilateral and reciprocal interaction of its parts. Systems thinking and the need for systemic change suggest that one can only understand improve a system by looking at how all the parts interact with each other and how they are integrated. The systemic nature of public leadership refers to dynamic learning mechanisms as they relate to the contents of leadership development tools which are derived mainly from the changing mode of the operating environment, from the leaders' own experience, from their own personalities, from a learning-by-doing approach to leadership development and from the ways in which leaders learn and unlearn.

- 44** Qualitative research: studying how things work/ Stake, Robert E.- Routledge: New York, 2010; ix, 244 p. **52711**



This book provides invaluable guidance for thinking through and planning a qualitative study. Rather than offering recipes for specific techniques, master storyteller Robert Stake stimulates readers to discover how things work in organizations, programs, communities, and other systems. Topics range from identifying a research question to selecting methods, gathering data, interpreting and analyzing the results, and producing a well-thought-through written report. In-depth examples from actual studies emphasize the role of the researcher as instrument and interpreter, while boxed vignettes and learning projects encourage self-reflection and critical thinking. Other useful pedagogical features include quick-reference tables and charts, sample project management forms, and an end-of-book glossary. After reading this book, doctoral students and novice qualitative researchers will be able to plan a study from beginning to end

- 45** Reconstructing care in teacher education after COVID-19: caring enough to change/  
Shoffner, Melanie (ed.) Webb, Angela W. (ed.)- Routledge: New York, 2022; xxi,  
262p.

**52735**

This collection explores the changing meaning and enactments of care in teacher education in light of the COVID-19 pandemic, from preservice teachers and teacher candidates to in-service teachers and education faculty. Over fifty international teacher educators explore the complicated concept of care in different content areas, learning contexts, and communities of learners, using different conceptual frameworks and methodological orientations. Throughout, this book situates research and reflection at the nexus of teacher education, care, and COVID-19 in order to reconstruct care in post-pandemic teacher education. Timely and incisive, this collection raises important questions and offers relevant examinations to consider how post-pandemic teacher education as a field will move forward in preparing and caring for those who will, in turn, care for their future students. The book is essential reading for teacher educators, scholars, and anyone interested in the notion of care in education. Melanie Shoffner is Professor of English Education in the College of

Education at James Madison University, USA Angela W. Webb is Associate Professor of Science Education in the College of Education at James Madison University, USA

- 46** Research foundations of human development and family science: science versus nonsense/ Dyer, Kathleen- Routledge: New York , 2022; 308p. **52702**

This section also includes discussion of the strategies used by pseudoscience to exploit the well-deserved credence people have in science, providing relevant examples. Part II examines systematic empiricism through sampling and measurement. HDFS scholars use a very wide array of measurement tools, including self-report (interviews, questionnaires, and self-report tasks), observations (participant, naturalistic, and structured), objective tests, physiological measures, and several types of archival records. Part III introduces the use of study design to achieve falsifiability in scientific research, including an overview of various orientations to time used in research as well as four different study designs: qualitative, prevalence, correlational, and experimental designs. Finally, Part IV addresses public verifiability of science, including how scientific consensus is developed, the use of literature reviews to identify convergence of evidence, and how scientific literacy translates into evidence-based professional practice. Illustrated throughout with studies foundational to the discipline as examples of the strategies described in the text, *Research Foundations for Human Development and Family Science* is a comprehensive, accessible core textbook for undergraduate research methods classes in HDFS. It introduces the discipline of HDFS and challenges students to understand the limitations of common sense and the threat of pseudoscience for those work professionally with children and families

- 47** Teaching and learning in higher education in India and Australia/ Arvanitakis, James (ed.)- CRC Press: United Kingdom, 2021; 172p. **52744**

This book presents insights into the current state of higher education, emerging pedagogies and innovative technology-driven learning techniques in research and teaching. Focussing specifically on the higher education models in India and Australia, the volume explores concerns and policy interventions which will help promote research capability and culture. Globalisation, rise of information technology, and the massification of education has shifted the foundations of higher education and universities in the world. This volume examines the best support structures which will allow educators to face the challenge of the increasingly diverse community of learners and teachers entering higher education; their varied levels of aspirations and expectations; the influence of technology in pedagogical practices; and the shrinking funds for teaching and research. By using case studies from India and Australia the book also looks at the benefits of cross-cultural collaborations in research and education. Comprehensive and resourceful, this volume will be useful for academics and scholars of education, higher education and research, sociology, public policy, development studies and for NGOs and think tanks working in these areas

- 48** That pride of race and character: the roots of Jewish benevolence in the Jim Crow south/ Light, Caroline E.- New York University Press: New York , 2014; ix, 278p.

**52703**

This book examines the American Jewish tradition of benevolence and charity and explores its southern roots. Light provides a critical analysis of benevolence as it was inflected by regional ideals of race and gender, showing how a southern Jewish benevolent empire emerged in response to the combined pressures of post-Civil War devastation and the simultaneous influx of eastern European immigration. In an effort to combat the voices of anti-Semitism and nativism, established Jewish leaders developed a sophisticated and cutting-edge network of charities in the South to ensure that Jews took care of those considered “their own” while also proving themselves to be exemplary white citizens. Drawing from confidential case files and institutional records from various southern Jewish charities, the book relates how southern Jewish

leaders and their immigrant clients negotiated the complexities of “fitting in” in a place and time of significant socio-political turbulence. Ultimately, the southern Jewish call to benevolence bore the particular imprint of the region’s racial mores and left behind a rich legacy.

- 49** The ethics of pandemics: an introduction/ Hirose, Iwao- Routledge: New York, 2023; **52725**  
vii, 144p.

The Ethics of Pandemics is a much-needed introduction to some of the most important ethical issues surrounding pandemics. It is essential reading for students of ethics, bioethics, and political philosophy and will also be of interest to those working in related areas such as public policy, public health, health law, nursing and life sciences. The recent Covid-19 pandemic has brought a broad range of ethical problems to the forefront, raising fundamental questions about the role of government in response to such outbreaks, the scarcity and allocation of health care resources, the unequal distribution of health risks and economic impacts, and the extent to which individual freedom can be restricted. In this clear introduction to the topic Iwao Hirose explores these ethical questions and analyzes the central issues in the ethics of pandemic response and preparedness such as: The general nature of pandemics and the ethics of preparedness Ethical questions about general goals of pandemic response and preparedness The distribution of scarce resources, e.g., ventilators, hospital beds, antiviral drugs and vaccines Restrictions on individual freedom Ethical questions in the wake of pandemics, including contact-tracing, vaccine passports and socioeconomic inequalities. With the use of real-life examples and a clear philosophical approach.

- 50** The Future of post Human Sociology volume 1/ Baofu, Peter- Overseas Press: New **52704**  
Delhi, 2017; xxxiii, 316p.

It is really so important to human development that, as Gordon Gekko in the 1987 film *Wall Street* once infamously said, “Greed, for lack of a better word, is good”? This favorable view on greed can be contrasted with the opposing one by Mahatma Gandhi, who equally famously remarked that “The world has enough for everyone's need, but not enough for everyone's greed.” (GR 2017) Contrary to these opposing views (and other ones as will be discussed in the book), human development studies (in relation to development and anti-development—as well as other dichotomies) is neither possible (or impossible) nor desirable (or undesirable) to the extent that the respective ideologues (on different sides) would like us to believe, such that there is no development without anti-development (and vice versa), to be explained by the “achievement-carefreedom principle,” the “absoluteness-relativeness principle,” the “regression-progression principle,” and other ones in “existential dialectics” (in Chapter Four). Of course, this challenge to the conventional debate does not mean that human development studies, as a field of study, has no value, or that those diverse fields (related to human development studies)—such as economics, political science, sociology, anthropology, history, theology, psychology, communication studies, migration studies, demography, environmental studies, and so on—should be dismissed. (WK 2017) Needless to say, neither of these extreme views is reasonable.

**51** The political economy of state intervention: conserving capital over the West's long depression/ Poynter, Gavin- CRC Press: United Kingdom, 2021; 240p.

**52747**

This book argues that the state has performed an increasingly significant role in conserving capital, propping up an economic and social order that has lost its productive dynamism. The specific forms of capital's dependency on the state may vary, however the underlying weaknesses of mature western economies have prompted new forms of state intervention narrowly aimed at conserving capital, especially in the wake of the financial crisis. The chapters consider factors which are usually posited as explanations for the long depression such as oil price shocks, domestic conditions and technological innovation. The work argues that the

consensus view of neoliberalism has served to underplay the significance of the state's role in failing to lift this long depression in several ways: it has lent a greater ideological coherence to the policies pursued by successive governments than they deserve; the state has been less the subordinate to the market than is usually claimed and more often its maker; and there has been a significant growth in jobs located in the private sector that are funded by public money. The cumulative effect of this is a narrowing of the state's purpose to conserving capital, a role which has contributed to its loss of authority as an institution that claims to represent society as a whole. It is theorised that this in turn has led to the insecurities of the existing political order and the rise of populism. This book will be of great interest to students and scholars of political economy, public policy, political theory, economics and sociology.

- 52** The principles of policy thought: a philosophical approach to public policy/ Lee, Hae Young- Routledge: United Kingdom, 2023; xi, 156p. **52748**

In This book The Principle of Human-Centric and Nature-Centric Policy. Each principle is derived from a combination of Confucian and other East Asian philosophies, as well as contemporary Western political philosophy. In combination they offer an innovative approach to formulating, configuring and assessing public policy, with ethics and efficacy. An essential guide to incorporating big picture philosophical questions into pragmatic policy for students, practitioners and scholars of public policy and administration

- 53** The Routledge companion to philosophy of physics/ Knox, Eleanor (ed.) Wilson, Alastair (ed.)- Routledge: London , 2021; xviii, 768p. **52726**

It comprises 54 self-contained chapters written by leading philosophers of physics at both senior and junior levels, making it the most thorough and detailed volume of its type on the market – nearly every major perspective in the field is represented. The difficulty level of the chapters has been carefully pitched so as to offer both

accessible summaries for those new to philosophy of physics and standard reference points for active researchers on the front lines. An introductory chapter by the editors maps out the field, and each part also begins with a short summary that places the individual chapters in context. The volume will be indispensable to any serious student or scholar of philosophy of physics.

- 54** The Routledge handbook of phenomenology and phenomenological philosophy/ De Santis, Daniele (ed.), Hopkins, Burt C (ed.), Majolino, Claudio (ed.)- Routledge: United Kingdom, 2021; xiii, 826p. **52727**

It is an outstanding guide and reference source to this important and fascinating topic. Comprising seventy-five chapters by a team of international contributors, the Handbook offers unparalleled coverage of the subject, and is divided into five clear parts: Phenomenology and the History of Philosophy Issues and Concepts in phenomenology Major Figures in Phenomenology Intersections Phenomenology in the World. Essential reading for students and researchers in philosophy studying phenomenology, The Routledge Handbook of Phenomenology and Phenomenological Philosophy is also suitable for those in related disciplines such as psychology, religion, literature, sociology and anthropology

- 55** The university as an ethical academy?/ Tesar, Marek (ed.) Peters, Michael A (ed.) Jackson, Liz (ed.)- Routledge: London , 2023; xi, 143p. **52745**

This book examines the importance, possibilities, and complexities of the university as an ethical academy. Universities may be seen as an evolving network of ethical systems that govern teaching, research, service, and administration. However, the university system is changing: adding new rules, new ways of working, and new ideas to its repertoire of operations. The theories that we have traditionally employed may be now put up for questioning and examination. Universities now comprise a spectacularly large body of regulations and policies, both internal and external that

cover issues from cheating, human subject research, academic integrity, and research on animals, environmental ethics, and the ethics of sexual harassment. These interconnected ecological systems of ethics have not emerged in one rational process but rather reflect the ongoing historical and dynamic development of law and ethics in relation to the creation of new values. This has played out in a particular political and ideological environment, which has produced the university as a set of practices and beliefs and a particular set of rationalities.

- 56** Theories of race and racism: a reader/ Back, Les (ed.) , Solomos, John (ed.)- **52712**  
Routledge: New york , 2022; 898p.

It provides an overview of historical and contemporary debates in this vital and ever-evolving field of scholarship and research. Combining contributions from seminal thinkers, leading scholars and emergent voices, this reader provides a critical reflection on key trends and developments in the field. The contributions to this reader provide an overview of key areas of scholarship and research on questions of race and racism. It provides a novel perspective by bringing together readings on the key theoretical and historical processes in this area, the development of diverse theoretical viewpoints, the analysis of antisemitism, the role of colonialism and postcolonialism, feminist perspectives on race and the articulation of new accounts of the contemporary conjuncture. The contributions to this reader include classic works by the likes of W.E.B. DuBois, Stuart Hall and Frantz Fanon as well as timely pieces by contemporary scholars including Orlando Patterson, Patricia Hill Collins and Paul Gilroy. By bringing together a broad range of diverse accounts, Theories of Race and Racism: A Reader engages with various key areas of interest and is an invaluable guide for students and instructors seeking to explore issues of race and racism

- 57** Theorising cultures of equality/ Clisby, Suzanne (ed.) Johnson, Mark (ed.) Turner, Jimmy (ed.) - **52705**  
Routledge: New York , 2018; 214p.



This book sets out a theoretical framework for thinking about equality as a cultural artefact and process, drawing on work from the GRACE (Gender and Cultures of Equality in Europe) project. In revisiting and reframing conventional questions about in/equality it considers the processes through which in/equalities have come to be regarded as issues of public concern, the various ways that equalities have been historically defined, and how those ideas and imaginings of equalities are produced, embodied, objectified, recognized and contested in and through a variety of cultural practices and sites. Bringing together an international and interdisciplinary group of contributors, the book will be of interest to scholars from across the humanities and social sciences, including anthropology, sociology, and women's and gender studies

**58** Thought: a philosophical history/ Vassilopoulou, Panayiota (ed.), Whistler, Daniel (ed.)- CRC Press: Oxon , 2021; x, 326p.

**52716**

Of all the topics in the history of philosophy the history of different forms of thinking and contemplation is one of the most important, and yet is also relatively overlooked. What is it to think philosophically? How did different forms of thinking - reflection, contemplation, critique and analysis - emerge in different epochs? This collection offers a rich and diverse philosophical exploration of the history of contemplation, from the classical period to the twenty-first century. It covers canonical figures including Plato, Aristotle, Descartes and Kant, as well as debates in less well-known areas such as classical Indian and Islamic thought and the role of speculation in twentieth-century Russian philosophy. Comprising twenty-two chapters by an international team of contributors, the volume is divided into five parts: Flourishing and Thinking from Homer to Hume The Thinking of Thinking from Augustine to Gödel Images and Thinking from Plotinus to Unger Bodies of Thought and Habits of Thinking from Plato to Irigaray The Efficacy of Thinking from Sextus to Bataille. Thought: A Philosophical History is the first comprehensive investigation of the history of philosophical thought and contemplation. As such it is a landmark publication for anyone researching and teaching the history of philosophy, and a

valuable resource for those studying the subject in related fields such as literature, religion, sociology and the history of ideas

- 59** Towards Bayesian model-based demography: agency, complexity and uncertainty in migration studies/ Bijak, Jakub- Springer: Cham, 2022; 263p. **52706**

This open access book presents a ground-breaking approach to developing micro-foundations for demography and migration studies. It offers a unique and novel methodology for creating empirically grounded agent-based models of international migration – one of the most uncertain population processes and a top-priority policy area. The book discusses in detail the process of building a simulation model of migration, based on a population of intelligent, cognitive agents, their networks and institutions, all interacting with one another. The proposed model-based approach integrates behavioural and social theory with formal modelling, by embedding the interdisciplinary modelling process within a wider inductive framework based on the Bayesian statistical reasoning. Principles of uncertainty quantification are used to devise innovative computer-based simulations, and to learn about modelling the simulated individuals and the way they make decisions. The identified knowledge gaps are subsequently filled with information from dedicated laboratory experiments on cognitive aspects of human decision-making under uncertainty. In this way, the models are built iteratively, from the bottom up, filling an important epistemological gap in migration studies, and social sciences more broadly.

- 60** Understanding education studies: critical issues and new directions/ Pulsford, Mark (ed.), Morris, Becky(ed.), Purves, Ross (ed.)- Routledge: New York , 2023; xvi, 232p. **52736**

This book explores undergraduate education programmes in a new way. Written by those at the forefront of teaching and learning, it encourages students to delve beneath the surface of their degree subject and reveals important insights about the how, why

and where next for education studies. With contributions from course leaders, tutors, current students and recent graduates, this book offers insights from nearly 60 authors based in 20 different institutions from five different countries. The chapters offer opportunities for readers to consider their own learning experiences in a wider context, enhance their understanding of the degree course, and actively shape the education studies community of the future. Each chapter is written in an accessible way, with 'questions to consider' throughout and 'recommended readings' at the end to advance readers' thinking and reflections. Chapters cover topics such as: Education Studies' development as a degree subject Its evolving identity, values and purposes Teaching and assessment approaches in undergraduate education programmes How the subject develops students' professional aptitudes and transferable skills Possibilities for advancing inclusion, equity and justice in education at degree level These 'behind the scenes' factors are brought to the fore through case studies and examples of how lecturers and students make sense of their teaching and learning. With its unique approach to examining these issues, this book is essential for students of Education Studies at undergraduate level while also being relevant for staff and postgraduate students in education

- 61** What Is Philosophy?: A First-Person Perspective/ Fumerton, Richard- CRC Press: **52728**  
Taylor & Francis , 2023; 172p.

As philosophy departments attempt to define their unique value amid program closures in the humanities and the rise of interdisciplinary research, metaphilosophy has become an increasingly important area of inquiry. Richard Fumerton here lays out a cogent answer to the question asked in the book's title, What Is Philosophy?. Against those who argue that philosophy is not sharply distinguishable from the sciences, Fumerton makes a case for philosophy as an autonomous discipline with its own distinct methodology. Over the course of nine engaging and accessible chapters, he shows that answering fundamental philosophical questions requires one to take a radical first-person perspective that divorces the truth conditions of philosophical

claims from the kind of contingent truths investigated by the empirical sciences. Along the way, Fumerton briefly discusses the historical controversies that have surrounded the nature of philosophy, situating his own argument within the larger conversation.

- 62** Women against slavery: the British campaigns, 1780-1870/ Midgley, Clare- **52707**  
Routledge: London, 1992; 296p.

This comprehensive study of women anti-slavery campaigners fills a serious gap in abolitionist history. Covering all stages of the campaign, *Women Against Slavery* uses hitherto neglected sources to build up a vivid picture of the lives, words and actions of the women who were involved, and their distinctive contribution to the abolitionist movement. It looks at the way women's participation influenced the organisation, activities, policy and ideology of the campaign, and analyses the impact of female activism on women's own attitudes to their social roles, and their participation in public life. Exploring the vital role played by gender in shaping the movement as a whole, this book makes an important contribution to the debate on 'race' and gender.

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