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Autore	RIZZO, Francesco
Titolo	Azione collettiva risarcitoria e interessi tutelati / a cura di Pietro Perlingieri
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Collana	Pubblicazioni della Scuola di specializzazione in diritto civile dell'Università di Camerino ; 110
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2. Record Nr.	UNINA9910338053603321
Autore	Titchiner Beth M
Titolo	The Epistemology of Violence : Understanding the Root Causes of Violence in Schooling / / by Beth M. Titchiner
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Nota di contenuto	1. Introduction -- 2. A New Epistemic and Methodological Approach to the Study of Violence -- 3. Conceptualising Violence as a Problem of Epistemology -- 4. Conceptualising Violence in Relation to Social Circumstances and Subject Development -- 5. How Violent Epistemology Shapes the Contexts Surrounding Schools: Brazil, São Paulo and the Baixada -- 6. How Violent Epistemology Shapes Schooling Systems: The Development of Public Schooling in Brazil and São Paulo -- 7. How Violent Epistemology Manifests in Schools: The Case of DCX -- 8. Moving Forwards.
Sommario/riassunto	This book provides an in-depth, multidisciplinary framework and case-study analysis for understanding the root causes of violence in schooling. Drawing on critical theory, psychology, neuroscience and learning theory, the author provides a holistic analysis of how 'violent epistemology' and the 'non-conducive circumstances' that it produces can be seen to be at the roots of violence in societies and social institutions such as schools. Chapter 1 outlines how current and

historical theories of violence, and interventions based on them, have failed due to their inability to properly conceptualise the root causes of violence. Chapters 2 addresses this by providing a new epistemic and methodological framework for studying violence. Chapters 3 and 4 then demonstrate how violence can be best conceptualised as a problem of specifically 'violent' epistemology and the 'non-conducive social circumstances' that it fosters. Chapters 5-7 demonstrate in practice how violent epistemology results in multiple manifestations of violence at the global, national, local, and ultimately classroom level. Chapter 8 concludes the book by presenting an early conceptualisation of 'non-violent' epistemology, and what fostering this might look like in practice.
