

Philosophy History And Problems 8th Edition

Scientific Sources and Teaching Contexts Throughout History: Problems and Perspectives Problems and Methods of the History of Religions Problems and Methods in the History of Medicine Japan's Response to History Problems The Principles of History History in Mathematics Education History German Problems and Personalities Psychology and Historical Interpretation A Fallibilist Social Methodology for Today's Institutional Problems History as a Science: The Philosophy of R.G. Collingwood On History and Philosophers of History Radical Revelation The What and the Why of History Learning History in America Challenges to Theoretical Psychology Studies in the Economic History of the Middle East Czech Philosophy in the XXth Century Problems of Communism History For A Nation Alain Bernard Bianchi Roy Porter Karol Zakowski Robin George Collingwood John Fauvel Peter Claus Charles Sarolea William McKinley Runyan John Wettersten Jan van der Dussen William Dray Balázs M. Mezei Goldstein Lloyd S. Kramer International Society for Theoretical Psychology. Conference M. A. Cook Lubomír Nový Stuart Macintyre

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this book examines the textual social cultural practical and institutional environments to which the expression teaching and learning contexts refers it reflects on the extent to which studying such environments helps us to better understand ancient or modern sources and how notions of teaching and learning are to be understood tackling two problems the first is that of certain sources of scientific knowledge being studied without taking into account the

various contexts of transmission that gave this knowledge a long lasting meaning the second is that other sources are related to teaching and learning activities but without being too precise and demonstrative about the existence and nature of this teaching context in other words this book makes clear what is meant by context and highlights the complexity of the practice hidden by the words teaching and learning divided into three parts the book makes accessible teaching and learning situations presents comparatist approaches and emphasizes the notion of teaching as projects embedded in coherent treatises or productions

preliminary material u bianchi c j bleeker and a bausani la personalità morale di raffaele pettazzoni luigi salvatorelli la méthode comparative entre philologie et phénoménologie geo widengren the definition of religion on the methodology of historical comparative research ugo bianchi the contribution of the phenomenology of religion to the study of the history of religions c jouco bleeker islam in the history of religions alessandro bausani problems and prospects of the studies on persian religion gherardo gnoli some internal and comparative problems in the field of indian religions corrado pensa

originally published in 1987 problems and methods in the history of medicine is a collection of papers surveying and assessing the particular approaches and techniques which have been used in the history of medicine in the past or are still being developed from the influence of annales to the role of the computer the emphasis is on historical practice rather than methodology in isolation besides the topics indicated above a third problematic is that of historical demography a common theme to all three groups of paper is the relation between quantitative hard data and qualitative soft data

this book examines the decision making processes behind the formulation and evolution of the japanese government s official stance regarding diplomatic problems connected with the history of japan s territorial expansionism in east asia based on neoclassical realism and historical institutionalism this book analyzes to what extent japan s reaction to history problems complied with external pressures and to what extent it was modified by domestic level variables particular attention is paid to the ideological leanings of key decision makers as well as their position against veto players such as ruling party decision making bodies liberal democratic party ldp factions cabinet members coalition parties and ministerial bureaucrats through four case studies apologies for the war of aggression a history textbook screening system prime ministerial visits to the yasukuni shrine and the comfort women issue it reveals which institutional actors formulated an initial response to issues of history under what political circumstances japan s official stance on history problems was shaped and institutionalized and what methods were utilized by the revisionists to challenge the status quo exploring path dependent processes that led to the formulation of a compromise in the japanese government this book will appeal to students and scholars of japanese politics asian studies international studies and political science

the original text of this uncompleted work has only recently been discovered and is accompanied here by collingwood's shorter writings on historical knowledge and inquiry besides containing entirely new ideas these incredible writings discuss many of the issues which collingwood famously raised in the idea of history and in his autobiography this book also includes a lengthy editorial introduction that puts collingwood's writings in their context and discusses the philosophical questions they initiate from publisher description

this ground breaking book investigates how the learning and teaching of mathematics can be improved through integrating the history of mathematics into all aspects of mathematics education lessons homework texts lectures projects assessment and curricula it draws upon evidence from the experience of teachers as well as national curricula textbooks teacher education practices and research perspectives across the world it includes a 300 item annotated bibliography of recent work in the field in eight languages

why should history students care about theory what relevance does it have to the proper role of the historian historiography and historical theory are often perceived as complex subjects which many history students find frustrating and difficult philosophical approaches postmodernism anthropology feminism or marxism can seem arcane and abstract and students often struggle to apply these ideas in practice starting from the premise that historical theory and historiography are fascinating and exciting topics to study claus and marriott guide the student through the various historical theories and approaches in a balanced comprehensive and engaging way packed with intriguing anecdotes from all periods of history and supported by primary extracts from original historical writings history an introduction to theory method and practice is the student friendly text which demystifies the subject with clarity and verve key features written in a clear and witty way presents a balanced view of the subject rather than the polemical view of one historian comprehensive covers the whole range of topics taught on historiography and historical theory courses in suitable depth full of examples from different historical approaches from social cultural and political history to gender economic and world history covers a wide chronological breadth of examples from the ancient and medieval worlds to the twentieth century shows how students can engage with the theories covered in each chapter and apply them to their own studies via the in practice feature at the end of each chapter includes discussion documents numerous extracts from the primary historiographical texts for students to read and reflect upon

this is a critical review of the german social and political situation several decades before ww1 the author attempts to analyze how the thoughts views and influence of great personalities such as goethe nietsche princeton buelov and frederich the great

what kind of psychology should be used in historical interpretation how should it be used and on what range of historical problems these are some of the

basic questions addressed by the distinguished contributors

this book identifies and explains far ranging consequences for methodology as a consequence of the observation that all rationality is social and highlights the need for methodological reforms in publications and interactions among colleagues and research programs the idea that all rationality is social needs to be part and parcel of all social scientific theories which means that their content must be changed sociology needs to study the impact of social rules economics must revise assumptions about how individual rationality impacts financial developments and cognitive psychology must include social dimensions in addition there is also a need for moral theories that explain how social standards of behavior can be improved in specific institutional contexts

1 1 collingwood s reception collingwood s scholarly reputation is a complicated and variegated affair for one has not only to make a distinction between his reputation during his life and after his premature death in 1943 but also between his reputation as a philosopher and as an archaeologist and historian collingwood himself considered philosophy as his primary occupation and his work in archaeology and history as that of an amateur this work however reached the highest standards and his contributions to archaeology and history have always been appreciated accordingly though collingwood s reputation as the main expert on roman britain in the period between the two wars remains unchallenged modern developments in this field have inevitably superseded his contributions and made them primarily voices from a past period philosophy was the other half of collingwood s scholarly life in his own thinking there was always a close relationship between philosophy and archaeological and historical practice his interpreters have not always recognized this connection i have met archaeologists who were surprised to hear that collingwood was a philosopher as well who either did not know that he had been a practising and philosophers archaeologist and historian or thought it no more than a private hobby collingwood s reputation as a philosopher was very different from the one he gained in archaeology and history for in the philosophical climate at oxford between the wars he was always an isolated figure

this book deals with theoretical problems that arise at points of contact between the concerns of philosophers and historians about the practice of historiography in bringing together these critical studies on diverse but related themes the book offers insight into the aims and methods of those working in theory of historiography in recent years especially in english speaking countries

this volume offers a practical and innovative interpretation of divine revelation from a philosophical theological perspective balázs m mezei outlines the most important presuppositions of our notion of divine revelation in a historic and semantic setting as well as elaborating upon the methodology of model analysis he then introduces and analyses the notion of self revelation as the most important modern understanding of divine revelation and presents the notion of apocalyptic personhood as a corollary of radical personhood which is further developed into apocalyptic phenomenology mezei further examines

the remarkable development of some of the most important notions in the history of christianity along with the homogenous infrastructure of these notions in the very essence of the religion the doctrine of trinity covering aspects of revelation from semantics to historical and cognitive origins and engaging with a wide variety of texts including augustine thomas aquinas and joseph ratzinger mezei makes a strong and clear statement when explaining what the radical revelation is how it can be understood and its overall importance

the what and the why of history deals with history as a cognitive discipline concerned to establish justifiable knowledge about a past we can never experience it is divided into three parts the first focuses on the conditions that are presupposed when historians offer explanations of what they have come to know but whatever is to be explained must first come to be known and the second part is concerned with the character of the cognitive activity which is the constitution of the historical past the point is that we must attend to the historical enterprise on its own terms and not try to make it fit the epistemology of natural science or of common sense the last section deals with collingwood it is shown that his characteristic positions contribute to an account of historical knowing not historical explanation

the essays in this book like all other texts have been written in a historical context that shapes both the themes and the prose styles of the authors a close reading of these texts would in fact lead to many overlapping contexts of politics social hierarchies modern communications and international relations but we want to focus briefly on two contextual influences that carry the most obvious connections to this book the wide ranging public debate about the proper curriculum for american schools and universities and the more specific debate among historians about new trends in historical scholarship

first published in 2004 did medieval muslims have the concept of a social class if not can we usefully employ the term in analysing their society were there such things as guilds in the medieval middle east would we understand the economic decline of mamluk egypt better if we used paradigms derived from the study of the economic history of england and italy in the fourteenth and fifteenth centuries how much can the enormous fiscal archive of the ottoman empire tell us about population history why was the middle east so backward if indeed it was compared with the rest of the afro asian world in the nineteenth century have iran and iraq better prospects for economic growth than otherwise comparable countries thanks to their oil royalties or are these paradoxically a hindrance rather than a help the study of the economic history of the middle east in islamic times is notoriously underdeveloped this volume contains papers discussed at an international conference held at the school of oriental and african studies in 1967 together with three short critical essays which attempt to tie them together some papers are specific contributions to research others survey wider areas the volume is not a comprehensive history or a systematic inventory but it is hoped that in addition to presenting a set of papers which are interesting in themselves it will give the reader a tolerable idea of the state of studies in the field

there is a common belief that australia acquired history only when it grew up and threw off its colonial origins after the second world war yet earlier generations of australians created their own histories to express their sense of who they were and what they might be this book reveals that the quest for an australian past found its way into our universities and schools from the early years of the commonwealth ernest scott was the most prolific teacher and writer of history in inter war australia a self taught degreeless professor he laid the foundations of a historical profession in this country and wrote the textbook that taught generations of schoolchildren the meaning of australian history an englishman and an imperialist active in public affairs he trained australians to understand their colonial past as a guide to nationhood at the time when australians debate their nationhood asianisation and the republic a history for a nation recalls a lost culture of urgent contemporary significance

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