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Provides a comprehensive coverage of both the deterministic and stochastic models of life contingencies, risk theory, credibility theory, multi-state models, and an introduction to modern mathematical finance. New edition restructures the material to fit into modern computational

methods and provides several spreadsheet examples throughout. Covers the syllabus for the Institute of Actuaries subject CT5, Contingencies Includes new chapters covering stochastic investments returns, universal life insurance. Elements of option pricing and the Black-Scholes formula will be introduced.

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The New Cambridge Shakespeare appeals to students worldwide for its up-to-date scholarship and emphasis on performance. The series features line-by-line commentaries and textual notes on the plays and poems. Introductions are regularly refreshed with accounts of new critical, stage and screen interpretations. This second edition of The Merchant of

Venice retains the text and Introduction prepared by M. M. Mahood and features a new introductory section by Charles Edelman. Where Mahood focuses in her Introduction on the expectations of the play's first audience and on our modern experience of seeing and hearing the drama performed, Edelman explores the play's sexual politics. He also foregrounds recent scholarship on the position of Jews in Shakespeare's time and surveys the international scope and diversity of theatrical interpretations of the text in the 1980s and 1990s. He pays particular attention to the ways in which directors and actors tackle the troubling figure of Shylock.

Lacy's Acting Edition of Plays, Dramas, Farces and Extravagances, Etc., Etc
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MathematicsJohn Wiley & Sons
Collateral Inheritance and Transfer Tax Law of the State of New York McGraw-Hill Education (UK)

Higher Education: A Critical Business is a bold statement about higher education in the modern age. It continues Ronald Barnett's thinking of his earlier books but offers a completely new set of ideas in a challenging but engaging argument. A defining concept of the Western university is that of critical thinking, but that idea is completely inadequate for the changing and unknowable world facing graduates. Instead, we have to displace the idea of critical thinking with the much broader idea of critical being. In this idea, students reflect critically on knowledge but they also develop their powers of critical self-reflection and critical action. This critique is transformatory. An education for critical being calls for a new approach to the process of higher education. It also has implications for the organization and management of universities, and for the relationship of universities to the wider worlds of work, professionalism and intellectual life. "Barnett reviews what the academy customarily means when it talks

about critical thought, explains why that talk is so often shallow and pessimistic, and holds up for contemplation a positive conception of a 'very wide self' formed through education.... He breathes completely new life into the dead notion of academic as intellectual" - Professor Sheldon Rothblatt, University of California, Berkeley and Royal Institute of Technology, Sweden Anyone interested in understanding how we might develop universities and higher education for the modern world should read this important book.

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