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Titolo	The Dred Scott case : historical and contemporary perspectives on race and law // edited by David Thomas Konig, Paul Finkelman, and Christopher Alan Bracey
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Nota di contenuto	Constitutional law and the legitimation of history : the enduring force of Roger Taney's opinion of the court / David Thomas Konig -- Dred Scott versus the Dred Scott case : the history and memory of a signal moment in American slavery, 1857-2007 / Adam Arenson -- John Brown, Abraham Lincoln, Dred Scott, and the problem of constitutional evil / Mark Graber -- The legacy of the Dred Scott case : the uncertain course of emancipation in Missouri / Louis Gerteis -- An exaggerated legacy : Dred Scott and substantive due process / Austin Allen -- Emancipation and contract law : litigating human property after the Civil War / Daniel W. Hamilton -- Dred Scott, human dignity, and the quest for a culture of equality / Christopher Alan Bracey -- Dred Scott, racial stereotypes, and the "enduring marks of inferiority" / Leland Ware -- Unmasking the lie : Dred Scott and the antebellum Southern honor culture / Cecil J. Hunt -- Whose ancestors were imported into this country and sold as slaves? / John Baugh -- Considering reparations for Dred Scott / Alfred L. Brophy -- Lessons for judges from Scott v.

Emerson / Duane Benton -- Missouri law, politics, and the Dred Scott case / Michael A. Wolff -- The strange career of Dred Scott : from Fort Armstrong to Guantanamo Bay / Paul Finkelman.

Sommario/riassunto

In 1846 two slaves, Dred and Harriet Scott, filed petitions for their freedom in the Old Courthouse in St. Louis, Missouri. As the first true civil rights case decided by the U.S. Supreme Court, Dred Scott v. Sandford raised issues that have not been fully resolved despite three amendments to the Constitution and more than a century and a half of litigation. The Dred Scott Case: Historical and Contemporary Perspectives on Race and Law presents original research and the reflections of the nation's leading scholars who gathered in St. Louis to mark the 150th anniversary of what was arguably th

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Nota di contenuto

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Acknowledgements; Chapter 1 Introduction; Part I The social situation of teacher development; Chapter 2 A Vygotskian analysis of the construction of setting in learning to teach; Chapter 3 What and how do student teachers learn from working in different social situations of development in the same school?; Chapter 4 Taking a sociocultural perspective on science teachers' knowledge; Chapter 5 How can Vygotsky and his legacy help us to understand and develop teacher education?

Chapter 6 Categorising children: Pupil health and the broadening of responsibilities for the teaching professionPart II A cultural- historical methodological perspective; Chapter 7 Studying the process: of change The double stimulation strategy in teacher education research; Chapter 8 Investigating teacher language: A comparison of the relative strengths of Conversation Analysis and Critical Discourse Analysis as methods; Chapter 9 Learning to become a teacher: Participation across spheres for learning

Chapter 10 Breaking out of a professional abstraction: The pupil as materialized object for trainee teachersPart III Cultural- historical designs for teacher education; Chapter 11 Deviations from the conventional: Contradictions as sources of change in teacher education; Chapter 12 'What have we learnt after we had fun?': An activity theory perspective on cultures of learning in pedagogical reforms; Chapter 13 When third space is more than the library: The complexities of theorising and learning to use family and community resources to teach elementary literacy and mathematics

Chapter 14 Learning- for-teaching across educational boundaries: An activity- theoretical analysis of collaborative internship projects in initial teacher educationAfterword: CHAT and good teacher education; Index

Sommario/riassunto

Teachers, both in and beyond teacher education programmes, are continual learners. As society itself evolves, new settings and the challenges they provide require new learning. Teachers must continually adapt to new developments that affect their work, including alterations to qualification systems, new relationships with welfare professionals, and new technologies which are reconfiguring relationships with pupils. Cultural-Historical Perspectives on Teacher Education and Development is an international volume which clarifies the purpose of initial (pre-service) teacher educ
