

1. Record Nr.	UNINA9910724338603321
Autore	Quaglioni Diego
Titolo	A une deesse inconnue : La conception pre-moderne de la justice / / Diego Quaglioni
Pubbl/distr/stampa	[Place of publication not identified] : , : Editions de la Sorbonne, , 2003 ©2003
Descrizione fisica	1 online resource (148 pages)
Collana	Serie Philosophie (Universite de Paris I), ; ; 9
Disciplina	340.1
Soggetti	Law - Philosophy - History Jurisprudence - History
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Sommario/riassunto	La conception pr-moderne du droit traverse la pense philosophique, en lui fournissant un outillage conceptuel, des modles raviver ou critiquer, des arguments, des problmatiques et, avant tout, les lments d'un dialogue. Des textes les plus classiques aux moins frquents d'histoire de la philosophie, la culture juridique est omniprsente, mais le temps, l'volution de l'enseignement et le partage des disciplines l'onrendue invisible. L'ignorer, c'est se priver de fils d'Ariane souvent irremplaables pour construire les cheminements de l'histoire de la philosophie. Centr sur la justice comme exigence intrinsque au droit, l'ouvrage de Diego Quaglioni comble cette lacune. L'auteur met l'preuve une hypothse de travail tous gards provocatrice pour les philosophes : " Au moins pour ce qui concerne la justice, la clef de l'histoire de la philosophie est l'histoire du droit. " L'ouvrage s'attache la constitution historique du " paradigme pr-moderne de la justice ", dans la vision romaine du droit revivifie par les glossateurs, couple avec celle de la thologie dveloppe dans le droit canon et rlabore par Thomas d'Aquin. Il fait la part belle la fin du Moyen ge (Bartole), l'humanisme et la Renaissance (Alberti, Pietro del Monte, Machiavel, Guichardin, Bodin), jusqu' la dissolution du fondement thique et religieux universel du paradigme (Montaigne, Grotius). La mthode de Diego Quaglioni, strictement historique, repose

sur la présentation, la traduction et le commentaire des textes les plus significatifs d'une tradition qui va de l'Antiquité romaine au seuil de l'époque classique. Issu d'un cours tenu à l'Université Paris I, l'ouvrage propose aux étudiants et aux chercheurs, littéraires, philosophes, historiens ou juristes, une introduction stimulante et précise la conception pré-moderne du droit et de la justice.

2. Record Nr.	UNINA9910136808103321
Autore	Carmel Houston-Price
Titolo	An open book [[electronic resource]] : what and how young children learn from picture and story books / / edited by: Jessica S. Horst and Carmel Houston-Price
Pubbl/distr/stampa	Frontiers Media SA, 2016 [Place of publication not identified] : , : Frontiers Media SA, , 2016
Descrizione fisica	1 online resource (200 pages) : illustrations; digital, PDF file(s)
Collana	Frontiers research topics Frontiers in psychology
Disciplina	372.4
Soggetti	Reading (Preschool) Reading - Parent participation Children - Study and learning (Early childhood)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Published in: Frontiers in psychology" --front cover.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Editorial: An Open Book: What and How Young Children Learn from Picture and Story Books / Jessica S. Horst and Carmel Houston-Price -- More than pretty pictures? How illustrations affect parent-child story reading and children's story recall / Andrea Follmer Greenhoot, Alisa M. Beyer and Jennifer Curtis -- Storybooks aren't just for fun: narrative and non-narrative picture books foster equal amounts of generic language during mother-toddler book sharing / Angela Nyhout and Daniela K. O'Neill -- Clues cue the smooze: rhyme, pausing, and prediction help children learn new words from storybooks / Kirsten Read -- I think I can: achievement-oriented themes in storybooks from

Indonesia, Japan, and the United States / Maria Suprawati, Florencia K. Anggoro and Danuta Bukatko -- Emotion displays in media: a comparison between American, Romanian, and Turkish children's storybooks / Briana Vander Wege, Mayra L. Sanchez Gonzalez, Wolfgang Friedlmeier, Linda M. Mihalca, Erica Goodrich and Feyza Corapci -- By the numbers: a quantitative content analysis of children's picturebooks / Laura Wagner -- When all children comprehend: increasing the external validity of narrative comprehension development research / Silas E. Burris and Danielle D. Brown -- Learning from picture books: Infants' use of naming information / Melanie Khu, Susan A. Graham and Patricia A. Ganea -- Once upon a time, there was a fabulous funambulist...: what children learn about the "high-level" vocabulary they encounter while listening to stories / Carmel Houston-Price, Jodie A. Howe and Natalie J. Lintern -- Goodnight book: sleep consolidation improves word learning via storybooks / Sophie E. Williams and Jessica S. Horst -- Do storybooks really break children's gender stereotypes? / Carla Abad and Shannon M. Pruden -- Rethinking the portrayal of deaf characters in children's picture books / Debbie B. Golos and Annie M. Moses.

Sommario/riassunto

Looking at and listening to picture and story books is a ubiquitous activity, frequently enjoyed by many young children and their parents. Well before children can read for themselves they are able to learn from books. Looking at and listening to books increases children's general knowledge, understanding about the world and promotes language acquisition. This collection of papers demonstrates the breadth of information pre-reading children learn from books and increases our understanding of the social and cognitive mechanisms that support this learning. Our hope is that this Research Topic/eBook will be useful for researchers as well as educational practitioners and parents who are interested in optimizing children's learning.
