

1. Record Nr.	UNINA9910783130203321
Autore	Archer John E (John Edward), <1951->
Titolo	Social unrest and popular protest in England, 1780-1840 // prepared for the Economic History Society by John E. Archer [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2000
ISBN	1-107-11345-8 0-511-61229-X 1-280-15993-6 0-511-11651-9 1-139-14572-X 0-511-06571-X 0-511-05940-X 0-511-55576-8 0-511-06784-4
Descrizione fisica	1 online resource (vi, 110 pages) : digital, PDF file(s)
Collana	New studies in economic and social history ; ; 41
Disciplina	306/.0942/09033
Soggetti	Demonstrations - England - History Social conflict - England - History England Social conditions 18th century England Social conditions 19th century England Economic conditions 18th century England Economic conditions 19th century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references (p. 97-108) and index.
Nota di contenuto	Introduction: historiography, sources and methods -- Agricultural protest -- Food riots -- Industrial protest -- Political protest -- Policing protest -- A revolutionary challenge?
Sommario/riassunto	This book, first published in 2000, examines the diversity of protest from 1780 to 1840 and how it altered during this period of extreme change. This textbook covers all forms of protest, including the Gordon Riots of 1780, food riots, Luddism, the radical political reform movement and Peterloo in 1819, and the less well researched anti-

enclosure, anti-New Poor Law riots, arson and other forms of 'terroristic' action, up to the advent of Chartism in the 1830s. Archer evaluates the problematic nature of source materials and conflicting interpretations leading to debate, and reviews the historiography and methodology of protest studies. This study of popular protest gives a unique perspective on the social history and conditions of this crucial period and will provide a valuable resource for students and teachers alike.

2. Record Nr.	UNINA9910789461503321
Titolo	Concepts and fuzzy logic / / edited by Radim Belohlavek and George J. Klir
Pubbl/distr/stampa	Cambridge, Mass., : MIT Press, ©2011
ISBN	0-262-29768-X 1-283-30280-2 9786613302809 0-262-29857-0
Descrizione fisica	1 online resource (287 p.)
Altri autori (Persone)	BelohlavekRadim KlirGeorge J. <1932->
Disciplina	511.3/13
Soggetti	Fuzzy logic Concepts
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 and index.
Nota di contenuto	Contents; Preface; Acknowledgments; Chapter 1. Introduction; Chapter 2. Concepts: A Tutorial; Chapter 3. Fuzzy Logic: A Tutorial; Chapter 4. "Slow Lettuce": Categories, Concepts, Fuzzy Sets, and Logical Deduction; Chapter 5. Fallacious Perceptions of Fuzzy Logic in the Psychology of Concepts; Chapter 6. Representing Concepts by Fuzzy Sets; Chapter 7. Formal Concept Analysis: Classical and Fuzzy; Chapter 8. Conceptual Combinations and Fuzzy Logic; Chapter 9. Concepts and Natural Language; Chapter 10. Epilogue; Contributors; Glossary of

Sommario/riassunto

Leading researchers examine the usefulness and limitations of fuzzy logic for the psychology of concepts. The classical view of concepts in psychology was challenged in the 1970s when experimental evidence showed that concept categories are graded and thus cannot be represented adequately by classical sets. The possibility of using fuzzy set theory and fuzzy logic for representing and dealing with concepts was recognized initially but then virtually abandoned in the early 1980s. In this volume, leading researchers--both psychologists working on concepts and mathematicians working on fuzzy logic--reassess the usefulness of fuzzy logic for the psychology of concepts. The book begins with two tutorials--one on concepts and the other on fuzzy logic--aimed at making relevant experimental and theoretical issues accessible to researchers in both fields. The contributors then discuss the experiments that led to the rejection of the classical view of concepts; analyze the various arguments against the use of fuzzy logic in the psychology of concepts and show that they are fallacious; review methods based on sound measurement principles for constructing fuzzy sets; introduce formal concept analysis and its capabilities when generalized by using fuzzy logic; consider conceptual combinations; examine lexical concepts; and propose a research program based on cooperation between researchers in the psychology of concepts and fuzzy logic.
