



COMPETENCES IN KEEPING WITH THE COUNCIL OF EUROPE'S VOCATION TO EMPOWER AND PROTECT CHILDREN, ENABLING THEM TO LIVE TOGETHER AS EQUALS IN TODAY'S CULTURALLY DIVERSE DEMOCRATIC SOCIETIES, BOTH ON- AND OFFLINE. THE DIGITAL CITIZENSHIP EDUCATION HANDBOOK IS INTENDED FOR TEACHERS AND PARENTS, EDUCATION DECISION MAKERS AND PLATFORM PROVIDERS ALIKE. IT DESCRIBES IN DEPTH THE MULTIPLE DIMENSIONS THAT MAKE UP EACH OF 10 DIGITAL CITIZENSHIP DOMAINS, AND INCLUDES A FACT SHEET ON EACH DOMAIN PROVIDING IDEAS, GOOD PRACTICE AND FURTHER REFERENCES TO SUPPORT EDUCATORS IN BUILDING THE COMPETENCES THAT WILL STAND CHILDREN IN GOOD STEAD WHEN THEY ARE CONFRONTED WITH THE CHALLENGES OF TOMORROW'S DIGITAL WORLD. THE DIGITAL CITIZENSHIP EDUCATION HANDBOOK IS CONSISTENT WITH THE COUNCIL OF EUROPE'S REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE AND COMPATIBLE FOR USE WITH THE INTERNET LITERACY HANDBOOK. (BOX OF 25 SHEETS)

**THE EUROPEAN HOME** FALK PINGEL 2000 THIS STUDY IS BASED UPON A CROSS-SECTION OF SECONDARY-SCHOOL HISTORY TEXTBOOKS FROM FOURTEEN EUROPEAN COUNTRIES, WITH DIFFERING TRADITIONS OF EDUCATIONAL LITERATURE: THE CZECH REPUBLIC, ENGLAND AND WALES, FINLAND, FRANCE, LITHUANIA, GERMANY, HUNGARY, ITALY, THE NETHERLANDS, NORWAY, POLAND, THE RUSSIAN FEDERATION AND SPAIN. EXAMPLES FROM OTHER COUNTRIES ARE ALSO DISCUSSED, IN PARTICULAR SOME OF THE BALKAN COUNTRIES, WHERE THE PARALLEL PROCESS OF BUILDING A NATIONAL IDENTITY WHILE ALSO ESTABLISHING A EUROPEAN ONE IS TAKING PLACE. (COE WEBSITE.)

**TRAVELS IN UPPER AND LOWER EGYPT** VIVANT DENON 1803

**A WORLD HISTORY OF NINETEENTH-CENTURY ARCHAEOLOGY** MARGARITA DIAZ-ANDREU GARCIA 2007-11-22 MARGARITA DIAZ-ANDREU OFFERS AN INNOVATIVE HISTORY OF ARCHAEOLOGY DURING THE NINETEENTH CENTURY, ENCOMPASSING ALL ITS FIELDS FROM THE ORIGINS OF HUMANITY TO THE MEDIEVAL PERIOD, AND ALL AREAS OF THE WORLD. THE DEVELOPMENT OF ARCHAEOLOGY IS PLACED WITHIN THE FRAMEWORK OF CONTEMPORARY POLITICAL EVENTS, WITH A PARTICULAR FOCUS UPON THE IDEOLOGIES OF NATIONALISM AND IMPERIALISM. DIAZ-ANDREU EXAMINES A WIDE RANGE OF ISSUES, INCLUDING THE CREATION OF INSTITUTIONS, THE CONVERSION OF THE STUDY OF ANTIQUITIES INTO A PROFESSION, PUBLIC MEMORY, CHANGES IN ARCHAEOLOGICAL THOUGHT AND PRACTICE, AND THE EFFECT ON ARCHAEOLOGY OF RACISM, RELIGION, THE BELIEF IN PROGRESS, HEGEMONY, AND RESISTANCE.

**DEFENCE INSTITUTION BUILDING** WILLEM FREDERIK VAN ECKELEN 2006

**COGNITIVE LINGUISTICS, SECOND LANGUAGE ACQUISITION, AND FOREIGN LANGUAGE TEACHING** MICHEL ACHARD 2004-01-01 THIS COLLECTION OF TWELVE PAPERS DEMONSTRATES THAT THE CONCEPTS DEVELOPED WITHIN THE COGNITIVE LINGUISTICS MOVEMENT AFFORD AN INSIGHTFUL PERSPECTIVE ON SEVERAL IMPORTANT AREAS OF SECOND LANGUAGE ACQUISITION AND PEDAGOGY. IN THE FIRST PART OF THE BOOK, THREE PAPERS SHOW HOW THREE COGNITIVE LINGUISTICS CONSTRUCTS PROVIDE A USEFUL THEORETICAL FRAME WITHIN WHICH SECOND LANGUAGE ACQUISITION DATA CAN BE ANALYZED. FIRST, TALMY'S TYPOLOGY OF MOTION EVENTS IS ARGUED TO CONSTITUTE THE BASE RELATIVE TO WHICH ACQUISITION DISCREPANCIES IN MOTION EVENTS ARE MOST VALUABLY

INVESTIGATED. SECONDLY, THE NOTION OF "CONSTRUCTION" IS INVOKED IN ORDER TO ACCOUNT FOR SYSTEMATIC DIFFERENCES BETWEEN THE NATIVE AND NON-NATIVE SPEAKERS' USE OF THE ENGLISH VERB GET. FINALLY, FREQUENCY AND SIMILARITY EFFECTS ARE SHOWN TO PLAY A CRUCIAL PART IN THE LEARNING OF PREPOSITIONS IN A SECOND LANGUAGE. THE SECOND PART OF THE BOOK SHOWS THAT THE KEY CONCEPTS COMMONLY INVOKED IN COGNITIVE LINGUISTICS ANALYSES ALLOW LANGUAGE TEACHERS TO INSIGHTFULLY STRUCTURE THE PRESENTATION OF PROBLEMATIC MATERIAL IN THE FOREIGN LANGUAGE CLASSROOM. THESE CONCEPTS INCLUDE AMONG OTHERS POLYSEMY, THE FIGURE/GROUND GESTALT, THE USAGE-BASED CONCEPTION OF GRAMMAR, THE RADIAL ORGANIZATION OF CATEGORIES, METAPHORS, AND CULTURAL SCRIPTS. THE COGNITIVE LINGUISTICS PARADIGM HAS ALREADY SHOWN ITS VIABILITY TO ANALYZE A WIDE ARRAY OF LINGUISTIC PHENOMENA. THIS BOOK ESTABLISHES ITS RELEVANCE IN THE AREAS OF SECOND LANGUAGE ACQUISITION AND LANGUAGE PEDAGOGY. ITS INTENDED PUBLIC IS COMPOSED OF COGNITIVE LINGUISTS, SECOND LANGUAGE ACQUISITION SPECIALISTS, AS WELL AS FOREIGN LANGUAGE PEDAGOGY RESEARCHERS, INSTRUCTORS, AND STUDENTS.

**ETHICS AND THE MILITARY PROFESSION** GEORGE R. LUCAS, JR. 2010-01-01

KOJIN KARATANI 1995-10-05 IN ARCHITECTURE AS METAPHOR, KOJIN KARATANI DETECTS A RECURRENT "WILL TO ARCHITECTURE" THAT HE ARGUES IS THE FOUNDATION OF ALL WESTERN THINKING, TRAVERSING ARCHITECTURE, PHILOSOPHY, LITERATURE, LINGUISTICS, CITY PLANNING, ANTHROPOLOGY, POLITICAL ECONOMICS, PSYCHOANALYSIS, AND MATHEMATICS. KOJIN KARATANI, JAPAN'S LEADING LITERARY CRITIC, IS PERHAPS BEST KNOWN FOR HIS IMAGINATIVE READINGS OF SHAKESPEARE, SOSEKI, MARX, WITTGENSTEIN, AND MOST RECENTLY KANT. HIS WORKS, OF WHICH ORIGINS OF MODERN JAPANESE LITERATURE IS THE ONLY ONE PREVIOUSLY TRANSLATED INTO ENGLISH, ARE THE GENERIC EQUIVALENT TO WHAT IN AMERICA IS CALLED "THEORY." KARATANI'S WRITINGS ARE IMPORTANT NOT ONLY FOR THE INSIGHTS THEY OFFER ON THE VARIOUS TOPICS UNDER DISCUSSION, BUT ALSO AS AN EXAMPLE OF A DISTINCTLY NON-WESTERN CRITICAL INTERVENTION. IN ARCHITECTURE AS METAPHOR, KARATANI DETECTS A RECURRENT "WILL TO ARCHITECTURE" THAT HE ARGUES IS THE FOUNDATION OF ALL WESTERN THINKING, TRAVERSING ARCHITECTURE, PHILOSOPHY, LITERATURE, LINGUISTICS, CITY PLANNING, ANTHROPOLOGY, POLITICAL ECONOMICS, PSYCHOANALYSIS, AND MATHEMATICS. IN THE THREE PARTS OF THE BOOK, HE ANALYZES THE COMPLEX BONDS BETWEEN CONSTRUCTION AND DECONSTRUCTION, THEREBY POINTING TO AN ALTERNATIVE MODEL OF "SECULAR CRITICISM," BUT IN THE DOMAIN OF PHILOSOPHY RATHER THAN LITERARY OR CULTURAL CRITICISM. AS KARATANI CLAIMS IN HIS INTRODUCTION, BECAUSE THE WILL TO ARCHITECTURE IS PRACTICALLY NONEXISTENT IN JAPAN, HE MUST FIRST ASSUME A DUAL ROLE: ONE THAT AFFIRMS THE ARCHITECTONIC (BY SCRUTINIZING THE SUPPRESSED FUNCTION OF FORM) AND ONE THAT PUSHES FORMALISM TO ITS COLLAPSE (BY INVOKING KURT GODEL'S INCOMPLETENESS THEOREM). HIS SUBSEQUENT DISCUSSIONS TRACE A PATH THROUGH THE WORK OF CHRISTOPHER ALEXANDER, JANE JACOBS, GILLES DELEUZE, AND OTHERS. FINALLY, AMIDST THE DRIVE THAT MOTIVATES ALL FORMALIZATION, HE CONFRONTS AN UNBRIDGEABLE GAP, AN UNCONTROLLABLE EVENT ENCOUNTERED IN THE EXCHANGE WITH THE OTHER; THUS HIS SPECULATION TURNS TOWARD GLOBAL CAPITAL MOVEMENT. WHILE IN THE PRESENT VOLUME HE MAINLY ANALYZES FAMILIAR WESTERN TEXTS, IT IS PRECISELY FOR THIS REASON THAT HIS VOICE DISCLOSES A DISTANCE THAT WILL ADD A NEW DIMENSION TO OUR ENGLISH-LANGUAGE DISCOURSE.

*ARCHITECTURE AS METAPHOR*