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Autore	Harris Edward Monroe
Titolo	Democracy and the rule of law in classical Athens : essays on law, society, and politics // Edward M. Harris [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2006
ISBN	1-107-16551-2 1-280-48038-6 0-511-22062-6 0-511-22118-5 0-511-21921-0 0-511-30898-1 0-511-49785-7 0-511-21989-X
Descrizione fisica	1 online resource (xxxii, 486 pages) : digital, PDF file(s)
Disciplina	340.5/38
Soggetti	Constitutional history - Greece - Athens - To 146 B.C Rule of law (Greek law) Democracy - Greece - Athens - History Law, Greek
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di contenuto	Law and constitutional history -- Law and economy -- Law and the family -- Aspects of procedure -- Envoi.
Sommario/riassunto	This volume brings together essays on Athenian law by Edward M. Harris, who challenges much of the recent scholarship on this topic. Presenting a balanced analysis of the legal system in ancient Athens, Harris stresses the importance of substantive issues and their contribution to our understanding of different types of legal procedures. He combines careful philological analysis with close attention to the political and social contexts of individual statutes. Collectively, the essays in this volume demonstrate the relationship between law and politics, the nature of the economy, the position of women, and the role of the legal system in Athenian society. They also

show that the Athenians were more sophisticated in their approach to legal issues than has been assumed in the modern scholarship on this topic.

2. Record Nr.

Autore

Titolo

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ISBN

Descrizione fisica

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Lapayese Yvette V.

A humanizing dual language immersion education / / by Yvette V. Lapayese

Leiden ; ; Boston : , : Brill Sense, , [2019]

90-04-38972-5

1 online resource (111 pages)

Disciplina

370.1175

Soggetti

Immersion method (Language teaching)

Education, Bilingual

Second language acquisition - Study and teaching

Language and languages - Study and teaching

Lingua di pubblicazione

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Includes bibliographical references.

Nota di contenuto

Front Matter -- Copyright page -- Dedication -- Being Human, Being Bilingual—A Human Right to Language -- Language as a Human Right -- Language Rights in the United States -- Bilingual Education as a Human Right -- A Humanizing Dual Language Immersion Education -- Intentionality -- Sustenance -- Imaginings -- Conclusion -- Epilogue -- Back Matter -- References.

Sommario/riassunto

In every corner of the world, children are learning languages at home that differ from the dominant language used in their broader social world. These children arrive at school with a precious resource: their mother tongue. In the face of this resource and the possibility for biliteracy, majority language educational programs do nothing to support primary language competence. To counter monolingual education, there are significant albeit few initiatives around the world that provide formal support for children to continue to develop competence in their mother tongue, while also learning an additional

language or languages. One such initiative is dual language immersion education (DLI). Interestingly, most (if not all) research on DLI programs focus on the effectiveness of bilingual education vis-à-vis academic access and achievement. The ideologies embedded in the research and guidelines for DLI education, albeit necessary and critical during the early days of DLI schooling, are disconnected from the present realities, epistemologies, and humanness of our bilingual youth. A Humanizing Dual Language Immersion Education envisions a framework informed by bilingual teachers and students who support biliteracy as a human right. Positioning bilingual education under a human rights framework addresses the basic right of our bi/multilingual youth to human dignity. Respect for the languages of persons belonging to different linguistic communities is essential for a just and democratic society. Given the centrality of language to our sense of who we are and where we fit in the broader world, a connection between linguistic human rights and bilingual education is essential.

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