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Nota di contenuto	Contents; Notes on Contributors; 1. Why Disciplinaryity?; Part I: Theorizing Disciplinaryity; 2. Through Others' Eyes: The Fate of Disciplines; 3. Bridging Troubled Waters: Interdisciplinaryity and What Makes it Stick; 4. Theories and Things: The Semantics of Disciplinaryity; Part II: Building and Breaking with Disciplinaryity; 5. Making the Break: Disciplines and Interdisciplinaryity; 6. Writing Discipline: Comparing Inscriptions of Knowledge and Knowers in Academic Writing; 7. Absenting Discipline: Constructivist Approaches in Online Learning 8. Discipline and Freedom in Early Childhood EducationPart III: Disciplinaryity in Subjects; 9. Disciplinaryity and School Subject English; 10. Supporting Disciplinary Learning through Language Analysis: Developing Historical Literacy; 11. The Semantic Hyperspace: Accumulating Mathematical Knowledge Across Semiotic Resources and Modalities; 12. Social Studies Disciplinary Knowledge: Tensions between State Curriculum and National Assessment Requirements; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; Y; Z
Sommario/riassunto	Disciplinary knowledge is under threat in the modern world. Claims

abound that we are entering a landscape in which the division of disciplines is obsolete, implying a commitment to outdated values in scholarship. Notions of 'discipline' are critiqued as reflecting social power and representing the worldview of dominant social groups. By addressing and challenging such claims, this edited collection argues that proclamations of the death of disciplines have been greatly overstated. Not only are the notions of disciplinarity still important for understanding how we come to know the world, but t
