

Manuale Di Storia Contemporanea Detti Gozzini L Ottocento

A Contemporary History of Marx's Capital La didattica universitaria della storia Luther und die Reformation in internationalen Geschichtskulturen I modelli costituzionali della Francia rivoluzionaria The Colonial Past in History Textbooks Contemporanea Antisemitismo in America Giano bifronte Manuale di letteratura italiana contemporanea Geschichte Der Geschichtsschreibung Annali di storia moderna e contemporanea Italia contemporanea Manuale di letteratura italiana medievale e moderna Il filo rosso Il ruolo geopolitico dei consoli a Trieste dal 1732 al 2006 La legislazione razzista in Italia e in Europa Il turismo e le città tra XVIII e XXI secolo Archivio storico per le province napoletane Women's History at the Cutting Edge Per-turbamenti Paolo Favilli Gianluca Bocchetti Roland Bernhard Alessia Di Stefano Rossi Karel Van Nieuwenhuyse Elena Fallo Michele Millozzi Alberto Casadei Alberto Casadei Laura Carotti Aldo Colleoni Sofia Bianconi Donatella Strangio Autori Vari Angela Madesani

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paolo favilli provides both students and scholars with an original reading of themes and issues found in karl marx's das kapital and its connections with present day challenges by way of continuous cross referencing between present and past favilli demonstrates claims that the scientific status of das kapital advanced by countless texts since its original publication are themselves deeply imbued by the spirit of the times if in 1963 jean paul sartre could write that marxism was the unsurpassable philosophical horizon of our times what could make an undergraduate student today consider such a claim plausible informed by the latest research on marxist theory and decades teaching the philosophy of history

favilli employs a didactic approach stimulating student engagement and learning opportunities in the classroom this approach allows for a better understanding of relationship between the present and the multiple temporalities that characterise and periodise the contemporary era what follows is a critique of the contemporary academy for its hangover of post 1989 nuovismo cult of novelty and inability to make the proper distinctions between marxism as party state the works of karl marx and marxism as an object of history this led to the spectacle where after 1989 those who had spent most of their careers as marxist hued scholars not only abandoned this identity but also spurned any recognition that marx and marxism were worthwhile objects of inquiry this book was first published in italian as a proposito de il capitale il lungo presente e i miei studenti corso di storia contemporanea milan francoangeli 2021 this english translation includes a new foreword by the author

la didattica universitaria della storia è un terreno di ricerca del tutto inesplorato in italia e per larga parte anche in quei paesi che possono vantare tradizioni di studi ben più solide in questo settore e ciò perché è comunemente accettata l'idea secondo cui l'ambito accademico sia sempre garanzia di un alta qualità dell'insegnamento impartito rovesciando tale tesi questo contributo si propone di indagare a fondo sull'insegnamento e l'apprendimento della storia all'università allo scopo di comprenderne l'efficacia ossia di verificare se effettivamente e in che termini quest'ultima sia in grado di condurre i discenti al raggiungimento del più importante degli obiettivi didattici concernenti la storia lo sviluppo del ragionamento storico avvalendosi della comparazione tra italia e spagna uno dei contesti nazionali più all'avanguardia in questo ambito dell'impiego di una grande molteplicità di fonti tra cui figurano specifici questionari e di un'ampia ricognizione della didattica della storia come disciplina e del suo dibattito di riferimento concernente le teorie della conoscenza storica il risultato è un primo tentativo di individuazione e di analisi dei caratteri originali e delle criticità della storia nel sistema d'istruzione superiore che focalizza l'attenzione sulle tradizioni disciplinari le pratiche e gli strumenti didattici più rilevanti senza però dimenticare il complesso rapporto della storia accademica con la scuola l'editoria e il digitale

was schreiben schulbücher zum thema reformation wie deuten sie das wirken martin luthers wie stellen sie die rolle der katholischen kirche dar und wie nehmen sich museen romane und andere manifestationen der geschichtskultur des themas an das buch reflektiert die antworten auf diese fragen im licht geschichtsdidaktischer diskurse es zeigt zudem wie ehemals sozialistische länder nach 1989 1991 das thema neu entdeckten und reißt mit zwei asiatischen sichten die globale dimension der rezeption dieses früher vorwiegend aus westlicher perspektive reflektierten themas an in diesem sinne soll dieser band dazu beitragen geschichtsunterricht multiperspektivisch zu bereichern what do school textbooks say about the reformation how do they interpret the work of martin luther how do they portray the role of the catholic church and how do museums novels and other manifestations of its historical culture deal with the topic this book reflects

the answers to these questions in light of history didactic discourse it also shows how formerly socialist countries rediscovered the subject after 1989 1991 and with two asian points of view notes the global dimension of the reception of this topic which was formerly viewed from a predominantly western perspective in this sense this volume plays its part in enriching history lessons from multiple perspectives

la ricerca qui proposta vuole mostrare il periodo rivoluzionario avente come nucleo l'89 analizzato sotto diversi aspetti da quelli storici più conosciuti che fanno da cornice all'opera a quelli meno noti che si trovano tra gli altri nell'opera di Roussier partendo dall'ancien régime del regno di Francia dagli ordini e dalla costituzione di tipo consuetudinario si affrontano gli usi sociopolitici istituzionali e le varie carte scritte che si sono succedute nel decennio di riferimento l'excursus ha inizio dalla prima repubblica con la costituzione civile del clero che ha profondamente modificato i rapporti tra stato e chiesa come conosciuti fino a quel momento si prosegue nel lavoro con la delineazione delle carte fondamentali e delle relative differenze dal 1791 sino al 1799 inizio dell'era napoleonica

this book examines the evolving representations of the colonial past from the mid 19th century up to decolonization in the 1960s and 70s the so called era of modern imperialism in post war history textbooks from across the world the aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different former colonizer and colonized countries to be found in collective memory popular historical culture social representations identity building processes and the state of historical knowledge within academia the approach of the book is novel and innovative in different ways first of all given the complexity of the research an original interdisciplinary approach has been implemented which brings together historians history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks secondly given the interest in the interplay between collective memory popular historical culture social representations and the state of historical knowledge within academia a diachronic approach is implemented examining the evolving representations of the colonial past and connecting them to developments within society at large and academia this will allow for a deeper understanding of the processes under examination thirdly studies from various corners of the world are included in the book more specifically the project includes research from three categories of countries former colonizer countries including England Spain Italy France Portugal and Belgium countries having been both colonized and colonizer Chile and former colonized countries including Zimbabwe Malta and Mozambique this selection allows pairing up the countries under review as former colonizing colonized ones for instance Portugal Mozambique United Kingdom Malta allowing for an in depth comparison between the countries involved before reaching the research core three introductory chapters outline three general issues the book starts with addressing the different approaches and epistemological underpinnings history and social psychology as

academic disciplines hold in a second chapter evolutions within international academic colonial historiography are analyzed with a special focus on the recent development of new imperial history a third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations the next ten chapters form the core of the book in which evolving representations of colonial history from mid 19th century until decolonization in the 1960s and 1970s are examined explained and reflected upon for the above mentioned countries this is done through a history textbook analysis in a diachronic perspective for some countries the analysis dates back to textbooks published after the second world war for other countries the focus will be more limited in time the research presented is done by historians and history educators as well as by social psychologists in a concluding chapter an overall overview is presented in which similarities and differences throughout the case studies are identified interpreted and reflected upon

what have the achievements of women s and gender history as a field of study been in italy to what extent has it succeeded in making women s history an integral part of academic enquiry rather than an optional specialist area what impact has the study of manhood and masculinities had on our understanding of women s lives what is the relationship between gender studies and new critical histories of colonialism and empire contact zones cross cultural encounters and racialisation how is new work on cultural geography and spatial categories impacting our historical understandings of bodily differences the articles collected here are inspired by these questions previously posed by karen offen and chen yan to an international group of historians they discuss several critical themes including the challenges the field has experienced in the italian institutional context and which it continues to face today how we can move the conversation beyond italy and europe to other international arenas and how to expand the research on topics like the history of masculinities gay and lesbian studies colonial studies and global history

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