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Inquisition (1977-1988) : Balance and Perspective -- THIRTEEN
Historiography of the Mexican Inquisition : Evolution of Interpretations
and Methodologies -- CONTRIBUTORS -- INDEX

Sommario/riassunto

More than just an expression of religious authority or an instrument of social control, the Inquisition was an arena where cultures met and clashed on both shores of the Atlantic. This pioneering volume examines how cultural identities were maintained despite oppression. Persecuted groups were able to survive the Inquisition by means of diverse strategies--whether Christianized Jews in Spain preserving their experiences in literature, or native American folk healers practicing medical care. These investigations of social resistance and cultural persistence will reinforce the cultural significance of the Inquisition. Contributors: Jaime Contreras, Anne J. Cruz, Jesús M. De Bujanda, Richard E. Greenleaf, Stephen Haliczzer, Stanley M. Hordes, Richard L. Kagan, J. Jorge Klor de Alva, Moshe Lazar, Angus I. K. MacKay, Geraldine McKendrick, Roberto Moreno de los Arcos, Mary Elizabeth Perry, Noemí Quezada, María Helena Sanchez Ortega, Joseph H. Silverman This title is part of UC Press's Voices Revived program, which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice, reach, and impact. Drawing on a backlist dating to 1893, Voices Revived makes high-quality, peer-reviewed scholarship accessible once again using print-on-demand technology. This title was originally published in 1995.

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Sommario/riassunto	<p>Language is the essence of human beings, gives them individuality and enables socio-cultural reflection and participation - even beyond the immediate present. Language is in a reciprocal connection with culture in that it is an expression of it and at the same time has a formative effect on it. In the face of increasing heterogeneity and hybridity, linguistic-cultural educational offers are required in order to enable emancipated use of information or participation in social negotiation and design processes through the training of communicative and reflexive skills. Which connections between language (s) and culture (s) as dynamic sign systems can be identified? How can these be used in the sense of diversity-sensitive teaching and future-proof teacher education? And what professionalization offers do the humanities and cultural studies have in store for this? In the contributions to the anthology "Language and Cultural Education. Perspectives for reflexive teacher training and heterogeneity-sensitive teaching ", the authors examine these questions from a variety of perspectives. Language is considered on the one hand as a system to be learned, but also as a spoken and written teaching medium and illuminated in its culture-</p>

related meaning. It becomes clear that linguistic-cultural education encompasses all school subjects and therefore has to play a fundamental role in teacher education. This volume would like to open up perspectives on how the connection between language (s) and culture (s) can be taken into account in a future-oriented teacher education as an elementary context of reflection and how heterogeneity-sensitive teaching can succeed on this basis.
