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Autore	Pelling C. B. R.
Titolo	Literary texts and the Greek historian // Christopher Pelling
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ISBN	1-134-90639-0 1-134-90640-4 0-203-01027-2 1-280-19497-9 0-415-07351-0
Descrizione fisica	x, 338 p
Collana	Approaching the ancient world
Disciplina	880.9/0109358
Soggetti	Greek literature - History and criticism Literature and history - Greece - History History, Ancient - Historiography Historiography - Greece - History Greece Historiography
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
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Nota di bibliografia	Includes bibliographical references (p. [306]-324) and indexes.
Nota di contenuto	1. A culture of rhetoric -- 2. Rhetoric and history (415 BC) -- 3. How far would they go? Plutarch on Nicias and Alcibiades -- 4. Rhetoric and history II : Platnea (431-27 BC) -- 5. Explaining the war -- 6. Thucydides' speeches -- 7. 'You cannot be serious' : approaching Aristophanes -- 8. Aristophanes' Acharnians (425 BC) -- 9. Tragedy and ideology -- 10. Lysistrata and others : constructing gender -- 11. Conclusions : texts, audiences, truth.

2. Record Nr.	UNINA9910823939603321
Autore	Blum Susan Debra
Titolo	"I love learning; I hate school" : an anthropology of college / / Susan D. Blum
Pubbl/distr/stampa	Ithaca, New York ; ; London, [England] : , : Cornell University Press, , 2016 ©2016
ISBN	1-5017-0340-4 1-5017-0341-2
Descrizione fisica	1 online resource (356 pages)
Disciplina	370.15/4
Soggetti	Motivation in education - United States College students - United States - Attitudes Teacher-student relationships - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- Introduction -- Part I. Trouble in Paradise -- Part II. Schooling and Its Oddities -- Part III. How and Why Humans Learn -- Part IV. A Revolution in Learning -- Appendix -- Acknowledgments -- Notes -- Works Cited -- Index -- About the Author
Sommario/riassunto	Frustrated by her students' performance, her relationships with them, and her own daughter's problems in school, Susan D. Blum, a professor of anthropology, set out to understand why her students found their educational experience at a top-tier institution so profoundly difficult and unsatisfying. Through her research and in conversations with her students, she discovered a troubling mismatch between the goals of the university and the needs of students. In "I Love Learning; I Hate School," Blum tells two intertwined but inseparable stories: the results of her research into how students learn contrasted with the way conventional education works, and the personal narrative of how she herself was transformed by this understanding. Blum concludes that the dominant forms of higher education do not match the myriad forms of learning that help students-people in general-master meaningful

and worthwhile skills and knowledge. Students are capable of learning huge amounts, but the ways higher education is structured often leads them to fail to learn. More than that, it leads to ill effects. In this critique of higher education, infused with anthropological insights, Blum explains why so much is going wrong and offers suggestions for how to bring classroom learning more in line with appropriate forms of engagement. She challenges our system of education and argues for a "reintegration of learning with life."
