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Autore	Larsen Neil
Titolo	Modernism and hegemony : a materialist critique of aesthetic agencies // Neil Larsen ; foreword by Jaime Concha
Pubbl/distr/stampa	Minneapolis : , : University of Minnesota Press, , 1990 ©1990
ISBN	0-8166-8318-2
Descrizione fisica	1 online resource (xlvii, 125 pages) : illustrations
Collana	Theory and history of literature ; ; v. 71
Disciplina	111/.85/0904
Soggetti	Modernism (Art) Ideology Aesthetics, Modern - 20th century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliography and index.
Nota di contenuto	Contents; Foreword: From the Modernism of Adorno to the Contemporaneity of Marx; Introduction; 1. From Adorno to Marx: De-Aestheticizing the Modern; 2. Modernism, Manet, and the Maximilian: Executing Negation; 3. Juan Rulfo: Modernism as Cultural Agency; 4. Modernism as Cultura Brasileira: Eating the "'Torn Halves'"; Notes; Index
Sommario/riassunto	Modernism and Hegemony was first published in 1990. Minnesota Archive Editions uses digital technology to make long-unavailable books once again accessible, and are published unaltered from the original University of Minnesota Press editions. In Modernism and Hegemony, Neil Larsen exposes the underlying political narratives of modernist aesthetic theory and practice. Unlike earlier Marxist critics, Larsen insists that modernist ideology be approached as a "'displaced politics'" and not simply as an aesthetic phenomenon. In this view, modernism is broadly ideological project comprising not only

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Titolo	Language and social interaction at home and school / / edited by Letizia Caronia, University of Bologna
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ISBN	90-272-5901-1
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Soggetti	Social interaction
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- Language and Social Interaction at Home and School -- Editorial page -- Title page -- Copyright page -- Table of contents -- Introduction. Language, culture and social interaction -- 2. The constructivist stance: Human agency and the centrality of language -- 3. Language and interaction as socialization practices: Vygotsky and the social nature of mind -- 4. The vygotskian renaissance in the 80s -- 5. Language diversity, culture, and cognition -- 6. Societies, cultures, and ways of speaking: Insights from the ethnography of communication -- 7. The language socialization paradigm -- 8. Beyond language: Artifacts and other semiotic resources as socialization devices -- 9. Structure of the volume -- References -- Part I. Dialogues at home -- Preface -- References -- 1. Children's socialization to multi-party interactive practices -- 1. Introduction -- 2. State of the art -- 2.1 A situated approach to language development -- 2.2 Family dinner as multi-party discourse -- 3. Data and method -- 4. Participant involvement in multiparty interactions -- 4.1 Speakers -- 4.2 Addressees -- 4.3 Involved participants -- 5. The topics of family dinner interactions -- 5.1 Reference to self and others -- 5.2 Reference to dinner versus other activities -- 6. Conclusion -- References -- 2. Making unquestionable worlds -- 1. Introduction -- 2. Mundane morality and everyday practices -- 2.1 Morality in everyday family life: Children's socialization and culture construction -- 2.2

Mealtime morality -- 3. Data corpus and procedures -- 4. The construction of food as a common good -- 5. Food and water as valuable goods per se -- 5.1 Wasting water as a reprimandable activity: The use of elliptical directives as a resource -- 5.2 Water as a morally laden object: The use of impersonal negative deontic declaratives. 5.3 "Do we throw everything away every time?": Rhetorical questions as indirect statements of the rule -- 5.4 Leftover food as a morally loaded object: Asking for an account and "disguised direct -- 6. Discussion -- 7. Building unquestionable worlds: Concluding remarks -- References

-- 3. Talking to children with atypical development -- 1. Interactional studies of children with atypical development -- 2. Communication in children with Down syndrome -- 2.1 Focus of the study -- 2.2 The 'Are you going to' question and the role of time in action solicits -- 3. Method -- 3.1 Participants -- 3.2 Data collection and preparation -- 3.3 Analysis -- 4. Asking 'Are you going to' questions to children with Down syndrome -- 4.1 The 'Are you going to' question as request for information -- 4.2 'Are you going to/are you going/you gonna' questions as action solicits -- 4.3 Ambiguous AYG/AYG/YG questions -- 4.4 AYG questions oriented to divert the child from another course of action -- 4.5 Variability in use of AYG/AYG/YG questions -- 5. Discussion -- Acknowledgment -- References -- Appendix -- 4. Promoting communication practices about school activities in multilingual families -- 1. Introduction: Bilingual immigrant children and academic language -- 2. Communicative practices connected to school activities -- 3. Con parole mie: Research design and context -- 4. Findings -- 4.1 Setting-oriented contributions -- 4.2 Task-oriented contributions -- 4.3 Content-oriented contributions -- 4.4 Language-oriented contributions -- 5. Conclusions -- References -- Appendix 1 -- Sessions -- PART II. Dialogues at school -- Preface -- References -- 5. Language, interaction, and culture at school -- 1. Introduction -- 2. Studying the language of education: An historical background -- 3. The ethnography of schooling. 4. Teaching and learning as socially organized communicative activities -- 4.1 On doing "being the teacher": Three resources for pursuing an answer -- 4.2 On doing "being the teacher": Assessing and the ratification of knowledge in instructional sequences -- 4.3 Communicating in the classroom: The interactional competences of the students -- 5. Language as a learning object and language as a learning tool: The case of second language acquisition -- 6. Contemporary challenges -- References -- 6. Dialogicity in diapers -- 1. Introduction -- 2. Intersubjectivity in adult-child interaction: A dialogical perspective -- 3. The paradigm of communicative musicality -- 4. Corpus and methodology -- 5. Analysis of narrative profiles: Attunement and misattunement in interaction -- 5.1 The attunement profile of interaction: An illustration -- 5.2 The misattunement profile of interaction: An illustration -- 6. Discussion -- 7. Conclusions and psycho-pedagogical implications -- Acknowledgment -- References -- 7. Challenging the triadic dialogue format -- 1. Introduction -- 2. Background literature on pupils' answering practices -- 3. Data and method -- 4. The organisation of answering in teacher-led whole-class activities -- 4.1 Bids to answer or self-selection in response to addressed questions: negotiating speakership -- 4.2 Bids to answer or self-selection in response to unaddressed questions -- 4.3 Being the first to answer: When pupils self-select -- 5. Conclusions -- References -- 8. Building bridges -- 1. Introduction -- 2. Background to shared education -- 3. Research evidence on shared education -- 4. Methodology -- 5. Analysis -- 5.1 Context of the schools -- 5.2 Identity and intergroup relations in northern ireland -- 5.3 Culture of

avoidance -- 5.4 Reflections on the rationale for shared education --
References.

9. Facilitating children's elicitation of interlaced narratives in classroom interactions -- 1. Introduction -- 2. Data -- 3. The analysis of interlaced narratives in classroom interactions: Theoretical background -- 3.1 Facilitation, agency and epistemic authority -- 3.2 Structures of positioning -- 3.3 The analysis -- 4. Analysis of facilitation supporting children's agency as elicitation of new narratives -- 4.1 Questions and invitations -- 4.2 Leaving the floor to children's elicitation of new narratives -- 4.3 Enhancing interruptions as narratives -- 5. Facilitation that treats children's interruptions as obstacles to narrative -- 5.1 Providing quick feedback and going back to the interrupted narrative -- 5.2 Providing feedback to critical contributions -- 5.3 Ignoring the interruptions -- 6. Conclusions -- References -- Anchor 178 -- Appendix -- Transcription conventions -- 10. Student-teacher e-mail interaction as asynchronous dialogue in an academic setting -- 1. Introduction -- 2. Theoretical background -- 3. Methodology -- 4. Data and discussion -- 4.1 E-mail structure -- 4.2 Process types -- 5. Conclusion -- References -- Contributors -- Index.

Sommario/riassunto

"As Ragnar Rommetveit put it forty years ago, dialogue is "the architecture of intersubjectivity": a tool for not only maintaining yet also constantly transforming our life-worlds. The volume advances and empirically illustrates the role of talk-in-interaction in displaying, ratifying, creating yet also defying the crucial dimensions of the world we live in. This process is particularly noticeable in children's primary social worlds, i.e. home and school where they are socialized to becoming competent members of the communities they (will) live in. Drawing on fifty years of research on children socialization through language and social interaction, the volume provides new multidisciplinary insights and updated empirical data on the process through which cultures, identities, and knowledge are brought into being through the everyday dialogues that animate children's life at home and school. The volume addresses a specialized readership, its interdisciplinary framework ensures that it will be of great interest to scholars from different academic fields, e.g. social and developmental psychology, anthropology, education, developmental linguistics, sociolinguistics and developmental pragmatics"--

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