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Similarly, Power as a concept comes with its own set of myths and stereotypes and we mostly "follow the guidelines" here too. Do these pre-contrived myths and stereotypes change how we think or feel about when we are powerful or powerless? Do we recognize when, how, why, and to whom do we hand over our power?

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"Power, politics, and geopolitics: Carl Schmitt's post-war political theory". Review of C. Schmitt, "Dialogues on Power and Space", 2015; C ...

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The Power of Water: Developing Dialogues Between Gramsci and Foucault. Society and Space - Ekers and Loftus

Written in the early stages of the Cold War by one of the most controversial political and legal thinkers of the twentieth century, Carl Schmitt's two short dialogues on power and space bring together several dimensions of his work in new ways. The dialogues renew Schmitt's engagement with the questions of political power and geo-politics that had been a persistent concern throughout his intellectual life. As a basis on which to think through the historical role of human agency in relation to power and its new geographies, the dialogues condense and rework key concepts in Schmitt's political theory during a transitional period between his Weimar and fascist years to the post-war writings. In this book, Schmitt develops a new "dialectics" of modern power and an original understanding of the global spatial transformations of the Cold War period. Equally important, the dialogues anticipate the debates on the new geo-political possibilities and threats related to cosmic spaces, overpowering technological advances, and the existential predicament of the human in an increasingly multipolar world.

Whereas liberal arts and sciences education arguably has European roots, European universities have evolved over the last century to become advanced research institutions, mainly offering academic training in specialized disciplines. The Bologna process, started by the European Union in the late nineties, encouraged European institutions of higher education to broaden their curricula and to commit to undergraduate education with increased vigor. One of the results is that Europe is currently witnessing a proliferation of liberal arts and sciences colleges and broad bachelor degrees. This edited volume fills a gap in the literature by providing reflections on the recent developments in Europe with regard to higher education in the liberal arts and sciences. The first section includes reflections from

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either side of the Atlantic about the nature and aims of liberal arts and sciences education and the way in which it takes shape, or should take shape in European institutions of higher learning. The edited volume takes as a distinct approach to liberal arts and sciences education by focusing on the unique way in which core texts - i.e. classic texts from philosophical, historical, literary or cultural traditions involving "the best that has been written" - meet the challenges of modern higher education in general and in Europe in particular. This approach is manifested explicitly in the second section that focuses on how specific core texts promote the goals of liberal arts and sciences education, including the teaching methods, curricular reflections, and personal experiences of teaching core texts. The edited volume is based on a selection of papers presented at a conference held in Amsterdam, the Netherlands, in September 2015. It is meant to impart the passion that teachers and administrators share about developing the liberal arts and sciences in Europe with the help of core texts in order to provide students with a well-rounded, formative, and genuinely liberal education.

Carl Schmitt is the last thinker to provide a complete, original definition of politics. His work influences many debates in contemporary political theory through a collection of concepts he created: political theology, the katechon, friend and enemy. Despite how influential his ideas are, they tend to be employed metaphorically, and sometimes incorrectly. This miscalculation is due to Carl Schmitt himself, who never gave us a final, complete version of his political thought, or even of some of his most famous concepts. In this book, I aim to reconstruct his political thought using three key concepts: political theology, the concept of the political, and the theory of modernity. To do so, I have consulted all his published works, but also the archival documents, in particular those with ties to Spain, which had previously received little attention. This reconstruction offers readers a qualitative introduction to Schmitt's political thought that aims to blend logical clarity with document-based evidence.

From the French Revolution onwards, constituent power has been a key concept for thinking about the principle of popular power, and how it should be realised through the state and its institutions. Tracing the history of constituent power across five key moments - the French Revolution, nineteenth-century French politics, the Weimar Republic, post-WWII constitutionalism, and political philosophy in the 1960s - Lucia Rubinelli reconstructs and examines the history of the principle. She argues that, at any given time, constituent power offered an alternative understanding of the power of the people to those offered by ideas of sovereignty. *Constituent Power: A History* also examines how, in turn, these competing understandings of popular power resulted in different institutional structures and reflects on why contemporary political thought is so prone to conflating constituent power with sovereignty.

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This book explores how Hobbes's political philosophy has occupied a pertinent place in different contexts, and how his interpreters see their own images reflected in him, or how they define themselves in contrast to him. Appropriating Hobbes argues that there is no Hobbes independent of the interpretations that arise from his appropriation in these various contexts and which serve to present him to the world. There is no one perfect context that enables us to get at what Hobbes 'really meant', despite the numerous claims to the contrary. He is almost indistinguishable from the context in which he is read. This contention is justified with reference to hermeneutics, and particularly the theories of Gadamer, Koselleck, and Ricoeur, contending that through a process of 'distanciation' Hobbes's writings have been appropriated and commandeered to do service in divergent contexts such as philosophical idealism; debates over the philosophical versus historical understanding of texts; as well as in ideological disputations, and emblematic characterisations of him by various disciplines such as law, politics, and international relations. This volume illustrates the capacity of a text to take on the colouration of its surroundings by exploring and explicating the importance of contexts in reading and understanding how and why particular interpretations of Hobbes have emerged, such as those of Carl Schmitt and Michael Oakeshott, or the international jurists of the seventeenth, eighteenth, and nineteenth centuries.

The relationship between the fine art and the business sphere has never been harmonious; it has been rejected, fought about, ignored, exploited, criticised and questioned, but it is still omnipresent. Commonly assumed to be antagonistic, situating art and the business organisation sphere in the discourses of new knowledge creation and learning, however, holds the potential of exploring new ways of relating the two spheres. This book investigates such potentialities, discussing the limits and challenges of these new forms of relating. It does so by first outlining the changing discourses of the art and business spheres, and how they produce different ways of relating to their respective worlds. Second, it brings into conversation an ethnographic study of an art-business-collaboration organised by two artists with a Deleuzian concept of dialogue. Dialogue, here, is understood as a non-hierarchical encounter developing between two spheres; a source of creation no longer belonging to anyone. In what is here termed "a machinic research framework" - accounting for composition and movement on all scales - the book shows how making connections is a discursive and material practice with expectations and imaginaries playing a central role. It also addresses the paradoxical interplays between losing control and maintaining control in collaborative attempts, between reaching out for the Other and carrying out identity work, and between positions in the centre and in the margins of the highly stratified and codified areas of business organisations and fine art. Eventually, this book examines small dialogical

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instances that escape the stratifying forces dividing the two worlds, thereby creating a temporary space. It closes with a reflection on the role of research in thinking (and making) new ways of relating the world of fine art and the business organisation sphere.

This volume explores how the promotion, marketing, and branding of culture have led to the development of economic strategies through creative industries, cultural tourism, and responsible business practices. It considers how culture-based initiatives can be used to boost the creation of business opportunities and enhance added value to the economy. The book also contextualizes western and non-western theories, paradigms, and practices, in order to sustain independent, ecological, and critical methodologies for intercultural business. By articulating principles, theories, structures, performances, and aesthetics across different cultures and communication channels, the networks of cultural codes and practices emerge and are critically observed, blurring conceptual frontiers and challenging conventional criteria of legitimation.

This book explores globally-informed, culturally-rooted approaches to dialogue in the classroom. It seeks to fill gaps in communication and education literature related to decolonizing dialogue and breaking binaries by decentering Eurocentric perspectives and providing space for dialogic practices grounded in cultural wealth of students and teachers. We first describe the books genesis, contextualize dialogue within the global impact of the COVID-19 pandemic, and share guiding concepts of inclusion, intersectionality, and authenticity in dialogue and pedagogy. We also distinguish dialogue from other practices and times in which dialogue may not be possible. The book brings fresh and urgent perspectives from authors across different disciplines, including ceramics, religious studies, cultural studies, communication, family therapy, and conflict resolution. The chapters distill the idea of dialogue within contexts like a bible circle, university sculpture studio, trauma and peacebuilding program, and connect dialogue to teaching, learning, and emerging ideas of power disruption, in-betweenness, and relationality. Ashmi Desai is Assistant Professor in Public Dialogue and Conflict Management in the Department of Communication Studies at San Francisco State University, USA. As a community-based researcher, her teaching and research interests involve dialogic pedagogy, international and intercultural communication, conflict management tools and approaches, and representations of culture, home and belonging. Hoa N. Nguyen is Assistant Professor in the Family Therapy Program in the Department of Human Services at Valdosta State University, USA. Her teaching and research focus on dialogic practices, ethics, cultural humility, and social justice in family therapy.

Educational Dialogues provides a clear, accessible and well illustrated case for the importance of

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dialogue and its role in developing non-passive interactive learning.

All too often, race discourse in the United States devolves into shouting matches, silence, or violence, all of which are mirrored in today's classrooms. This book will help individuals develop the skills needed to facilitate difficult dialogues across race in high school and college classrooms, in teacher professional learning communities, and beyond. The authors codify best practices in race dialogue facilitation by drawing on decades of research and examples from their own practices. They share their mistakes and hard-earned lessons to help readers avoid common pitfalls. Through their concrete lesson plans and hands-on material, both experienced and novice facilitators can immediately use this inclusive and wide-ranging curriculum in a variety of classrooms, work spaces, and organizations with diverse participants. "Race Dialogues: A Facilitator's Guide to Tackling the Elephant in the Classroom is a scholarly, timely, and urgently needed book. While there is other literature on facilitation of intergroup dialogues, none are so deeply and effectively focused on race—the elephant in the room." —From the foreword by Patricia Gurin, Nancy Cantor Distinguished University Professor and Emeritus Research Director, University of Michigan "This brilliant book is a gold mine of wisdom and resources for teachers, facilitators, and student dialogue leaders. It summarizes, explains, and elaborates upon everything I have ever been taught about what makes for great facilitation. With experience and compassion, the authors have written a clear, user-friendly guide to facilitation of race dialogue for both youth and adults. I will recommend this book to every facilitator and teacher I train or hire." —Ali Michael, director of the Race Institute for K-12 Educators and author of *Raising Race Questions: Whiteness and Inquiry in Education*

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