
How do we educate our students about cultural diversity and cultural differences, and eliminate cultural ignorance, stereotyping, and prejudice? What are the conceptual issues involved in reaching this goal? How can we integrate these perspectives in disciplinary and diversity courses, and the curriculum? This book is a resource for answering these questions. Within the framework of current scholarship and discussion of essential concepts, it offers practical techniques, and empirically proven "best practices" for teaching about diversity. The book opens with a conceptual framework, covering such issues as distinguishing teaching to a diverse audience from teaching about diversity and contrasting the incorporation of culture across the curriculum with tokenistic approaches. Subsequent chapters identify classroom practices that can optimize students' learning, especially those from culturally diverse backgrounds; describe feminist principles of education that that promote learning for all students; and address principles of effective on-line instruction for diverse populations. The book is intended for faculty integrating diversity into existing courses, and for anyone creating courses on diversity. The ideas and suggestions in the text can be incorporated into any class that includes a discussion of diversity issues or has a diverse student enrollment. The contributors offer pragmatic and tested ways of overcoming student misconceptions and resistance, and for managing emotional responses that can be aroused by the discussion of diversity. The editors aim to stimulate readers' thinking and inspire fresh ideas. The book further provides teachers of diversity with a range of effective exercises, and attends to such issues as teacher stress and burnout. This book can also serve to inform and guide department chairs and other administrators in the design and implementation of diversity initiatives.

Considerable attention has recently been focused on the importance of social networks and business culture in reducing transaction costs, both in the pre-industrial period and during the nineteenth century. This book brings together twelve original contributions by scholars in the United Kingdom, continental Europe, and North America which represent important and innovative research on this topic. They cover two broad themes. First, the role of business culture in determining commercial success, in particular the importance of familial, religious, ethnic and associational connections in the working lives of merchants and the impact of business practices on family life. Second, the wider institutional and political framework for business operations, in particular the relationship between the political economy of trade and the cultural world of merchants in an era of transition from personal to corporate structures. These key themes are developed in three separate sections, each with four contributions. They focus, in turn, on the role of culture in building and preserving businesses; the interplay between institutions, networks and power in determining commercial success or failure; and the significance of faith and the family in influencing business strategies and the direction of merchant enterprise. The wider historiographical context of the individual contributions is discussed in an extended introductory chapter which sets out the overall agenda of the book and provides a broader comparative framework for analysing the specific issues covered in each of the three sections. Taken together the collection offers an important addition to the available literature in this field and will attract a wide readership amongst business, cultural, maritime, economic, social and urban historians, as well as historical anthropologists, sociologists and other social scientists whose research embraces a longer-term perspective.

Migration Trauma, Culture, and Finding the Psychological Home Within is an in-depth study of Eastern European migration to the United States. In presenting the clinical case studies of Eastern European migrants over a long term psychodynamic treatment, Conroy pays particular attention to pre-migration history, inner culture, and early psychological development. Conroy details what is happening in the psyche of migrants who are in the process of integrating into new cultures—ultimately exploring the details and nuances of psychological struggles and transformations of the migratory process.

CULTURAL COMPETENCE: A PRIMER FOR EDUCATORS, 2nd Edition, covers the basics of multicultural education, making it easy for instructors to assign as a main text or use in conjunction with other books. The author gives special attention to the psycho-social dimensions of teaching culturally diverse populations. Important Notice: Media content referenced within the product description or the product
Provides a critical space in which to interrogate the ways in which postcolonial voices are imagined and struggle to be valued, heard, and responded to. Takes the imagination of the postcolonial as its focus, acknowledging that it is a troubling, unsettling, and ambiguous concept requiring re-visiting and re-interpretation.

This book provides a review and synthesis of contemporary theory and research on organizational culture. Chapters focus on a wide variety of theoretical and methodological approaches to culture, identifying types of organizational cultures, tracing phases in cultural evolution. In addition, several chapters are devoted to dealing with practical applications, such as the processes of socialization and identification, as well as the management of culture in organizations.

The 23rd EUROCALL conference was organised by the Cyprus University of Technology Language Centre. The theme of the conference was “CALL communities and Culture”. Between the 24th and 27th August 2016, over 135 presentations were delivered and 27 posters were presented; 84 of these presentations appear in this volume of selected peer-reviewed short papers.

Written by three experienced LIS professionals, Latinos in Libraries, Museums, and Archives demonstrates the meaning of cultural competence in the everyday work in libraries, archives, museums, and special collections with Latino populations. The authors focus on their areas of expertise including academic, school, public libraries, health sciences, archives, and special collections to show the importance of understanding how cultural competence effects the day-to-day communication, relationship building, and information provision with Latinos. They acknowledge the role of both tacit and explicit knowledge in their work, and discuss ways in which cultural competence is integral to successful delivery of services to, communication with, and relationship building with Latino communities.

For 'ethnic minorities' in Britain, broadcast TV provides powerful representations of national and 'western' culture. In Southall – which has the largest population of 'South Asians' outside the Indian sub-continent – the VCR furnishes Hindi films, 'sacred soaps' such as the Mahabharata, and family videos of rites of passage, as well as mainstream American films. Television, Ethnicity and Cultural Change examines how TV and video are being used to recreate cultural traditions within the 'South Asian' diaspora, and how they are also catalysing cultural change in this local community. Marie Gillespie explores how young people negotiate between the parental and peer, local and global, national and international contexts and cultures which traverse their lives. Articulating their own preoccupations with television narratives, they both reaffirm and challenge parental traditions, formulating their own aspirations towards cultural change. Marie Gillespie's in-depth study offers an invaluable survey of how cultures are shaped and changed through people's recreational reception of the media.

Writing Across Cultures invites both new and experienced teachers to examine the ways in which their training has—or has not—prepared them for dealing with issues of race, power, and authority in their writing classrooms. The text is packed with more than twenty activities that enable students to examine issues such as white privilege, common dialects, and the normalization of racism in a society where democracy is increasingly under attack. This book provides an innovative framework that helps teachers create safe spaces for students to write and critically engage in hard discussions. Robert Eddy and Amanda Espinosa-Aguilar offer a new framework for teaching that acknowledges the changing demographics of US college classrooms as the field of writing studies moves toward real equity and expanding diversity.

Writing Across Cultures utilizes a streamlined cross-racial and interculturally tested method of introducing students to academic writing via sequenced assignments that are not confined by traditional and static approaches. They focus on helping students become engaged members of a new culture—namely, the rapidly changing collegiate discourse community. The book is based on a multi-racial rhetoric that assumes that writing is inherently a social activity. Students benefit most from seeing composing as an act of engaged communication, and this text uses student samples, not professionally authored ones, to demonstrate this framework in action. Writing Across Cultures will be a significant contribution to the field, aiding teachers, students, and administrators in navigating the real challenges and wonderful opportunities of multi-racial learning spaces.

For more than a decade, Third Culture Kids has been the authority on “TCKs” - children of expatriates, missionaries, military personnel and others who live and work abroad. With a significant part of their developmental years spent outside of their passport country, TCKs create their own, unique “third” cultures. Authors Pollock and Van Reken pioneered the TCK profile, which brought to light the emotional and psychological realities that come with the TCK journey, often resulting in feelings of rootlessness and grief but also an increased confidence and ability to interact with many cultures. Through interviews and personal writings, this new, expanded edition explores the challenges and benefits that TCKs encounter, and also widens the net to discuss the experiences of CCKs, cross-cultural kids, who are immigrants, international adoptees or the children of biracial or bicultural parents. Highlighting dramatic changes brought about by instant communication and ever-evolving mobility patterns, Third Culture Kids reveals the hidden diversity in our world and challenges traditional notions of identity and “home” – and shows us how the TCK experience is becoming increasingly common and valuable.

Based on the premise that in an era of rapid globalization, while there is a great deal of convergence on many aspects of group processes and interactions across national cultures, it is the understanding and appreciation of the divergence among people of different national cultural backgrounds that make all the difference.
What marks, principles, and values from our study of Jesus can guide our reflections about the church and its witness in a world of economic injustice? What kinds of principles ought to be part of an ecclesiology in a world where family violence is epidemic? So asks author James Poling in his exploration of the role of faith and religious practice as a resource for those who are economically vulnerable to domestic violence. In this groundbreaking work, Poling focuses his research on women and children in working-class and poor communities of three cultures, analyzing the forces that define and sustain economic vulnerability and detailing how such vulnerability affects the daily lives of people within these communities. He looks at how the church can function as a source of healing and empowerment for persons who are trapped by domestic violence and economic vulnerability and develops models for prevention of violence and of practical ministry for pastoral care of the victims and perpetrators.

Today, students are more familiar with other cultures than ever before because of the media, Internet, local diversity, and their own travels abroad. Using a social constructionist framework, Inter/Cultural Communication provides today’s students with a rich understanding of how culture and communication affect and effect each other. Weaving multiple approaches together to provide a comprehensive understanding of and appreciation for the diversity of cultural and intercultural communication, this text helps students become more aware of their own identities and how powerful their identities can be in facilitating change—both in their own lives and in the lives of others.

This book presents over 100 papers from the 3rd Engineering & Product Design Education International Conference dedicated to the subject of exploring novel approaches in product design education. The theme of the book is “Crossing Design Boundaries” which reflects the editors’ wish to incorporate many of the disciplines associated with, and integral to, modern product design and development pursuits. Crossing Design Boundaries covers, for example, the conjunction of anthropology and design, the psychology of design products, the application of soft computing in wearable products, and the utilization of new media and design and how these can be best exploited within the current product design arena. The book includes discussions concerning product design education and the cross-over into other well established design disciplines such as interaction design, jewellery design, furniture design, and exhibition design which have been somewhat under represented in recent years. The book comprises a number of sections containing papers which cover highly topical and relevant issues including Design Curriculum Development, Interdisciplinarity, Design Collaboration and Team Working, Philosophies of Design Education, Design Knowledge, New Materials and New Technologies in Design, Design Communication, Industrial Collaborations and Working with Industry, Teaching and Learning Tools, and Design Theory.

Emphasising the contradictions of fandom, the author outlines the ways in which fans have been conceptualised in cultural theory and challenges many of these established paradigms.

This volume emphasizes the economic aspects of art and culture, a relatively new field that poses inherent problems for economics, with its quantitative concepts and tools. Building bridges across disciplines such as management, art history, art philosophy, sociology, and law, editors Victor Ginsburgh and David Throsby assemble chapters that yield new perspectives on the supply and demand for artistic services, the contribution of the arts sector to the economy, and the roles that public policies play. With its focus on culture rather than the arts, Ginsburgh and Throsby bring new clarity and definition to this rapidly growing area. Presents coherent summaries of major research in art and culture, a field that is inherently difficult to characterize with finance tools and concepts Offers a rigorous description that avoids common problems associated with art and culture scholarship Makes details about the economics of art and culture accessible to scholars in fields outside economics

"A rich selection of readings that expose the shadowy underworld of critics, bloggers, tweeters and stylists who have become essential guides to the good life of cultural consumption a long overdue examination of how cultural intermediaries work, and how their work supports the new capitalist economy." - Sharon Zukin, Brooklyn College and City University "An array of talented contributors, skillfully brought together by the editors, show how the concept of cultural intermediaries can cast light on cultural production, and on media, culture and society." - David Hesmondhalgh, University of Leeds Cultural intermediaries are the taste makers defining what counts as good taste and cool culture in today’s marketplace. Working at the intersection of culture and economy, they perform critical operations in the production and promotion of consumption, constructing legitimacy and adding value through the qualification of goods. Too often, these are processes that remain invisible to the consumer’s eye and in scholarly debates about creative industries. The Cultural Intermediaries Reader offers the first, comprehensive introduction to this exciting field of research, providing the conceptual and practical tools needed to analyse these market actors. The book: Surveys the theoretical terrain through accessible, in-depth primers to key approaches (Pierre Bourdieu, Michel Callon and the new economic sociology). Equips readers with a practical guide to methodology that highlights the central features and challenges of conducting cultural intermediary research. Challenges stereotypes and narrow views of cultural work through a diverse range of case studies, including creative directors of advertising and branding campaigns, music critics, lifestyle chefs, assistants in book shops and fashion outlets, personal trainers, bartenders and more. Brings the field to life through a wealth of ethnographic data.
from research in the US, UK and around the world, in original chapters written by some of the leading scholars in the field. Invites readers to engage with proposed new directions for research, and comparative analyses of cultural intermediaries' historical development, material practices, and cultural and economic impacts. The book will be an essential point of reference for scholars and students in sociology, critical management, cultural studies, and media studies with an interest in cultural economy, creative labour, and the past, present and future intersections between production and consumption.

We are extremely pleased to present a comprehensive book comprising a collection of research papers which is basically an outcome of the Second IFIP TC 13.6 Working Group conference on Human Work Interaction Design, HWID2009. The conference was held in Pune, India during October 7–8, 2009. It was hosted by the Centre for Development of Advanced Computing, India, and jointly organized with Copenhagen Business School, Denmark; Aarhus University, Denmark; and Indian Institute of Technology, Guwahati, India. The theme of HWID2009 was Usability in Social, Cultural and Organizational Contexts. The conference was held under the auspices of IFIP TC 13 on Human-Computer Interaction. The committees under IFIP include the Technical Committee TC13 on Human-Computer Interaction The committees under IFIP include the Technical Committee TC13 on Human-Computer Interaction within which the work of this volume has been conducted. TC13 on Human-Computer Interaction has as its aim to encourage theoretical and empirical human science research to promote the design and evaluation of human-oriented ICT. Within TC13 there are different working groups concerned with different aspects of human-computer interaction. The flagship event of TC13 is the bi-annual international conference called INTERACT at which both invited and contributed papers are presented. Contributed papers are rigorously refereed and the rejection rate is high.

In Protocols for Neural Cell Culture, Third Ed., Sergey Fedoroff and Arleen Richardson extensively revise, update, and expand their best-selling and highly praised collection of readily reproducible neural tissue culture protocols. This 3rd edition adds 11 chapters describing important new procedures for the isolation, growth, and characterization of neural stem cells and for the manipulation of glial progenitor cells, as well as essential procedures for hippocampal and microglial slice cultures and transfection of neurons in culture with adenovirus. It includes key techniques for the preparation of substrates, the use of serum-free media, maintaining hybridomas, and the production and purification of monoclonal antibodies. For scientists not trained in neuroanatomy, but faced with dissecting the brain and spinal cord, most chapters in the 3rd edition provide fully detailed dissection procedures. Protocols for Neural Cell Culture, Third Ed. is a richly augmented updating of the tried and tested laboratory procedures that have made earlier editions an indispensable reference and guide to neural cell culture. Its unique wealth of practical detail on a wide range of tissue culture systems having many applications ensure that this new edition will remain an essential resource for all investigators using cell culture methodology in studying the brain and its disorders.

The Life of Paper offers a wholly original and inspiring analysis of how people facing systematic social dismantling have engaged letter correspondence to remake themselves—from bodily integrity to subjectivity and collective and spiritual being. Exploring the evolution of racism and confinement in California history, this ambitious investigation disrupts common understandings of the early detention of Chinese migrants (1880s–1920s), the interment of Japanese Americans (1930s–1940s), and the mass incarceration of African Americans (1960s–present) in its meditation on modern development and imprisonment as a way of life. Situating letters within global capitalist movements, racial logics, and overlapping modes of social control, Sharon Luk demonstrates how correspondence becomes a poetic act of reinvention and a way to live for those who are incarcerated.

This book constitutes the refereed proceedings of the 9th International Conference on Design, User Experience, and Usability, DUXU 2020, held as part of the 22nd International Conference on Human-Computer Interaction, HCII 2020, in Copenhagen, Denmark, in July 2020. The conference was held virtually due to the COVID-19 pandemic. From a total of 6326 submissions, a total of 1439 papers and 238 posters has been accepted for publication in the HCI 2020 proceedings. The 51 papers included in this volume were organized in topical sections on interactions in public, urban and rural contexts; UX design for health and well-being; DUXU for creativity, learning and collaboration; DUXU for culture and tourism.

This diverse collection focuses on international themes in art education, ranging from discussions of educational policy and art theory to exemplary art projects based on both local and international political issues. This political aspect of art education expressed through community projects will ensure the books appeal to a diverse readership.

This paper proposes an approach to multi-cultural psychotherapy, emphasizing the dialogical process in therapy and an intra-psychic process in individuals. The intra-psychic process of individuals finds expression in the basic elements of dialogue—narratives and images. These basic elements of dialogue—narrative and image—interpreted, amplified, and reflected on, in the therapeutic setting deepen the individual's understanding of himself or herself in relation to his or her particular situation and how expectations are met or not met in that situation. The process honors the cultural components of individuals by developing an understanding of what is meaningful to them, what they value, and what they find beautiful, as they form their narratives and interpret the images in them during dialogue with the therapist. The paper takes its point of departure from the multi-cultural theorists who emphasize issues, problems, and differences between cultures, and advocates an inclusion of an emphasis on the therapeutic dialogue between therapist and client, with attention paid to its aesthetic and spiritual components revealed in the narratives and images of the individual. The mutual exploration of the narrative and its
images, how they meet and don't meet the expectations of the individual and their situation, provides the basis for an evolving understanding of their personal culture, and their cultural environment or situation. The paper presents culture as an evolving psychological process in individuals which develops through inter-personal dialogue in the unfolding of a narrative. This perspective allows the therapeutic process in the clinic to become a mutually enriching cultural process as well. The approach utilizes the work of multi-cultural theorists Anthony J. Marsella and Paul B. Pedersen. Marsella's explication of worldview differences as essential to understanding an individual's relationship to their particular culture provides the basis for using dialogue with attention to images in the therapeutic process to work with cultural differences. Pedersen's explanation of the Eastern Worldview underlines the principles for using narrative and image. The framework for understanding story and image derives from the work of Jerome Bruner on narrative function in folk psychology, and the work of James Hillman on image, in his archetypal psychology. After delineating five basic components of story and three basic requirements of attitude in the therapeutic relationship, which the therapist must consciously apply to the story, the paper applies case material to demonstrate its perspective. This precedes a discussion of the case as it required and pursued creative collaboration, equality, and openmindedness in a process of refinement of dialogue. It discusses the development of the imagination for elaborating images and narratives, and the spiritual and aesthetic aspects integral to working this way. The summary suggests the mutual enrichment of therapist and client gained by working with narrative and image.