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in imagining europe chiara bottici and benoît challand explore the formation of modern european identity europe has not always been there although we have been imagining it for quite some time even after the birth of a polity called the european union the meaning of europe remained a very much contested topic what is europe what are its boundaries is there a specific european identity or is the eu just the name for a group of institutions this book answers these questions showing that in europe s formation myth and memory although distinct are often merged in a common attempt to construct an identity for its present and its future in a time when europe is facing an existential crisis when its meaning is being questioned imagining europe explores a vital and often unacknowledged aspect of the european project

this book analyzes how colonial history is depicted in post war textbooks worldwide from the mid 19th century to the 1960s 70s it uses an interdisciplinary approach to explore portrayals in former colonizer and colonized countries focusing on collective memory popular culture and academic knowledge

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 sichtweisen 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

designed for instructors in schools and universities as well as stakeholders and policy makers in education everywhere this book is a systematic guide to contemporary school teaching of classical languages literature and civilisation in major countries across the world each chapter is arranged by geographical area and draws on the experiences of teachers and other education experts in each country commenting on contemporary practices presenting an overview survey and comparison of practices across the world this book is essential reading for instructors and teaching training courses in the world of classical education

this volume is composed of 24 papers originally presented as talks at the viii national conference of the italian association of university language centres *associazione italiana dei centri linguistici universitari aiclu* held at the university of foggia italy between 30 may and 1st june 2013 the contributions fall into five sections 1 keynote addresses from plenary speakers 2 innovative challenges for language centres 3 new developments in teaching language for specific purposes 4 proposals and case studies in content and language integrated learning and 5 the use of new technologies in language learning 18 papers are in english four in italian one in french and one in german the fact that three quarters of the papers are in english reflects the way english has become the lingua franca of academic conferences today however in keeping with the ethos of *cercles confédération européenne des centres de langues de l'enseignement supérieur* the pan european organisation to which aiclu belongs which is strongly committed to promoting plurilingualism it was crucial that contributions would also be accepted in other languages the volume represents the state of the art in the field of language teaching and theory in university language centres not only in italy but also in other parts of europe and the mediterranean and testifies to the rich variety of ways in which these centres are adapting and thriving in rapidly changing times

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