

1. Record Nr.	UNIBAS000008431
Autore	Ragazzini, Giuseppe
Titolo	Ebrei e usurai nella societa' e nel dramma elisabettiani : il linguaggio mercantile in Shakespeare e Marlowe / Giuseppe Ragazzini
Pubbl/distr/stampa	Bologna : CLUEB, 1988
Descrizione fisica	247 p. ; 22 cm.
Disciplina	822.33
Soggetti	Ebrei - Letteratura drammatica inglese - Sec. 16 Shakespeare, William - Opere Marlowe, - Opere
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Segue: Appendici

2. Record Nr.	UNINA9910964739203321
Autore	Stables Andrew
Titolo	Be(com)ing Human : Semiosis and the Myth of Reason // by Andrew Stables
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2012
ISBN	9789460919978 9460919979
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (151 p.)
Collana	Educational Futures, Rethinking Theory and Practice , , 2214-9872 ; ; 56
Disciplina	370
Soggetti	Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Preliminary Material -- Theoretical Foundations: Semiotics, Process and the Language Game -- Moving in Time: Consciousness and Reason -- Thens Within Now -- Be(com)ing Responsible: Humans, Others and Ethics -- Promoting Human Progress -- Notes -- References.
Sommario/riassunto	<p>Educational theory is necessarily concerned with what it means to become human, 'becoming' implying a process of growth and change. In general, philosophy of education has tended to view childhood (defined as the period during which one is being educated) as preparation for a settled period as adult citizen, during which one's human nature is given its full expression. Traditionally, then, first we become human, then we are (fully) human. However, when we speak of ourselves as human, we do so in these two senses: as a present species marker, and as a regulative ideal. Most literature focuses on the former sense; the present argument will focus on the latter. What, therefore, should be the grounds for a theory of the individual in society and the world that can best underpin approaches to social policy and education on the assumption that the human animal is always aspiring to fully human status that can never be attained? Central to the argument are the acknowledgment of the human as an open system and the concomitant acceptance of overlapping phenomenal worlds, whereby experience is shared but never exactly duplicated between sentient beings.ent beings.</p>

