1. Record Nr.	UNINA9910465069403321
Autore	Gourgouris Stathis <1958->
Titolo	Lessons in secular criticism [[electronic resource] /] / Stathis Gourgouris
Pubbl/distr/stampa	New York, : Fordham University Press, 2013
ISBN	0-8232-5486-0
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (216 p.)
Collana	Thinking Out Loud
Disciplina	809/.93382
Soggetti	Literature - Philosophy
	Secularism in literature
	Criticism
	Religion and literature
	Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Frontmatter -- Contents -- Preface -- Acknowledgments -- 1. The Poiein of Secular Criticism -- 2. Detranscendentalizing the Secular -- 3. Why I Am Not a Post-secularist -- 4. Confronting Heteronomy -- 5. The Void Occupied Unconcealed -- 6. Responding to the Deregulation of the Political -- Index
Sommario/riassunto	Secular criticism is a term invented by Edward Said to denote not a theory but a practice that counters the tendency of much modern thinking to reach for a transcendentalist comfort zone, the very space philosophy wrested away from religion in the name of modernity. Using this notion as a compass, this book reconfigures recent secularism debates on an entirely different basis, by showing (1) how the secular imagination is closely linked to society's radical poiesis, its capacity to imagine and create unprecedented forms of worldly existence; and (2) how the space of the secular animates the desire for a radical democratic politics that overturns inherited modes of subjugation, whether religious or secularist.Gourgouris's point is to disrupt the co-

dependent relation between the religious and the secular—hence, his rejection of fashionable languages of postsecularism—in order to engage in a double critique of heteronomous politics of all kinds. For him, secular criticism is a form of political being: critical, antifoundational, disobedient, anarchic, yet not negative for negation's sake but creative of new forms of collective reflection, interrogation, and action that alter not only the current terrain of dominant politics but also the very self-conceptualization of what it means to be human. Written in a free and combative style and given both to close readings of texts and to gazing off into the broad horizon, these essays cover a range of issues—historical and philosophical, archaic and contemporary, literary and political—that ultimately converge in the significance of contemporary radical politics: the assembly movements we have seen in various parts of the world in recent years. The secular imagination demands a radical pedagogy and unlearning a great many established thought patterns. Its most important dimension is not battling religion per se but dismantling theological politics of sovereignty in favor of radical conditions for social autonomy.

2.
Record Nr.	UNINA9910811415003321
Autore	Smith Alfred G (Alfred Goud), <1921->
Titolo	Cognitive styles in law schools / / by Alfred G. Smith ; Patrick A. Nester and Lynn H. Pulford, research associates
Pubbl/distr/stampa	Austin, [Texas] : , : University of Texas Press, , 1979 ©1979
ISBN	1-4773-0499-1
Descrizione fisica	1 online resource (191 pages) : illustrations
Disciplina	340.071173
Soggetti	Law - Study and teaching - United States Cognitive styles - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Tables -- Figures -- Acknowledgments -- PROBLEMS OF COGNITIVE STYLES -- Chapter 1 Cognitive Styles --

Chapter 2 Methodology -- TESTS OF COGNITIVE STYLES -- Chapter 3 Legalism -- Chapter 4 Intolerance of Ambiguity -- Chapter 5 Authoritarianism -- Chapter 6 Opportunism -- COROLLARY TESTS AND ANALYSES -- Chapter 7 Anxiety -- Chapter 8 Cognitive Self-image -- Chapter 9 Problem Solving -- Chapter 10 Differences among Law Schools -- Chapter 11 Cognitive Styles of Law Professors -- CATEGORIES, CONSEQUENCES, AND CONCLUSIONS -- Chapter 12 Categories of Cognitive Styles -- Chapter 13 Other Variables and Cognitive Styles -- Chapter 14 Conclusions -- Appendix 1 Research Questionnaire -- Appendix 2 Oral Solution of Verbal Problems -- Appendix 3 Authorization Statement A -- Appendix 4 Authorization Statement B -- Bibliography -- Index

| Sommario/riassunto | People differ in their cognitive styles—their ways of getting and using information to solve problems and make decisions. Alfred G. Smith and his associates studied these differences in a selected group of over 800 students at a score of law schools throughout the United States. Two major cognitive styles were identified: that of the monopath, who follows a single route of established principles and procedures, and that of the polypath, who takes many routes, as circumstances suggest. A battery of both original and standard tests was administered to both law students and their professors to investigate differences in cognitive style and their relationships to self-image, anxiety, and academic achievement. This also revealed differences in prevailing styles at different schools. The results will be of special interest to readers concerned with legal education, to psychologists, and to behavioral scientists. The research format developed here will serve equally well for raising significant questions about the professions of medicine, education, social work, and others in which cognitive and communication styles play a central role in determining outcomes. |