

1. Record Nr.	UNINA9910454560503321
Autore	DeLue Rachael Ziady
Titolo	George Inness and the science of landscape [[electronic resource] /] / Rachael Ziady DeLue
Pubbl/distr/stampa	Chicago, : University of Chicago Press, c2004
ISBN	1-281-95953-7 9786611959531 0-226-14231-0
Descrizione fisica	1 online resource (353 p.)
Altri autori (Persone)	InnessGeorge <1825-1894.>
Disciplina	759.13
Soggetti	Landscape painting, American - 19th century Spirituality in art Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	George Inness, metaphysician -- The struggle of vision -- Painting from memory -- Painting unity -- Painting the past -- The plight of allegory -- The mathematics of psychology -- "We must work our way to paradise."
Sommario/riassunto	George Inness (1825-94), long considered one of America's greatest landscape painters, has yet to receive his full due from scholars and critics. A complicated artist and thinker, Inness painted stunningly beautiful, evocative views of the American countryside. Less interested in representing the details of a particular place than in rendering the "subjective mystery of nature," Inness believed that capturing the spirit or essence of a natural scene could point to a reality beyond the physical or, as Inness put it, "the reality of the unseen." Throughout his career, Inness struggled to make visible what was invisible to the human eye by combining a deep interest in nineteenth-century scientific inquiry-including optics, psychology, physiology, and mathematics-with an idiosyncratic brand of mysticism. Rachael Ziady DeLue's <i>George Inness and the Science of Landscape</i> -the first in-depth examination of Inness's career to appear in several decades-demonstrates how the artistic, spiritual, and scientific aspects of

Inness's art found expression in his masterful landscapes. In fact, Inness's practice was not merely shaped by his preoccupation with the nature and limits of human perception; he conceived of his labor as a science in its own right. This lavishly illustrated work reveals Inness as profoundly invested in the science and philosophy of his time and illuminates the complex manner in which the fields of art and science intersected in nineteenth-century America. Long-awaited, this reevaluation of one of the major figures of nineteenth-century American art will prove to be a seminal text in the fields of art history and American studies.

2. Record Nr.	UNINA9910813641103321
Autore	Viola Lynne
Titolo	The best sons of the fatherland : workers in the vanguard of Soviet collectivization / / Lynne Viola
Pubbl/distr/stampa	New York, New York ; ; Oxford, [England] : , : Oxford University Press, , 1987 ©1987
ISBN	1-280-53326-9 9786610533268 0-19-802117-8 0-19-534536-3
Descrizione fisica	1 online resource (298 p.)
Disciplina	338.7/63/0947
Soggetti	Collectivization of agriculture - Soviet Union - History Collective farms - Soviet Union - Officials and employees Working class - Soviet Union Soviet Union Economic policy 1928-1932
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Introduction; 1. Workers to the Countryside: From Revolution to Revolution; 2. The Recruitment of the 25,000ers; 3. Setting the Campaign in Motion; 4. The Drive to Collectivize Soviet Agriculture:

Winter 1930; 5. The 25,000ers and the Cadres of Collectivization: The Offensive on Rural Officialdom; 6. The 25,000ers at Work on the Collective Farms; 7. The Denouement of the Campaign; Conclusion; Notes; Glossary; A Note on Sources; Bibliography; Index

Sommario/riassunto

In this ground-breaking study Lynne Viola--the first Western scholar to gain access to the Soviet state archives on collectivization--brilliantly examines a lost chapter in the history of the Stalin revolution. Looking in detail at the backgrounds, motivations, and mentalities of the 25,000ers, Viola embarks on the first Western investigation of the everyday activities of Stalin's rank-and-file shock troops, the leading cadres of socialist construction. In the process, Viola sheds new light on how the state mobilized working-class support for collectivization and reveals that, contrary to popular belief, the 25,000ers went into the countryside as willing recruits. This unique social history uses an on the scene line of vision to offer a new understanding of the workings, times, and cadres of Stalin's revolution.

3. Record Nr.

UNINA9910807333203321

Titolo

Dialogue in multilingual and multimodal communities // edited by Dale A. Koike, Carl S. Blyth, University of Texas at Austin

Pubbl/distr/stampa

Amsterdam ; ; Philadelphia : , : John Benjamins Publishing Company, , [2015]
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ISBN

90-272-6833-9

Descrizione fisica

1 online resource (320 p.)

Collana

Dialogue studies (DS), , 1875-1792 ; ; volume 27

Disciplina

306.44
306.446

Soggetti

Multilingualism - Social aspects
Intercultural communication - Social aspects
Discourse analysis - Social aspects
Neighborhoods - Social aspects

Lingua di pubblicazione

Inglese

Formato

Materiale a stampa

Livello bibliografico

Monografia

Note generali

Description based upon print version of record.

Nota di bibliografia

Includes bibliographical references and index.

Nota di contenuto

Dialogue in Multilingual and Multimodal Communities; Editorial page; Title page; LCC data; Table of contents; Introduction: Dialogue in Multilingual and Multimodal Communities; 1. Introduction: Aims and scope of this volume; 2. Learning in communities; 3. Communities, native speakers and linguistic variation; 4. The current volume; 5. Dialogue in Multilingual and Multimodal Communities; References; I. Language practice in dialogue; 1. The complex nature of Language-related Episodes; 1. Introduction; 2. The information-processing paradigm and its impact on LRE research 3. Situated learning and communities of practice (CofP)4. Redefining the LRE; 5. Conclusion; References; 2. Navigating the language-learning classroom without previous schooling: A case study of Li; 1. Our theoretical grounding for this SLA case study; 2. Data; 3. Analysis; 4. Conclusion: Learning as participation; References; 3. On multimodality and coordinated participation in second language interaction: A conversation-ana; 1. Introduction; 2. Background literature; 3. Methodology and data; 4. Discussion of data; 5. Conclusions; References; Appendix II. Learning culture and identities through dialogue4. "Tu no eres espanola": Teasing of L2 learners in host family communities of practice; 1. Introduction; 2. Literature review; 3. Research methods; 4. Results; 5. Discussion and conclusions; 6. Limitations and suggestions for future research; References; 5. Exploring the complex nature of language and culture through intercultural dialogue: The case of ; 1. Introduction; 2. Literature review; 3. Methods; 4. Analysis of the dialogues; 5. Discussion; 6. Conclusion; References; Appendix 1 6. Multilingual Eurovision meets plurilingual YouTube: Linguascaping discursive ontologies1. Introduction; 2. Literature review; 3. Politics of language choice in the ESC; 4. Eurovision meets YouTube: Data and methods; 5. Data analysis; 6. Discussion: Linguascaping and discursive formations in digital spaces; 7. Conclusion; References; III. Learning practices of communities; 7. Dialogic knowledge building in learning communities: Discovering an electric circuit through coll; 1. Introduction; 2. Modern teaching and learning: Learning communities 3. Support from psychology: Self-Determination Theory (SDT)4. Deep learning: Deep reasoning and active knowledge building; 5. Theory of Dialogic Action Games: The explorative action game; 6. Analysis of selected explorative action games; 7. Discussion; 8. Conclusion; References; 8. Artifacts, gestures, and dispensable speech: Multimodality in teaching and learning of a biology ; 1. Introduction; 2. Ethnomethodological and conversation analytic inquiry into apprenticeship learning; 3. The data analysis; 4. Conclusion; References; Appendix 9. Changing frames in native speaker and learner talk: Moving toward a shared dialogue

Sommario/riassunto

The Community of Practice (CofP; Wenger 1998) model of social learning has recently been a preferred lense for investigating professional practice in education. This chapter focuses on the experiences and resultant beliefs and practices of a group of teachers from a range of backgrounds (local, national, international) engaged in a highly diverse community of practice. Data were collected through a mixed focus group, interviews and written responses at a university in Southern China, where local, regional, mainland, autonomous territory and overseas Chinese, as well as native, non-native, seco
