

Enseigner L Histoire A L A C Cole

Beyond the Canon

2012

History Education and the Construction of National Identities

History of the Language Sciences / Geschichte der Sprachwissenschaften / Histoire des sciences du langage. 1. Teilband

Enseigner l'histoire : un métier qui s'apprend

Ordinary Sudan, 1504-2019

New Literacies and Teacher Learning

Teacher Education Intersecting Comparative and International Education

Dialogue in the Med: Exploring Identity through Networks

History Education at the Edge of the Nation

Adab and Modernity

Imagology

Enseigner l'histoire aux adolescents

History and Memory

World War I

Banished

The Nation, Europe, and the World

Pourquoi enseigner l'histoire - Ebook

Biographie Universelle, Ancienne Et Moderne

The Palgrave Handbook of History and Social Studies Education

Religious Renewal in France, 1789-1870

Financialization, Financial Literacy, and Social Education

Conflict and Survival in Contemporary Western European Film

The Colonial Legacy in France

Controversial Issues and Social Problems for an Integrated Disciplinary Teaching

Joined-up History

Enseigner l'histoire dans le secondaire

Discourses of Antiracism in France

Pourquoi enseigner l'histoire à l'école ?

Eclairer l'Obscurité

The Emperor's New Computer

Studies and Reports

Boletín Internacional de Bibliografía Sobre Educación

The Palgrave Handbook of Conflict and History Education in the Post-Cold War Era

Catholicism, Politics and Society in Twentieth-Century France

Cobbett's Political Register

The Memory of Colonialism in Britain and France

The Church and the State in France, 1789-1870

Enseigner l'histoire à l'heure de l'ébranlement colonial.

Cobbett's Annual Register

Enseigner L Histoire A L A C Cole

Downloaded from intra.itu.edu by guest

BRODY URIEL

[Beyond the Canon](#) Routledge

The objective of this book is to prompt a re-examination of financial literacy, its social foundations, and its relationship to citizenship education. The collection includes topics that concern indigenous people's perspectives, critical race theory, and transdisciplinary perspectives, which invite a dialogue about the ideologies that drive traditional and critical perspectives. This volume offers readers opportunities to learn about different views of financial literacy from a variety of sociological, historical and cultural perspectives. The reader may perceive financial literacy as representing a multifaceted concept best interpreted through a non-segregated lens. The volume includes chapters that describe groundings for revising standards, provide innovative teaching concepts, and offer unique sociological and historical perspectives. This book contains 13 chapters, with each one speaking to a distinctive topic that, taken as a whole, offers a well-rounded vision of

financial literacy to benefit social education, its research, and teaching. Each chapter provides a response from an alternative view, and the reader can also access an eResource featuring the authors' rejoinders. It therefore offers contrasting visions about the nature and purpose of financial education. These dissimilar perspectives offer an opportunity for examining different social ideologies that may guide approaches to financial literacy and citizenship, along with the philosophies and principles that shape them. The principles that teach and inform about financial literacy defines the premises for base personal and community responsibility. The work invites researchers and practitioners to reconsider financial literacy/financial education and its social foundations. The book will appeal to a range of students, academics and researchers across a number of disciplines, including economics, personal finance/personal economics, business ethics, citizenship, moral education, consumer education, and spiritual education.

2012 Springer Nature

This edited volume explores the evolution of history education from a transnational perspective, focusing on border regions in Europe that are considered on the "periphery" of the Nation-State. By

introducing this concept and taking into consideration the dynamics of decentralization and the development of minorities' teaching practices and narratives, the book sheds light on new challenges for history education policy and curriculum design. Chapters take a comparative approach, dissecting and analyzing specific case studies from school systems in France, Germany, Italy, the UK, and Scandinavian countries. In doing so, the editors and their authors weave a systematic account of the impact of local autonomy on educational culture, on the civic remit of schools, and on the narratives embodied by history school canons.

History Education and the Construction of National Identities BRILL

Once-dominant images of the First World War as a futile contest fought by innocent soldiers and wasteful generals have given way to more sophisticated scholarly analyses. This volume presents some of the most innovative work of this new generation of research on the War to End All Wars. Taking a global and comparative perspective, these essays place the War in a wide global and thematic context, greatly enhancing our understanding of one of the most important and complex events of the 20th Century.

[History of the Language Sciences / Geschichte der Sprachwissenschaften / Histoire des sciences du langage. 1. Teilband](#) Indiana University Press

Writing in English, German, or French, more than 300 authors provide a historical description of the beginnings and of the early and subsequent development of thinking about language and languages within the relevant historical context. The gradually emerging institutions concerned with the study, organisation, documentation, and distribution are considered as well as those dealing with the utilisation of language related knowledge. Special emphasis has been placed on related disciplines, such as rhetoric, the philosophy of language, cognitive psychology, logic and neurological science.

Enseigner l'histoire : un métier qui s'apprend IAP

This book explores national attitudes to remembering colonialism in Britain and France. By comparing these two former colonial powers, the author tells two distinct stories about coming to terms with the legacies of colonialism, the role of silence and the breaking thereof. Examining memory through the stories of people who incited public conversation on colonialism: activists; politicians; journalists; and professional historians, this book argues that these actors mobilised the colonial past to make sense of national identity, race and belonging in the present. In focusing on memory as an ongoing, politicised public debate, the book examines the afterlife of colonial history as an element of political and social discourse that depends on actors' goals and priorities. A thought-provoking and powerful read that explores the divisive legacies of colonialism through oral history, this book will appeal to those researching imperialism, collective memory and cultural identity.

[Ordinary Sudan, 1504-2019](#) Rabaah Publishers

"In this brilliant meditation on the varying conceptions of history, Jacques Le Goff, one of the leading members of the French "Annales" school, examines the oppositions between past and present, ancient and modern as well as the various continuities in the evolutions of the historical spirit." "Clearly written, broad-ranging, and richly allusive, History and Memory is a provocative book that will inspire a better understanding of historical work and provide an overview of the "new history" that has revolutionized historical studies over the post half century. Le Goff has written a new preface for the English language edition, which examines recent trends in historiography."--Jacket.

[New Literacies and Teacher Learning](#) Peter Lang

This edited collection explores how contemporary western European film can reflect on and contribute to discourses of conflict and survival in the new century.

[Teacher Education Intersecting Comparative and International Education](#) Walter de Gruyter GmbH & Co KG

Adab is a concept situated at the heart of Arabic and Islamic civilization. What became of it, towards modernity? The question of the civilising process (Norbert Elias) helps us reflect on this story.

Dialogue in the Med: Exploring Identity through Networks FeniXX

For the authors in this book, there can be no valid excuses for ignorance in any aspect of education as theory/practice. That is: - If we come to learn that all educational problems involve knowledge of complex systems and processes, then quick, simple solutions should not be an educator's first or only expedient option.

[History Education at the Edge of the Nation](#) Liverpool University Press

L'enseignant est aujourd'hui confronté à des élèves chez lesquels il ne reconnaît souvent ni les références culturelles ni les motivations qui ont été les siennes, Mais enseigner l'histoire, n'est-ce pas une tâche encore plus ardue au moment où disparaissent les repères et les démarches qui ont donné sens à l'histoire enseignée ? Il y a pourtant là, pour l'enseignant, une gageure à relever, un pari à gagner. Cet ouvrage est donc ambitieux. Faisant le pari de la démocratisation de l'enseignement, les auteurs montrent que l'histoire peut retrouver sens pour les élèves sans tomber pour autant dans un propos lénifiant. Mais il faut pour cela poser des vraies questions : qu'est-ce que le savoir historique ? qu'est-ce qu'enseigner l'histoire ? comment les élèves peuvent-ils s'approprier ce savoir ? Cet ouvrage n'est donc ni un recueil de recettes ni un manuel de pédagogie. Il fait part des questions que doivent se poser tous ceux qui enseignent ou se préparent à enseigner l'histoire.

Adab and Modernity Lulu.com

This book aims to study the departure and reception of refugees in 19th-century Europe, from the Congress of Vienna to the 1870-1880s. Through eight chapters, it draws on a transnational

approach to analyze migratory movements across European borders. The book reviews the chronology of exile and shows how European states welcomed, selected, and expelled refugees. In addition to presenting the point of view of nation-states, it reflects the experience of those migrating. The book addresses departure into exile, captured through the material circumstances of crossing borders in the 19th century, and examines the emergence of new ways to pursue political commitments from abroad. The outcasts are considered in all their diversity, with a prominent place accorded to women and children, many of whom also moved under duress. The book aims to shed light on the forced migrations of Europeans across Europe, while also considering the global dimension, looking at exile to the Americas or the French colonies. A final chapter examines the impossibility or difficulty of returning from exile to one's country of origin, as well as the a posteriori memorial constructs around that crucial experience.

[Imagology](#) IAP

This book explores the responses of the Roman Catholic Church to the French Revolution beginning in 1789, to the liberal revolution in 1830, and particularly the democratic revolution of 1848 in France, and asks how these events were perceived and explained. Informed by the collective memory of the first revolution, how did the Church react to renewed 'catastrophe'? How did it seek to influence political choice? Why did authoritarian government prove to be so attractive? This is a study of the impact of religion on political behaviour, as well as of the politicisation of religion. Roger Price employs the methodology of the social and cultural historian to explain the development and interaction of two key institutions, Church and State, during a period of political and social upheaval. Drawing on a wide range of archival and printed primary sources, as well as secondary literature, this book analyses the diverse perceptions of people with power and the impact of their decisions, and the responses, of a wide range of individuals and communities.

Enseigner l'histoire aux adolescents Rowman & Littlefield

First published in 1998, this book is an examination of antiracist discourses and practices in France. It sets out to trace the development of post-war French antiracism through the life of antiracist organizations, setting this within a broader historical, political and social context. It breaks new ground in that it analyses antiracism as a body of ideas in its own right, rather than as a mirror image of racism. The author uses previously unpublished archival material from French organizations combined with observations from current events. She argues that antiracist discourses and practices are structured around four main themes: discrimination, representation, solidarity and hegemony. While perceptions of discrimination have evolved into complex understandings of social exclusion, the representational functions of antiracist groups were challenged by immigrant workers movements themselves. Solidarity remained central to antiracist practices in different political contexts. Underpinning these features lies a hegemonic social project through which antiracists have sought to promote a 'common sense' through political and educational campaigns. The author concludes that French antiracism although constantly changing and refocusing is now a pluralist, transversal, hegemonic movement and an important component of civil society.

[History and Memory](#) Walter de Gruyter

This book provides a study of the manner in which the Roman Catholic Church in France responded to successive revolutions between 1789 and 1870 as well as to the cultural upheaval associated with accelerating socio-economic change. It focuses on the Church as an institution engaged in a dynamic process of (re)Christianization and determined, as the only repository of the true faith of Jesus Christ, to fortify belief, and to combat the 'Satanic' forces of moral corruption and revolutionary chaos and create a 'counter society', the société parfaite. Discussion of the Church as an institution in crisis, of the recruitment, instruction and mind-sets of its bishops, parish clergy, and the members of religious orders, of its hierarchical structures and internal discipline, and of the need to compensate for the losses suffered during a period of revolutionary upheaval, provides the basis for an exploration of its evolving doctrine(s) and sense of purpose; for an assessment of the pastoral care provided to parish communities; and of the leadership and moral qualities of the clergy; before final consideration of the reception of the religious message(s).

World War I Springer

Pourquoi enseigne-t-on l'histoire ? La question peut étonner tant nous sommes persuadés, en France, de la nécessité de cet enseignement. Mais force est de constater que, selon les États, les modalités d'enseignement sont très disparates dans leurs contenus, programmes, méthodes, enracinements épistémologiques et idéologiques. Ce numéro 69 de la Revue internationale

d'éducation de Sèvres se propose, à travers dix études de cas (Afrique du Sud, Allemagne, Canada, Colombie, France, Italie, Japon, Maroc, Russie, Vietnam), d'étudier les objectifs et les buts poursuivis par les institutions, quand elles mettent en place un enseignement historique, évaluent les méthodes appliquées, sélectionnent des faits et des personnages. Des constats inattendus émergent de ce panorama comparatiste contemporain. Partout, l'enseignement de l'histoire soulève des questions urgentes qui se posent dans des termes quasiment identiques, et en particulier celles des rapports à la mémoire et au récit national ou communautaire. On découvre également, dans tous ces pays, une opposition claire entre deux méthodes d'enseignement : l'une plus traditionnelle, qui tend à privilégier le discours national, et l'autre qui vise à mettre en évidence l'approche critique. Ces deux méthodes sont utilisées partout mais avec des hésitations, voire des remords dans certains pays. C'est peut-être la définition même de l'histoire qui est en jeu : qui détient les clés de son écriture ? Les porteurs de mémoire ? Les politiques ? Pourquoi le niveau supranational n'apparaît-il que rarement dans les articles ? Comment s'explique le désintérêt des élèves et des étudiants pour cet enseignement, que relèvent les auteurs ? A lire les contributions, il semble qu'on soit partout à la recherche de l'utilité de cet enseignement spécifique, au croisement des préoccupations scientifiques, des besoins sociaux et des urgences du vivre ensemble. Un numéro publié coordonné par Jean-Clément Martin, professeur émérite à l'Université Paris 1 Panthéon Sorbonne.

[Banished](#) Springer Nature

Alors que les combats de la Seconde Guerre mondiale achevaient de dissoudre le mythe de la supériorité de l'homme blanc, le Soudan était disputé par ses deux maîtres officiels, la Grande-Bretagne et l'Égypte. Le territoire s'acheminait-il vers l'indépendance ou une union politique avec son voisin méditerranéen ? La rivalité anglo-égyptienne, couplée à un impérialisme britannique soucieux de « préparer » les sociétés africaines à la souveraineté nationale, déboucha sur l'unification hâtive du Nord et du Sud-Soudan en 1947. Parvenues à des positions de pouvoir une décennie avant l'indépendance (1956), les élites du Nord s'attachèrent à faire du Soudan, pays à forte pluralité ethnolinguistique et religieuse, un État-nation arabe et musulman. Dans ce contexte, un nouvel enseignement d'histoire fut élaboré pour les écoles élémentaires soudanaises. Quels en étaient les acteurs, les récits, les pratiques ? Cet ouvrage décortique les représentations, les apprentissages et les rapports sociaux sous-tendant la production et l'usage de manuels en langue arabe dans le Soudan colonial tardif. L'auteure propose également un éclairage comparatif sur l'histoire enseignée dans d'autres territoires de l'empire britannique en voie d'émiettement. Ce livre offre de nouvelles clés de compréhension d'une séquence charnière dans l'histoire du monde contemporain. Au regard de l'actualité plus récente, il montre quel rôle l'histoire scolaire a pu jouer dans l'éclatement du cadre national soudanais après 1956, aboutissant à la scission du Soudan en deux États en 2011.

[The Nation, Europe, and the World](#) Walter de Gruyter GmbH & Co KG

This book starts from the premise that the study of "exceptionally normal" women and men - as conceived by microhistory - has radical implications for understanding history and politics, and applies this notion to Sudan. Against a historiography dominated by elite actors and international agents, it examines both how ordinary people have brought about the most important political shifts in the country's history (including the recent revolution in 2019) and how they have played a role in maintaining authoritarian regimes. It also explores how men and women have led their daily lives through a web of ordinary worries, desires and passions. The book includes contributions by historians, anthropologists, and political scientists who often have a dual commitment to Middle Eastern and African studies. While focusing on the complexity and nuances of Sudanese local lives in both the past and the present, it also connects Sudan and South Sudan with broader regional, global, and imperial trends. The book is divided into two volumes and six parts, ordered thematically. The first part tackles the entanglement between archives, social history, and power. The second focuses on women's agency in history and politics from the Funj era to the recent 2018-2019 revolution. Part 3 includes contributions on the history and global connections of the Sudanese armed forces. In the second volume, part 4 intersects the themes of urban life, leisure, and colonial attitudes with queerness. In part 5, labour identities, practices, and institutions are discussed both in urban milieus and against the background of war and expropriation in rural areas. Finally, part 6 studies the construction of social consent under various self-styled Islamic regimes, as well as the emergence of alternative imaginaries and acts of citizenship in times of political openness.

[Pourquoi enseigner l'histoire - Ebook](#) Berghahn Books

How is history represented? As just a record of the past, as a part of a present identity or as future goals? This book explores how historical contents and narratives are presented in school textbooks and other cultural productions (museums, monuments, etc) and also how they are understood by students, in the context of increasing globalization. In these contemporary conditions, the relation between history learning processes, in and out of school, and the construction of national identities presents an ever more important topic. It is being studied by looking at the appropriation of historical narratives, which are frequently based on the official history of a nation state. Most of the chapters in this volume are educational studies about how the learning of history takes place in school settings of different countries such as Canada, France, Germany, Latin America, Spain, the Netherlands, the United Kingdom and the United States. Covering such a broad sample of cultural and national contexts, they provide a rich reflection on history as a subject related to patriotism, cosmopolitanism, both or neither.

Biographie Universelle, Ancienne Et Moderne Routledge

Debates about the legacy of colonialism in France are not new, but they have taken on new urgency in the wake of recent terrorist attacks. Responding to acts of religious and racial violence in 2005, 2010, and 2015 and beyond, the essays in this volume pit French ideals against government-sponsored revisionist decrees that have exacerbated tensions, complicated the process of establishing and recording national memory, and triggered divisive debates on what it means to identify as French. As they document the checkered legacy of French colonialism, the contributors raise questions about France and the contemporary role of Islam, the banlieues, immigration, race, history, pedagogy, and the future of the Republic. This innovative volume reconsiders the cultural, economic, political, and social realities facing global French citizens today and includes contributions by Achille Mbembe, Benjamin Stora, Françoise Vergès, Alec Hargreaves, Elsa Dorlin, and Alain Mabanckou, among others.

The Palgrave Handbook of History and Social Studies Education Bloomsbury Publishing

L'objectif majeur de l'enseignement de l'histoire, que ce soit en France, en Belgique ou au Québec est de préparer les élèves à devenir des citoyens actifs d'une société démocratique. Enseigner l'histoire aux adolescents est un outil au service de cet objectif. Les professeurs d'histoire du secondaire y trouveront des descriptions détaillées de pratiques de terrain, fruits de nombreuses années d'enseignement de l'histoire, destinées aux élèves des trois dernières années de l'enseignement secondaire. Ces pratiques peuvent être mises en œuvre dans les conditions ordinaires d'exercice du métier, sans matériel ni locaux exceptionnels. Les choix didactiques présentés s'inscrivent dans une conception socio-constructiviste dont les principes de base sont expliqués. La dernière partie du livre propose des éléments de réflexion plus théoriques, qui fondent les pratiques décrites. Cet ouvrage, issu de la collaboration d'un chercheur et d'un enseignant de terrain, propose aux professeurs des outils très concrets et contribue à nourrir le débat sur l'enseignement de l'histoire.

Best Sellers - Books :

- [Goodnight Moon](#)
- [Young Forever: The Secrets To Living Your Longest, Healthiest Life \(the Dr. Hyman Library, 11\)](#)
- [The Seven Husbands Of Evelyn Hugo: A Novel](#)
- [Why A Daughter Needs A Dad: Celebrate Your Father Daughter Bond This Father's Day With This Special Picture Book! \(always In My Heart\) By Gregory E. Lang](#)
- [Fast Like A Girl: A Woman's Guide To Using The Healing Power Of Fasting To Burn Fat, Boost Energy, And Balance Hormones By Dr. Mindy Pelz](#)
- [It's Not Summer Without You By Jenny Han](#)
- [Jackie: Public, Private, Secret](#)
- [Goodnight Moon By Margaret Wise Brown](#)
- [Flash Cards: Sight Words](#)
- [The Courage To Be Free: Florida's Blueprint For America's Revival](#)