

1. Record Nr.	UNISA996388047803316
Titolo	No jest like a true jest [[electronic resource] ] : being a compendious record of the merry life and mad exploits of Captain James Hind the great robber of England : together with the close of all a[t] Worcester where he was drawn, hang'd and quartered for high treason against the Common-wealth, September 24, 1652
Pubbl/distr/stampa	[London], : Printed by T.H. for T. Vere, and are to be sold at his shop, at the sign of the Angel without Newgate, in Gui[l]tspur-Street, 1680
Descrizione fisica	[24] p. : port
Soggetti	Brigands and robbers - England
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in: Newberry Library, Chicago, Illinois.
Sommario/riassunto	eebo-0101

2. Record Nr.	UNINA9910438260103321
Autore	Elame Esoh
Titolo	Discriminant bullying : a new intercultural challenge // Esoh Elame
Pubbl/distr/stampa	Milan, : Springer-Verlag Italia, 2013
ISBN	88-470-5235-1
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (399 p.)
Disciplina	371.58
Soggetti	Bullying in schools Multicultural education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Part I Discriminatory bullying: a theoretical framework -- 1 Bullying: characterization and the state of international research -- 2 Discriminatory bullying -- 3 Intercultural education and discriminatory bullying -- 4 MABE research: content and methodology -- Part II Ethnic bullying. Perceptions of immigrant and Roma students -- 5 The analysis of the context (Who are the immigrant children interviewed?) -- 6 Context analysis: Characteristics of the school environment and intercultural group dynamics -- 7 Opinions of immigrant and Roma students on ethnic bullying -- 8 Suffered interethnic bullying -- 9 Committed bullying -- 10 Young immigrant/Roma victims and young immigrant/Roma bullies -- Part III Ethnic bullying: perceptions of native European students -- 11 Ethnic bullying and native European students: sample analysis (research context) -- 12 Opinions of native European students about ethnic bullying -- 13 Being bullied -- 14 Committed bullying -- 15 Young native/European victims, young native European bullies -- Part IV Discriminatory Bullying. Qualitative analysis -- 16 Methodology -- 17 Narratives of discriminatory bullying: the main elements -- 18 Discriminatory bullying: additional elements -- 19 Stories of bullying and a new perception of discrimination -- Part V From discriminatory bullying to intercultural pedagogy -- 20 Discriminatory bullying: a reality in European schools -- 21 Recommendations for the struggle against discriminatory bullying.
Sommario/riassunto	This book is devoted to the relation between bullying at school and

ethnicity, gender, sexual orientation, and disability. In examining the interactions between bullying and discrimination, the authors set out from the premise that the current practice of intercultural education does not systematically address the issue of bullying, as evidenced by the lack, within schools, of intercultural education projects. The starting point for the work is a survey conducted in ten European countries on a sample of about 9,000 students including immigrants and natives. The research provides important information on which factors deserve special attention when formulating interventions in the classroom with the aim of preventing or combating discriminatory bullying. If intercultural education is called upon to handle the fight against any form of discrimination, it cannot shirk from addressing the issue of bullying discrimination. The results represent a sound, stimulating basis for broad and realistic reflections on discriminatory bullying and intercultural education, and show that intercultural pedagogy needs to be appropriately equipped theoretically. This book will be an indispensable tool for those seeking a thorough understanding of the new challenges facing intercultural education and the means of overcoming them. On that basis, innovative education practices should be developed with the aim of spreading a culture of non-violence and intercultural dialogue.

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