
Handbuch Der Deutschen Bildungsgeschichte Band V

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KOCH KENDRICK

Historical Dictionary of Contemporary Germany

Harvard University Press
Documenting the reception of the pre-eminent Austrian school reformer Johann Ignaz Felbiger and his pedagogical thought in European histories of education in the nineteenth century, this volume demonstrates how national and religious ideological preferences have propelled the construction of fundamental biases in educational historiography. Covering more than 200 years and multiple national contexts, this book's case studies of France and Switzerland, as well as

close analysis of historical documents and textbooks, reveal how a canon of glorified historical "heroes" have been promoted over and above other educational actors, with the aim of morally instructing future teachers according to national and religious values. Based on a strong array of historical sources, the author demonstrates how biased educational historiographies are utilized in gaining support for certain pedagogical and curricula models. Through the deep examination of textbooks used in teacher training and the explication of the work and actual influence of Felbiger's method in Catholic parts of Europe, this

book captures how these narratives impact our understanding of early national histories. Offering new knowledge in the history of curriculum studies, this volume will be of interest to scholars and researchers with an interest in the history of education, as well as comparative teacher education.

National and Religious Ideologies in the Construction of Educational Historiography

Springer

Mapping the Germans explores the development of statistical science and cartography in Germany between the beginning of the nineteenth century and the start of World War One, examining their

impact on the German national identity. It asks how spatially-specific knowledge about the nation was constructed, showing the contested and difficult nature of objectifying this frustratingly elastic concept. Ideology and politics were not themselves capable of providing satisfactory answers to questions about the geography and membership of the nation; rather, technology also played a key role in this process, helping to produce the scientific authority needed to make the resulting maps and statistics realistic. In this sense, Mapping the Germans is about how the abstract idea of the nation was transformed into a something that

seemed objectively measurable and politically manageable. Jason Hansen also examines the birth of radical nationalism in central Europe, advancing the novel argument that it was changes to the vision of nationality rather than economic anxieties or ideological shifts that radicalized nationalist practice at the close of the nineteenth century. Numbers and maps enabled activists to "see" nationality in local and spatially-specific ways, enabling them to make strategic decisions about where to best direct their resources. In essence, they transformed nationality into something that was actionable, that ordinary people could take real actions to

influence.

Skills and Inequality
Springer

Turning to Nature in Germany traces the history of organized hiking, nudism, and conservation in the earlier twentieth century, showing how hundreds of thousands of Germans sought to find solutions to the nation's crises in nature

Fighting for the Soul of Germany Oxford

University Press
Historians have long believed that Catholics were late and ambivalent supporters of the German nation. Rebecca Ayako Bennette's bold new interpretation demonstrates definitively that from the beginning in 1871, when Wilhelm I was proclaimed Kaiser of a unified Germany,

Catholics were actively promoting a German national identity for the new Reich.

Studienbuch

Erziehungs- und Bildungsgeschichte

C.H.Beck

This book is the first survey in English of literature and film in Nazi Germany. It treats not only works sympathetic to National Socialism, but also works of the so-called Inner Emigration, of the resistance, and those written in prisons and concentration camps. Much of this literature is not easily accessible in German, and not available at all in English translation. Historical and ideological context is provided in chapters covering influential works of the time such as Alfred Rosenberg's

The Myth of the Twentieth Century and Houston Stewart Chamberlain's *The Foundations of the Nineteenth Century*.

Schoeps also analyzes Nazi cultural policies, fascist histories of literature, and the role of German studies and Germanists in the Nazi movement. A major section of the book is devoted to film, then a relatively new medium of communication whose propaganda value was clearly recognized by Goebbels, the minister for propaganda and president of the Reich's Chamber of Culture. One of the most interesting areas of research in recent years is the relationship between Hitler's cultural commissars, in particular Goebbels,

and the literature and film production of the Nazi years. This book is based on the revised and expanded second German edition, *Literatur im Dritten Reich* (1933-1945), but has again been revised and expanded, especially the chapter on film and Nazi policies toward the film industry. The chapter on cultural policies has also been expanded to include Himmler's efforts to meddle in this area. New also are sections dealing with Jewish entertainers in concentration camps (for example, Kurt Gerron) and activities of the Jewish Cultural League. Karl-Heinz Schoeps is professor of German at the University of Illinois at Urbana-Champaign.

Converging Regional Education Policy in

France and Germany

Lexington Books
Presented here is ground-breaking comparative research on an underappreciated, yet growing, concurrent alternative process: universities and their expanding research capacity create knowledge and skills, legitimated in new degrees that then become monetized and even required in private and public sectors of economies.

Handbuch der deutschen Bildungsgeschichte

Julius Klinkhardt
The Third Reich's Elite Schools tells the story of the Napolas, Nazi Germany's most prominent training academies for the future elite. This deeply researched study gives an in-depth

account of everyday life at the schools, while also shedding fresh light on the political, social, and cultural history of the Nazi dictatorship.

Transforming the Golden-Age Nation State

Stanford University Press
Understanding the processes related to gender construction requires a multi and interdisciplinary approach. Complexity emerges as a category of investigation and an end to be pursued, giving space to a plurality of voices, interpretations, and points of view. With such intellectual curiosity, the volume's authors questioned the inclusion and exclusion of these multiple voices in education. How has teaching on gender made room for

this complexity? What views were included? Which ones were overlooked? What have educational models for children been privileged in the imagination? Which histories and stories have accompanied them in acquiring an awareness linked to gender? Through such important questions and many more, the volume highlights the gender changes that took place from mid-eighteen century to today in various contexts relating to formal and informal education through an international comparative perspective. The multiplicity of approaches, methodologies, and perspectives allows us to read and analyze these changes in a

composite way, underlining little-known aspects of gender studies in the historical-educational field.

Political Parties and Public Policy in the German Länder UTB

Winner of a 2022 American Educational Studies Association Critics' Choice Book Award This extensive Handbook brings together different aspects of critical pedagogy in order to open up a clear international conversation on the subject, as well as pushing the boundaries of current understanding by extending the notion of a pedagogy to multiple pedagogies and perspectives. Bringing together contributing authors from around the globe, chapters

provide a unique approach and insight to the discipline by crossing a range of disciplines and articulating common philosophical and social themes.

Chapters are organised across three volumes and twelve core thematic sections: Part 1: Social Theories of Critical Pedagogy Part 2: Seminal Figures in Critical Pedagogy Part 3: Transnational Perspectives and Critical Pedagogy Part 4: Indigenous Perspectives and Critical Pedagogy Part 5: On Education Part 6: In Classrooms Part 7: Critical Community Praxis Part 8: Reading Critical Pedagogy, Reading Paulo Freire Part 9: Communication, Media and Popular Culture Part 10: Arts and Aesthetics Part 11:

Critical Youth Pedagogies Part 12: Technoscience, Ecology and Wellness
 The SAGE Handbook of Critical Pedagogies is an essential benchmark publication for advanced students, researchers and practitioners across a wide range of disciplines including education, health, sociology, anthropology and development studies
Handbuch der deutschen Bildungsgeschichte
 Routledge
 How have regionalization processes across Europe impacted on policy convergence?
 This book takes as its starting point the curious fact that autonomous regional policymaking may be parallel to regional

governments pursuing policy similarity. The author proposes that these observations are paradoxical only if sector-specific policy norms are disregarded and when autonomy is considered as the exclusive goal of regional governments. Focusing on common yet under-studied regional situations where a sense of cultural or historical distinctiveness is not readily apparent, if at all, the book argues that in policy sectors where norms of territorial equality have long been dominant, regional governments endorse them as a way to secure or expand their policy capacity when the central state or other policy entrepreneurs challenge it. This results in converging

policies. A textured comparative account of educational policymaking in German Länder and French conseils régionaux over three decades forms the backbone of this analysis of policymaking in ordinary regions.

Contrasting Models of State and School

Cambridge University Press

Gives accurate and reliable summaries of the current state of research. It includes entries on philosophers, problems, terms, historical periods, subjects and the cultural context of Renaissance Philosophy.

Furthermore, it covers Latin, Arabic, Jewish, Byzantine and vernacular philosophy,

and includes entries on the cross-fertilization of these philosophical traditions. A unique feature of this encyclopedia is that it does not aim to define what Renaissance philosophy is, rather simply to cover the philosophy of the period between 1300 and 1650.

School Acts and the Rise of Mass Schooling
Bloomsbury Publishing USA

Bereits im 19. Jahrhundert mehrten sich die Stimmen, die sich gegen "Prügelpädagogen" wandten und eine Abschaffung körperlicher Strafen in Schulen forderten. Dennoch blieben Schläge in nahezu allen Ländern der Bundesrepublik bis um 1970 ein (wenn auch mit Einschränkungen)

erlaubtes schulisches Erziehungsmittel – um dann innerhalb weniger Jahre nicht nur ihre schulrechtliche Legalität, sondern auch jegliche gesellschaftliche Legitimität zu verlieren. Diesen auffälligen Kontrast von langer, kontroverser Debatte und raschem Wandel will diese Studie erklären. Dazu nimmt sie öffentliche, pädagogische und juristische Debatten genauso in den Blick wie die Veränderungen der rechtlichen Rahmenbedingungen und die soziale Praxis. Durch den langen, von den 1870er-Jahren bis ca. 1980 reichenden, Betrachtungszeitraum kann sie sowohl langfristige Kontinuitäten im Prozess der

zunehmenden Ächtung von Erziehungsgewalt als auch entscheidende Veränderungen und Beschleunigungen aufzeigen.

Handbuch der deutschen Bildungsgeschichte

Emerald Group Publishing

This second edition of Historical Dictionary of Contemporary Germany provides a comprehensive overview of most aspects of life and institutions in contemporary Germany. It also introduces the reader to the historical development of both East and West Germany between 1949 and 1990, and addresses the various issues arising from reunification. This second edition of Historical Dictionary of

Contemporary Germany contains a chronology, an introduction, appendixes, and an extensive bibliography. The dictionary section has over 500 cross-referenced entries on important personalities, politics, economy, foreign relations, religion, and culture. This book is an excellent access point for students, researchers, and anyone wanting to know more about Germany.

The SAGE Handbook of Critical Pedagogies

Bloomsbury Publishing
USA

This book examines school acts in the long nineteenth century, traditionally considered as milestones or landmarks in the process of achieving

universal education. Guided by a strong interest in social, cultural, and economic history, the case studies featured in the book rethink the actual value, the impact, and the ostensible purpose of school acts. The thirteen national case studies focus on the manner in which school acts were embedded in their particular historical contexts, offering a comprehensive and multidisciplinary overview of school acts and the role they played in the rise of mass schooling. Drawing together research from countries across the West, the editors and contributors analyse why these acts were passed, as well as their content and impact. This seminal collection

will appeal to students and scholars of school acts and the history of mass schooling.

Chapter 9 of this book is available open access under a CC BY 4.0 license at link.springer.com

Feeling and Classical Philology Springer Nature

Argues that German classical philology personified antiquity and imagined scholarship as an interpersonal relationship with it.

The Diversity of Social Pedagogy in Europe UTB

Grotesque Visions focuses on the radical avant-garde interventions of Salomo Friedländer (aka Mynona), Til Brugman, and Hannah Höch as they challenged the questionable practices

and evidentiary claims of late-19th- and early-20th-century science. Demonstrating the often excessive measures that pathologists, anthropologists, sexologists, and medical professionals went to present their research in a seemingly unambiguous way, this volume shows how Friedländer/Mynona, Brugman, Höch, and other Berlin-based artists used the artistic grotesque to criticize, satirize, and subvert a variety of forms of supposed scientific objectivity. The volume concludes by examining the exhibition *Grotesk!*: 130 Jahre Kunst der Frechheit/Comic Grotesque: Wit and Mockery in German Arts, 1870-1940. In

contrast to the ahistorical and amorphous concept informing the exhibition, Thomas O. Haakenson reveals a unique deployment of the artistic grotesque that targeted specific established and emerging scientific discourses at the turn of the last fin-de-siècle.

Martin Luther

Cambridge University Press
Austria, Germany, and Switzerland are increasingly relying on hybridization at the nexus of vocational training and higher education to increase permeability and reform their highly praised systems of collective skill formation. This historical and organizational institutionalist study compares these

countries to trace the evolution of their skill regimes from the 1960s to today's era of Europeanization, focusing especially on the impact of the Bologna and Copenhagen processes.

Turning to Nature in Germany

C.H.Beck
Kompakte Darstellung der Geschichte von Erziehung und Bildung
In diesem Band wird die Geschichte von Erziehung und Bildung der Moderne in 16 Kapiteln dargestellt, wobei den pädagogischen Institutionen (Familie, Kinderbetreuungseinrichtungen, allen Schularten, Lehrerbildungsinstitutionen, Universitäten, Einrichtungen der Kinder- und Jugendhilfe, Erwachsenen- und

Weiterbildungseinrichtungen) ein besonderes Gewicht zukommt.

Besonders hervorzuheben an diesem Band ist auch der in allen Beiträgen vorhandene Gliederungspunkt „Forschungskontroversen und -desiderate“.

Handbuch der deutschen Bildungsgeschichte: 1945 bis zur Gegenwart T.1 Bundesrepublik

Deutschland BRILL Schule wird in diesem Handbuch aus einer interdisziplinären, internationalen und empirischen Perspektive beleuchtet. Historische, erziehungswissenschaftliche, soziologische und psychologische Perspektiven, Forschungsmethoden, Schulformen und -systeme, (Fach-)

Didaktik, Diagnostik, Lehrerprofessionalisierung, Bildungsstandards sowie aktuelle Herausforderungen werden erläutert und diskutiert. Für die zweite Auflage wurden die Beiträge aktualisiert und drei neue Kapitel, zur allgemeinen und zur naturwissenschaftlichen Fachdidaktik sowie zum Referendariat, in das Handbuch aufgenommen.

Unterrichten als Beruf

Campus Verlag
Situating at the intersection between social work and education, social pedagogy is an original and dynamic academic and professional tradition. It can be found across most European countries and shows great variety, being closely connected to specific

national - and sometimes even regional cultures and structures. Yet despite this diversity, social pedagogy also has many common features, cross-nationally. The aim of the book is to illustrate this diversity via a selection of case studies from Denmark, France, Germany, Poland and Sweden. Although social pedagogy is, in many countries, a profession that represents a sizeable workforce, very little has been written about it from a European perspective. Comparative literature tends to look at social work, whereby social pedagogy is obscured.

But while there is a lack of comparative social pedagogy literature, interest in social pedagogy is growing. This is particularly so in the United Kingdom where no social pedagogy tradition exists but policy developments point to the emergence of a social pedagogy paradigm both in academia and in terms of careers. This book aims to help fill the gap. Case studies deal with theoretical and practical aspects of social pedagogy, professional education, fields of practice and research as well as links with other academic and professional paradigms.