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Talcott Parsons is probably the most important and influential US sociologist of the twentieth century. His career spanned the early formation of sociology as an academic discipline and he was active during a key period of its institutionalization in the USA in the 1940s and 1950s when his structural-functional theory of social systems was most influential. His approach fell from favour in the 1970s in a political climate more attuned to issues of conflict and change and few sociologists of subsequent generations self-consciously identified themselves with it, although it remained the critical foil against which alternative positions were defined. This collection brings together, for the first time, the leading essays covering the work of Parsons, introduced and contextualized by a detailed essay written by the editor.

This is not a conventional biography but an attempt to explore the motives and intentions that underpin Talcott Parsons' published work by exploring the reasoning Parsons shares with his readers in the pages of his many published works and the possible links between Parsons' academic outputs and the social, economic and political situations in which Parsons found himself during the course of his life. Shaun Best brings together biography and the sociology of knowledge to demonstrate that there are links between the phases of Parsons theorizing the political, economic and social problems facing the United States; the circumstances in which he found himself and the intellectual decisions he made about what to publish. The assumption which underpins Parsons' work is that knowledge is produced by people in particular historical conditions, grounded in sensory experience, exercising choice, judgment and reflection on those experiences. Thus, this book explores and evaluates Parsons' ideas and arguments in relation to developments in social theory since the 1970s.

Exam Board: AQA Level & Subject: AS / A-level Year 1 Sociology (7191, 7192) First teaching: September 2015 First exams: June 2017

Missio Dei by its very nature requires the church to come to terms with the exercise of power, both internally and externally, as it confronts the world. Tune in to any newscast or glance at the daily newspaper and it immediately becomes clear that the use and abuse of power is a live issue. The more we focus on the twists and turns of current events, the more it appears that uncorrupted exercise of power eludes the human race. All too often we become uneasily aware that there are powers lying behind the power that any of us wields, whether it is in the family, the classroom, on the shop floor, in the boardroom, or in churches. Effective missional leadership involves creative engagement with the powers at work in the world without being debased by them. This book sets out to address the issue of the use and misuse of power from biblical, theological, and practical perspectives. The authors bring their theological, pastoral, missionary, and personal experience to their task in order to inform, challenge, and invite readers into a responsible use of the powers that God has put into the hands of each one of us to achieve his purposes in the world.

This book shows how society is changing, in terms of class, ethnicity and attitudes towards gender and work. It covers research methods, which are important for sociology and many other subjects. It relates to the different theories about modern society, including modernisation theory functionalism and feminism. It investigates how attitudes towards crime and religion have changed in the UK and also other countries. Donald Trump has commented about globalisation and the effects on the American people. This book looks at globalisation and how it affects people in many countries. The governor of the Bank of England and nearly all world leaders have pledged their support to reduce the impact of climate change. This book therefore covers the topic, reflecting Spurling's views as an environmentalist. The book also covers voting behaviour. It includes typical ideas behind examination questions. As an examiner Spurling is well aware that many examination reports state that too many students have been well drilled, but are not answering what the question requires. This book aims to help people overcome this problem.

How can ideas and concepts from psychology be applied smartly to the classroom to meet the needs of different learners? Supported by research and an awareness of the factors underpinning high-quality teaching, this book encourages teachers, and those training to teach, to examine their own methods in order to develop as confident, evidence-informed professionals. This third edition includes: · A new chapter on the psychology of elearning · A new discussion of applied cognitive theories in the classroom · The use of internationally friendly terminology throughout the book · Some streamlining of content to offer a more cohesive reading experience

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