

## The Moral Purpose Of The State

Detail of a Plan for the Moral Improvement of Negroes on PlantationsThe Moral Purpose of the StateLeadership with a Moral PurposeCoherenceThe Moral Imperative of School LeadershipThe Right Side of HistoryGroundwork for the Metaphysics of MoralsDo Morals Matter?The Hesburgh PapersUnlocking the Power of Your PurposeAesthetics and MoralityThe Moral Consequences of Economic GrowthThe Moral Equivalent of WarVirtuous ViolenceWriting Is DesigningEducational LeadershipFreedom, Resentment, and the Metaphysics of MoralsPolitics of International Law and International JusticeKeynes and the British Humanist TraditionPhilosophy, Rhetoric, and Thomas HobbesThe Moral Purpose of ProphecyThe Moral Imperative of School LeadershipLeadership in Diverse Learning ContextsPoems on Various Subjects, Religious and MoralChange Forces - The SequelThe Storytelling AnimalThe Ecology of SchoolDebates in Nineteenth-Century European PhilosophyThe Moral Imperative RealizedBig Ideas in EducationHedley Bull on International SocietyJust HealthThe Moral Meaning of NatureLeadership with a Moral PurposeThe Assessment of Learning in Engineering EducationMoral LeadershipReasoning with LawFrance before 1789Authentic MarketingThe Moral Imperative Realized

### Detail of a Plan for the Moral Improvement of Negroes on Plantations

From the author of A Daily Dose of Proverbs comes a collection of 59 practical studies that will enable readers to identify their life's purpose.

### The Moral Purpose of the State

An innovative reassessment of philosopher P. F. Strawson's influential "Freedom and Resentment" P. F. Strawson was one of the most important philosophers of the twentieth century, and his 1962 paper "Freedom and Resentment" is one of the most influential in modern moral philosophy, prompting responses across multiple disciplines, from psychology to sociology. In Freedom, Resentment, and the Metaphysics of Morals, Pamela Hieronymi closely reexamines Strawson's paper and concludes that his argument has been underestimated and misunderstood. Line by line, Hieronymi carefully untangles the complex strands of Strawson's ideas. After elucidating his conception of moral responsibility and his division between "reactive" and "objective" responses to the actions and attitudes of others, Hieronymi turns to his central argument. Strawson argues that, because determinism is an entirely general thesis, true of everyone at all times, its truth does not undermine moral responsibility. Hieronymi finds the two common interpretations of this argument, "the simple Humean interpretation" and "the broadly Wittgensteinian interpretation," both deficient. Drawing on Strawson's wider work in logic, philosophy of language, and metaphysics, Hieronymi concludes that his argument rests on an implicit, and previously

overlooked, metaphysics of morals, one grounded in Strawson's "social naturalism." In the final chapter, she defends this naturalistic picture against objections. Rigorous, concise, and insightful, *Freedom, Resentment, and the Metaphysics of Morals* sheds new light on Strawson's thinking and has profound implications for future work on free will, moral responsibility, and metaethics. The book also features the complete text of Strawson's "Freedom and Resentment."

## **Leadership with a Moral Purpose**

Explores the latest beliefs about why people tell stories and what stories reveal about human nature, offering insights into such related topics as universal themes and what it means to have a storytelling brain.

## **Coherence**

Award-winning author and educational reform expert Michael Fullan shows how to achieve successful local and systemic school reform through the strength of shared leadership.

## **The Moral Imperative of School Leadership**

*Debates in Nineteenth-Century European Philosophy* offers an engaging and in-depth introduction to the philosophical questions raised by this rich and far reaching period in the history of philosophy. Throughout thirty chapters (organized into fifteen sections), the volume surveys the intellectual contributions of European philosophy in the nineteenth century, but it also engages the on-going debates about how these contributions can and should be understood. As such, the volume provides both an overview of nineteenth-century European philosophy and an introduction to contemporary scholarship in this field. KEY DEBATES IN EUROPEAN NINETEENTH-CENTURY PHILOSOPHY Kristin Gjesdal (ed.) Contributors Editor's Introduction I. Kantian Presuppositions 1. The Reception of the Critique of Pure Reason in German Idealism by Rolf-Peter Horstmann 2. The Reception of the Critique of Pure Reason in German Idealism: A Response to Rolf-Peter Horstmann by Paul Guyer II. Fichte (1762-1814) 3. Fichte's Original Insight by Dieter Henrich 4. Fichte's Original Insight: Dieter Henrich's Pioneering Piece Half A Century Later by Günter Zöllner III. Romanticism 5. Philosophical Foundations of Early Romanticism by Manfred Frank 6. Response to Manfred Frank, "Philosophical Foundations of Early Romanticism" by Michael N. Forster IV. Hegel (1770-1831) 7. From Desire to Recognition: Hegel's Account of Human Sociality by Axel Honneth 8. On Honneth's Interpretation of Hegel's "Phenomenology of Self-Consciousness" by Robert B. Pippin V. Schelling (1775-1854) 9. The Nature of Subjectivity: The Critical and Systematic Function of Schelling's Philosophy of Nature by Dieter Sturma 10. Nature as Unconditioned? The Critical and Systematic Function of Schelling's Early Works by Dalia Nassar VI. Schopenhauer (1788-1860) 11. The Real Essence of Human Beings: Schopenhauer and the Unconscious Will by Christopher Janaway 12.

Emancipation from the Will by David E. Wellbery VII. Comte (1798-1857) 13. Auguste Comte and Modern Epistemology by Johan Heilbron 14. Why Was Comte an Epistemologist? by Robert C. Scharff VIII. Mill (1806-1873) 15. Mill: The Principle of Liberty by John Rawls 16. John Rawls on Mill's Principle of Liberty by John Skorupski IX. Darwin (1809-1882) 17. Darwin's Theory of Natural Selection and its Moral Purpose by Robert J. Richards 18. Response to Richards by Gabriel Finkelstein X. Kierkegaard (1813-1855) 19. Kierkegaard's On Authority and Revelation by Stanley Cavell 20. A Nice Arrangement of Epigrams: Stanley Cavell on Søren Kierkegaard by Stephen Mulhall XI. Marx (1818-1883) 21. Marx's Metacritique of Hegel: Synthesis Through Social Labor by Jürgen Habermas 22. Epistemology and Self-Reflection in the Young Marx by Espen Hammer XII. Dilthey (1833-1911) 23. Wilhelm Dilthey after 150 Years (Between Romanticism and Positivism) by Hans-Georg Gadamer 24. Gadamer on Dilthey by Frederick C. Beiser XIII. Nietzsche (1844-1900) 25. Nietzsche's Minimalist Moral Psychology by Bernard Williams 26. Naturalism, Minimalism, and the Scope of Nietzsche's Philosophical Psychology by Paul Katsafanas XIV. Freud (1856-1939) 27. Bad Faith and Falsehood by Jean-Paul Sartre 28. Freud by Sebastian Gardner XV. Twentieth-Century Developments 29. Analytic and Conversational Philosophy by Richard Rorty 30. Not Knowing What the Right Hand is Doing: Rorty's "Ambidextrous" Analytic Redescription of Nineteenth-Century Hegelian Philosophy by Paul Redding References for Republished Texts Accompanying Original Works (Suggested Reading)

## **The Right Side of History**

The time has come to change the context of school leadership! The role of the principal is pivotal to systemic school change. That is the fundamental message in *The Moral Imperative of School Leadership*, which extends the discussion begun in Fullan's earlier publication, *What's Worth Fighting for in the Principalship?* The author examines the moral purpose of school leadership and its critical role in "changing the context" in which the role is embedded. In this bold step forward, Fullan calls for principals to become agents as well as beneficiaries of the processes of school change. Concepts explored in-depth include: Why "changing the context" should be the main agenda for the principalship Why barriers to the principalship exist Why the principal should be seen as the COO (chief operating officer) of a school Why the role of the principal should figure more prominently within the system

## **Groundwork for the Metaphysics of Morals**

This book presents the outcomes of research and practical endeavour in some of the diverse contexts in which learning takes place: classrooms, schools, professional development settings, community projects and service sector agencies. It invites the reader to engage with two related questions of contemporary concern in the leadership field: "What can we learn about the important influence of different contexts on leadership practice and how are people brought together as collective human agents in different patterns of distributive leadership?" In doing so, this collection emphasises three of the

critical concepts at play when leadership is viewed, not as position, but as activity. The three concepts are purpose, context and human agency. When this view of leadership is understood, it is always about achieving shared goals with people power, no matter the circumstances in which they are gathered together.

## **Do Morals Matter?**

Big Ideas in Education: What Every Teacher Should Know by Dr Russell Grigg provides an accessible and easily understood introductory guide to the big ideas that really matter in education. The teaching profession is saturated with ideas. Unfortunately, some of these are half-baked or fundamentally flawed. Dr Russell Grigg moves beyond the unhelpful supposed dichotomies that pervade current educational thinking – child-centred versus teacher-centred, traditional versus progressive. Throughout the book, readers are invited to question assumptions and popular rhetoric and reflect on their own experiences. Big Ideas in Education aims to equip teachers with a good understanding of current thinking in a diverse, fluid and dynamic field. Each of the big ideas is discussed within the framework of four questions: what is the big idea, who is behind it, why is it important and what can you do? Big ideas are important, distinctive, empowering, adaptable and simple to understand. Dr Russell Grigg provides readers with a concise and reliable introduction to twelve such ideas, which are at the core of educational practice. The ideas chosen are general rather than subject-specific in nature. In turn, they invite the reader to look at teaching in wider society, address elements of learning which teachers actively promote, raise questions about why, how and what to teach and, finally, look at ways of improving the quality of education. The twelve big ideas under discussion are: (1.) Education – education goes beyond the school gates and is a lifelong experience. (2.) Childhood – children need time and space to explore, enjoy learning and develop as children rather than miniature adults. (3.) Knowledge – knowledge is the foundation for learning. (4.) Skills – learners need to develop a broad range of skills in real-life, relevant contexts. (5.) Dispositions – effective learning depends upon cultivating positive dispositions. (6.) Ethics – teachers' conduct should be guided by a moral purpose. (7.) Instruction – direct instruction is a tried-and-tested means of effective teaching. (8.) Curriculum – the curriculum is all the learning and assessment activities in school, both planned and unintentional, that contribute to agreed educational goals. (9.) Feedback – providing personalised, accurate, specific and timely feedback is one of the keys to improving learning. (10.) Reflective practice – good teachers critically analyse their practice with a view to improving what they do. (11.) Research – research has a central role to play in the professional development of teachers. (12.) Professional leadership – effective school leadership operates at all levels and is about shared vision, support and securing improvement. An ideal book for busy teachers who need to be kept up to speed with the latest thinking in education, this comprehensive guide provides the essential knowledge to keep you fully informed, whether leading staff discussions, submitting assignments or preparing for interviews. Suitable for teachers in any setting, from trainees and NQTs to more experienced practitioners looking to reflect on their practice, the book will also appeal to school leaders and teacher training providers.

## **The Hesburgh Papers**

This book seeks to explain why different systems of sovereign states have built different types of fundamental institutions to govern interstate relations. Why, for example, did the ancient Greeks operate a successful system of third-party arbitration, while international society today rests on a combination of international law and multilateral diplomacy? Why did the city-states of Renaissance Italy develop a system of oratorical diplomacy, while the states of absolutist Europe relied on naturalist international law and "old diplomacy"? Conventional explanations of basic institutional practices have difficulty accounting for such variation. Christian Reus-Smit addresses this problem by presenting an alternative, "constructivist" theory of international institutional development, one that emphasizes the relationship between the social identity of the state and the nature and origin of basic institutional practices. Reus-Smit argues that international societies are shaped by deep constitutional structures that are based on prevailing beliefs about the moral purpose of the state, the organizing principle of sovereignty, and the norm of procedural justice. These structures inform the imaginations of institutional architects as they develop and adjust institutional arrangements between states. As he shows with detailed reference to ancient Greece, Renaissance Italy, absolutist Europe, and the modern world, different cultural and historical contexts lead to profoundly different constitutional structures and institutional practices. The first major study of its kind, this book is a significant addition to our theoretical and empirical understanding of international relations, past and present.

## **Unlocking the Power of Your Purpose**

Moral purpose and complexity -- Complexity and the change process -- The deep meaning of inside collaboration -- The deep meaning of outside collaboration -- The complexities of transferability -- Intellectual, political and spiritual fusion.

## **Aesthetics and Morality**

Without words, apps would be an unusable jumble of shapes and icons, while voice interfaces and chatbots wouldn't even exist. Words make software human-centered, and require just as much thought as the branding and code. This book will show you how to give your users clarity, test your words, and collaborate with your team. You'll see that writing is designing.

## **The Moral Consequences of Economic Growth**

Explores how we judge engineering education in order to effectively redesign courses and programs that will prepare new engineers for various professional and academic careers Shows how present approaches to assessment were shaped and

what the future holds Analyzes the validity of teaching and judging engineering education Shows the integral role that assessment plays in curriculum design and implementation Examines the sociotechnical system's impact on engineering curricula

## **The Moral Equivalent of War**

Drawing together current thinking and research by leading writers in the field, this Reader will help you to understand and critically analyse key strategic aspects of educational leadership, including: - leadership perspectives and values - external and internal contexts - autonomy and accountability - partnership and collaboration - leading strategy and change. The book explores major challenges for educational leaders in managing the increasingly permeable boundary between educational organisations and their external contexts and reconciling environmental expectations and internal priorities. The Reader will encourage you to positively problematize the field and reflect on current debates and issues. This book will be an essential resource for providers and students of postgraduate level courses in educational leadership and management, as well as those involved in undertaking professional development programmes. It will also serve the reflective practitioner as personal reference when occupying or aspiring towards leadership roles in schools, colleges and other educational organisations. Dr Maggie Preedy, Professor Nigel Bennett and Dr Christine Wise have taught, researched and published widely in the field of educational leadership and management. Maggie Preedy and Christine Wise are Senior Lecturers in the Faculty of Education and Language Studies at The Open University, UK. Nigel Bennett is Emeritus Professor of Leadership and Management in Education at The Open University.

## **Virtuous Violence**

Americans constantly make moral judgments about presidents and foreign policy. Unfortunately, many of these assessments are poorly thought through. A president is either praised for the moral clarity of his statements or judged solely on the results of their actions. In *Do Morals Matter?*, Joseph S. Nye, Jr., one of the world's leading scholars of international relations, provides a concise yet penetrating analysis of the role of ethics in US foreign policy during the American era after 1945. Nye works through each presidency from FDR to Trump and scores their foreign policy on three ethical dimensions of their intentions, the means they used, and the consequences of their decisions. Alongside this, he also evaluates their leadership qualities, elaborating on which approaches work and which ones do not. Regardless of a president's policy preference, Nye shows that each one was not fully constrained by the structure of the system and actually had choices. He further notes the important ethical consequences of non-actions, such as Truman's willingness to accept stalemate in Korea rather than use nuclear weapons. Since we so often apply moral reasoning to foreign policy, Nye suggests how to do it better. Most importantly, presidents need to factor in both the political context and the availability of

resources when deciding how to implement an ethical policy-especially in a future international system that presents not only great power competition from China and Russia, but a host of transnational threats: the illegal drug trade, infectious diseases, terrorism, cybercrime, and climate change.

## **Writing Is Designing**

## **Educational Leadership**

The reader is invited to follow a route that visits Fish's view of theory and practice, Raz's legal reasoning thesis, theoretical models of judicial review, Dworkin's right answer thesis, the law of the excluded middle and Lukasiewicz's development of three-valued logic, Wittgenstein's language games, and Moore's metaphysical realism. The destination is the practice at the heart of legal reasoning. It is suggested that this manifests the way in which the limitations of language and the incompleteness of human experience allow the opportunity for coherent development of the law and at the same time produce an inherent incoherence within the law. The central part of the book seeks to demonstrate how the problems of understanding legal reasoning replicate difficulties encountered in the philosophy of language, but challenges the attempts that have been made to harness approaches from within that discipline to illuminate legal reasoning. Instead it is argued that law provides an unrivalled test-bed for examining the limits of the capacity of our words, and that the study of law may be used to confront in a robust and illuminating manner the limitations of that discipline. The final chapter considers some of the implications of recognising the incoherence at the heart of legal reasoning, commenting on an institutional approach to law, the legitimacy of law, legal definitions, different approaches to legal reasoning, the role of appellate courts, the general possibility of providing a theoretical model of law, the use of legal rules, and the nature of law's critical aperture. The book should be of interest to advanced undergraduate students (particularly on jurisprudence courses), postgraduate students, academics, and practitioners concerned to reflect on the nature of the discipline they practice.

## **Freedom, Resentment, and the Metaphysics of Morals**

This book describes and documents one school's experiences in achieving their environmental literacy goals through the development of a place-based learning environment. Through this initiative, a longitudinal, descriptive case study began at the Bowen Island Community School to both support and advocate for ecological literacy, while helping the school realize its broad environmental learning goals. Conceptualised as an intensive case study of a learning environment (with an environmental education focus), the program was part of a larger ecological literacy project conducted in association with preservice and graduate education programs at a nearby university and research centre. Following both (empirical) learning

environments and participatory (ethnographic) research methods, the project is described from a variety of perspectives: students, teachers, teacher educators, researchers and administrators. The volume describes a variety of forms of place-based education that teachers devised and implemented at the school while giving evidence of the development of a supportive and positive place-based learning environment. The programs and initiatives described in this volume provide the reader with insights for the development of place-based programming more generally. The final chapter outlines participatory methods and action research efforts used to evaluate the success of the project and recounts the development and validation of a learning environment instrument to assist with this process. The new instrument coupled with qualitative descriptions of the learning environment experienced by many at the school give unique insights into the various ways the study of learning environments (as a methodology) may be explored.

## **Politics of International Law and International Justice**

### **Keynes and the British Humanist Tradition**

Engage on a deeper level by disrupting the typical business development script Authentic Marketing offers a forward-thinking approach to achieving an entirely new level of engagement with today's purpose-driven and skeptical audiences. The heart of this process involves finding the soul of your organization. When moral purpose becomes central to your organization, it can deliver benefits to both the bottom line and mankind: a profit meets purpose proposition. This path requires a reinvention of today's dated business model, abolishing the inefficient, siloed approach of developing a business strategy first and then later creating separate strategies for marketing, HR, manufacturing, R&D, etc. The new integrated model fuses a tight integration of business, technology innovation and engagement strategies, all of which are bound together by a company's moral purpose. When moral purpose is central to an organization's core, everything branches out from a place of authenticity. Rather than a siloed CSR effort, you develop employee and customer relationships based on real—not curated—connections with a brand's moral mission. You build true engagement, trust and evangelism. And, along the way, your customers will actually help to co-create your brand. This book shows you how to transform your business by putting moral purpose to work for your stakeholders and the planet. Embrace a new model that integrates business, technology innovation, and engagement strategies with moral purpose as the glue that binds them together Learn the key steps to find your moral purpose Discover how to engage audiences with a transparent, authentic marketing approach that forges powerful connections and builds trust. With a world of options at their fingertips, today's purpose-driven customers want a brand they can identify with and trust. Authentic Marketing shows you how to make your brand more human, more likeable, more genuine and guides you on how to connect with audiences on a moral level. This process will build a new level of engagement that will benefit both your long-term value and the world.

## **Philosophy, Rhetoric, and Thomas Hobbes**

This book gives all primary heads - aspiring, newly appointed or those for whom the phrase 'There must be something more than this!' rings a bell - the ideas, techniques, tools and direction to turn their schools Inside-Out and lead them from the heart and soul. What's more it will help give Heads the confidence to do those things they know are right because they are right for the children, right for the staff and right for the community.

## **The Moral Purpose of Prophecy**

Bring the redemptive purpose of prophecy into sharp focus. Every Christian can benefit from this fresh, Christ-centered approach to the Bible, especially regarding prophecy and unfulfilled prophecy. Christ is to be all, or we have missed the point of prophecy.

## **The Moral Imperative of School Leadership**

Thomas Hobbes claimed to have founded the discipline of civil philosophy. This book offers a new reading of his intellectual development, arguing that he was dubious about the place of rhetoric in civil society and came to see it as a pernicious presence within philosophy - a position from which he did not retreat.

## **Leadership in Diverse Learning Contexts**

## **Poems on Various Subjects, Religious and Moral**

Award-winning author and educational reform expert Michael Fullan shows how to achieve successful local and systemic school reform through the strength of shared leadership.

## **Change Forces - The Sequel**

Aesthetic and moral value are often seen to go hand in hand. They do so not only practically, such as in our everyday assessments of artworks that raise moral questions, but also theoretically, such as in Kant's theory that beauty is the symbol of morality. Some philosophers have argued that it is in the relation between aesthetic and moral value that the key to an adequate understanding of either notion lies. But difficult questions abound. Must a work of art be morally admirable

in order to be aesthetically valuable? How, if at all, do our moral values shape our aesthetic judgements - and vice versa? *Aesthetics and Morality* is a stimulating and insightful inquiry into precisely this set of questions. Elisabeth Schellekens explores the main ideas and debates at the intersection of aesthetics and moral philosophy. She invites readers to reflect on the nature of beauty, art and morality, and provides the philosophical knowledge to render such reflection more rigorous. This original, inspiring and entertaining book sheds valuable new light on a notably complex and challenging area of thought.

## **The Storytelling Animal**

The time has come to change the context of school leadership! The role of the principal is pivotal to systemic school change. That is the fundamental message in *The Moral Imperative of School Leadership*, which extends the discussion begun in Fullan's earlier publication, *What's Worth Fighting for in the Principalship?* The author examines the moral purpose of school leadership and its critical role in "changing the context" in which the role is embedded. In this bold step forward, Fullan calls for principals to become agents as well as beneficiaries of the processes of school change. Concepts explored in-depth include: Why "changing the context" should be the main agenda for the principalship Why barriers to the principalship exist Why the principal should be seen as the COO (chief operating officer) of a school Why the role of the principal should figure more prominently within the system

## **The Ecology of School**

Now a #1 New York Times Bestseller. Human beings have never had it better than we have it now in the West. So why are we on the verge of throwing it all away? In 2016, New York Times bestselling author Ben Shapiro spoke at the University of California-Berkeley. Hundreds of police officers were required to protect his speech. What was so frightening about Shapiro? He came to argue that Western civilization is in the midst of a crisis of purpose and ideas; that we have let grievances replace our sense of community and political expediency limit our individual rights; that we are teaching our kids that their emotions matter more than rational debate; and that the only meaning in life is arbitrary and subjective. As a society, we are forgetting that almost everything great that has ever happened in history happened because of people who believed in both Judeo-Christian values and in the Greek-born power of reason. In *The Right Side of History*, Shapiro sprints through more than 3,500 years, dozens of philosophers, and the thicket of modern politics to show how our freedoms are built upon the twin notions that every human being is made in God's image and that human beings were created with reason capable of exploring God's world. We can thank these values for the birth of science, the dream of progress, human rights, prosperity, peace, and artistic beauty. Jerusalem and Athens built America, ended slavery, defeated the Nazis and the Communists, lifted billions from poverty, and gave billions more spiritual purpose. Jerusalem and Athens built America,

ended slavery, defeated the Nazis and the Communists, lifted billions from poverty, and gave billions more spiritual purpose. Yet we are in the process of abandoning Judeo-Christian values and Greek natural law, watching our civilization collapse into age-old tribalism, individualistic hedonism, and moral subjectivism. We believe we can satisfy ourselves with intersectionality, scientific materialism, progressive politics, authoritarian governance, or nationalistic solidarity. We can't. The West is special, and in *The Right Side of History*, Ben Shapiro bravely explains how we have lost sight of the moral purpose that drives each of us to be better, the sacred duty to work together for the greater good,.

## **Debates in Nineteenth-Century European Philosophy**

A masterful new account of old regime France by one of the world's most prominent political philosophers France before 1789 traces the historical origins of France's National Constituent Assembly of 1789, providing a vivid portrait of the ancien régime and its complex social system in the decades before the French Revolution. Jon Elster writes in the spirit of Alexis de Tocqueville, who described this tumultuous era with an eye toward individual and group psychology and the functioning of institutions. Whereas Tocqueville saw the old regime as a breeding ground for revolution, Elster, more specifically, identifies the rural and urban conflicts that fueled the constitution-making process from 1789 to 1791. He presents a new approach to history writing, one that supplements the historian's craft with the tools and insights of modern social science. Elster draws on important French and Anglo-American scholarship as well as a treasure trove of historical evidence from the period, such as the *Memoirs of Saint-Simon*, the letters of Madame de Sévigné, the journals of the lawyer Barbier and the bookseller Hardy, the *Remonstrances of Malesherbes*, and *La Bruyère's maxims*. Masterfully written and unparalleled in scope, *France before 1789* is the first volume of a trilogy that promises to transform our understanding of constitution making in the eighteenth century. Volume 2 will look at revolutionary America in the years leading up to the Constitutional Convention of 1787 while the third volume will examine all facets of the French and American assemblies, from how they elected their delegates and organized their proceedings to how they addressed issues of separation of powers and representation.

## **The Moral Imperative Realized**

In this book by the award-winning author of *Just Healthcare*, Norman Daniels develops a comprehensive theory of justice for health that answers three key questions: what is the special moral importance of health? When are health inequalities unjust? How can we meet health needs fairly when we cannot meet them all? Daniels' theory has implications for national and global health policy: can we meet health needs fairly in ageing societies? Or protect health in the workplace while respecting individual liberty? Or meet professional obligations and obligations of justice without conflict? When is an effort to reduce health disparities, or to set priorities in realising a human right to health, fair? What do richer, healthier societies owe poorer, sicker societies? *Just Health: Meeting Health Needs Fairly* explores the many ways that social justice is good for

the health of populations in developed and developing countries.

## **Big Ideas in Education**

Well-connected in academia, business and government, John Maynard Keynes was one of the most influential economic theorists of the twentieth century. It appears that his theories will be just as important for the twenty-first. As Keynes himself explained, his ideas throughout his life were influenced by the moral philosophy he learned as an undergraduate. Nevertheless, the meaning and significance for Keynes of this early philosophy have remained largely unexplored. Keynes and the British Humanist Tradition offers an interpretation of Keynes's early philosophy and its implications for his later thought. It approaches that philosophy from the perspective of the nineteenth century intellectual context out of which it emerged. The book argues that roots of Keynes's early beliefs are to be found in the traditions of the Apostles, the very famous secret society to which he and most of his teachers belonged. The principles of Keynes's philosophy can be seen in such writers as John Stuart Mill and Henry Sidgwick, but the underlying ideas have been obscured by changing fashions in philosophy and thus require excavation and reconstruction. This book will be of interest to students and researchers in the history of economics, in particular the thought of John Maynard Keynes, especially his ethics, politics and economics.

## **Hedley Bull on International Society**

Complex times call for streamlined solutions—and leaders to pull them together. If initiative overload and fragmentation are keeping your best plans from becoming reality, it's time to lead with coherence. Using the right drivers as your foundation, you'll bring people and ideas together—and implement the kind of lasting change that maximizes results. The key to success is the Coherence Framework, a dynamic, customizable road map with four essential components: Focused direction to build collective purpose Cultivating collaborative cultures while clarifying individual and team roles Deepening learning to accelerate improvement and foster innovation Securing accountability from the inside out

## **Just Health**

Hedley Bull, a respected figure in the field of international relations, believed that sovereign states form among themselves a society, and that this society must be understood on its own terms. This text brings together Bull's most important work.

## **The Moral Meaning of Nature**

This radical and thought-provoking book argues that violence does not result from a breakdown of morality, but is morally

motivated.

## **Leadership with a Moral Purpose**

This book gives all primary heads - aspiring, newly appointed or those for whom the phrase 'There must be something more than this!' rings a bell - the ideas, techniques, tools and direction to turn their schools Inside-Out and lead them from the heart and soul. What's more it will help give Heads the confidence to do those things they know are right because they are right for the children, right for the staff and right for the community.

## **The Assessment of Learning in Engineering Education**

This rare book contains a text written as part of an initiative by The Executive Committee of the Association for International Conciliation in an attempt to arouse in the interest of the American people in the progress of the movement for promoting international peace and good fellowship between nations. This fascinating treatise details the reasons for war in general and proposes the possible resources for the prevention thereof in the modern world, eloquently written by the great William James. A fascinating paper sure to appeal to collectors and enthusiasts of antiquarian political literature, this scarce text has been elected for republication because of its historical importance, proudly republished now with a new introductory biography of the author. William James (1842 -1910) was an American philosopher and psychologist, widely hailed as one of the leading 19th century thinkers and philosophers the United States has ever produced. This book was originally published in 1910.

## **Moral Leadership**

A textbook introduction to international law and justice is specially written for students studying law in other departments, such as politics and IR. Students will engage with debates surrounding sovereignty and global governance, sovereign and diplomatic

## **Reasoning with Law**

What, if anything, does biological evolution tell us about the nature of religion, ethical values, or even the meaning and purpose of life? The Moral Meaning of Nature sheds new light on these enduring questions by examining the significance of an earlier—and unjustly neglected—discussion of Darwin in late nineteenth-century Germany. We start with Friedrich Nietzsche, whose writings staged one of the first confrontations with the Christian tradition using the resources of Darwinian

thought. The lebensphilosophie, or “life-philosophy,” that arose from his engagement with evolutionary ideas drew responses from other influential thinkers, including Franz Overbeck, Georg Simmel, and Heinrich Rickert. These critics all offered cogent challenges to Nietzsche’s appropriation of the newly transforming biological sciences, his negotiation between science and religion, and his interpretation of the implications of Darwinian thought. They also each proposed alternative ways of making sense of Nietzsche’s unique question concerning the meaning of biological evolution “for life.” At the heart of the discussion were debates about the relation of facts and values, the place of divine purpose in the understanding of nonhuman and human agency, the concept of life, and the question of whether the sciences could offer resources to satisfy the human urge to discover sources of value in biological processes. *The Moral Meaning of Nature* focuses on the historical background of these questions, exposing the complex ways in which they recur in contemporary philosophical debate.

### **France before 1789**

Responds to the critics who see the teaching of religion and values as a hindrance to institutions of higher learning: "No university is truly a university unless it is catholic, or universal" in the sense that it "moves every scholar to look beyond his immediate field of vision to the total landscape of God and man and the universe." Why values in education? "Because wisdom is more than knowledge, man is more than his mind, and without values, man may be intelligent but less than fully human."

### **Authentic Marketing**

Immanuel Kant’s *Groundwork for the Metaphysics of Morals* is one of the most important texts in the history of ethics. In it Kant searches for the supreme principle of morality and argues for a conception of the moral life that has made this work a continuing source of controversy and an object of reinterpretation for over two centuries. This new edition of Kant’s work provides a fresh translation that is uniquely faithful to the German original and more fully annotated than any previous translation. There are also four essays by well-known scholars that discuss Kant’s views and the philosophical issues raised by the *Groundwork*. J.B. Schneewind defends the continuing interest in Kantian ethics by examining its historical relation both to the ethical thought that preceded it and to its influence on the ethical theories that came after it; Marcia Baron sheds light on Kant’s famous views about moral motivation; and Shelly Kagan and Allen W. Wood advocate contrasting interpretations of Kantian ethics and its practical implications.

### **The Moral Imperative Realized**

From the author of *Day of Reckoning*, the acclaimed critique of Ronald Reagan's economic policy ("Every citizen should read it," said *The New York Times*): a persuasive, wide-ranging argument that economic growth provides far more than material benefits. In clear-cut prose, Benjamin M. Friedman examines the political and social histories of the large Western democracies—particularly of the United States since the Civil War—to demonstrate the fact that incomes on the rise lead to more open and democratic societies. He explains that growth, rather than simply a high standard of living, is key to effecting political and social liberalization in the third world, and shows that even the wealthiest of nations puts its democratic values at risk when income levels stand still. Merely being rich is no protection against a turn toward rigidity and intolerance when a country's citizens lose the sense that they are getting ahead. With concrete policy suggestions for pursuing growth at home and promoting worldwide economic expansion, this volume is a major contribution to the ongoing debate about the effects of economic growth and globalization.

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