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Titolo	Fabels van liefde : het mythologisch-amoureuze toneel van de rederijkers (1475-1621) // Anke van Herk
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Descrizione fisica	1 online resource (314 pages) : illustrations; digital file(s)
Collana	Rederijkersserie
Disciplina	790.2
Soggetti	Chambers of rhetoric - Netherlands - History Chambers of rhetoric - Flanders - History Dutch drama - Early modern, 1500-1700 - History and criticism Dutch drama - To 1500 - History and criticism
Lingua di pubblicazione	Olandese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	Classical mythology was a favorite subject of the 16th century rhetoricians. These "fables" were adapted into sensual games in which recognizable love issues were discussed. Nine of these so-called mythological-amorous plays have been handed down, written and performed since the end of the fifteenth century. The texts make clear how the handling of classical mythology changed in the period that forms the transition from the Middle Ages to modern times. This study examines the relationship to the original texts, the dramaturgy and performance of the plays and the tradition in manuscript and print. The mythology, pagan and fictional in nature, provided space to experiment with the depiction of eroticism and emotions, while dramaturgy provided a didactic framework that met the social and ethical needs of the time. The mythological-amorous games thus contributed to the introduction, distribution and acceptance of ancient mythology in the

2. Record Nr.	UNINA9910255114503321
Titolo	Inclusion, Diversity, and Intercultural Dialogue in Young People's Philosophical Inquiry // edited by Ching-Ching Lin, Lavina Sequeira
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Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (141 pages)
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Livello bibliografico	Monografia
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Nota di contenuto	Preliminary Material / Ching-Ching Lin and Lavina Sequeira -- Intercultural Philosophy And The Community Of Philosophical Inquiry As The Embryonic Cosmopolitan Community / Stefano Oliverio -- The Transcultural Discourse of Affect in Philosophical Inquiry / Marta Pires -- Negotiating Intersectional Identities in a Classroom Community of Inquiry / Lavina Sequeira -- The Elephant in the Room / Darren Chetty -- Making Peace Education Everyone's Business / Simone Thornton and Gilbert Burgh -- Philosophy with Children as Enabling Community of Multi-Narratives / Arie Kizel -- Diversity and Inclusion / Ching-Ching Lin -- Philosophy for Children Hawai'i / Amber Strong Makaiau -- The UNESCO Chair Practice of Philosophy with Children / Edwige Chirouter and Marie-Paule Vannier -- About the Contributors / Ching-Ching Lin and Lavina Sequeira.
Sommario/riassunto	The ever-shifting cultural and linguistic landscapes in contemporary societies create new urgency for an intersectional thematic study of diversity, philosophy, and education. As educators, how do we transform the vision of cultural and linguistic diversity into a wealth of resources for learning? How do we actively engage cultural and linguistic diversities in philosophical inquiry with young people? How do we translate the philosophical notion of cultural and linguistic

diversity into pedagogical practices? The chapters in this book respond to the task of teaching philosophy in the context of increased mobility in the new global reality. By complicating the situated and fluid nature of contemporary classrooms, this book challenges the normalizing tendency often associated with philosophy education. Each chapter offers a unique perspective in understanding the profound embeddedness of philosophy education in broader sociocultural contexts and prioritizes diversity in the classroom community of inquiry. By carefully incorporating a broad range of theoretical perspectives and empirical research, this book provides a rich resource for school teachers and educators who wish to engage diverse learners in philosophical inquiry. In doing so, it reaffirms the value of philosophy education as a proactive approach to democratic education.
