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Titolo	Philosophy and conceptual art [[electronic resource] /] / edited by Peter Goldie and Elisabeth Schellekens
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Descrizione fisica	1 online resource (308 p.)
Altri autori (Persone)	GoldiePeter SchellekensElisabeth
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Soggetti	Aesthetics Art and philosophy Art - Philosophy Conceptual art Electronic books.
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 and index.
Nota di contenuto	Introduction / Peter Goldie and Elisabeth Schellekens -- Conceptual art as a kind of art -- On perceiving conceptual art / Peter Lamarque -- The dematerialization of the object / Derek Matravers -- Visual conceptual art / Gregory Currie -- Speaking through silence : conceptual art and conversational implicature / Robert Hopkins -- Conceptual art and aesthetic value -- The aesthetic value of ideas / Elisabeth Schellekens -- Kant after Lewitt : towards an aesthetics of conceptual art / Diarmuid Costello -- Conceptual art, knowledge and understanding -- Matter and meaning in the work of art : Joseph Kosuth's One and three chairs / Carolyn Wilde -- Telling pictures : the place of narrative in late modern 'visual art' / David Davies -- Conceptual art and knowledge / Peter Goldie -- Sartre, Wittgenstein, and learning from imagination / Kathleen Stock -- Appreciating

conceptual art -- Artistic character, creativity, and the appraisal of conceptual art / Matthew Kieran -- Creativity and conceptual art / Margaret A. Boden -- Conceptual art is not what it seems / Dominic McIver Lopes -- Emergency conditionals / Art & Language.

Sommario/riassunto

Fourteen prominent analytic philosophers engage with the philosophical puzzles raised by conceptual art: What kind of art is conceptual art? What follows from the fact that conceptual art does not aim to have aesthetic value? What knowledge or understanding can we gain from conceptual art? How ought we to appreciate conceptual art? - ;The fourteen prominent analytic philosophers writing here engage with the cluster of philosophical questions raised by conceptual art. They address four broad questions: What kind of art is conceptual art? What follows from the fact that conceptual art does not a

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Titolo

Telling children about the past : an interdisciplinary perspective / / edited by Nena Galanidou and Liv Helga Dommasnes

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Ann Arbor, Michigan : , : International Monographs in Prehistory, , 2007

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Descrizione fisica

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Collana

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Disciplina

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Soggetti

Prehistoric peoples - Study and teaching
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Monografia

Nota di contenuto

Introduction: Children and narratives of the past / Liv Helga Dommasnes and Nena Galanidou -- Cognitive and neural developments that make it possible to experience the past as the present / Patricia J. Bauer -- Autobiography, time, and history : children's construction of the past in family reminiscing / Robyn Fivush

-- Representing the past in pictures / Alan Costall and Ann Richards -- Children's understanding of authenticity / Susan A. Gelman and Brandy N. Frazier -- Groovin' to ancient Peru : a critical analysis of Disney's The emperor's new groove / Helaine Silverman -- Telling children about the past using electronic games / Maria Economou -- In a child's eyes : human origins and the Paleolithic in children's book illustrations / Nena Galanidou -- Writing prehistory for children : a comparison between author and publisher-edited versions / Pascale Binant -- Museums and archaeological sites as the setting for wondrous tales / Christos Boulotis -- Exhibiting the past to children / Andromache Gazi -- Eviscerating Barbie : telling children about Egyptian mummification / Lauren E. Talalay and Todd Gerring -- Conversations about the past : families in an archaeology museum / Theano Moussouri -- Small people versus big heritage / Liv Helga Dommasnes -- Landscapes and winter counts : Lakota ways of telling children about the past / Craig Howe -- Telling children about the past in Brazil / Ana Pin and Pedro Funari -- From fragments to contexts : teaching prehistory to village children in Romania / Corina Sarbu and Dragos Gheorghiu.

Sommario/riassunto

This book brings together archeologists, historians, psychologists, and educators from different countries and academic traditions to address the many ways that we tell children about the (distant) past. Knowing the past is fundamentally important for human societies, as well as for individual development. The authors expose many unquestioned assumptions and preformed images in narratives of the past that are routinely presented to children. The contributors both examine the ways in which children come to grips with the past and critically assess the many ways in which contemporary societies and an increasing number of commercial agents construct and use the past.
