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What does pleasure have to do with morality? What role, if any, should intuition have in the formation of moral theory? If something is 'simulated', can it be immoral? This accessible and wide-ranging textbook explores these questions and many more. Key ideas in the fields of normative ethics, metaethics and applied ethics are explained rigorously and systematically, with a vivid writing style that enlivens the topics with energy and wit. Individual theories are discussed in detail in the first part of the book, before these positions are applied to a wide range of contemporary situations including business ethics, sexual ethics, and the acceptability of eating animals. A wealth of real-life examples, set out with depth and care, illuminate the complexities of different ethical approaches while conveying their modern-day relevance. This concise and highly engaging resource is tailored to the Ethics components of AQA Philosophy and OCR Religious Studies, with a clear and practical layout that includes end-of-chapter summaries, key terms, and common mistakes to avoid. It should also be of practical use for those teaching Philosophy as part of the International Baccalaureate. Ethics for A-Level is of particular value to students and teachers, but Fisher and Dimmock 's precise and scholarly approach will appeal to anyone seeking a rigorous and lively introduction to the challenging subject of ethics. Tailored to the Ethics components of AQA Philosophy and OCR Religious Studies.

John M. Doris presents a new account of agency and responsibility, which reconciles our understanding of ourselves as moral agents with psychological research on the unconscious mind. Much philosophical theorizing maintains that the exercise of morally responsible agency consists in judgment and behavior ordered by accurate reflection. On such theories, when human beings are able to direct their lives in the manner philosophers have dignified with the honorific 'agency', it's because they know what they're doing, and why they're doing it. This understanding is compromised by quantities of psychological research on unconscious processing, which suggests that accurate reflection is distressingly uncommon; very often behavior is ordered by surprisingly inaccurate self-awareness. Thus, if agency requires accurate reflection, people seldom exercise agency, and skepticism about agency threatens. To counter the skeptical threat, John M. Doris proposes an alternative theory that requires neither reflection nor accurate self-awareness: he identifies a dialogic form of agency where self-direction is facilitated by exchange of the rationalizations with which people explain and justify themselves to one another. The result is a stoutly interdisciplinary theory sensitive to both what human beings are like—creatures with opaque and unruly psychologies—and what they need: an account of agency sufficient to support a practice of moral responsibility.

A major radio systems reference resource. Good for technicians who work with avionics.

Would you ask a honeybee to point at a screen and recognise a facial expression? Or ask an elephant to climb a tree? While humans and non-human species may inhabit the same world, it's likely that our perceptual worlds differ significantly. Emphasising Uexkll's concept of 'umwelt', this volume offers practical advice on how animal cognition can be successfully tested while avoiding anthropomorphic conclusions. The chapters describe the capabilities of a range of animals - from ants, to lizards to chimpanzees - revealing how to successfully investigate animal cognition across a variety of taxa. The book features contributions from leading cognition researchers, each offering a series of examples and practical tips drawn from their own experience. Together, the authors synthesise information on current field and laboratory methods, providing researchers and graduate students with methodological advice on how to formulate research questions, design experiments and adapt studies to different taxa.

The book God, Truth, and other Enigmas is a collection of eighteen essays that fall under four headings: (God's) Existence/Non-Existence, Omniscience, Truth, and Metaphysical Enigmas. The essays vary widely in topic and tone. They provide the reader with an overview of contemporary philosophical approaches to the subjects that are indicated in the title of the book.

The book brings together diverse views from around the world and provides a comprehensive overview of the subject, beginning with different definitions of academic integrity through how to create the ethical academy. At the same time, the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches. There has been an explosion of interest in academic integrity in the last 10-20 years. New technologies that have made it easier than ever for students to "cut and paste", coupled with global media scandals of high profile researchers behaving badly, have resulted in the perception that plagiarism is "on the rise". This, in combination with the massification and commercialisation of higher education, has resulted in a burgeoning interest in the importance of academic integrity, how to safeguard it, and how to address breaches appropriately. What may have seemed like a relatively easy topic to address – students copying sources without attribution – has in fact, turned out to be a very complex, interdisciplinary field of research requiring contributions from linguists, psychologists, social scientists, anthropologists, teaching and learning specialists, mathematicians, accountants, medical doctors, lawyers and philosophers, to name just a few. Despite or perhaps because of this broad interest and input, there has been no single authoritative reference work which brings together the vast, growing, interdisciplinary and at times contradictory body of literature. For both established researchers/practitioners and those new to the field, this Handbook provides a one-stop-shop as well as a launching pad for new explorations and discussions.

In Doing without Concepts, Edouard Machery argues that the dominant psychological theories of concept fail to provide a coherent framework to organize our extensive empirical knowledge about concepts. Machery proposes that to develop such a framework, drastic conceptual changes are required.

There's a lot we don't know, which means that there are a lot of possibilities that are, epistemically speaking, open. What these epistemic possibilities are, and how we understand the semantics of epistemic modals, are explored here through a variety of philosophical approaches.

This book discusses essential approaches and methods in connection with engineering education for sustainable development. Prepared as a follow-up to the 2015 Engineering Education in Sustainable Development (EESD) Conference held in British Columbia, Canada, it offers the engineering community key information on the latest trends and developments in this important field. Reflecting the need to address the links between formal and informal education, the scholars and professionals who contribute to this book show by means of case studies and projects how the goal of fostering sustainable development in the context of engineering education can be achieved. In particular, they discuss the need for restructuring teaching at engineering-focused institutions of higher education and provide practical examples of how to do so. The book places special emphasis on state-of-the-art descriptions of approaches, methods, initiatives and projects from around the world, illustrating the contribution of engineering and affiliated sciences to sustainable development in various contexts, and at an international scale.