Cultural Paper Topics

This new textbook addresses the neglect of practical research methods in cultural studies. It provides readers with clearly written overviews of research methods in cultural studies, along with guidelines on how to put these methods into operation. It advocates a multi-method approach, with students drawing from a pool of techniques and approaches suitable for their own topics of investigation.The book covers the following main areas:* Drawing on experience, and studying how narratives make sense of experience.* Investigating production processes in the cultural industries, and the consumption and assimilation of cultural products by audiences and fans.* Taking both quantitative and qualitative approaches to the study of cultural life.* Analysing visual images and both spoken and written forms of discourse.* Exploring cultural memory and historical representation.

This book constitutes the refereed proceedings of the 11th International Conference on Intelligent Virtual Agents, IVA 2011, held in Reykjavik, Island, in September 2011. The 18 revised full papers and 27 revised short papers presented together with 25 poster papers were carefully reviewed and selected from 91 submissions. The papers are organized in topical sections on social and dramatic interaction; guides and relational agents; nonverbal behavior; adaptation and coordination; listening and feedback; frameworks and tools; cooperation and copresence; emotion; poster abstracts.

This interdisciplinary study examines the impact of cultural values on discourse.
This book addresses psychological studies of humour in Chinese societies. It starts by reviewing how the concept of humour evolves in Chinese history, and how it is perceived by Confucianism, Taoism, and Buddhism respectively. It then compares differences in the Western and the Chinese perceptions of humor and discusses empirical studies that were conducted to examine such differences. It also discusses the cultural origin and empirical evidence of the Chinese ambivalence about humor and presents empirical findings that illustrate its existence. Having done these, it proceeds to discuss psychological studies that examine how humour is related to various demographic, dispositional variables as well as how humour is related to creativity in Chinese societies. It also discusses how humour is related to emotional expressions and mental health in Chinese society as well. It concludes with a discussion on how workplace humor is reflected and developed in Chinese contexts. Taken together, this book attempts to bring together the theoretical propositions, empirical studies, and cultural analyses of humor in Chinese societies.
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, C- tural and Organizational Contexts. The conference was held under the auspices of IFIP TC 13 on Human–Computer Interaction. 1 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.

Praise for the Second Edition: "This book will help educators understand the multidimensional process of cultural competence, and the vignettes it provides will be useful to anyone who teaches cultural competence." -- Nursing Education Perspectives Based on proven research, this textbook is a unique "how-to" for nursing faculty called upon to educate students, nurses, and other health care providers on how to provide optimal care for culturally diverse populations. It offers a systematic approach featuring ready-to-use materials for planning, implementing, and evaluating cultural competence

education strategies and programs. A wealth of practical information on all aspects of culturally competent communication and treatment—in both classroom and workplace settings--is supplemented with an assessment and evaluation toolkit that can be adapted for all educational levels. The third edition is reorganized to facilitate the incorporation of cultural competence into a greater variety of environments, and provides additional examples and case studies to better illustrate content. Updated and revised information, research findings, and expanded ready-to-apply strategies and exemplars are woven throughout all chapters. New and expanded chapters address curriculum; traditional classrooms, hybrid, and online courses; and clinical settings, immersion experiences, service learning, simulation, and nursing skills lab. Included are educational activities for academic, clinical, and professional association settings. Integrated reflection boxes, easy-to-apply action steps, toolkit resource boxes, references, and discussion questions help students to fully integrate the book's content. The text fulfills Cultural Competence accreditation requirements for undergraduate nursing programs and for institutions trying to obtain Magnet Status. New to the Third Edition: Reorganized to address cultural competence in a variety of environments Expanded ready-to-apply strategies and exemplars A wealth of updated and revised information and research New and expanded chapters on curriculum and varied learning modalities New information on clinical settings, immersion experiences, service learning, simulation, and nursing skills lab Reflection boxes, easy-to-apply

action steps, toolkit resource boxes, and discussion questions Also available: For PhD students, instructors, institutions, and others who want to take it a step further, can purchase The Cultural Competence Education Resource Toolkit. This product contains questionnaires and evaluation methods for a variety of environments, and will enable the use to assess cultural competence in a group of individuals, and a means to achieve optimal cultural competence. For more information, go to www.springerpub.com/cctoolkit .

This book constitutes the proceedings of the 8th International Conference on Cross-Cultural Design, CCD 2016, held as part of the 18th International Conference on Human-Computer Interaction, HCII 2016, held in Toronto, ON, Canada, in July 2016 and received a total of 4354 submissions, of which 1287 papers and 186 poster papers were accepted for publication after a careful reviewing process. These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems. The papers thoroughly cover the entire field of Human-Computer Interaction, addressing major advances in knowledge and effective use of computers in a variety of application areas. The 81 papers presented in the CCD 2016 proceedings are organized in topical sections as follows: culture and user experience; cross-cultural product and service design; cultural ergonomics; culture and mobile interaction; culture in smart environments; cross-cultural design for health, well-being and inclusion; and culture for e-commerce and business.

Without ethnography, cross-cultural comparison would not be possible. But without cross-cultural comparison, we would know nothing of what may be universal or variable across human cultures, or why variation exists. Cross-Cultural Research Methods is an introductory teaching tool that shows students and potential researchers how to describe, compare, and analyze patterns that occur in different cultures, that is, how to form and test anthropological, sociological, psychological, medical, or political hypotheses about cultural variation.

The second edition of a classic collection in cross-cultural psychology. The mediation of learning content via personal mobile devices, commonly referred to as Mobile Learning, enables companies and schools to meet their learners where they are since most individuals use their smartphones very regularly. This thesis describes the development of a mobile learning application that was supposed to enrich current training by supporting learners in vocational schools in China to develop new skills and competencies. The present dissertation synthesizes and applies insights from usability research, culture research, and pedagogics to the research field of mobile learning. With its implications for the implementation, design, and development of mobile learning applications, this thesis likewise contributes to these research fields and gains

implications for research and practice in related areas of mobile learning.
The first volume of its kind, this provocative book evaluates the construct of
cultural competence from multiple perspectives. At the intersection of diverse
disciplines and domains, contributors argue for greater clarity in understanding
the cultural competence construct, a deeper level of analysis as to its
multifaceted components, and call for concrete practical objectives and science-
based means of measurement. Serious, nuanced discussion addresses
challenges, strengths, and limitations of current cultural competence practice in
terms of sociocultural concepts (e.g., race, ethnicity) and practical concepts (e.g.,
sensitivity in the therapeutic relationship, treatment efficacy). In addition,
contributors identify future directions for research, training, and practice with the
potential to spur the further evolution of this clinically important construct. This
timely book: Critiques the cultural competence construct and its evaluation as it is
currently disseminated within applied psychology. Compares and contrasts how
cultural competence is defined within clinical, school, and counseling psychology.
Analyzes difficulties and challenges in understanding the cultural competence
construct as evaluated through the lens of closely related fields outside of applied
psychology. Spotlights complexities in cultural competence issues pertaining to
specific populations. Sets out implications for education and training, offering a

detailed outline for an ideal college course in cultural competence With this level of reasoning and rigor, Cultural Competence in Applied Psychology is sure to stimulate long-overdue dialogue and debate among professionals across a wide variety of fields, such as clinical psychology, social work, child and social psychology, psychotherapy, school psychology, and counseling.

Cultural Psychology draws upon major psychological topics, theories, and principles to illustrate the importance of culture in psychological inquiry. Exploring how culture broadly connects to psychological processing across diverse cultural communities and settings, it highlights the applied nature of cultural psychology to everyday life events and situations, presenting culture as a complex layer in which individuals acquire skills, values, and abilities. Two central positions guide this textbook: one, that culture is a mental and physical construct that individuals live, experience, share, perform, and learn; and the second, that culture shapes growth and development. Culture-specific and cross-cultural examples highlight connections between culture and psychological phenomena. The text is multidisciplinary, highlighting different perspectives that also study how culture shapes human phenomena. Topics include an introduction to cultural psychology, the history of cultural psychology, cultural evolution and cultural ecology, methods, language and nonverbal communication, cognition, and

perception. Through coverage of social behaviour, the book challenges students to explore the self, identity, and personality; social relationships, social attitudes, and intergroup contact in a global world; and social influence, aggression, violence, and war. Sections addressing growth and development include human development and its processes, transitions, and rituals across the lifespan, and socializing agents, socialization practices, and child activities. Additionally, the book features discussions of emotion and motivation, mental health and psychopathology, and future directions for cultural psychology. Chapters contain teaching and learning tools including case studies, multidisciplinary contributions, thought-provoking questions, class and experiential activities, chapter summaries, and additional print and media resources.

Research-intensive universities have long struggled to reconcile the imperative of specialized learning with the need for a broader, more liberal education. Combining Two Cultures provides a comprehensive account of a degree program at a distinguished Canadian university, McMaster, aimed at accomplishing this synthesis. This innovative program has stood up well over more than two decades. It has a curriculum balanced between arts and sciences and is committed to developing broadly applicable intellectual skills, above all those that underlie scholarly inquiry into questions of importance to students and to the

society they live in. It attempts to harmonize the excitement of exploring a broad range of fields with students' needs to meet the requirements for advanced study in professional and academic graduate disciplines. This book offers insights into the challenges of planning and establishing a program of this kind. Brief personal reflections from many of the program's graduates, firsthand observations from current students, and instructors' accounts of their experiences give a vivid sense of what the program has meant to its participants.

This book provides new insights into the relationship of the field of arts and cultural management and cultural rights on a global scale. Globalisation and internationalisation have facilitated new forms for exchange between individuals, professions, groups, localities and nations in arts and cultural management. Such exchanges take place through the devising, programming, exhibition, staging, marketing, and administration of project activities. They also take place through teaching and learning within higher education and cultural institutions, which are now internationalised practices themselves. With a focus on the fine, visual and performing arts, the book positions arts and cultural management educators and practitioners as active agents whose decisions, actions and interactions represent how we, as a society, approach, relate to, and understand ourselves and others. This consideration of education and practice as socialisation

processes with global, political and social implications will be an invaluable resource to academics, practitioners and students engaging in arts and cultural management, cultural policy, cultural sociology, global and postcolonial studies. Global Perspectives in Cross-Cultural and Cross-National Consumer Research deals with several important issues crucial for greater understanding of international and cross-cultural consumer behavior. This understanding in turn can provide international marketers with valuable insights, such as conditions under which globalization may or may not work. The coverage in this book is interdisciplinary in nature, and the chapters discuss several constructs (intermediary variables, processes, and also other environmental influences) related to social, personal, and psychological components or consequences of culture. The book begins with a conceptual model of the effect of culture on consumer behavior, with the components and consequences of the cultural influences clearly identified in terms of social, personal, and psychological factors. The following chapters discuss general issues related to globalization and standardization, present conceptual approaches to propositions relating to multicultural contexts, and address consumer complaining behavior and responses to advertising. There are five chapters on empirical and methodological studies conducted in specific pairs of countries, with data

obtained from Canada, Denmark, Japan, Germany, Poland, Romania, and the United States. In presenting readers with new information, Global Perspectives in Cross-Cultural and Cross-National Consumer Research spans these specific topics: the nature of cultural influence on consumer behavior globalization versus customization of international marketing strategy individualism versus collectivism right versus left symbolism product involvement consumer response to information technology interdependent versus independent cultures The contributors are well-known scholars in the international/cross-cultural marketing field; their chapters present state-of-the-art developments in this area. The coverage of the material is interdisciplinary in nature and is likely to benefit a broad audience, especially academic researchers in international or cross-cultural consumer research and librarians of research-oriented schools, universities, or organizations.

Creating a meaningful and interactive learning environment is a complex task for any educator. However, once this is accomplished, students have the chance to receive enhanced opportunities for knowledge development and retention. Challenges Associated with Cross-Cultural and At-Risk Student Engagement provides a comprehensive examination on emerging strategies for optimizing instructional environments in modern school systems and emphasizes the role

that intercultural education plays in this endeavor. Highlighting research perspectives across numerous topics, such as curriculum design, student-teacher interaction, and critical pedagogies, this book is an ideal reference source for professionals, academics, educators, school administrators, and practitioners interested in academic success in high stakes assessment environments.

Merger and acquisition activities have become an integral part of today's business world. They are considered as strategic component to gain market shares and extend product portfolios. Still, these transactions have a huge impact on an organization. This paper looks specifically at the MandA impact on company culture. Based on an analysis of identified key elements, which drive a MandA process, a cultural integration toolkit will be developed to solve identified cultural problems. Secondary data serves as source data for an inductive approach. Cultural problems and key drivers will be identified based on systematic research. The implantation of these key drivers in existing integration models will be further studied. Findings prove that not all of the identified key drivers are implemented in the models. Therefore, existing models solve the identified cultural problems semi-efficient. This leaves the need for a basic integration tool, which implements all key drivers, serves as guideline through an

MandA process and provides specific instruments for realization of single steps. This paper develops such a basic integration toolkit in chapter five. The toolkit meets all these requirements and proves that 'managing culture clashes in MandA's' is possible.

This book addresses the problems and issues surrounding teaching Chinese as a second language in the Singapore context. It identifies four main areas of concern: (1) Neglect of culture in the teaching of Chinese; (2) Difficulty of learning Hanzi (Chinese characters); (3) Cognitive and affective aspects of Chinese language learning; and (4) Authenticity of the Chinese language in a global and Singapore context. The book includes lesson design and instructional practices for re-prioritizing Chinese as a set of trainable skills, as well as teaching culture in the context of teaching the language. It also introduces the Chinese as a Second Language Readability Formula to help learners overcome their difficulties with learning Hanzi (Chinese characters), and the Attitude Toward Chinese Language Scale to help understand the various factors that can influence Chinese language learning. It also proposes a student-oriented model for conducting problem-based research, tapping into the disciplines of psycholinguistics and sociolinguistics. Resolving or minimizing the issues identified here requires action at the macro level by Chinese language researchers on a national scale, and at the micro level

by classroom teachers through action research.

Wherever we look today, popular culture greets us with "texts" that make implicit arguments; this book helps students to think and write critically about these texts. The World Is a Text teaches critical reading, writing, and argument in the context of pop-culture and visual examples, showing students how to "read" everyday objects and visual texts with basic semiotics. The book shows how texts of all kinds, from a painting to a university building to a pair of sneakers, make complex arguments through their use of signs and symbols, and shows students how to make these arguments in their own essays. This new edition is rich with images, real-world examples, writing and discussion prompts, and examples of academic and student writing. The first part of the book is a rhetoric covering argumentation, research, the writing process, and adapting from high-school to college writing, while the second part explores writing about specific cultural topics. Notes, instruction, and advice about research are woven into the text, with research instruction closely tied to the topic being discussed. New to the updated compact edition are chapters on fashion, sports, and nature and the environment. This book examines key ideas related to the Theory of Subjectivity within a cultural-historical approach. It brings together the intellectual contributions made by Professor Fernando González Rey (1949–2019) towards understanding

human subjectivity, and emphasizing their unfolding in different fields and contexts. The book addresses the genesis and development of González Rey's work, articulating this discussion with the author's biography. González Rey's main scientific contribution is the Theory of Subjectivity in a cultural-historical perspective, which is inseparable from Qualitative Epistemology and from its constructive-interpretive methodological expression. The book presents and discusses González Rey's contributions to different contexts and fields, such as psychological research, education, cultural-historical psychology, human development, motivation, human health and psychotherapy. This book brings together examples of how these ideas have been employed and developed in different fields and contexts.

Environmental issues are a rapidly growing focal point in today's global discussion. These issues are becoming increasingly pertinent due to the potentially devastating outcomes of human environmental carelessness. As a species, humans now have realized the need for worldwide environmental engagement. This engagement is intended to heighten awareness about environmental problems, build knowledge in education, and change human behaviors to improve sustainability. Synthesizing the literature on cultural dimensions (e.g., attitudes, beliefs, values) that undergird positive views of

environmental issues and engagement of sustainability practices would significantly contribute to the development of effective approaches to fostering sustainable environmental practices. Through the identification of commonalities across cultures and sensitivity to cultural differences we can begin to work toward a global consensus on viable solutions this critical issue.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this

research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults. 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. To what extent are existing assumptions about culturally competent mental health practice based on research data? The authors expertly summarize the existing research to empirically address the major challenges in the field.

MCDM 2009, the 20th International Conference on Multiple-Criteria Decision M- ing, emerged as a global forum dedicated to the sharing of original research results and practical development experiences among researchers and application developers from different multiple-criteria decision making-related areas such as multiple-criteria decision aiding, multiple criteria classification, ranking, and sorting, multiple obj- tive

continuous and combinatorial optimization, multiple objective metaheuristics, multiple-criteria decision making and preference modeling, and fuzzy multiple-criteria decision making. The theme for MCDM 2009 was "New State of MCDM in the 21st Century." The conference seeks solutions to challenging problems facing the development of multiple-criteria decision making, and shapes future directions of research by prom- ing high-quality, novel and daring research findings. With the MCDM conference, these new challenges and tools can easily be shared with the multiple-criteria decision making community. The workshop program included nine workshops which focused on different topics in new research challenges and initiatives of MCDM. We received more than 350 submissions for all the workshops, out of which 121 were accepted. This includes 72 regular papers and 49 short papers. We would like to thank all workshop organizers and the Program Committee for the excellent work in maintaining the conference's standing for high-quality papers.

Well-known journal editors and Communication scholars Alison Alexander and W. James Potter provide an insider's guide to getting published in scholarly communication journals. Alexander and Potter begin with a review of the manuscript submission process followed by coverage of writing traps that should be avoided. Additional chapters, written by eight other distinguished journal editors, tell prospective authors what editors and reviewers look for when deciding which articles should be published and which should not.

"This book will help educators understand the multidemensional process of cultural competence, and the vignettes it provides will be useful to anyone who teaches cultural competence."--Nursing Education Perspectives In our multicultural society, nurses and health care providers, educators and administrators, professional association leaders, and researchers must work toward achieving cultural competency. This new edition, along with the digital Cultural Competence Education Resource Toolkit, offers a unique and effective guide to do just that. Newly updated and revised, this book presents ready-to-use materials for planning, implementing, and evaluating cultural competence strategies and programs. Users will learn to identify the needs of diverse constituents, evaluate outcomes, prevent multicultural-related workplace conflict, and much more. Complete with vignettes, case exemplars, illustrations, and assessment tools, this book is required reading for those working in academic settings, health care institutions, employee education, and nursing and health care organizations and associations. Key Features: Offers a wide selection of educational activities and techniques for diverse learners Presents guidelines for helping educators, students, and professionals to maximize strengths, minimize weaknesses, and facilitate success Describes toolkit questionnaires for measuring and evaluating cultural learning and performance Provides guidelines for employee orientation programs to achieve cultural competence in the workplace The Digital Cultural Competence Education Resource Toolkit: The Toolkit consists of three sets of tools and a total of 21 distinct tools. The three sets of

tools are: Resources for Academic Settings; Resources for Health Care Institutions; and Resources for Professional Associations. Taken together, the tools provide a comprehensive set of materials for planning, implementing, and evaluating cultural competence education strategies and programs. These tools may be used alone or in conjunction with other tools and will be of use to a broad range of readers at all levels: nurses, educators, administrators, association leaders, managers, researchers, students, and other health care providers. The tools and this book will enable you to achieve optimal cultural competence.

This book offers practical advice on the role that cultural factors play in the way psychiatric symptoms are presented to clinicians.

American Cultural Studies is a conversation among scholars about the sometimes contentious issue of what a specifically American cultural studies might look like. Assembling some of the field's most eloquent commentators, this volume stresses the importance of a historically informed cultural studies and delves into the discipline's roots in pragmatism, social activism, and radical politics. It also considers the moral and social responsibilities of citizen-intellectuals in the United States. Throughout these spirited discussions, the emphasis is on moving from theory to practice: from text-based to experience-based research, from spectator- to conversation-based models of narrative

production, from a historical to historically informed analysis, and from political detachment to political engagement. Speaking from a variety of perspectives, contributors advocate ways to integrate private scholarship with public participation: by incorporating the lessons of feminist methodologies grounded in dialogue and ethnographic fieldwork, by recentering cultural studies on issues of economic opportunity and job equity, or by physically returning as a participant to one's home community. Offering fresh perspectives from within and outside the field, American Cultural Studies calls for intellectuals to engage in the cultures they study. By doing so, practitioners of cultural studies may succeed in affecting, rather than merely describing, the tensions and forces at work in the United States--its policies, its media structures, and its disintegrating democracy.

In City Life, Witold Rybczynski, bestselling author of Now I Sit Me Down, looks at what we want from cities, how they have evolved, and what accounts for their unique identities. In this vivid description of everything from the early colonial settlements to the advent of the skyscraper to the changes wrought by the automobile, the telephone, the airplane, and telecommuting, Rybczynski reveals how our urban spaces have been shaped by the landscapes and lifestyles of the New World.

Teaching Cultural Economics is the first book of its kind to offer inspiration and

guidance for teaching cultural economics through short chapters, a wide scope of knowledge and teaching cases by experienced teachers who are expert in the topic.

"This is a story of the collision of cultures as the American author teaches group therapy to Chinese therapists over 10 years. Foundational assumptions of the two cultures are visible when clashes in understanding human experience and human relationships become the focus of attention. The author conducted experiential groups and group therapy supervision intensively in China and learned about the need for cultural humility in trying to narrate both her own experience and the experiences of her students. Unique to this book are examinations of deep psychological encounters between people with radically different worldviews. In China, many people thought of the author as "a good witch." When her approach to therapy was profoundly healing for many, she seemed to them a magical being who is a source of wisdom. Her effort to teach her theories and techniques, not at all magical to her, revealed cultural differences that are both subtle and pervasive. This book tells the story of how she learned what it means to deeply encounter people of a very different culture, what it taught her about herself and her indelibly Western mind - and also about what is universally human"--

A Research Agenda for Cultural Economics explores the degree of progress and future directions for the field. An international range of contributors examine thoroughly matters of data quality, statistical methodology and the challenge of new developments in technology. This book is ideal for both emerging researchers in cultural economics and experienced practitioners. It is also relevant to workers in other fields such as cultural policy, public policy, media studies and digital economics.

Each number is the catalogue of a specific school or college of the University.

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