

# The Repressive Politics Of Emotional Intelligence

**Helen Sullivan**

**Yearbook of International Humanitarian Law, Volume 24 (2021)** Heike Krieger, Pablo Kalmanovitz, Eliav Liebllich, Rebecca Mignot-Mahdavi, 2023-01-01 Volume 24 of the Yearbook of International Humanitarian Law (IHL) is dedicated to investigating IHL's universalist claims from different perspectives and regarding different areas of IHL. While academic debates about "universalism versus particularism" have dominated much of the critical scholarship in international law over the past two decades, they remain relatively underexplored in the field of IHL. The current volume fills this gap in IHL literature by focusing on the ways in which different interpretive communities approach questions of IHL from differing perspectives. Authors were invited to use the concept of culture to deconstruct and take critical distance from the production, interpretation, and application of IHL, and those keen on challenging the idea that IHL needs critical deconstruction were also invited to argue their case. The Volume contains four articles dedicated to the subject of cultures of IHL. It also features a book symposium on Samuel Moyn's *Humane: How The United States Abandoned Peace and Reinvented War* (2021) and ends, as usual, with a Year in Review section. The Yearbook of International Humanitarian Law is a leading annual publication devoted to the study of international humanitarian law. The Yearbook has always strived to be at the forefront of the debate of pressing doctrinal questions of IHL and will continue to do so in the future. As this volume shows, it is also a forum for taking a step back and reflecting on the broader, theoretical issues that inform the practice and thinking about the field. The Yearbook provides an international forum for high-quality, peer-reviewed academic articles focusing on this crucial branch of international law. Distinguished by contemporary relevance, it bridges the gap between theory and practice and serves as a useful reference tool for scholars, practitioners, military personnel, civil servants, diplomats, human rights workers and students.

The Serpent's Plumes Adam W. Coon, 2024-05-01 Draws on Nahua concepts to explore Nahua literary production and contributions to cultural activism from the 1980s to the present. The Serpent's Plumes analyzes contemporary Nahua cultural production, principally bilingual Nahuatl-Spanish *xochitlajtoli*, or poetry, written from the 1980s to the present. Adam W. Coon draws on Nahua perspectives as a decolonizing theoretical framework to argue that Nahua writers deploy unique worldviews—namely, *ixtlamatlistli* (knowledge with the face, which highlights the value of personal experiences); *yoltlajlamikistli* (knowledge with the heart, which underscores the importance of affective intelligence); and *tlaixpan* (that

which is in front, which presents the past as lying ahead of a subject rather than behind). The views of ixtlamatlistli, yoltlajlamikilistli, and tlaxpan are key in Nahuatl struggles and effectively challenge those who attempt to marginalize Native knowledge production.

*Adult Learning* Laura L. Bierema, Monica Fedeli, Sharan B. Merriam, 2025-08-05 A freshly updated and science-based guide for contemporary adult educators In the newly revised second edition of *Adult Learning: Linking Theory and Practice*, a team of veteran adult educators delivers an authoritative guide to adult education that is solidly grounded in theory and research while remaining concise and practice oriented. Each chapter is infused with practical applications for instruction you can implement immediately to improve concrete learning outcomes. The authors cover a variety of topics, including adult learning in the contemporary world, traditional learning theories, andragogy, motivation and learning, and more. Readers will also find: Explorations of the brain and cognitive functioning as it applies to adult learners How to adapt and improve the adult learning experience in the digital age Learning and reflection activities integrated throughout each chapter Perfect for master's-level students and practitioners alike, *Adult Learning: Linking Theory and Practice* is the up-to-date and practical adult education resource that you've been waiting for.

**Collaboration and Public Policy** Helen Sullivan, 2022-10-02 Collaboration is a ubiquitous yet contested feature of contemporary public policy. This book offers a new account of collaboration's appeal to human actors drawing on empirical examples across time and space. It provides a novel and comprehensive framework for analysing collaboration, that will be of use to those interested in understanding what happens when human actors collaborate for public purpose.

**Dancing Motherhood** Ali Duffy, 2023-05-10 *Dancing Motherhood* explores how unique factors about the dance profession impact pregnant women and mothers working in it. Ali Duffy introduces the book by laying a foundation of social and cultural histories and systemic structures and power that shape the issues mothers in dance negotiate today. This book then reveals perspectives from mothers in dance working in areas such as performance, choreography, dance education, administration, and advocacy through survey and interview data. Based on participant responses, recommendations for changes in policy, hiring, evaluation, workplace environment, and other professional and personal practices to better support working mothers in dance are highlighted. Finally, essays from eight working mothers in dance offer intimate, personal stories and guidance geared to mothers, future mothers, policymakers, and colleagues and supervisors of mothers in the dance field. By describing lived experiences and offering suggestions for improved working conditions and advocacy, this book initiates expanded discussion about women in dance and promotes change to positively impact dancing mothers, their employers, and the dance field.

*Teaching International Law* Jean-Pierre Gauci, Barrie Sander, 2024-06-26 The practice of teaching international law is conducted in a wide range of contexts across the world by a host of different actors – including scholars, practitioners, civil

society groups, governments, and international organisations. This collection brings together a diversity of scholars and practitioners to share their experiences and critically reflect on current practices of teaching international law across different contexts, traditions, and perspectives to develop existing conversations and spark fresh ones concerning teaching practices within the field of international law. Reflecting on the responsibilities of teachers of international law to engage with and confront histories, contemporary crises, and everyday events in their teaching, the collection explores efforts to decenter the teacher and the law in the classroom, opportunities for dialogical and critical approaches to teaching, and the possibilities of co-producing non-conventional pedagogies that question the mainstream underpinnings of international law teaching. Focusing on the tools and techniques used to teach international law to date, the collection examines the teaching of international law in different contexts. Traversing a range of domestic and regional contexts around the world, the book offers insights into both the culture of teaching in particular domestic settings, as well as the structural challenges and obstacles that arise in terms of who, what, and how international law is taught in practice. Offering a unique window into the personal experiences of a diversity of scholars and practitioners from around the world, this collection aims to nurture conversations about the responsibilities, approaches, opportunities, and challenges of teaching international law.

**The Affects, Cognition, and Politics of Samuel Beckett's Postwar Drama and Fiction** Cristina Ionica, 2020-01-21  
The Affects, Cognition, and Politics of Samuel Beckett's Postwar Drama and Fiction: Revolutionary and Evolutionary Paradoxes theorizes the revolutionary and evolutionary import of Beckett's works in a global context defined by increasingly ubiquitous and insidious mechanisms of capture, exploitation, and repression, alongside unprecedented demands for high-volume information-processing and connectivity. Part I shows that, in generating consistent flows of solidarity-based angry laughter, Beckett's works sabotage coercive couplings of the subject to social machines by translating subordination and repression into processes rather than data of experience. Through an examination of Beckett's attack on gender/ class-related normative injunctions, the book shows that Beckett's works can generate solidarity and action-oriented affects in readers/ spectators regardless of their training in textual analysis. Part II proposes that Beckett's works can weaken the cognitive dominance of constrictive "frames" in readers/ audiences, so that toxic ideological formations such as the association of safety and comfort with simplicity and "sameness" are rejected and more complex cognitive operations are welcomed instead—a process that bolsters the mind's ability to operate at ease with increasingly complex, malleable, extensible, and inclusive frames, as well as with increasing volumes of information.

**L'aula e la piazza** Alessandro Armando, Carlo Olmo, 2025-03-31T00:00:00+02:00 «Maestro, discepolo e piazza si intrecciano in un dialogo che, a partire dalle contraddizioni della contemporaneità, ha condizionato il nostro pensiero su spazio e democrazia, influenzando l'architettura e l'università fino a oggi». L'architettura è costantemente chiamata a confrontarsi con le proprie radici e tradizioni, riscoprendo attraverso il dialogo le contraddizioni che la attraversano. Il

rapporto tra pratica progettuale e storia, purtroppo, sembra oggi quasi interrotto, sebbene continui ad alimentarsi di un confronto difficile, ma necessario, tra prospettive disciplinari e generazionali diverse. In questo dialogo si tenta di affrontare le difficoltà che investono l'architettura, intesa come uno spettro che comprende ricerca, insegnamento e pratiche: un campo che non cessa di porre domande fondamentali sul nostro vivere insieme, sulla nostra capacità di pensare e progettare le città, ma anche di abitarle. Non basta una semplice riscrittura delle regole: è necessario mettere in discussione i presupposti che reggono i discorsi correnti sull'insegnamento e lo studio dell'architettura e sulla loro capacità di incidere sulla realtà. Le università, per esempio, sono diventate luoghi di riproduzione piuttosto che di elaborazione del sapere. Il docente, sempre più incapsulato in un sistema di valutazione impersonale, si trova a destreggiarsi tra l'obbligo di costruire curriculum e pubblicazioni scientifiche e il vuoto di una comunità che non riesce più a dialogare al suo interno. L'internazionalizzazione, che avrebbe dovuto ampliare gli orizzonti della disciplina, è spesso ridotta a un meccanismo che promuove la globalizzazione dei saperi senza favorire una vera comprensione tra le diversità. Non si tratta solo di riflettere su come restituire valore e orizzonti alle pratiche universitarie e professionali, ma di ritrovare spazi per un dialogo che vada oltre il semplice scambio accademico. Il confronto tra saperi, idee e tradizioni deve essere il cuore di un'architettura che non voglia ridursi a mera prestazione di servizio e riscopra la propria forza politica ed etica. Il percorso di riflessione proposto, portato avanti da due protagonisti di età e formazione diverse, è un invito a sfidare l'apparente inevitabilità del presente senza cedere al pessimismo. Si tratta di trovare una comprensione condivisa del nostro mondo e della nostra architettura, per restituire alle sue discipline la capacità di essere, ancora, un luogo di cambiamento.

Une équipe de feu ! Mikael Krogerus, Roman Tschäppeler, 2024-09-11 T00:00:00-04:00 Les individus, même les plus talentueux, donnent le meilleur d'eux-mêmes lorsqu'ils sont bien entourés. Mais créer une équipe performante, ça ne va pas de soi. •Comment réunir les bonnes personnes? •Comment composer avec des gens qu'on n'aime pas? •Comment concilier télétravail et solidarité? •Comment gérer la défaite et célébrer le succès? •Comment se motiver et motiver les autres? Les auteurs du best-seller international Le livre des décisions réunissent le b.a.-ba de 40 méthodes gagnantes dénichées ici et là de par le monde permettant d'atteindre des objectifs collectivement. Puisant autant à Harvard que dans les pratiques d'Amazon ou de la Nasa, ils exposent en toute simplicité, à l'intention des employés comme des gestionnaires, les principes clés qui peuvent transformer une équipe et faire une vraie différence. Trucs concrets, conseils inédits, illustrations sympathiques : ce livre unique vulgarise une panoplie d'options à fort potentiel pour stimuler la performance et la solidarité.

*Samenwerken* Mikael Krogerus, Roman Tschäppeler, 2023-11-28 Met verhelderende illustraties en praktische tips. Het vermogen om samen te werken is bijna overal vereist, maar toch wordt het bijna nooit onderwezen. Vreemd genoeg wordt aangenomen dat je het van nature kunt of en passant leert. Maar de waarheid is: samenwerken is geen karaktereigenschap, het is een vaardigheid. In dit boek geeft het beroemde duo Mikael Krogerus en Roman Tschäppeler 44 antwoorden op de

meest voorkomende vragen. Hoe neem je in een groep een beslissing als niet iedereen dezelfde mening heeft? Wie neemt de verantwoordelijkheid als een project niet goed loopt? Wat doe je met de zeurpiet in de groep? Samenwerken, voor meer plezier én succes op werk!

**Emotional Intelligence** Ralf Schulze, Richard D Roberts, 2005-05-01 The concept of Emotional Intelligence (EI) – the ability to perceive, express, understand, and regulate emotions – is still the subject of scientific debate despite its intuitive appeal and widespread popular interest in areas such as human resources, education, and organizational psychology. This book brings together leading experts from around the world to present their perspectives on the current status of EI. It covers theories of EI and assessment approaches in depth, as well as theoretical concepts and research findings on the antecedents and consequences of EI in occupational, educational, and clinical settings. The contributions provide an overview of the empirical evidence that supports (as well as contradicts) many common assumptions about EI and its relation to other forms of intelligence. The book thus reflects the diverse approaches to finding solutions for the still unresolved conceptual and empirical problems, and offers a critical appraisal of the current status of EI. Theory, measurement, and application of emotional intelligence, presented and critically reviewed by the world's leading experts.

**Kant's Theory of Emotion** D. Williamson, 2015-04-01 Williamson explains, defends, and applies Kant's theory of emotion. Looking primarily to the Anthropology and the Metaphysics of Morals, she situates Kant's theory of affect within his theory of feeling and focuses on the importance of moral feelings and the moral evaluation of our emotions.

*A Critique of Emotional Intelligence* Kevin R. Murphy, 2014-02-25 This book analyzes important criticisms of the current research on Emotional Intelligence (EI), a topic of growing interest in the behavioral and social sciences. It looks at emotional intelligence research and EI interventions from a scientific and measurement perspective and identifies ways of improving the often shaky foundations of our current conceptions of emotional intelligence. With a balanced viewpoint, *A Critique of Emotional Intelligence* includes contributions from leading critics of EI research and practice (e.g., Frank Landy, Mark Schmit, Chockalingam Viswesvaran), proponents of EI (e.g., Neal Ashkanasy, Catherine Daus), as well as a broad range of well-informed authors. Proponents claim that EI is more important in life than academic intelligence, while opponents claim that there is no such thing as emotional intelligence. Three key criticisms that have been leveled at emotional intelligence include: (1) EI is poorly defined and poorly measured; (2) EI is a new name for familiar constructs that have been studied for decades; and (3) claims about EI are overblown. While the book presents these criticisms, the final section proposes ways of improving EI research and practice with EI theories, tests, and applications.

Ego in Psychology Prof. Dr. Bilal Semih Bozdemir, The ramifications of these psychological distortions can be particularly pronounced during organizational change or crisis. During such periods, individuals may feel threatened and respond with denial, blocking out information that suggests their roles or the organization may be at risk. This resistance can proliferate at

various organizational levels, leading to misinformation and, in some cases, outright sabotage of change efforts. For example, when an organization announces a restructuring process, employees may downplay or deny their involvement or the necessity for changes, thereby complicating the execution and acceptance of the initiative. Projection can further complicate these dynamics. In times of uncertainty, team members may unconsciously project their anxiety and fears onto their colleagues, fostering distrust or competition rather than collaboration. For instance, if a project manager feels insecure about their leadership capabilities, they might project this insecurity onto their team, questioning their commitment or competence. Such behaviors not only strain working relationships but also distract from the shared goals and objectives that are crucial for organizational success. The intertwining of denial and projection can also obscure the development of a healthy feedback culture. In an environment where negative feedback is met with denial or hardship, employees may refrain from voicing concerns or suggestions. When feedback loops are stymied, opportunities for learning and improvement are lost, further entrenching inefficiencies. A leader who cannot accept constructive criticism may inadvertently cultivate a culture where team members fear reprisal for expressing dissenting views.

**Emotional Intelligence in Everyday Life** Joseph Ciarrochi, Joseph P. Forgas, John D. Mayer, 2013-10-14 Since the release of the very successful first edition in 2001, the field of emotional intelligence has grown in sophistication and importance. Many new and talented researchers have come into the field and techniques in EI measurement have dramatically increased so that we now know much more about the distinctiveness and utility of the different EI measures. There has also been a dramatic upswing in research that looks at how to teach EI in schools, organizations, and families. In this second edition, leaders in the field present the most up-to-date research on the assessment and use of the emotional intelligence construct. Importantly, this edition expands on the previous by providing greater coverage of emotional intelligence interventions. As with the first edition, this second edition is both scientifically rigorous, yet highly readable and accessible to a non-specialist audience. It will therefore be of value to researchers and practitioners in many disciplines beyond social psychology, including areas of basic research, cognition and emotion, organizational selection, organizational training, education, clinical psychology, and development psychology.

*Difficult Discussions* Laura L. Finley, Robin Cooper, 2020-05-01 Drawing from many disciplinary areas, this edited volume shares tools, techniques and ideas for engaging college students in difficult discussions. From sexual violence to race to poverty and more, chapters in the book present useful strategies as well as limitations in creating safe classroom spaces. Ideal for peace and justice educators, this volume also includes the voices of students in every chapter.

**Thinking about and Enacting Curriculum in "frames of War"** Rahat Naqvi, Hans Smits, 2012-01-01 Rahat Naqvi and Hans Smits' edited collection, *Thinking about and Enacting Curriculum in Frames of War* is centered on the theme of how the current global order creates precarious conditions for human life. The contributors respond to the challenges Judith Butler

posed about the fragility of life and questions about how we apprehend, and take up ethically, our responsibilities for those who are considered Other. The overarching objective of the book is the meaning of a call to ethics, and how discussion of framing and frames is a provocation to think about our responsibilities as curriculum scholars and practitioners.

**Witness and Memory** Ana Douglass, Thomas A. Vogler, 2012-11-12 This is a collection within the anthropology of violence and witness studies, a discipline inaugurated in the 1980s. It accomplishes a tight focus while tackling seemingly disparate topics: from Rigoberta Menchu to O.J. Simpson, and from feminist poetry to Hiroshima Mon Amour. With approaches ranging from anthropological and historical to literary and philosophical, this collection is engaging in both subject matter and writing style.

Handbook of Integrative Clinical Psychology, Psychiatry, and Behavioral Medicine Roland A. Carlstedt, 2009-12-14 This is the long-awaited text on interdisciplinary treatment and assessment of, among other clinical topics, brain-derived behavioral, cognitive, and neurological disorders.... --Niels Birbaumer, PhD University of Tübingen, Germany Member of the German Academy of Sciences, Leopoldina Gone is the unidimensional approach of the expert summarizing a topic from a single vantage point. Instead, the content shifts laterally, embracing not only interdisciplinary expertise, but an integrative way of thinking that transcends each discipline.... What makes the Handbook so refreshing is that this cross pollination of ideas and approaches is more than novel theorizing. It offers clinicians a new way forward. --Anthony Feinstein, MD, MPhil, PhD, FRCP University of Toronto To maintain the highest standards, allied health care practitioners must keep pace with evolving trends in diagnostics, interventions, and methodologies. This book supports clinicians by disseminating important perspectives, research, and procedures. It provides an integrative roadmap that fosters interdisciplinary cooperation. Key Features: Presents reviews of research on a broad selection of clinical disorders Includes a wide range of established and emerging diagnostic and intervention approaches Discusses viable evidence-based alternative treatment methods Critiques certain approaches, paradigms, and practices that may need to be revised Includes contributions from renowned psychologists, psychiatrists, and researchers Clinicians, researchers, and students will find this book a valuable source for interdisciplinary practice and research. It facilitates a sorely needed move toward integrative practice in an era in which specialization pervades.

Flourishing Maureen Gaffney, 2011-10-27 'A realistic approach to positive thinking' Sunday Times Do you want to be better at pursuing goals, grasping opportunities and facing set-backs? Do you want to FLOURISH? Psychologist Maureen Gaffney believes that in an increasingly uncertain world it is not only possible for us to flourish but essential that we take steps to do so. In Flourishing she shows you how to: Achieve a deeper sense of well-being, meaning and purpose Use adversity as a positive turning point Train your mind to pay attention Master your emotions and focus on your goals This gripping, stimulating and inspiring book will help you change your life for the better. Get ready to flourish!

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