

1. Record Nr.	UNINA9910480793103321
Autore	Font Marta
Titolo	Coloman, King of Galicia and Duke of Slavonia (1208-1241) : medieval central Europe and Hungarian power // by Marta Font and Gabor Barabas [[electronic resource]]
Pubbl/distr/stampa	Leeds : , : ARC Humanities Press, , 2019
ISBN	1-64189-025-8
Descrizione fisica	1 online resource (xvi, 143 pages) : digital, PDF file(s)
Collana	Beyond medieval Europe
Disciplina	943.902092
Soggetti	Galicia (Poland and Ukraine) History Galicia (Poland and Ukraine) Kings and rulers Hungary Kings and rulers Hungary History 1000-1699
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 20 Nov 2020).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- CONTENTS -- List of Illustrations -- Foreword -- Introduction -- Chapter 1. The Galician Context in 1205 -- Chapter 2. The Agreement of Scepus -- Chapter 3. Coloman's Coronation as King of Galicia: Date and Place -- Chapter 4. The Hungarian Elite and Coloman's Court -- Chapter 5. Coloman's Position in Halych, 1215-22: Campaigns and Opponents -- Chapter 6. Upholding the Galician Claim: Coloman's Place in Hungary -- Chapter 7. Coloman and Scepus, before 1226 -- Chapter 8. Coloman as Duke of Whole Slavonia from 1226 -- Chapter 9. Coloman's Status and the Inner Workings of the Duchy -- Chapter 10. Coloman's Ecclesiastical and Secular Activities in Slavonia -- Chapter 11. Coloman's Rule in Slavonia -- Chapter 12. Politics and Dynastic Affairs -- Chapter 13. Challenges in the Balkans -- Chapter 14. The Mongol Attack and Coloman's Death -- Conclusion: Coloman in the Eyes of Posterity -- Bibliography -- Index
Sommario/riassunto	A figure of crucial importance to scholarship on western and eastern Europe alike, King Coloman (1208-1241) here receives long-overdue scholarly treatment as a key figure of the thirteenth century. The Arpad prince ruled over a vast area in Central Europe which remained largely affiliated to the Western Church, territories that comprise modern-day

Hungary, Slovakia, Croatia, and Bosnia. This study draws on Hungarian and other research that is inaccessible outside the region and places Coloman at the crossroads of Latin Christendom, Eastern Orthodoxy, and the Mongol Empire.

2. Record Nr.	UNINA9910220036103321
Titolo	Learning in Social Context: The Nature and Profit of Living in Groups for Development
Pubbl/distr/stampa	Frontiers Media SA, 2017
Descrizione fisica	1 online resource (87 p.)
Collana	Frontiers Research Topics
Disciplina	302.3
Soggetti	Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>One of the distinctive features of humans is their unique sociality. Humans live in organized societies that are characterized by a high level of interdependence of group members in various aspects of life, ranging from the economic phenomenon of labour division to providing emotional support to others. Under these circumstances, the capacity to track social connections within and between groups has great adaptive value in managing everyday life. We may understand the importance and adaptive value of tracking the scope of culturally shared knowledge if we consider the importance of cultural norms in guiding behaviour. To become a competent member of their cultural group one must be able to conform to the group's specific behavioural norms and to accumulate culturally shared knowledge. Acquiring this knowledge is essential for successful social interactions. In contrast to current dominant explanatory theories emphasizing that social category formation is simply rooted in humans' need to belong and affiliate with a group, the aim of this e-book is to provide evidence that, in addition to its affiliative role, children form social categories for</p>

epistemic purposes. We show that children use specific cues, like kinship, patterns of resource allocation and consensus to understand group cohesion (Section 1). Once children figured out who is in-group and who is out-group, they show a significant in-group bias in attention, acting and learning (Section 2). Yet, this in-group bias can be attenuated by induced synchronous behavior (Section 3).

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