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Knowing New

Approaches In

The Anthropology

Of Experience

And Learning

Approaches

In The Anthr

opology Of

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Ten years ago, critical theory and postmodernism were considered new and emerging theories in business and management. What will be the next new important theories to shape the field? In one

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edited volume,
Daved Barry and

Hans Hansen have

commissioned new

chapters that will

allow readers to

stay one step ahead

of the latest

thinking.

Contributors draw

on research and

practice to introduce

ideas that are

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considered 'fringe'
and controversial
today, but may be
key theoretical
contributions
tomorrow. Each
chapter sets these
ideas in their
historical context,
lays out the key
theoretical positions
taken by each new
approach and

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makes it clear why these approaches are different to more mainstream concepts.

Throughout, contributors refer to existing studies that show how these developing themes will change the business and management arena.

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Researchers,

teachers and

advanced students

who are interested

in the future of

Business and

Management

scholarship will want

to read this

Handbook.

The contributors

explore diverse

contexts of

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performance to
discuss peoples'

own reflections on

political

subjectivities,

governance and

development. The

volume refocuses

anthropological

engagement with

ethics, aesthetics,

and politics to

examine the

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Creating Dialogues

discusses

contemporary forms

of leadership in a

variety of

Amazonian

indigenous groups.

Examining the

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creation of
indigenous leaders
as political subjects
in the context of
contemporary state
policies of
democratization and
exploitation of
natural resources,
the book addresses
issues of resilience
and adaptation at
the level of local

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community politics

in lowland South

America.

Contributors

investigate how

indigenous peoples

perceive themselves

as incorporated into

the structures of

states and how they

tend to see the

states as

accomplices of the

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private companies
and non-indigenous
settlers who
colonize or
devastate
indigenous lands.

Adapting to the
impacts of changing
political and
economic
environments,
leaders adopt new
organizational

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forms, participate in electoral processes, become adept in the use of social media, experiment with cultural revitalization and new forms of performance designed to reach non-indigenous publics, and find allies in support of indigenous and

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human rights claims to secure indigenous territories and conditions for survival. Through these multiple transformations, the new styles and manners of leadership are embedded in indigenous notions

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of power and
authority whose
shifting trajectories
predate

contemporary

political

conjunctures.

Despite the

democratization of

many Latin

American countries

and international

attention to human

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rights efforts,
indigenous
participation in
political arenas is
still peripheral.

Creating Dialogues
sheds light on
dramatic, ongoing
social and political
changes within
Amazonian
indigenous groups.
The volume will be

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of interest to students and scholars of anthropology, ethnology, Latin American studies, and indigenous studies, as well as governmental and nongovernmental organizations working with Amazonian groups.

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Contributors: Jean-
Pierre Chaumeil,
G rard Collomb,

Luiz Costa, Oscar

Espinosa, Esther

L pez, Val ria

Macedo, Jos 

Pimenta, Juan

Pablo Sarmiento

Barletti, Terence

Turner, Hanne

Veber, Pirjo Kristiina

Virtanen

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The notion of ecology has become central to contemporary design discourse.

This reflects contemporary concerns for our planet and a new understanding of the primary entanglement of the human species with

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And Learning

the rest of the world.

The use of the term

“ecology” with

design tends to refer

to how to integrate

ecologies into

design and cities

and be understood

in a biologically-

scientific and

technical sense. In

practice, this

scientific-technical

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knowledge tends to be only loosely employed. The notion of ecology is also often used metaphorically in relation to the social use of space and cities. This book argues that what it calls the "biological" and "social" senses of ecology are both

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important and
require distinctly

different types of

knowledge and

practice. It proposes

that science needs

to be taken much

more seriously in

▫biological

ecologies▫, and that

▫social ecologies▫

can now be

understood non-

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metaphorically as
Approaches In
assemblages.

Furthermore, this

The Anthropology
Of Experience
book argues that

design practice itself

can be understood

much more

rigorously,

productively and

relevantly if

understood

ecologically. The

plural term

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Ecologies design refers to these three types of ecological design. This book is unique in bringing these three perspectives on ecological design together in one place. It is significant in proposing that a strong sense of

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ecologies design
practice will only

follow from the

interconnection of

these three types of

practice. Ecologies

Design brings

together leading

international experts

and relevant case

studies in the form

of edited research

essays, case

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studies and project work. It provides an overarching critique of current ecologically-oriented approaches and offers evidence and exploration of emerging and effective methods, techniques and concepts. It will be of great interest to

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Approaches In

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academics,
professionals and
students in the built
environment
disciplines.

There is no singular
"best" method of
research. The
differing nature of
various research
endeavors warrant
multiple ways of
generating

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knowledge, sharing
Approaches In
knowledge, and

The Anthropology
more importantly,

Of Experience
avoiding errors.

And Learning
More recently, the

dichotomy between

quantitative and

qualitative

approaches has

begun to dissolve as

the integrated

approach of mixed

methods gains

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Approaches In
Scholarly Publishing and

The Anthropology
Research Methods

Across Disciplines is

a collection of

innovative findings

on the methods and

applications of

research in

scholarly publishing,

ranging from the

analyzation of mixed

methods and qualita

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Approaches In

The Anthropology

Of Experience

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tive/quantitative
research, to

Dewey's scientific
method and more.

Highlighting a range
of topics including
higher education,
digital divide, and
model development,
this publication
applies a cross-
disciplinary
viewpoint that will

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appeal to
researchers,
graduate students,
academicians,
librarians, scholars,
and industry-leading
experts around the
globe seeking an
understanding of the
limitations and
strengths in
research
techniques.

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New Approaches to
Approaches In
Problem-based

The Anthropology
Learning

Authenticity and the

Interview

Indigenous

Perceptions and

Changing Forms of

Leadership in

Amazonia

Knowledge and

Ethics in

Anthropology

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Approaches In

The Anthropology
Architectural Legacy

Research Methods

for Architecture

Ecologies Design

***In this innovative
volume,***

***anthropologists
turn their***

***attention to a topic
that has rarely***

figured as a focus

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The Anthropology

Of Experience

And Learning

***of concerted
investigation and
yet which can be
described as an
intrinsic aspect of
all human knowing
and part of all
processes by which
human beings
process
information about
themselves, their
identities, their
environments and***

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their relations: the imagination. How do anthropologists use imagination in coming to know their research subjects? How might they, and how should they, use their imagination? And how do research subjects themselves

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**understand,
describe, justify**

**and limit their use
of the imagination?**

**Presenting a range
of case studies**

**from a variety of
locations including
the UK, US, Africa,**

**East Asia and
South America,**

**this collection
offers a**

comparative

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**exploration of how
imagination has**

been

conceptualized and

understood in a

range of analytical

traditions, with

regard to issues of

both methodology

and

ethnomethodology

. With emphasis

not on abstraction

but on imagination

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**as activity,
technique and**

subject situated in

the middle of lives,

Reflections on

Imagination sheds

new light on

imagination as a

universal capacity

and practice -

something to

which human

beings attend

whenever they

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Knowing New

**make sense of
their environments**

and situate their

life-projects in

these

environments - the

means by which

worlds come to be.

New

interpretations of

the central

teachings of early

Buddhism, mainly

the relationship

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The Anthropology

Of Experience

And Learning
to know

themselves and

their worlds have

always been at the

heart of

anthropology, and

are necessarily

part of a broader

intellectual

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Approaches In
history. This book

brings together
anthropologists to

discuss how they

come to know what

they know about

the societies they

study.

This book is based

upon more than

two years of

ethnographic

fieldwork and

personal

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**experiences with
the Teet'it**

Gwich'in Anthropology

Of Experience

northern Canada.

The author

provides insight

into Gwich'in

understandings of

life as well as into

historical and

political processes

that have taken

place in the North.

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He outlines the development of an educational anthropology approach towards

conducting ethnography and writing

anthropological literature, starting with the premise 'you have to live it'. The book

focuses on ways of knowing and

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**collaboration
through learning**

**and being taught
by interlocutors.**

**Building on the
work of Tim Ingold,
Loovers**

**investigates the
notion of reading
life - land, water
and weather as
well as texts - and
analyses the
reading of texts as**

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Approaches In

The Anthropology
**acts of
conversations or
correspondences.**

This book

introduces,

rationalizes and

describes some

ways to circumvent

the challenges of

providing 'hands-

on' learning when

programmes with

practice-based

focuses have to be

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Approaches In

The Anthropology

Of Experience

And Learning

***offered via
distance learning.
It presents a
framework to help
deconstruct the
many aspects of
'learning to
become' a
professional or
practitioner. Then,
it demarcates the
skills, knowledge
and attributes
towards ensuring***

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Knowing New

**learners are
prepared for the**

exigencies of the

future of work. The

book details the

types of

pedagogical

approaches,

including project/in

quiry/problem-

based learning,

which help assist

learners to learn

both the

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Approaches In

required. It

introduces technol

ogy-enhanced

learning (TEL)

platforms and

tools supporting

'education 4.0',

and presents a

series of

contemporary

research studies

on the integration

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The Pedagogy

Of Experience

And Learning

of TEL, which are augmented and updated to allow for the challenges of provisioning opportunities for 'learning by doing' through distance learning. Finally, the book proposes recommendations to help ensure that institutions are better prepared for

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*the sustainable
shift to distance*

Learning.

The Experience

Transformative

Potential of

Performance

Reflections on

Imagination

Everyday

Temporalities of

Digital Media

Usage

Obligations and

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**Requirements
Introduction to**

Inquiry Anthropology

An Ethnography of

Household Energy

Demand in the UK

A Relational

Process

The Handbook of
Methods in Cultural
Anthropology, now in
its second edition,
maintains a strong

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And Learning

benchmark for understanding the scope of contemporary anthropological field methods. Avoiding divisive debates over science and humanism, the contributors draw upon both traditions to explore fieldwork in practice. The

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second edition also reflects major developments of the past decade, including: the rising prominence of mixed methods, the emergence of new technologies, and evolving views on ethnographic writing. Spanning the chain of research, from

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the Handbook

designing a project through methods of data collection and interpretive analysis, the Handbook features new chapters on ethnography of online communities, social survey research, and network and geospatial analysis.

Considered

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discussion of ethics, epistemology, and the presentation of research results to diverse audiences round out the volume. The result is an essential guide for all scholars, professionals, and advanced students who employ fieldwork.

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This book gathers work from over a decade of study, and seeks to better understand and support how learners become tradespeople. The research programme applies recent concepts from neuroscience, educational psychology and

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technology-enhanced learning to explain and help overcome the challenges of learning in trades-learning contexts.

Due to the complex and multifarious nature of the work characterising trade occupations, learning how to become a tradesperson requires

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a significant
commitment in terms

of time, along with

physical and

cognitive effort. All

modalities (visual,

aural, haptic etc.) and

literacies (text,

numerical, spatial

etc.) are required

when undertaking

trade work. Manual

dexterity and

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Of Experience

And Learning

strength, coupled with the technical and tacit knowledge required for complex problem solving, not to mention suitable dispositional approaches, must all be learnt and focused on becoming a tradesperson.

However, there is a substantial gap in the

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literature on 'how people learn a trade' and 'how to teach a trade'. In this book, contemporary teaching and learning approaches and strategies, as derived through practice-based participatory research, are used to highlight and discuss pragmatic solutions

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And Learning

to facilitate the learning and teaching of trade skills, knowledge and dispositions. The approaches and strategies discussed include the implementation of technology-enhanced learning; project-based inquiry/problem-

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based learning; and recommendations to ensure learners are prepared for the future of work.

While fundamentally a design discipline, architectural education requires an element of history and theory, grouped under the term 'research'. However,

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Approaches In
many students struggle with this part

The Anthropology
of their course. This

practical handbook

And Learning
provides the

necessary grounding

in this subject,

addressing essential

questions about what

research in

architecture can be.

The first part of the

book is a general

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guide to the
fundamentals of how

The Anthropology
to do research, from

Of Experience
assembling a

And Learning
literature review to

conducting an

interview. The second

section presents a

selection of case

studies dealing with

such topics as

environmental

psychology, the

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politics of space,
ethnographic

research and

mapping.

Ways of Knowing Ant

thropological

Approaches to

Crafting Experience

and

Knowledge Berghahn

Books

Inspired by the work

of world-renowned

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Approaches In

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contributions from a

range of

internationally

recognized scholars –

including Strathern

herself – which

examine a range of

methodologies and

approaches to the

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Approaches In
anthropology of
knowledge. The book

The Anthropology
investigates the

Of Experience
production of

And Learning
knowledge through a

variety of themes,

centered on the

question of the

researcher's

obligations and the

requirements of

knowledge. These

range from the

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obligation to connect with local culture and existing anthropological knowledge, to the need to draw conclusions and circulate what has been learned. Taking up themes that are relevant for anthropology as a whole – particularly

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the topic of knowledge and the ethics of knowing others, as well as the notion of the local in a global world – Knowledge and Ethics in Anthropology is key reading for students and scholars alike. A thorough introduction to the

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key concepts and terms used in Strathern's work is provided, making this a fantastic resource for anyone encountering her work for the first time.

Unlearning, Not-knowing and Ethnographic Limits Towards an

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Discipline?

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Of Experience and the

Production of

Anthropological

Knowledge

Transforming

Architecture,

Landscape, and

Urbanism

New Directions in

Social Theory,

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Education and
Approaches In
Embodiment
The Anthropology
Of Experience
Journey

Debating New
Approaches to
History

**The concept
"Designerly Ways
of Knowing"
emerged in the
late 1970s
alongside new**

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Approaches In
design

education. This

book is a unique

insight into

expanding

discipline area

with important

implications for

design research,

education and

practice.

"This book is a

product of our

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several decades
of teaching

about research,
conducting

research
ourselves,

advising
graduate

students who
conducted

research - and
of our

reflections on
the teaching and

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Approaches In
on the conduct
of research. The

book is Anthropology

structured to

follow a

teaching

sequence; in

fact, it maps

neatly onto our

syllabus for the

course. Each

chapter begins

with a series of

critical

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questions that
we hope will
guide reading
and prompt
further
questions for
discussion.

These questions
are followed by
a dialogue among
five graduate
students whose
journeys into
inquiry are just

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beginning. Their challenges and joys are embedded in these dialogues as well as throughout the chapters. We also draw on other examples from our students over the years in several places.

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The Anthropology

Of Experience

Over The Years

And Refined,

Based On Student

Feedback And Our

Own Critical

Reflections On

How Well They

Worked"--

Anthropology

Lies At The

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foundations,

ethics, and

deployment of

the knowledge

crucial to human

lives. The

Ethics of

Knowledge

Creation focuses

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Of Experience

And Learning

on how knowledge

is relationally

created, how

local knowledge

can be

transmuted into

'universal

knowledge', and

how the

transaction and

consumption of

knowledge also

monitors its

subsequent

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production. This volume examines the ethical implications of various kinds of relations that are created in the process of 'transacting knowledge' and investigates how these transactions are also situated

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according to

Approaches In

broader
contradictions

Or synergies

between ethical,

epistemological,

and political

concerns.

This book

exemplifies the

nurturing spirit

of inter-

discursive

debate with a

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view to opening
up new

theoretical and

empirical

insights,

understanding,

and engagement,

with debates on

issues relating

to pedagogy,

policy, equity

and embodiment.

From a variety

of social

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Knowing New
science
Approaches In
perspectives, an
The Anthropology
international
Of Experience
force of
contributors
And Learning
apply a
multitude of
concepts to
research agendas
which illustrate
the multiple
ways in which
'the body' both
impacts culture

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and is
Approaches In
simultaneously
The Anthropology
and seamlessly
Of Experience
positioned and
shaped by it,
And Learning
maintaining
social
reproduction of
class and
cultural
hierarchies and
social
regulation and
control. They

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The Anthropology

Of Experience and Learning

And Learning

attest that once
we begin to
trace the flow
of knowledge and
discourses
across

continents,
countries,
regions and
communities by
registering
their re-context
ualisation, both
within various

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Knowing New
popular
Approaches In
pedagogies
The Anthropology
(e.g.,
Of Experience
newspapers,
And Learning
film, TV, web
pages, IT) and
the formal and
informal
practices of
schools,
families and
peers, we are
compelled to
appreciate the

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Approaches In

The Anthropology

Of Experience

And Learning

bewildering
complexity of
subjectivity and
the ways in
which it is
embodied.

Indeed, the
chapters suggest
that no matter
how hegemonic or
ubiquitous
discursive
practices may
be, they

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Approaches In

The Anthropology

Of Experience

'affects' and

'effects' :

people and

populations

cannot easily be

'determined' ,

suppressed or

controlled. This

book was

originally

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Approaches In

The Anthropology

Of Experience.

Epistemology

poses particular

problems for

anthropologists

whose task it is

to understand

manifold ways of

being human.

Through their

work,

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Approaches In

The Anthropology

Of Experience

And Learning

foundations of

knowledge are at

odds with their

own. Going right

to the heart of

anthropological

theory and

method, this

volume discusses

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issues that have vexed practicing anthropologists for a long time. The authors are by no means in agreement with one another as to where the answers might lie. Some are primarily concerned with the clarity and

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disciplines;

others are more

inclined to push

ethnographic

analysis to its

limits in an

effort to

demonstrate what

kind of sense it

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Of Experience

And Learning

can make. All
are aware of the
much-wanted
differences that
good ethnography
can make in
explaining the
human sciences
and philosophy.
The contributors
show a continued
commitment to
ethnography as a
profoundly

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Knowing New
radical
Approaches In
intellectual
The Anthropology
endeavor that
Of Experience
goes to the very
And Learning
roots of inquiry
into what it is
to be human,
and, to
anthropology as
a comparative
project that
should be
central to any
attempt to

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understand who
we are.

Approaches In

The Anthropology

Methodologies

Extraordinary

Encounters

Transactions,

Relations, and

Persons

The Challenge of

Epistemology

International

Performance

Research

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Knowing New
**Pedagogies
Anthropologies
and Futures
of Experience and
Anthropology**

Combining rich personal accounts from twelve veteran anthropologists with reflexive analyses of the state of anthropology today, this book is a treatise on theory and method offering fresh insights

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Knowing New

Approaches In
anthropological

knowledge, from the

creation of key concepts

to major paradigm

shifts. Particular focus is

given to how 'peripheral

perspectives' can help re-

shape the discipline and

the ways that

anthropologists think

about contemporary

culture and society.

From urban Maori

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Knowing New

communities in

Aotearoa/New Zealand

to the Highlands of

Papua New Guinea,

from Arnhem Land in

Australia to the villages

of Yorkshire, these

accounts take us to the

heart of the

anthropological

endeavour, decentring

mainstream

perspectives, and

revealing the intimate

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relationships and
processes that create

anthropological

knowledge.

Making Knowledge

presents the work of

leading anthropologists

who promote pioneering

approaches to

understanding the nature

and social constitution

of human knowledge.

The book offers a

progressive

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Knowing New

Approaches In
interdisciplinary
approach to the subject

and covers a rich and

diverse ethnography.

Presents cutting-edge

research and theory in

anthropology Includes

many beautiful

illustrations throughout

The contributions cover

a rich and diverse

ethnography Offers a

progressive

interdisciplinary

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Approaches In

The Anthropology

Of Experiences

And Learning

approach to the eternal
questions concerning

'human knowledge'

Contributions by leading
scholars in the field who

explore a wide range of
disciplines through an

anthropological
perspective

Academics across the
globe are being urged by

universities and research
councils to do research

that impacts the world

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The Anthropology

Of Experience

And Learning

beyond academia. Yet to date there has been very little reflection amongst scholars and practitioners in these fields concerning the relationship between the theoretical and engaged practices that emerge through such forms of scholarship. Theoretical Scholarship and Applied Practice investigates the ways in which

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The Anthropology

Of Experience

And Learning

theoretical research has been incorporated into recent applied practices across the social sciences and humanities. This collection advances our understanding of the ethics, values, opportunities and challenges that emerge in the making of engaged and interdisciplinary scholarship.

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Between Art and
Anthropology provides

new and challenging

arguments for

considering

contemporary art and

anthropology in terms of
fieldwork practice.

Artists and

anthropologists share a

set of common practices

that raise similar ethical

issues, which the authors

explore in depth for the

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Knowing New

Approaches In

The Anthropology

Of Experience and Learning

first time. The book presents a strong argument for encouraging artists and anthropologists to learn directly from each

other's practices 'in the field'. It goes beyond the so-called 'ethnographic turn' of much

contemporary art and the 'crisis of representation' in

anthropology, in

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Approaches In
The Anthropology of

Senses, and ethical

issues, for future art-
anthropology

collaborations. The

contributors to this

exciting volume

consider the work of

artists such as Joseph
Beuys, Suzanne Lacy,

Marcus Coates,

Cameron Jamie, and

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Approaches In

The Anthropology

Of Experience

And Learning

Mohini Chandra. With cutting-edge essays from a range of key thinkers such as acclaimed art critic Lucy R. Lippard, and distinguished anthropologists George E. Marcus and Steve Feld, *Between Art and Anthropology* will be essential reading for students, artists and scholars across a number of fields.

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Approaches In

The Anthropology

Of Experience

And Learning

Anthropology has a critical, practical role to play in contemporary debates about futures.

This game-changing new book presents new ways of conceptualising how to engage with a future-oriented research agenda, demonstrating how anthropologists can approach futures both theoretically and practically, and

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The Anthropology

Of Experience

And Learning

Anthropology and Futures brings together a group of leading scholars from across the world, including Sarah Pink, Rayna Rapp, Faye Ginsburg and Paul Stoller. Firmly grounded in ethnographic fieldwork experience,

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The Anthropology

Of Experience

And Learning

the book's fifteen chapters traverse ethnographies with people living with HIV/AIDS in Uganda, disability activists in the U.S., young Muslim women in Copenhagen, refugees in Milan, future-makers in Barcelona, planning and land futures in the UK, the design of workspaces in Melbourne, rewilding in

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Approaches In

The Anthropology

Of Emerging Communities

in Antarctica. Taking a

strong interdisciplinary

approach, the authors

respond to growing

interest in the topic of

futures in anthropology

and beyond. This ground-

breaking text is a call for

more engaged,

interventional and

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applied anthropologies.

It is essential reading for

students and researchers

in anthropology,

sociology, cultural

studies, design and

research methods.

Supporting the

Processes of Becoming a

Tradesperson

Researching Emerging

and Uncertain Worlds

Reading Life with

Gwich'in

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Contemporary
Ethnographic Practice

Design Anthropology

Who are 'We'?

The I of the Beholder

**Problem-based
learning (PBL)**

is a

pedagogical

approach that

has the

capacity to

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Approaches In

The Anthropology

Of Experience

And Learning

**create vibrant
and active
learning
environments
in higher
education.**

**However, both
experienced
PBL**

**practitioners
and those new
to PBL often**

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Knowing New

Approaches In

The Anthropology

Of Experience

And Learning

**find
themselves
looking for
guidance on
how to engage
and energise a
PBL
curriculum.**

New

**Approaches to
Problem-based
Learning:**

Page 115/214

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The Anthropology

Of Experience

And Learning

**Revitalising
your Practice
in Higher
Education
provides that
guidance from
a range of
different, com
plementary
perspectives.
Leading
practitioners**

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Approaches In

The Anthropology

Of Experience

And Learning

in the field as well as new voices in PBL teaching and learning have collaborated to produce this text. Each chapter provides practical and experienced

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Of Experience

And Learning

**accounts of
issues and
ideas for PBL,
as well as a
strong
theoretical
and evidence
base. Whether
you are an
experienced
PBL
practitioner,**

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Knowing New

**or new to the
processes and
principles of
PBL, this book
will help you**

**to find ways of
revitalising
and enriching
your practice
and of
enhancing the
learning**

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experience in

Approaches In

The Anthropology

Of Experience

And Learning

contexts.

Who do “we”

anthropologist

s think “we”

are? And how

do forms and

notions of

collective

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**disciplinary
identity shape**

the way we

think, write,

and do

anthropology?

This volume

explores how

the anthropolo

gical “we” has

been

construed,

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Knowing New

**transformed,
and deployed
across history**

**and the global
anthropologic
al landscape.**

**Drawing
together both
reflections and
ethnographic
case studies,
it interrogates**

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Approaches In

The Anthropology

Of Experience

And Learning

**the
critical—yet
poorly
studied—roles
played by
myriad anthro
pological “we”
ss in
generating
and
influencing an
thropological**

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Knowing New

theory,

method, and

analysis. In

the process,

new spaces

are opened for

reimagining

who “we” are

- and what

“we,” and

indeed

anthropology,

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PDF Ways Of

Knowing New

could become.

This book

prompts

architects and

anthropologist

s to think and

act together.

In order to

fully grasp the

relationship

between

human beings

between

human beings

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Knowing New

**and their built
environments
and design
more livable
and**

**sustainable
buildings and
cities in the
future, we
need new cross-
disciplinary
approaches**

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Knowing New

**combining
anthropology
and
architecture.**

**This is neither
anthropology
of
architecture,
nor
ethnography
for architects,
but a new**

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Knowing New

**approach
beyond these
positions:**

**Architectural
Anthropology.**

**The anthology
gathers**

contributions

from leading

researchers

from various

Nordic

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Approaches In
The Anthropology

Of Experience

And Learning

**universities,
architectural
schools, and
architectural
firms as well
as prominent
international
scholars like
Tim Ingold,
Albena
Yaneva, and
Sarah Pink -**

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**all exploring,
developing,
and innovating**

the cross-

disciplinary

field between

anthropology

and

architecture.

Several

contributions

are co-written

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PDF Ways Of

Knowing New

**by architects
and anthropol
ogists,**

merging

approaches

from the two

disciplines in

order to fully

explore the

dynamics of

lived space.

Through a

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Knowing New

Approaches In

The Anthropology

Of Experience

And Learning

I approaches,

and

theoretical

reflections,

the anthology

provides

inspiration

and tools for

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Knowing New

scholars,
Approaches In
students, and
The Anthropology

practitioners
Of Experience
working with
And Learning
lived space.

The first part
focusses on
homes, walls,
and
boundaries,
the second on
urban space

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Approaches In

The Anthropology

Of Experience

And Learning

**and public life,
and the third
on processes
of creativity,
participation,
and design.**

**Given the anth
ropological
focus on
ethnography
as a kind of
deep**

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Knowing New

**immersion,
the interview**

poses

theoretical

and

methodologica

l challenges

for the

discipline. This

volume

explores those

challenges and

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Approaches In

The Anthropology

Of Experience

And Learning

**argues that
the interview
should be
seen as a
special,
productive
site of
ethnographic
encounter, a
site of a very
particular and
important kind**

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The Anthropology

Of Experience

And Learning

**of knowing. In
a range of
social contexts
and cultural
settings,
contributors
show how the
interview is
experienced
and imagined
as a kind of
space within**

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Of Experience

And Learning

**which
personal,
biographic and
social cues
and norms can
be explored
and
interrogated.
The interview
possesses its
own
authenticity,**

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Knowing New

**therefore—true
e to the
persons
involved and
true to their**

**moment of int
eraction—whil
st at the same
time providing
information on
human
capacities and**

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Approaches In

The Anthropology

Of Experience

And Learning

**proclivities
that is
generalizable
beyond
particular
social and
cultural
contexts.**

**Aspects of
pedagogy are
frequently
researched,**

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Knowing New

Approaches In

The Anthropology

Of Experience

And Learning

**but the
concept itself
is poorly
understood.**

**More than just
teaching and
learning,
pedagogy is
about values,
identities,
relationships
and**

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Approaches In

The Anthropology

Of Experience

And Learning

**interactions
bounded by
context. As
such,
researchers of
pedagogy face
the challenge
of working out
what
constitutes
pedagogical
texts, data or**

Download File

PDF Ways Of

Knowing New

**evidence, and
how these can
be generated
and
understood.**

Research

Methods for

Pedagogy

begins by

exploring the

different conc

eptualisations

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Approaches In

The Anthropology

Of Experience

And Learning

**of pedagogy
and their
implications
for how it is
researched.**

**The authors
reflect on how
their
sociocultural
stance on
pedagogy
influences the**

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Knowing New

methods they

choose to

focus on in the

book. Moving

beyond just

schools and

formal

pedagogies

into informal

and everyday

pedagogies,

the authors

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Knowing New

**use a range of
case studies**

across

educational

sectors and

cultures to

discuss

methods for

researching

pedagogy.

Common

approaches

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Knowing New

Approaches In

The Anthropology

Of Experience

And Learning

**such as
ethnography
and action
research are
included
alongside
some
quantitative
and quasi-
experimental
methods and
often less**

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Approaches In

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Of Experience

And Learning

**familiar
participatory,
multimodal
and reflective
methods. The
authors
demonstrate
the
relationships
between
theoretical
stance,**

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Knowing New

pedagogical

context and

research

approach.

Finally, the

book

addresses the

complexity of

pedagogy

research

through

discussion of

discussion of

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Of Experience

And Learning

**particular
ethical and
relational
aspects as it
highlights
innovations
and
developments
in research
methods for
pedagogy.
Boxed case**

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Of Experience

And Learning

**studies,
reflections on
real research
projects, a
glossary of
key terms and
an annotated
list of further
reading all
help to guide
students and
scholars**

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**through their
research**

Approaches In
The Anthropology

**design and
choice of**

Of Experience

And Learning

**methods in
this area.**

Anyone

Architectural

Anthropology

Research

Methods for

Pedagogy

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Of Experience

And Learning

**Making
Knowledge
Creating
Dialogues
Scholarly
Publishing and
Research
Methods
Across
Disciplines
An Educational
Approach**

Page 153/214

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Approaches In

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Of Experience

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How does peripherality challenge methodology and theory-making? This book examines how the peripheral can be incorporated into ethnographic research, and reflects on what it means to be on the periphery – ontologically and epistemologically. Starting from the premise that clarity and fixity as

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Of Experience

And Learning

ideals of modernity prevent us from approaching that which cannot be easily captured and framed into scientific boundaries, the book argues for remaining on the boundary between the known and the unknown in order to surpass this ethnographic limit. Peripheral Methodologies shows that peripherality is not

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Of Experience

And Learning

only to be seen as a marginal condition, but rather as a form of theory-making and practice that incorporates reflexivity and experimentation.

Instead of domesticating the peripheral, the authors engage in (and insist on) practicing expertise in reverse, unlearning their tools in order to integrate the empirical and analytical

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otherwise.

Anthropologists are

affected by and affect

others through emotional

engagement; they

“manage” emotions

or allow them to unfold

as vehicles of

understanding. The

contributors to this

volume argue that

participant observation is

an embodied relational

process mediated by

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And Learning

emotions. If fieldwork is to attain its fullest

potential, emotional

reflexivity must

complement the wider

reflexive task of

anthropologists. This

makes particular

demands on the training

of anthropologists, and

the contributors to this

volume propose new

ways of practising

emotional reflexivity

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(such as radical
empiricism) that enhance

anthropological

knowledge. Emotions in

anthropology are

explored from a variety

of methodological and

theoretical standpoints,

drawing on fieldwork in

Nepal, the UK, Taiwan,

Russia, India and the

Philippines.

With its innovative

format, Debating New

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Approaches In

The Anthropology

Of Experience

And Learning

Approaches to History addresses issues currently at the top of the discipline's theoretical and methodological agenda. In its chapters, leading historians of both older and younger generations from across the Western world and beyond discuss and debate the main problems and challenges that historians are facing

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The Anthropology

Of Experience

And Learning

today. Each chapter is followed by a critical commentary from another key scholar in the field and the author's response. The volume looks at topics such as the importance and consequences of the 'digital turn' in history (what will history writing be like in a digital age?), the challenge of posthumanist theory for

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And Learning

history writing (how do we write the history of non-humans?) and the possibilities of moving beyond traditional sources in history and establishing a dialogue with genetics and neurosciences (what are the perspectives and limits of the so-called 'neurohistory'?). It also revisits older debates in history which remain

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The Anthropology

Of Experience

And Learning

crucial, such as what the gender approach can offer to historical

research or how to write history on a global scale.

Debating New

Approaches to History

does not just provide a useful overview of the

new approaches to

history it covers, but also

offers insights into

current historical debates

and the process of

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historical method in the making. It demonstrates how the discipline of history has responded to challenges in society – such as digitalization, globalization and environmental concerns – as well as in humanities and social sciences, such as the 'material turn', 'visual turn' or 'affective turn'. This is a key volume for

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Approaches In

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all students of

historiography wanting

to keep their finger on

the pulse of

contemporary thinking

in historical research.

Doing Sensory

Ethnography responds to

a recent an explosion of

interest in the senses

across the social sciences.

Sarah Pink suggests re-

thinking the

ethnographic process

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Of Experience

And Learning

through reflexive attention to what she terms the 'sensoriality' of the experience, practice and knowledge of both researchers and those who participate in their research. The book provides an accessible discussion and analysis of the theoretical, methodological and practical aspects of doing sensory ethnography,

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Of Experience

And Learning

drawing on examples and case studies from the growing literature on sensory ethnographic studies, and from the author's own work.

Doing Sensory

Ethnography is the first book to concentrate on outlining a sensory ethnographic methodology. It will be of great interest to researchers and students

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The Anthropology

Of Experience

senses.

This book offers a unique

and much-needed

interrogation of the

broader questions

surrounding

international

performance research

which are pertinent to the

present and the future of

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Theatre and Performance

studies. Marking the

completion of eight years

of the Erasmus Mundus

MA Programme in

International

Performance Research

(MAIPR) - a programme

run jointly by the

universities of Warwick

(UK), Amsterdam

(Netherlands),

Helsinki/Tampere

(Finland), Arts in

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Trinity College Dublin

(Ireland) - the essays in

this volume take stock of

the achievements,

insights and challenges of

what international

performance research is

or ought to be about. By

reflecting on the

discipline of Performance

Studies using the MAIPR

programme as a case

study in point, the

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And Learning

volume addresses the broader question of the critical link between the discipline of Performance Studies and humanities education in general, examining their interactions in the contemporary university in the context of globalisation.

Crafting History
Anthropological
Perspectives

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Approaches to Crafting

Experience and Anthropology

Knowledge

Up Close and Personal

Designerly Ways of

Knowing

Doing Sensory

Ethnography

Anthropological

Fieldwork

The significance
that people grant

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to their affiliations
as members of
nations, religions,
classes, races,
ethnicities and
genders is
evidence of the
vital need for a
cosmopolitan
project that
originates in the
figure of Anyone -

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the universal and yet individual human being.

Cosmopolitanism offers an

alternative to

multiculturalism, a

different vision of

identity,

belonging,

solidarity and

justice, that

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avoids the
seemingly
intractable
character of
identity politics: it
identifies
samenesses of the
human condition
that underlie the
surface
differences of
history, culture

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and society,
nation, ethnicity,
religion, class,
race and gender.

This book argues
for the importance
of

cosmopolitanism
as a theory of
human being, as a
methodology for
social science and

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Approaches In
as a moral and
political program.

The Anthropology

Of Experience

And Learning

A stunning
collection of

cutting-edge
essays which

brings together

the leading

scholars in visual

research. Clearly

structured, and

written in an

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engaging and

accessible style

throughout, this

invigorating work

will be the 'must

have' text for

teachers and

students of `the

visual' across the

arts, humanities

and social

sciences. - Elaine

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Campbell, Reader

Approaches In

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Of Experience

University This is

And Learning

a book about

research that

takes the

challenge of the

internet seriously,

that rises above

disciplinary

difference and

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points to new
directions for
social research. -
Rob Walker,
Emeritus
Professor,
University of East
Anglia This
innovative book
examines and
introduces cutting
edge visual

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methods in social
research. It
explores the
development of
visual

methodology as a
field of
interdisciplinary
and post-
disciplinary
practice spanning
scholarly and

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applied concerns.

Positioned at the

innovative edge of

theory and

practice in

contemporary

visual research,

Pink's engaging

book goes beyond

the methods,

ideas and fields of

practice outlined

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in existing texts
and handbooks.

This book

examines: -How

new theoretical

and

methodological

engagements are

developing and

emerging in

research practice;

-the impact new

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approaches are
having on the
types of
knowledge visual
research produces
and critiques; -the
ways visual
research
intersects with
new media; -and
the implications
for social and

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cultural research,

scholarship and

intervention. This

book will be

essential reading

for any student or

researcher

thinking of using

visual methods in

their own

research. Sarah

Pink is Professor

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of Social Sciences

Approaches In

The Anthropology

University.

This book

challenges the

ways we think

about human

agency by looking

at the creativity,

ethics, and

capacities for

social

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Of Experience

And Learning

transformation
that are
embedded in
simple actions of
“doing”.

Stemming from
ethnographic
research with
families in the
United Kingdom
as part of a wider
interdisciplinary

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And Learning

project looking at
domestic energy
demand, this book
probes some
mundane

approaches to
time—such as
spontaneity,
anticipation, and
“family
time”—and the
ways in which

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Of Experience

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they extend
ethical
imaginations,
create new forms
of sociality, and
engender human
agency.

Social work
research is
concerned with
complex social
issues closely

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Knowing New

connected to

communities of

people who are

marginalized and

oppressed. This

volume develops

critical and

creative research

methodologies

that place

questions of social

justice at their

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centre and take innovative approaches to collecting, analysing, interpreting and presenting research data. The first section of the book examines textual data produced from an

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array of
methodologies
focused on the
spoken and/or
written word.

These approaches
allow those who
are often silenced
to speak by
providing space
and time to
capture memory

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and meanings that may not come to light in a time driven structured research method like an interview or a questionnaire. The second section of the book discusses visual methods,

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including an examination of historical artefacts like, photographs and objects, and participant engagement with art, specifically clay sculpture and drawings. Both sets of methods examine the

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concept of 'time',
that is, how we
understand time,
as in our past
memories, how we
develop
relationships and
knowledge over
time. These
creative and
critical methods
provide new

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insights into ways
of undertaking
social research in
social work which
captures the
complexity of
social
experiences,
problems and
meanings that
are, more often
than not,

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embedded in time
and place.

What constitutes
an archive in
architecture?

What forms does
it take? What
epistemology
does it perform?

What kind of craft
is archiving?

Crafting History

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provides answers
and offers insights
on the ontological
granularity of the
archive and its
relationship with
architecture as a
complex
enterprise that
starts and ends
much beyond the
act of building or

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the life of a
creator. In this
book we learn how
objects are
processed and
catalogued, how a
classification
scheme is
produced, how
models and
drawings are
preserved, and

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how born-digital
material battles
time and
technology

obsolescence. We
follow the work of
conservators,
librarians,
cataloguers,
digital archivists,
museum
technicians,

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curators, and architects, and we capture archiving in its mundane and practical course. Based on ethnographic observation at the Canadian Centre for Architecture and interviews with a range of

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practitioners,
including Alvaro

Siza and Peter

Eisenman, Albena

Yaneva traces

archiving through
the daily work and

care of all its

participants,

scrutinizing their

variable ontology,

scale, and politics.

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Yaneva addresses the strategies practicing architects employ to envisage an archive-based future and tells a story about how architectural collections are crafted so as to form the

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epistemological
basis of

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Of Experience

And Learning

Theoretical

Scholarship and

Applied Practice

Revitalising Your

Practice in Higher

Education

The Ethics of

Knowledge

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Creation

Approaches In

The SAGE

The Anthropology

Handbook of New

Of Experience

Approaches in

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Management and

Organization

Early Buddhism: A

New Approach

Human Capacity

and Ethnographic

Method

The Cosmopolitan

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**Subject of
Anthropology
*Design is a key
site of cultural
production and
change in
contemporary
society.***

***Anthropologists
have been
involved in design
projects for***

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**several decades
but only recently**

a new field of

inquiry has

emerged which

aims to integrate

the strengths of

design thinking

and

anthropological

research. This

book is written by

anthropologists

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Anthropology.

Comprising both

cutting-edge

explorations and

theoretical

reflections, it

provides a much-

needed

introduction to

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Approaches In

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Of Experience

And Learning

***the concepts,
methods,
practices and
challenges of the
new field. Design
Anthropology
moves from
observation and
interpretation to
collaboration,
intervention and
co-creation. Its
practitioners***

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***participate in
multidisciplinary***

design teams

working towards

concrete

solutions for

problems that are

sometimes ill-

defined. The

authors address

the critical

potential of

design

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***anthropology in a
wide range of***

design activities

across the globe

and query the

impact of design

on the discipline

of

anthropology. Thi

s volume will

appeal to new

and experienced

practitioners in

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Of Experience

And Learning

***the field as well
as to students of
anthropology,
innovation,
science and
technology
studies, and a
wide range of
design studies
focusing on user
participation,
innovation, and
collaborative***

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research.

Critical and

The Anthropology

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And Learning

Methodologies in

Social Work

Advances in

Visual

Methodology

Theory and

Practice

Exploring Lived

Space

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Of Experience
And Learning

***Enhancing
'Learning as
Becoming'
Processes***

***Explorations of
the Indissoluble
Relation between
Mind, Body and
Environment***