

Grundbegriffe Der Geschichtswissenschaft Reclams

Geschichtswissenschaft Stefan Haas.2022

The Witness as Object Steffi de Jong.2018-01-31 In recent years, historical witnessing has emerged as a category of museum object. Audiovisual recordings of interviews with individuals remembering events of historical importance are now integral to the collections and research activities of museums. They have also become important components in narrative and exhibition design strategies. With a focus on Holocaust museums, this study scrutinizes for the first time the new global phenomenon of the musealization of the witness to history, exploring the processes, prerequisites, and consequences of the transformation of video testimonies into exhibits.

Lexikon Geschichtswissenschaft Stefan Jordan.2002

Die Zeit des Willens und das Ende der Metaphysik Jan Kerkmann.2020-05-18 Trotz zahlreicher Publikationen, die der Konstellation „Heidegger und Nietzsche“ gewidmet sind, bildet eine entwicklungsgeschichtliche Studie, die den gesamten Textkorpus des nahezu zwei Jahrzehnte überspannenden, intensiven Zwiegesprächs von 1936-1953 unvoreingenommen beleuchtet, nach wie vor ein Desiderat der Forschung. Die vorliegende Arbeit verfolgt das Hauptziel, das Verhältnis zwischen Friedrich Nietzsche und Martin Heidegger in entwicklungsgeschichtlicher Perspektive zu erschließen und es in systematischer Hinsicht als spannungsreichen Austragungsort einer philosophischen Selbstbesinnung auf den Nexus von Metaphysik, Geschichtlichkeit und Lebenswelt zu konturieren. Als leitendes Ordnungsprinzip fungiert die These, dass Heidegger seine modernediagnostische Konzeption des Willens zum Willens nicht nur als letzte Stufe der Entfaltung des Seins des Seienden als Wille etabliert, sondern diesen Entwurf selbst durch die Synthese der Willensbegriffe Schellings, Schopenhauers und Nietzsches gewinnt. Insgesamt sollen die zahlreichen Relationsverschiebungen und veränderten Durchblicksbahnen in Heideggers Nietzsche-Vorlesungen nachvollzogen werden.

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Narrative Factuality Monika Fludernik,Marie-Laure Ryan.2019-12-16 The study of narrative—the object of the rapidly growing discipline of narratology—has been traditionally concerned with the fictional narratives of literature, such as novels or short stories. But narrative is a transdisciplinary and transmedial concept whose manifestations encompass both the fictional and the factual. In this volume, which provides a companion piece to Tobias Klauk and Tilmann Köppe's *Fiktionalität: Ein interdisziplinäres Handbuch*, the use of narrative to convey true and reliable information is systematically explored across media, cultures and disciplines, as well as in its narratological, stylistic, philosophical, and rhetorical dimensions. At a time when the notion of truth has come under attack, it is imperative to reaffirm the commitment to facts of certain types of narrative, and to examine critically the foundations of this commitment. But because it takes a background for a figure to emerge clearly, this book will also explore nonfactual types of narratives, thereby providing insights into the nature of narrative fiction that could not be reached from the narrowly literary perspective of early narratology.

Inventing Luxembourg .2010 The grand duchy of Luxembourg was created after the Napoleonic Wars, but at the time there was no 'nation' that identified with the emergent state. This book analyses how politicians, scholars and artists have initiated and contributed to nation-building processes in Luxembourg since the nineteenth century, processes that as this book argues are still ongoing. The focus rests on three types of representations of nationhood: a shared past, a common homeland and a national language. History was written so as to justify the country's political independence. Territorial borders shifted meaning, constantly repositioning the national community. The local dialect initially considered German variant was gradually transformed into the 'national language', Luxembourgish.

Schelling versus Hegel Mr John Laughland.2012-10-01 In tracing Friedrich von Schelling's long philosophical development, John Laughland examines in particular his disentanglement from German idealism and his reaction, later in life, against Hegel. He argues that this story has relevance beyond the facts themselves and that it explains much about the direction philosophy took in the century between the French Revolution and the rise of Communism. Schelling's development turned principally on the related questions of human liberty and the creation. Following a sharp disagreement with his old friend Hegel over the *Phenomenology* in 1807, Schelling wrote a short but brilliant essay on human freedom in 1809, after which he never published another word. In the remaining decades of his life (d. 1854) Schelling developed in an increasingly conservative and Christian direction, preoccupied with the relationship between Christianity and metaphysics. In numerous lectures and unpublished works, he attacked what he saw as the hubris and artificiality of Hegelian rationalism. However the path against which Schelling warned was the one which philosophy finally took. Schelling was determined to show how philosophy (especially ontology) explained and was explained by Christianity, and that both had been damaged by modern rationalism. But Hegel's Marxist epigones who attended his later lectures scoffed and Hegelianism triumphed. This is an elegantly written and engaging study in the history of ideas of a philosopher on the losing side.

New Directions in Assessing Historical Thinking Kadriye Ercikan,Peter Seixas.2015-02-20 New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students' language literacy on history assessments, and methods of validation in both large scale and classroom assessments. *New Directions in Assessing Historical Thinking* is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.

Futures of the Study of Culture Doris Bachmann-Medick,Jens Kugele,Ansgar Nünning.2020-08-10 How can we approach possible but unknown futures of the study of culture? This volume explores this question in the context of a changing global world. The contributions in this volume discuss the necessity of significant shifts in our conceptual and epistemological frameworks. Taking into account changing institutional research settings, the authors develop pathways to future cultural research, addressing the crucial concerns of the cultural and social worlds themselves. The contributions thereby utilize contact zones within a wide range of disciplines such as cultural anthropology, sociology, cultural history, literary studies, the history of science and bioethics as well as the environmental and medical humanities. Examining emerging inter- and transdisciplinary points of reference, the volume invites scholars in the humanities and social sciences to take part in a conversation about theories, methods, and practices for the future study of culture.

Practical Intellect and Substantial Deliberation Cheng Yuan.2019-01-11 This book presents an anti-intellectualist view of how the cognitive-mental dimension of human intellect is rooted in and interwoven with our embodied-internal components including emotion, perception, desire, etc., by investigating practical forms of thinking such as deliberation, planning, decision-making, etc. With many thought-provoking statements, the book revises some classical notions of rationality with new interpretation: we are “rational animals”, which means we have both rational capabilities, such as calculation, evaluation, justification, etc., and more animal aspects, like desire, emotion, and the senses. According to the traditional position of rationalism, we use well-grounded reason as the fundamental basis of our actions. But this book argues that we simply perform our practical intellect intuitively and spontaneously, just like playing music. By this the author turns the dominant metaphor of “architecture” in understanding of human rationality to that of “music-playing”. This book presents a groundbreaking and compelling critique of today's pervasively reflective-intellectual culture, just as Bernard Williams, Charles Taylor and other philosophers diagnose, and makes any detached notion of rationality and formalized

understanding of human intellect highly problematic. Methodologically, it not only reconciles the phenomenological-hermeneutic tradition with analytical approaches, but also integrates various theories, such as moral psychology, emotional studies, action theory, decision theory, performativity studies, music philosophy, tacit knowledge, collective epistemology and media theory. Further, its use of everyday cases, metaphors, folk stories and references to movies and literature make the book easy to read and appealing for a broad readership.

Popular Historiographies in the 19th and 20th Centuries Sylvia Paletschek. 2010-12-01 Popular presentations of history have recently been discovered as a new field of research, and even though interest in it has been growing noticeably very little has been published on this topic. This volume is one of the first to open up this new area of historical research, introducing some of the work that has emerged in Germany over the past few years. While mainly focusing on Germany (though not exclusively), the authors analyze different forms of popular historiographies and popular presentations of history since 1800 and the interrelation between popular and academic historiography, exploring in particular popular histories in different media and popular historiography as part of memory culture.

Einführung in das Geschichtsstudium Stefan Jordan. 2005-01-01 Diese studienpraktische Einführung erleichtert den Einstieg ins Geschichtsstudium. Sie verschafft Überblick über die Universität als Arbeitsplatz und Lebensraum, die Gliederung und Anforderungen des Fachs Geschichtswissenschaft, die grundlegenden Arbeitstechniken und Methodiken, die Arbeits- und Hilfsmittel. Wer sich damit gründlich vertraut macht, kommt schneller und sicher zum Eigentlichen: zur Geschichte und zur Geschichtsschreibung. E-Book mit Seitenzählung der gedruckten Ausgabe: Buch und E-Book können parallel benutzt werden.

Die Philosophie der Geschichte als Soziologie Пауль Барт. 1922

Palgrave Handbook of Research in Historical Culture and Education Mario Carretero, Stefan Berger, Maria Grever. 2017-03-07 This volume comprises a broad interdisciplinary examination of the many different approaches by which contemporary scholars record our history. The editors provide a comprehensive overview through thirty-eight chapters divided into four parts: a) Historical Culture and Public Uses of History; b) The Appeal of the Nation in History Education of Postcolonial Societies; c) Reflections on History Learning and Teaching; d) Educational Resources: Curricula, Textbooks and New Media. This unique text integrates contributions of researchers from history, education, collective memory, museum studies, heritage, social and cognitive psychology, and other social sciences, stimulating an interdisciplinary dialogue. Contributors come from various countries of Northern and Southern America, Europe and Asia, providing an international perspective that does justice to the complexity of this field of study. The *Palgrave Handbook of Research in Historical Culture and Education* provides state-of-the-art research, focussing on how citizens and societies make sense of the past through different ways of representing it.

Open Secrets Michael Bell. 2007-05-17 *Open Secrets* reflects on contemporary humanistic pedagogy by examining the limits of the teachable in this domain. The Goethean motif of the open secret refers not to a revealed mystery but to an utterance that is not understood, the likely fate of any instruction based purely on authority. Revisiting the European Bildungsroman, it studies the pedagogical relationship from the point of view of the tutor or mentor figure rather than with the usual focus on the young hero. The argument is not confined to works of fiction, however, but examines texts in which the category of fiction has a crucial and constitutive function, for a growing awareness of limited authority on the part of the mentor figures is closely related to fictive self-consciousness in the texts. Rousseau's *Emile*, as a semi-novelised treatise, whose fictiveness is at once overt and yet unmarked, is relatively unaware of the imaginary nature of its envisaged authority. Passing through Laurence Sterne, C. M. Wieland, Goethe and Nietzsche, the situation is gradually reversed, culminating with the conscious impasse of authority in *Thus Spoke Zarathustra*. All these writers have achieved their pedagogical impact despite, indeed by means of, their internal scepticism. By contrast, in the three subsequent writers, D. H. Lawrence, F. R. Leavis and J. M. Coetzee, the impasse of pedagogical authority becomes more literal as the authority of Bildung is eroded in the wider culture. The awareness of pedagogical authority as a species of fiction, to be conducted in an aesthetic spirit, remains a significant prophylactic against the perennial pressure of reductive conceptions of the education as form of instructional 'production'.

Conceptual History in the European Space Willibald Steinmetz, Michael Freeden, Javier Fernández-Sebastián. 2017-06-01 The result of extensive collaboration among leading scholars from across Europe, *Conceptual History in the European Space* represents a landmark intervention in the historiography of concepts. It brings together ambitious thematic studies that combine the pioneering methods of historian Reinhart Koselleck with contemporary insights and debates, each one illuminating a key feature of the European conceptual landscape. With clarifying overviews of such contested theoretical terrain as translatability, spatiality, and center-periphery dynamics, it also provides indispensable contextualization for an era of widespread disenchantment with and misunderstanding of the European project.

Lexikon Geschichtswissenschaft Stefan Jordan. 2003

Creating Wilderness Patrick Kupper. 2014-07-30 The history of the Swiss National Park, from its creation in the years before the Great War to the present, is told for the first time in this book. Unlike Yellowstone Park, which embodied close cooperation between state-supported conservation and public recreation, the Swiss park put in place an extraordinarily strong conservation program derived from a close alliance between the state and scientific research. This deliberate reinterpretation of the American idea of the national park was innovative and radical, but its consequences were not limited to Switzerland. The Swiss park became the prime example of a scientific national park, thereby influencing the course of national parks worldwide.

Grundlagentexte Wissenschaftlicher Musikpädagogik Alexander J. Cvetko, Stefan Hörmann, Martina Krause-Benz, Silke Kruse-Weber. 2020-11-20 In der Forschungskommunikation der Wissenschaftlichen Musikpädagogik fallen regelmäßig die Begriffe »Hermeneutik« oder »hermeneutisch«. Bei genauerem Hinsehen stellen sie sich jedoch zuweilen als recht schillernd und wenig klar bestimmt heraus. Die vielgestaltige Figur der griechischen Götterwelt, die mit diesem Begriff verbunden wird und der weit mehr Aufgaben als die eines Boten zugeschrieben werden, wirkt in forschungsmethodischen Kompilationen merkwürdig reduziert, fast entstellt. Zentrales Anliegen dieses zweiten Bandes der Grundlagentexte Wissenschaftlicher Musikpädagogik ist es, dem Hermeneutik-Begriff mit seinen epistemologischen Verwendungszusammenhängen und Bedeutungskontexten in der Musikpädagogik nachzugehen und ihn darüber hinaus an der erziehungs-, geschichts- und rechtswissenschaftlichen sowie theologischen Fachliteratur zu spiegeln. Ziel dabei ist es, nicht nur die Perspektiven interdisziplinär zu weiten, sondern auch den Begriff »Hermeneutik« forschungsmethodologisch als Teil eines Forschungsprozesses genauer zu bestimmen und zu exemplifizieren, um daraus letztlich neue Impulse für die Wissenschaftliche Musikpädagogik zu gewinnen. Der Forschungsverbund widmet sich in seinen Grundlagentexten insbesondere wissenschaftstheoretischen Fragen in der Musikpädagogik.

Political concepts and time Javier Fernández Sebastián, Hans Erich Bödeker, Pim den Boer, Peter Burke, Giuseppe Duso, Alexandre Escudier, João Feres Júnior, Michael Freeden, Jacques Guilhaumou, Jörn Leonhard, Christian Meier, Faustino Oncina, Kari Palonen, Elías José Palti. 2011-08-10 The essays compiled in this volume, written by distinguished experts, present a broad panorama of the most important methodological challenges faced by conceptual history today, as well as some more specific contributions regarding the temporal dimension of certain modern concepts. At a moment when time and concepts, and political concepts in particular, are no longer obvious and taken for granted but have themselves become historical matter, this book does not limit itself to an updating of the state of the art; it also offers very useful lessons for the development of future research into this field.

The Allied Air War and Urban Memory Jörg Arnold. 2011-08-22 The cultural legacy of the air war on Germany is explored in this comparative study of two bombed cities from different sides of the subsequently divided nation. Contrary to what is often assumed, Allied bombing left a lasting imprint on German society, spawning vibrant memory cultures that can be traced from the 1940s to the present. While the death of half a million civilians and the destruction of much of Germany's urban landscape provided 'usable' rallying points in the great political confrontations of the day, the cataclysms were above all remembered on a local level, in the very spaces that had been hit by the bombs and transformed beyond recognition. The author investigates how lived experience in the shadow of Nazism and war was translated into cultural memory by local communities in Kassel and Magdeburg struggling to find ways of coming to terms with catastrophic events unprecedented in living memory.

History in Games Martin Lorber, Felix Zimmermann. 2020-10-31 Where do we end up when we enter the time machine that is the digital game? One axiomatic truth of historical research is that the past is the time-space that eludes human intervention. Every account made of the past is therefore only an approximation. But how is it that strolling through ancient Alexandria can feel so real in the virtual world? Claims of authenticity are prominent in discussions surrounding the digital games of our time. What is historical authenticity and does it even matter? When does authenticity or the lack thereof become political? By answering these questions, the book illuminates the ubiquitous category of authenticity from the perspective of historical game studies.

The Birth of Christian History Eve-Marie Becker. 2017-01-01 Cover -- Half Title -- Title -- Copyright -- Contents -- Preface -- 1. Transforming Memory into Literary Narratives about the Past -- 2. Shaping History in the 1st and 2nd Centuries CE in Its Literary Culture -- 3. Conceptualizing Time in Historiography -- Epilogue -- List of Abbreviations -- Notes -- Bibliography -- Index of Ancient Sources -- Index of Subjects -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- U -- V -- W -- Z -- Index of Authors and People -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- V -- W -- X -- Z

Preußen und Reußen Lutz Unterseher. In *Preußen und Reußen: Eine Beziehungsgeschichte* widmet sich Lutz Unterseher dem „Russland-Komplex“ (Gerd Koenen) der Deutschen. Von den Zeiten des Dreißigjährigen Krieges (1618 – 1648) und Peters I. „des Großen“ (1672 – 1725) bis zum Beginn des Ersten Weltkriegs führt die Darstellung – gespickt mit Seitenblicken auf das Zeitgeschehen, welches den Anlass für das Buch gegeben hat. ... Mit Gespür für Anekdoten und Wesentliches führt Unterseher durch Jahrhunderte von Kriegen, Kontakten und Kollaborationen zwischen Preußen und Russland – letzteres etwa bei der Zerschlagung und Unterdrückung Polens. Figuren der Weltgeschichte, denen die Nachwelt „Größe“ zusprach, etwa Peter I. oder Friedrich II., werden auf Normalmaß zurechtgestutzt. ... Um sich gegen zukünftige deutsch-russische Wunschträume zu wappnen, die dazu tendieren, insbesondere für die ostmitteleuropäischen Anrainer zu Alpträumen zu werden, ist die Lektüre dieses kurzweiligen Buches unbedingt zu empfehlen. (Aus dem Vorwort)

Grundbegriffe der Geschichtswissenschaft Stefan Jordan. 2019-02-15

Regulating Social Life Helena Ostrowicka. 2019-05-18 This book presents the original concept of the 'dispositif of age', combining post-Foucauldian analytics of the dispositif, discourse and governmentality with the historical semantics of Reinhart Koselleck to explore the functions of the notion of youth in the regulation of social life. Making use of examples from sources including scientific and media statements, youth policy programmes, and strategies at international (European) and local (Polish) levels, the author shows how this concept of youth supports processes of social regulation and contributes to the implementation of political goals as specific responses to issues such as radicalization and violence, unemployment, and economic crisis. This book will be of interest not only to scholars of discourse and youth studies, but also to all post-Foucauldian researchers with an interest in going beyond simple 'applicationism'.

Race and the Third Reich Christopher Hutton. 2005-12-02 *Race and the Third Reich* aims to set out the key concepts, debates and controversies that marked the academic study of race in Nazi Germany. It looks in particular at the discipline of racial anthropology and its relationship to linguistics and human biology. Christopher Hutton identifies the central figures involved in the study of race during the Nazi regime, and traces continuities and discontinuities between Nazism and the study of human diversity in the Western tradition. Whilst Nazi race theory is commonly associated with the idea of a superior Aryan race and with the idealization of the Nordic ideal of blond hair, blue eyes and a long-skull, Nazi race theorists, in common with their colleagues outside Germany, without exception denied the existence of an Aryan race. After 1935 official publications were at pains to stress that the term Aryan belonged to linguistics and was not a racial category at all. Under the influence of Mendelian genetics, racial anthropologists concluded that there was no necessary link between ideal physical appearance and ideal racial character. In the course of the Third Reich, racial anthropology was marginalized in favour of the rising science of human genetics. However, racial anthropologists played a key role in the crimes of the Nazi state by defining Jews and others as racial outsiders to be excluded at all costs from the body of the German Volk. Anyone studying the Third Reich or who is interested in race theory will find this a fascinating, informative and accessible study.

The Handbook of Communication History Peter Simonson, Janice Peck, Robert T. Craig, John Jackson. 2013 *The Handbook of Communication History* addresses central ideas, social practices, and media of communication as they have developed across time, cultures, and world geographical regions. It attends to both the varieties of communication in world history and the historical investigation of those forms in communication and media studies. The Handbook editors view communication as encompassing patterns, processes, and performances of social interaction, symbolic production, material exchange, institutional formation, social praxis, and discourse. As such, the history of communication cuts across social, cultural, intellectual, political, technological, institutional, and economic history. The volume examines the history of communication history; the history of ideas of communication; the history of communication media; and the history of the field of communication. Readers will explore the history of the object under consideration (relevant practices, media, and ideas), review its manifestations in different regions and cultures (comparative dimensions), and orient toward current thinking and historical research on the topic (current state of the field). As a whole, the volume gathers disparate strands of communication history into one volume, offering an accessible and panoramic view of the development of communication over time and geographical places, and providing a catalyst to further work in communication history.

Chinese Visions of Progress, 1895 to 1949 Thomas Fröhlich, Axel Schneider. 2020-05-11 *Chinese Visions of Progress, 1895 to 1949* offers a panoramic study of Chinese reflections on “progress,” its multifaceted expressions, contesting interpretations, highly optimistic implications, but also the criticism it encountered.

Historicus - Wie wir Geschichte erleben* Friedemann Scriba. 2022-12-16 Was machen wir mit Geschichte? Was macht Geschichte mit uns? Menschen erleben Geschichte oft in anderer Weise, als sich Fachwissenschaft und Schulpädagogik das vorstellen. Dabei nutzen sie Geschichte als Ressource für ihre Beziehung zur Welt. Friedemann Scriba beleuchtet Geschichte als Resonanz im Anschluss besonders an Hartmut Rosa, Geschichte als Verstehen im Anschluss an Hans-Georg Gadamer (kritische Neulektüre von Hermeneutik) sowie Geschichte als Begegnung im Anschluss an Emanuel Levinas und Avishai Margalit (moralische und ethische Implikationen). Aus der Perspektive der konstruierten Persona *Historicus**, die den historisch agierenden Menschen symbolisiert, beschreibt Scriba, mit welchen Geschichtsakten Menschen ihre Zeitschaft leben.

Making Sense of History Gül Şen. 2022-07-25 In *Making Sense of History: Narrativity and Literariness in the Ottoman Chronicle of Na'imā*, Gül Şen offers the first comprehensive analysis of narrativity in the most prominent official Ottoman court chronicle

The Power of Persuasion Lucas Haasis. 2022-03-31 Lucas Haasis found a time capsule: A complete mercantile letter archive of the merchant Nicolaus Gottlieb Luetkens who lived in 18th century Hamburg. Luetkens travelled France between 1743-1745 in order to become a successful wholesale merchant. He succeeded in this undertaking via both shrewd business practice and proficient skills in the practice of letter writing. Based on this unique discovery, in this microhistorical study Lucas Haasis examines the crucial steps and activities of a mercantile establishment phase, the typical letter practices of Early Modern merchants, and the practical principles of persuasion leading to success in the 18th century.

The Literature of German Romanticism Dennis F. Mahoney. 2004 Sharply focused essays on the most significant aspects of German Romanticism.

The Routledge Handbook of Music and Migration Wolfgang Gratzner, Nils Grosch, Ulrike Präger, Susanne Scheibelhofer. 2023-10-31 *The Routledge Handbook of Music and Migration: Theories and Methodologies* is a progressive, transdisciplinary paradigm-shifting core text for music and migration studies. Conceptualized as a comprehensive methodological and theoretical guide, it foregrounds the mobile potentials of music and presents key arguments about why musical expressions matter in the discussion of migration politics. 24 international specialists in music and migration set methodological and theoretical standards for transdisciplinary collaborations in the field of migration studies, discussing 41 keywords, such as mobility, community, research ethics, human rights, and critical whiteness in the context of music and migration. The authors then apply these terms to 16 chapters, which deal with ethnomusicological, musicological, sociological, anthropological, geographical, pedagogical, political, economic, and media-related methodologies and theories which reflect and contest current discourses of migration. In their interdisciplinary focus, these chapters advance interrelations between music and migration as enabling factors for socio-cultural studies. Furthermore, the authors tackle

crucial questions of agency, equality, and equity as well as the responsibilities and expectations of writers and artists when researching migration phenomena as innate human experience. As a result, this handbook provides scholars and students alike with relevant and applicable methodological and theoretical tools in addition to an extensive literature and research review for further research.

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Schriften zur Geschichtstheorie Wilhelm von Humboldt.2021-07-16 Wilhelm von Humboldt spielte eine zentrale Rolle in der Formationsphase der Geschichtswissenschaft, der sogenannten Sattelzeit um 1800. Er entwickelte die Vorstellung von der Geschichtsschreibung als Darstellung des Strebens einer Idee, Dasein in der Wirklichkeit zu gewinnen. Seine theoretischen Überlegungen präsentierte er nicht systematisch, sondern in verstreuten Essays. Die wichtigsten Texte sind in diesem E-Book versammelt. Jörn Rüsens Nachwort bietet eine Einführung in Humboldts Geschichtsdanken und dessen Bedeutung bis heute. E-Book mit Seitenzählung der gedruckten Ausgabe: Buch und E-Book können parallel benutzt werden.

Aesthetics and subjectivity Andrew Bowie.2013-07-19 This electronic version has been made available under a Creative Commons (BY-NC-ND) open access license. New, completely revised and re-written edition. Offers a detailed, but ascesible account of the vital German philosophical tradition of thinking about art and the self. Looks at recent historical research and contemporary arguments in philosophy and theory in the humanities, following the path of German philosophy from Kant, via Ficthe and Holderlin, the early Romantis, Schelling, Hegel, Scleimacher, to Nietzsche. Develops the approaches to subjectivity, aesthetics, music and language in relation to new theoretical developments bridging the divide between the continental and analytical traditions of philosophy. The huge growth of interest in German philosophy as a resource for re-thinking both literary and cultural theory, and contemporary philosophy will make this an indispensable read

Wilhelm von Humboldts Bildungstheorie und die Volkshochschule (1918-1978) Rafael Schönhold.2023-07-03

International Handbook of Philosophy of Education Paul Smeyers.2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up-to-date selection of the central themes. It includes 95 newly commissioned articles that focus on and advance key arguments; each essay incorporates essential background material serving to clarify the history and logic of the relevant topic, examining the status quo of the discipline with respect to the topic, and discussing the possible futures of the field. The book provides a state-of-the-art overview of philosophy of education, covering a range of topics: Voices from the present and the past deals with 36 major figures that philosophers of education rely on; Schools of thought addresses 14 stances including Eastern, Indigenous, and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic; Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present, for example care and justice, democracy, and the curriculum; New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience, videogames, and radicalization. The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training. Moreover, it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub-discipline. Combined with different conceptions of the purpose of philosophy, it discusses various aspects, using diverse perspectives to do so. Contributing Editors: Section 1: Voices from the Present and the Past: Nuraan Davids Section 2: Schools of Thought: Christiane Thompson and Joris Vlieghe Section 3: Revisiting Enduring Debates: Ann Chinnery, Naomi Hodgson, and Viktor Johansson Section 4: New Areas and Developments: Kai Horsthemke, Dirk Willem Postma, and Claudia Ruitenberg

Unveiling the Magic of Words: A Report on "**Grundbegriffe Der Geschichtswissenschaft Reclams**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Grundbegriffe Der Geschichtswissenschaft Reclams**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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