

1. Record Nr.	UNINA9910782309403321
Autore	Cameron Oliver G
Titolo	Visceral sensory neuroscience [[electronic resource] ] : interoception / / Oliver G. Cameron
Pubbl/distr/stampa	Oxford ; ; New York, : Oxford University Press, 2002
ISBN	0-19-770919-2 1-280-83440-4 9786610834402 0-19-803110-6
Descrizione fisica	1 online resource (372 p.)
Disciplina	152 612.8/8 616.8
Soggetti	Nervous system Neurosciences Senses and sensation Viscera - Innervation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 283-341) and indexes.
Nota di contenuto	Contents; PART I. DEFINITIONS, HISTORY, BACKGROUND; PART II. THE ESSENTIAL RECENT SCIENCE; PART III. RELATED TOPICS AND SUMMARY; References; Name Index; Subject Index
Sommario/riassunto	Part I Definitions, History, and Background. 1. Definitions. 2. The James-Lange Theory of Emotion. 3. Conditioning and Learning, Attention and Arousal. 4. Motivation and Emotion. 5. Roots in Russian and Eastern European Studies. 6. Operant Conditioning of Visceral Function(Biofeedback). Part II The Essential Science. 7. The Neural Basis of Visceral Perception. 8. The Cardiovascular and Respiratory Systems. 9. The Alimentary Tract. Part III Related Topics and Summary. 10. Pain, Proprioception, Phantom Limb, and Body Image. 11. State-dependent Learning and Drug Discrimination. 12. Psychiatric Di

2. Record Nr.	UNINA9910971712603321
Autore	Gardiner Mary E. <1953->
Titolo	Coloring outside the lines : mentoring women into school leadership // Mary E. Gardiner, Ernestine Enomoto, and Margaret Grogan
Pubbl/distr/stampa	Albany, : State University of New York Press, c2000
ISBN	0-7914-9256-7 0-585-27368-5
Edizione	[First edition.]
Descrizione fisica	1 online resource (196 pages)
Collana	SUNY series in women in education
Altri autori (Persone)	EnomotoErnestine <1949-> GroganMargaret <1952->
Disciplina	371.2/0082
Soggetti	Women school administrators - United States Feminism and education - United States Mentoring in education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (p. 233-242) and index.
Nota di contenuto	Intro -- Contents -- Acknowledgments -- 1. Introduction to the Study -- 2. Feminist Research -- 3. Quality Mentoring Relationships for Women -- 4. Specific School Leadership Experiences -- 5. Women's Conflicts with Leadership-Washington -- 6. Mentoring for Women As Relationships of Care-Virginia -- 7. Cultivating Feminist Leadership through Mentoring-Maryland -- 8. Mentoring Relationships for Women of Color -- 9. Mentoring As a Transforming Activity -- Appendix A: Description of Mentoring Pairs -- Appendix B: Consent Form -- Appendix C: Interview Guides -- References -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- U -- V -- Y -- W -- Z.
Sommario/riassunto	Presents new practices and ideas for mentoring women for school leadership positions. <i>Coloring outside the Lines</i> critically looks at mentoring from the perspective of women who have been historically marginalized in school leadership, and grounds itself in a variety of experiences, including those of women school leaders of color. Using a feminist poststructuralist framework, the authors deconstruct the mentoring of women within the culture of K-12 public school administration in which they work. Providing arguments that mentoring

has been and can be discriminatory, the authors explore it as a vehicle for transformation and change in education leadership rather than abandoning it completely. Mary E. Gardiner Professor of Educational Leadership an the University of Idaho at Boise. She is the author of Parent-School Collaboration: Feminist Organizational Structures and School Leadership , also published by SUNY Press and School Cultures: Universes of Meaning in Private Schools . Ernestine Enomoto is Professor of Education at the University of Hawaii at Manoa. Margaret Grogan is Dean of the School of Educational Studies at Claremont Graduate University. She is the author of Voices of Women Aspiring to the Superintendency and coeditor (with Daniel L. Duke, Pamela D. Tucker, and Walter F. Heinecke) of Educational Leadership in an Age of Accountability: The Virginia Experience , both also published by SUNY Press.

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