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Dave Schmidt, The Cosmic Connections, July 6th Preliminary

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"The Ends of Art and Design" proposes a new way to think about the relationship between design and culture as well as new roles for design education within the Humanities and for the Humanities within design education.

An unprecedented account of the long-term cultural and political influences that Mexican-Americans will have on the collective character of our nation.In considering the largest immigrant group in American history, Gregory Rodriguez examines the complexities of its heritage and of the racial and cultural synthesis--mestizaje--that has defined the Mexican people since the Spanish conquest in the sixteenth century. He persuasively argues that the rapidly expanding Mexican American integration into the mainstream is changing not only how Americans think about race but also how we envision our nation. Brilliantly reasoned, highly thought provoking, and as historically sound as it is anecdotally rich, Mongrels, Bastards, Orphans, and Vagabonds is a major contribution to the discussion of the cultural and political future of the United States.

Over the past several decades, Reformed theologian and biblical scholar James B. Jordan has produced a unique body of work. His electrifying commentaries and essays on Scripture, along with his penetrating writings on Trinitarian theology, liturgics, music, and culture have inspired a growing number of pastors and theologians. In this Festschrift, Jordan's friends and associates celebrate his contributions by applying his methods and insights to a range of biblical, theological, liturgical, and cultural questions. The Glory of Kings aims to bring Jordan's work to the attention of a wider audience and to introduce the work of a scholar that R. R. Reno has called one of the most important Christian intellectuals of our day.

You will notice the new name of our journal, American Journal of Islam and Society (AJIS), that has replaced the older American Journal of Islamic Social Sciences (AJISS). Now in its thirty-seventh year, the journal has evolved along with the scholarly landscape and our global community of readers. The new name reflects an expansion of the journal's scope, which has in fact already reflected in the articles it has featured for years. This change signals that social sciences and humanities are interrelated and that an Islamic engagement with one requires examining the other; we therefore wish to underscore that we welcome all scholarship that pertains to the myriad ways in which Islam and human societies interact. Furthermore, in order to optimize our resources and further improve the quality of the content, the journal will henceforth be published biannually rather than every quarter. Ovamir Anjum Editor

The first volume of its kind, this provocative book evaluates the construct of cultural competence from multiple perspectives. At the intersection of diverse disciplines and domains, contributors argue for greater clarity in understanding the cultural competence construct, a deeper level of analysis as to its multifaceted components, and call for concrete practical objectives and science-based means of measurement. Serious, nuanced discussion addresses challenges, strengths, and limitations of current cultural competence practice in terms of sociocultural concepts (e.g., race, ethnicity) and practical concepts (e.g., sensitivity in the therapeutic relationship, treatment efficacy). In addition, contributors identify future directions for research, training, and practice with the potential to spur the further evolution of this clinically important construct. This timely book: Critiques the cultural competence construct and its evaluation as it is currently disseminated within applied psychology. Compares and contrasts how cultural competence is defined within clinical, school, and counseling psychology. Analyzes difficulties and challenges in understanding the cultural competence construct as evaluated through the lens of closely related fields outside of applied psychology. Spotlights complexities in cultural competence issues pertaining to specific populations. Sets out implications for education and training, offering a detailed outline for an ideal college course in cultural competence With this level of reasoning and rigor, Cultural Competence in Applied Psychology is sure to stimulate long-overdue dialogue and debate among professionals across a wide variety of fields, such as clinical psychology, social work, child and social psychology, psychotherapy, school psychology, and counseling.

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Fluke is the moving story of a dog with the memories of a human, with the signature twisting plot Master of Horror James Herbert is famed for. A dog wanders the streets, compelled by a ravenous hunger. Hunting a prey he cannot not define, driven by a primal instinct he cannot ignore. He is more than he thinks, more than he can remember and in the depths of his brain the memory of what he once was is clawing for release . . .

"A perfect expression of Miller's moral perspective as well as one of his outstanding demonstrations of narrative skill. It provides a wonderful cinematic view of two indomitable egotists in deadly conflict." --The Nation

En la Dirección General de Educación Media Superior del Estado de México se reformó la estructura curricular de Bachillerato General y Bachillerato Tecnológico, bajo un Modelo Educativo de Transformación Académica, basado en competencias (META). Se trata de un movimiento de transformación y cambio educativos en los planes y programas de estudio cuya característica distintiva es la de articular en un solo plano los contenidos educativos con un grupo de competencias y habilidades del pensamiento. El libro de Métodos y pensamiento crítico I se inserta en el segundo bloque de contenidos del campo disciplinar de Habilidades de pensamiento y componentes cognitivos; conforma la asignatura de componentes metacognitivos junto con psicología. El desarrollo de las competencias a través de los procesos metacognitivos impulsan al estudiante a emplear procedimientos como hipotetizar, justificar, explicar o argumentar, que influyen en cómo organiza sus aprendizajes y transfiere lo aprendido a situaciones novedosas. El libro aborda en las dos primeras unidades: los distintos tipos de conocimiento, el concepto, las corrientes y el enfoque del pensamiento crítico, y en las dos siguientes hace un repaso del método científico de investigación y del método para el estudio de las ciencias sociales. En la entrada de cada unidad del libro se indican las competencias que habrá que desarrollar, tanto la general como las disciplinares (básicas y extendidas). Asimismo, se muestran los contenidos. Después, el interior de cada unidad se divide en tres partes: En la primera parte se presenta el planteamiento didáctico mediante cuadrantes. En la segunda parte se incluye el desarrollo temático de los contenidos propios así como ejercicios, lecturas de apoyo, cuadros y enlaces a sitios de Internet en los cuales se puede profundizar en el tema. Por último, la tercera parte consta de recomendaciones para la evaluación de la unidad: examen de conocimientos, rúbrica de autoevaluación en equipos, rúbrica para la evaluación de las exposiciones y rúbrica para la coevaluación al interior de cada equipo. También ofrece bibliografía de apoyo.

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