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| 1. Record Nr.           | UNINA9910796569603321   |
| Titolo                  | The Armenian genocide : Evidence from the German Foreign Office Archives, 1915-1916 // edited by Wolfgang Gust  |
| Pubbl/distr/stampa      | New York ; ; Oxford, [England] : , : Berghahn, , 2014<br>©2014  |
| Descrizione fisica      | 1 online resource (786 pages)   |
| Disciplina              | 956.620154  |
| Soggetti                | Armenian Genocide, 1915-1923<br>Armenians - Turkey - History<br>Genocide - Turkey - History   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Nota di bibliografia    | Includes bibliographical references at the end of each chapters and index.  |
| Nota di contenuto       | Frontmatter -- Contents -- Preface -- List of Abbreviations -- Foreword -- Overview of the Armenian Genocide -- Bibliography and Suggestions for Further Reading -- Notes on Using the Documents -- The Documents. Part 1 -- The Documents. Part 2 -- The Documents. Part 3 -- Glossary -- Index  |
| Sommario/riassunto      | In 1915, the Armenians were exiled from their land, and in the process of deportation 1.5 million of them were killed. The 1915-1916 annihilation of the Armenians was the archetype of modern genocide, in which a state adopts a specific scheme geared to the destruction of an identifiable group of its own citizens. Official German diplomatic documents are of great importance in understanding the genocide, as only Germany had the right to report day-by-day in secret code about the ongoing genocide. The motives, methods, and after-effects of the Armenian Genocide echoed strongly in subsequent cases of state-sponsored genocide. Studying the factors that went into the Armenian Genocide not only gives us an understanding of historical genocide, but also provides us with crucial information for the anticipation and possible prevention of future genocides. |

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| 2. Record Nr.           | UNINA9910968018203321  |
| Autore                  | Murrell Peter C., Jr., <1952-2015.>  |
| Titolo                  | African-centered pedagogy : developing schools of achievement for African American children // Peter C. Murrell, Jr  |
| Pubbl/distr/stampa      | Albany, : State University of New York Press, c2002  |
| ISBN                    | 9780791489024<br>0791489027<br>9780585462899<br>0585462895   |
| Edizione                | [1st ed.]  |
| Descrizione fisica      | 1 online resource (237 p.)   |
| Collana                 | SUNY series, the social context of education   |
| Disciplina              | 371.829/96073  |
| Soggetti                | African Americans - Education<br>African Americans - Race identity<br>Afrocentrism - Study and teaching - United States  |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Nota di bibliografia    | Includes bibliographical references (p. [181]-191) and index.  |
| Nota di contenuto       | Front Matter -- Contents -- Tables and Figures -- Preface -- Introduction -- Framing the work -- The Wrong Frames for the Right Problem -- Traditions of African American Education—A Historical Perspective -- Culture, Cognition, and the Community of Achievement -- Pedagogical Theory for Building a Community of African American Achievement -- Overview of the Pedagogical Theory -- From a Community of Caring to a Community of Achievement -- Teaching as Assisted Performance in the African American Tradition -- The Classroom Ecology of Culture and Language -- Discourse Practices in a Community of Achievement -- Teaching for Understanding, Learning for Liberation -- Appraising My Own Practice: African-Centered Pedagogy in Preparing Teachers -- Appendices -- Appendix I Book List for African Centered Graduate Module -- Appendix II Video Review Assessment Sheet -- Appendix III Evaluation Sheet for Curriculum Blueprint -- References -- Index |
| Sommario/riassunto      | What can teachers, administrators, families, and communities do to create schools that provide rich learning experiences for African American children? Based on a critical reinterpretation of several key  |

educational frameworks, African-Centered Pedagogy is a practical guide to accomplished teaching. Murrell suggests integrating the historical, cultural, political, and developmental considerations of the African American experience into a unified system of instruction, bringing to light those practices that already exist and linking them to contemporary ideas and innovations that concern effective practice in African American communities. This is then applied through a case study analysis of a school seeking to incorporate the unified theory and embrace African-centered practice. Murrell argues that key educational frameworks—although currently ineffective with African American children—hold promise if reinterpreted.

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