Read Online Historical Thinking And Other Unnatural Acts Charting The Future Of Teaching Past Critical Perspectives On Sam Wineburg

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Historical Thinking and Other Unnatural Acts-Samuel S. Wineburg 2001 Whether he is comparing how students and historians interpret documentary evidence or analyzing children's drawings, Wineburg's essays offer rough maps of how ordinary people think about the past and use it to understand the present. These essays acknowledge the role of collective memory in filtering what we learn in school and shaping our historical thinking.

Historical Thinking and Other Unnatural Acts-Samuel S. Wineburg 2001 Demolishes the conventional notion that there is one true history and one best way to teach it. Although most of us think of history and learn it as a conglomeration of facts, for professional historians it is a way of knowing, a method for developing an understanding about the relationships of peoples and events in the past.

Why Learn History (When It’s Already on Your Phone)-Sam Wineburg 2018-09-17 Let's start with two truths about our era that are so inescapable as to have become clichés: We are surrounded by more readily available information than ever before. And a huge percentage of it is inaccurate. Some of the bad info is well-meaning but ignorant. Some of it is deliberately deceptive. All of it is pernicious. With the internet always at our fingertips, what's a teacher of history to do? Sam Wineburg has answers, beginning with this: We definitely can't stick to the same old read-the-chapter-answer-the-questions-at-the-back snoozefest we've subjected students to for decades. If we want to educate citizens who can sift through the mass of information around them and separate fact from fake, we have to explicitly work to give them the necessary critical thinking tools. Historical thinking, Wineburg shows us in Why Learn History (When It’s Already on Your Phone), has nothing to do with test prep-style ability to memorize facts. Instead, it’s an orientation to the world that we can cultivate, one that encourages reasoned skepticism, discourages haste, and counters our tendency to confirm our biases. Wineburg draws on surprising discoveries from an array of research and experiments—including surveys of students, recent attempts to update history curricula, and analyses of how historians, students, and even fact checkers approach online sources—to paint a
picture of a dangerously mine-filled landscape, but one that, with care, attention, and awareness, we can all learn to navigate. It’s easy to look around at the public consequences of historical ignorance and despair. Wineburg is here to tell us it doesn’t have to be that way. The future of the past may rest on our screens. But its fate rests in our hands.

**Reading Like a Historian** - Sam Wineburg 2015-04-26 This practical resource shows you how to apply Sam Wineburgs highly acclaimed approach to teaching, "Reading Like a Historian," in your middle and high school classroom to increase academic literacy and spark students curiosity. Chapters cover key moments in American history, beginning with exploration and colonization and ending with the Cuban Missile Crisis.

**Thinking Historically** - Stephane Levesque 2009-10-17 Two simple but profound questions have preoccupied scholars since the establishment of history education over a century ago: what is historical thinking, and how do educators go about teaching it? In Thinking Historically, Stéphane Ltévesque examines these questions, focusing on what it means to think critically about the past. As students engage in a new century already characterized by global instability, uncertainty, and rivalry over claims about the past, present, and future, this study revisits enduring questions and aims to offer new and relevant answers. Drawing on a rich collection of personal, national, and international studies in history education, Ltévesque offers a coherent and innovative way of looking at how historical expertise in the domain intersects with the 'pedagogy of history education.' Thinking Historically provides teacher educators, and all those working in the field of history education, ways of rethinking their practice by presenting some of the benchmarks, in terms of procedural concepts, of what students ought to learn and do to become more critical historical actors and citizens. As questions regarding history education compel educators with greater force than ever, this study explores different ways of approaching and engaging with the discipline in the twenty-first century.

**Who Owns History?** - Eric Foner 2003-04-16 A thought-provoking new book from one of America's finest historians "History," wrote James Baldwin, "does not refer merely, or even principally, to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do." Rarely has Baldwin's insight been more forcefully confirmed than during the past few decades. History has become a matter of public controversy, as Americans clash over such things as museum presentations, the flying of the Confederate flag, or reparations for slavery. So whose history is being written? Who owns it? In Who Owns History?, Eric Foner proposes his answer to these and other questions about the historian's relationship to the world of the past and future. He reconsiders his own earlier ideas and those of the pathbreaking Richard Hofstadter. He also examines international changes during the past two decades--globalization, the collapse of the Soviet Union, the end of apartheid in South Africa--and their effects on historical consciousness. He concludes with considerations of the enduring, but often misunderstood, legacies of slavery, the Civil War, and Reconstruction. This is a provocative, even controversial, study of the reasons we care about history--or should.

This four-part volume identifies the problems and issues in late 20th and early 21st-century history education, working towards an understanding of this evolving field. It aims to give both students and teachers insights into the best way of developing historical understanding in pupils.

"Why Won't You Just Tell Us the Answer?" - Bruce A. Lesh 2011 Every major measure of students' historical understanding since 1917 has demonstrated that students do not retain, understand, or enjoy their school experiences with history. Bruce Lesh believes that this is due to the way we teach history -- lecture and memorization. Over the last fifteen years, Bruce has refined a method of teaching history that mirrors the process used by historians, where students are taught to ask questions of evidence and develop historical explanations. --from publisher description.
Doing History—Linda S. Levstik 2011-01-26 Now in its fourth edition, this popular text offers a unique perspective on teaching and learning history in the elementary and middle grades. Through case studies of teachers and students in diverse classrooms and from diverse backgrounds, it shows children engaging in authentic historical investigations, often in the context of an integrated social studies curriculum. The central assumption is that children can engage in valid forms of historical inquiry—collecting and data analysis, examining the perspectives of people in the past, considering multiple interpretations, and creating evidence-based historical accounts. In each chapter, the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory, thus providing specific examples of successful activities and placing them in a theoretical context that allows teachers to adapt and apply them in a wide variety of settings. New in the Fourth Edition Expanded coverage of world history in two new chapters Integration of new technologies to support history instruction Updated classroom examples, bibliographies, and references

The Challenge of Rethinking History Education—Bruce A. VanSledright 2010-09-13 Every few years in the United States, history teachers go through what some believe is an embarrassing national ritual. A representative group of students sit down to take a standardized U.S. history test, and the results show varied success. Sizable percentages of students score at or below a “basic” understanding of the country’s history. Pundits seize on these results to argue that not only are students woefully ignorant about history, but history teachers are simply not doing an adequate job teaching historical facts. The overly common practice of teaching history as a series of dates, memorizing the textbook, and taking notes on teachers’ lectures ensues. In stark contrast, social studies educators like Bruce A. VanSledright argue instead for a more inquiry-oriented approach to history teaching and learning that fosters a sense of citizenship through the critical skills of historical investigation. Detailed case studies of exemplary teachers are included in this timely book to make visible, in an easily comprehensible way, the thought processes of skilled teachers. Each case is then unpacked further to clearly address the question of what history teachers need to know to teach in an investigative way. The Challenge of Rethinking History Education is a must read for anyone looking for a guide to both the theory and practice of what it means to teach historical thinking, to engage in investigative practice with students, and to increase students’ capacity to critically read and assess the nature of the complex culture in which they live.

Teaching Difficult History through Film—Jeremy Stoddard 2017-06-26 Teaching Difficult History through Film explores the potential of film to engage young people in controversial or contested histories and how they are represented, ranging from gender and sexuality, to colonialism and slavery. Adding to the education literature of how to teach and learn difficult histories, contributors apply their theoretical and pedagogical expertise and experiences to a variety of historical topics to show the ways that film can create opportunities for challenging conversations in the classroom and attempts to recognize the perspectives of historically marginalized groups. Chapters focus on translating research into practice by applying theoretical frameworks such as critical race theory, autoethnography or cultural studies, as well as more practical pedagogical models with film. Each chapter also includes applicable pedagogical considerations, such as how to help students approach difficult topics, model questions or strategies for engaging students, and examples from the authors’ own experiences in teaching with film or in leading students to develop counter-narratives through filmmaking. These discussions of the real considerations facing classroom teachers and professors are sure to appeal to experienced secondary teachers, pre-service teacher education programs, graduate students, and academic audiences within education, history, and film studies. Part and chapter discussion guides, full references of the films included in the book, and resources for teachers are available on the book’s companion website www.teachingdifficulthistory.com.

Teaching History in the Digital Age—T. M Kelly 2013-04-12 Although many humanities scholars have been talking and writing about the transition to the digital age for more than a decade, only in the last few years have we seen a convergence of the factors that make this transition possible: the spread of sufficient infrastructure on campuses, the creation of truly massive databases of humanities content, and a generation of students that has never known a world without easy Internet access. Teaching
History in the Digital Age serves as a guide for practitioners on how to fruitfully employ the transformative changes of digital media in the research, writing, and teaching of history. T. Mills Kelly synthesizes more than two decades of research in digital history, offering practical advice on how to make best use of the results of this synthesis in the classroom and new ways of thinking about pedagogy in the digital humanities.

Assessing Historical Thinking and Understanding—Bruce A. VanSledright 2013-07-31 Assessing Historical Thinking and Understanding advocates for a fundamental change in how educators think about making sense of learners’ developing cognition and understanding in history. Author Bruce VanSledright argues that traditional and typical standardized testing approaches are seldom up to the task of measuring the more complex understandings students are asked to attain, as they cannot fully assess what the student knows. Rather, he points forward along a path toward changes in learning, teaching, and assessing that closely aligns with the Common Core State Standards. He delves into the types of history knowledge the standards require, illustrates how they can be applied in-use in history learning contexts, and theorizes how the standards might fit together cognitively to produce deep historical understandings among students in teaching-learning contexts. By providing a variety of assessment strategies and items that align with the standards, and identifying rich, useful assessment rubrics applicable to the different types of assessments, he offers an important resource for social studies teachers and curriculum writers alike.

Thinking About History—Sarah Maza 2017-09-18 What distinguishes history as a discipline from other fields of study? That’s the animating question of Sarah Maza’s Thinking About History, a general introduction to the field of history that revels in its eclecticism and highlights the inherent tensions and controversies that shape it. Designed for the classroom, Thinking About History is organized around big questions: Whose history do we write, and how does that affect what stories get told and how they are told? How did we come to view the nation as the inevitable context for history, and what happens when we move outside those boundaries? What is the relation among popular, academic, and public history, and how should we evaluate sources? What is the difference between description and interpretation, and how do we balance them? Maza provides choice examples in place of definitive answers, and the result is a book that will spark classroom discussion and offer students a view of history as a vibrant, ever-changing field of inquiry that is thoroughly relevant to our daily lives.

Mr. Stinson’s Vietnam—Samuel S. Wineburg 1993 This document proposes a case study approach to U.S. history instruction. The method which the document suggests arises from an actual class discussion of the My Lai massacre that occurred during the Vietnam War. A sample class discussion concerns the setting of standards to guide national and international affairs and the particular standards that the United States applied in fighting the War in Southeast Asia. The document’s main section entitled “Immediate and Long-Term Teaching Options” presents three approaches to such a case study approach: (1) “Choices in the Heat of Discussion”; (2) “Possibilities for Follow Up”; and (3) ”Additional Questions and Issues.” (SG)

Freshman Year & Other Unnatural Disasters—Meredith Zeitlin 2013-03-07 Smart and ambitious, though occasionally insecure, Brooklyn 14-year-old Kelsey Finkelstein embarks on her freshman year of high school in Manhattan with the intention of "rebranding" herself, but unfortunately everything she tries to do turns into a total disaster.

In Search of America’s Past—Bruce VanSledright 2002 Offers alternatives to conventional textbook learning for history students, describing the use of in-depth historical projects and investigations that result in better retention of knowledge.

Knowing History in Schools—Arthur Chapman 2021-01-07 The ‘knowledge turn’ in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education, and to the need for new thinking about how we understand knowledge and knowledge-building. Knowing History in Schools explores these issues in the context of teaching
and learning history through a dialogue between the eminent sociologist of curriculum Michael Young, and leading figures in history education research and practice from a range of traditions and contexts. With a focus on Young’s ‘powerful knowledge’ theorisation of the curriculum, and on his more recent articulations of the ‘powers’ of knowledge, this dialogue explores the many complexities posed for history education by the challenge of building children’s historical knowledge and understanding. The book builds towards a clarification of how we can best conceptualise knowledge-building in history education. Crucially, it aims to help history education students, history teachers, teacher educators and history curriculum designers navigate the challenges that knowledge-building processes pose for learning history in schools.

Staging Indigeneity-Katrina Phillips 2021-01-29 As tourists increasingly moved across the United States in the late nineteenth and early twentieth centuries, a surprising number of communities looked to capitalize on the histories of Native American people to create tourist attractions. From the Happy Canyon Indian Pageant and Wild West Show in Pendleton, Oregon, to outdoor dramas like Tecumseh! in Chillicothe, Ohio, and Unto These Hills in Cherokee, North Carolina, locals staged performances that claimed to honor an Indigenous past while depicting that past on white settlers' terms. Linking the origins of these performances to their present-day incarnations, this incisive book reveals how they constituted what Katrina Phillips calls "salvage tourism"—a set of practices paralleling so-called salvage ethnography, which documented the histories, languages, and cultures of Indigenous people while reinforcing a belief that Native American societies were inevitably disappearing. Across time, Phillips argues, tourism, nostalgia, and authenticity converge in the creation of salvage tourism, which blends tourism and history, contestations over citizenship, identity, belonging, and the continued use of Indians and Indianness as a means of escape, entertainment, and economic development.

Making Sense of the Holocaust-Simone Schweber 2004 What lessons are conveyed implicitly and explicity in teaching and learning about the Holocaust? Through case studies, the author reflects on the lessons taught, highlighting strengths and missed opportunities and illuminating important implications for the teaching of other historical episodes.

Pastplay-Kevin Kee 2014-03-10 In the field of history, the Web and other technologies have become important tools in research and teaching of the past. Yet the use of these tools is limited—many historians and history educators have resisted adopting them because they fail to see how digital tools supplement and even improve upon conventional tools (such as books). In Pastplay, a collection of essays by leading history and humanities researchers and teachers, editor Kevin Kee works to address these concerns head-on. How should we use technology? Playfully, Kee contends. Why? Because doing so helps us think about the past in new ways; through the act of creating technologies, our understanding of the past is re-imagined and developed. From the insights of numerous scholars and teachers, Pastplay argues that we should play with technology in history because doing so during a pivotal era of social change, the first work of nonfiction from one of American literature’s most distinctive prose stylists is a modern classic. In twenty razor-sharp essays that redefined the art of journalism, National Book Award-winning author Joan Didion reports on a society gripped by a deep generational divide, from the “misplaced children” dropping acid in San Francisco’s Haight-Ashbury district to Hollywood legend John Wayne filming his first picture after a bout with cancer. She paints indelible portraits of reclusive billionaire Howard Hughes and folk singer Joan Baez, “a personality before she was entirely a person,” and takes readers on eye-opening journeys to Death Valley, Hawaii, and Las Vegas, “the most extreme and allegorical of American settlements.” First published in 1968, Slouching Towards Bethlehem has been heralded by the New York Times Book Review as “a rare display of some of the best prose written today in this country” and named to Time magazine’s list of the one hundred best and most influential nonfiction books. It is the definitive account of a terrifying and transformative decade in American history whose discordant reverberations continue to sound a half-century later.
enables us to see the past in new ways by helping us understand how history is created; honoring the roots of research, teaching, and technology development; requiring us to model our thoughts; and then allowing us to build our own understanding.

**Social Change in America**-Christopher Clark 2006 Citing the early processes that were to have significant impact on the character of American society, an account of the late colonial period and early years of the new republic covers such topics as free and compensated labor, regional characteristics, and the tension between advocates for geographic expansion and economic development. History.

**The Stamp Act Crisis**-Edmund S. Morgan 2011-01-20 'Impressive! . . . The authors have given us a searching account of the crisis and provided some memorable portraits of officials in America impaled on the dilemma of having to enforce a measure which they themselves opposed.'--New York Times 'A brilliant contribution to the colonial field. Combining great industry, astute scholarship, and a vivid style, the authors have sought 'to recreate two years of American history.' They have succeeded admirably.'--William and Mary Quarterly 'Required reading for anyone interested in those eventful years preceding the American Revolution.'--Political Science Quarterly The Stamp Act, the first direct tax on the American colonies, provoked an immediate and violent response. The Stamp Act Crisis, originally published by UNC Press in 1953, identifies the issues that caused the confrontation and explores the ways in which the conflict was a prelude to the American Revolution.

**The Unnatural History of the Sea**-Callum Roberts 2009-01-05 A fascinating journey through 1,000 years of human exploitation and exploration of the sea.

**Our Posthuman Future**-Francis Fukuyama 2017-06-15 Is a baby whose personality has been chosen from a gene supermarket still a human? If we choose what we create what happens to morality? Is this the end of human nature? The dramatic advances in DNA technology over the last few years are the stuff of science fiction. It is now not only possible to clone human beings it is happening. For the first time since the creation of the earth four billion years ago, or the emergence of mankind 10 million years ago, people will be able to choose their children's sex, height, colour, personality traits and intelligence. It will even be possible to create 'superhumans' by mixing human genes with those of other animals for extra strength or longevity. But is this desirable? What are the moral and political consequences? Will it mean anything to talk about 'human nature' any more? Is this the end of human beings? Our Posthuman Future is a passionate analysis of the greatest political and moral problem ever to face the human race.

**Thinking Like a Historian**-Nikki Mandell 2013-06-19 Thinking Like a Historian: Rethinking History Instruction by Nikki Mandell and Bobbie Malone is a teaching and learning framework that explains the essential elements of history and provides "how to" examples for building historical literacy in classrooms at all grade levels. With practical examples, engaging and effective lessons, and classroom activities that tie to essential questions, Thinking Like a Historian provides a framework to enhance and improve teaching and learning history. We invite you to use Thinking Like a Historian to bring history into your classroom or to re-energize your teaching of this crucial discipline in new ways. The contributors to Thinking Like a Historian are experienced historians and educators from elementary through university levels. This philosophical and pedagogical guide to history as a discipline uses published standards of the American Historical Association, the Organization of American Historians, the National Council for History Education, the National History Standards and state standards for Wisconsin and California.

**The Aristocracy of Talent**-Adrian Wooldridge 2021-07-13 Meritocracy: the idea that people should be advanced according to their talents rather than their birth. While this initially seemed like a novel concept, by the end of the twentieth century it had become the world's ruling ideology. How did this happen, and why is meritocracy now under attack from both right and left? In The Aristocracy of Talent, esteemed journalist and historian Adrian
Wooldridge traces the history of meritocracy forged by the politicians and officials who introduced the revolutionary principle of open competition, the psychologists who devised methods for measuring natural mental abilities, and the educationalists who built ladders of educational opportunity. He looks outside western cultures and shows what transformative effects it has had everywhere it has been adopted, especially once women were brought into the meritocratic system. Wooldridge also shows how meritocracy has now become corrupted and argues that the recent stalling of social mobility is the result of failure to complete the meritocratic revolution. Rather than abandoning meritocracy, he says, we should call for its renewal.

The Wiley Handbook of Social Studies Research-Meghan McGlinn
Manfra 2017-04-10 The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

History on Trial-Gary B. Nash 2000 An incisive overview of the current debate over the teaching of history in American schools examines the setting of controversial standards for history education, the integration of multiculturalism and minorities into the curriculum, and ways to make history more relevant to students. Reprint.

New Directions in Assessing Historical Thinking-Kadriye Ercikan
2015-02-20 New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students’ language literacy on history assessments, and methods of validation in both large scale and classroom assessments. New Directions in Assessing Historical Thinking is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.

Eco-Socialism-David Pepper 2002-09-26 First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

Breasts: A Natural and Unnatural History-Florence Williams 2012-05-07
A 2012 New York Times Notable Book. A 2013 Los Angeles Times Book Award Winner in the Science & Technology category. An engaging narrative about an incredible, life-giving organ and its imperiled modern fate. Did you know that breast milk contains substances similar to cannabis? Or that it’s sold on the Internet for 262 times the price of oil? Feted and fetishized, the breast is an evolutionary masterpiece. But in the modern world, the breast is changing. Breasts are getting bigger, arriving earlier, and attracting newfangled chemicals. Increasingly, the odds are stacked against us in the struggle with breast cancer, even among men. What makes breasts so mercurial—and so vulnerable? In this informative and highly entertaining account, intrepid science reporter Florence Williams sets out to uncover the latest scientific findings from the fields of anthropology, biology, and medicine. Her investigation follows the life cycle of the breast from puberty...
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<tr>
<th>Book Title</th>
<th>Author</th>
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<th>Description</th>
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<tbody>
<tr>
<td>Searching for Black Confederates</td>
<td>Kevin M. Levin</td>
<td>2019-08-09</td>
<td>More than 150 years after the end of the Civil War, scores of websites, articles, and organizations repeat claims that anywhere between 500 and 100,000 free and enslaved African Americans fought willingly as soldiers in the Confederate army. But as Kevin M. Levin argues in this carefully researched book, such claims would have shocked anyone who served in the army during the war itself. Levin explains that imprecise contemporary accounts, poorly understood primary-source material, and other misrepresentations helped fuel the rise of the black Confederate myth. Moreover, Levin shows that belief in the existence of black Confederate soldiers largely originated in the 1970s, a period that witnessed both a significant shift in how Americans remembered the Civil War and a rising backlash against African Americans' gains in civil rights and other realms. Levin also investigates the roles that African Americans actually performed in the Confederate army, including personal body servants and forced laborers. He demonstrates that regardless of the dangers these men faced in camp, on the march, and on the battlefield, their legal status remained unchanged. Even long after the guns fell silent, Confederate veterans and other writers remembered these men as former slaves and not as soldiers, an important reminder that how the war is remembered often runs counter to history.</td>
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<tr>
<td>Teaching History with Film</td>
<td>Alan S. Marcus</td>
<td>2010-07-29</td>
<td>Teaching History with Film provides a fresh, engaging, and clear overview of teaching with film to effectively enhance social studies instruction.</td>
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<td>An Unnatural History of Religions</td>
<td>Leonardo Ambasciano</td>
<td>2018-12-27</td>
<td>An Unnatural History of Religions examines the origins, development, and critical issues concerning the history of religion and its relationship with science. The book explores the ideological biases, logical fallacies, and unwarranted beliefs that surround the scientific foundations (or lack thereof) of religious claims.</td>
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<td>Why Study History?</td>
<td>Marcus Collins</td>
<td>2020-05-27</td>
<td>Considering studying history at university? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it’s actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That’s where the Why Study series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not.</td>
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<td>Still Alive</td>
<td>Ruth Kluger</td>
<td>2003-04-01</td>
<td>Swept up as a child in the events of Nazi-era Europe, Ruth Kluger saw her family's comfortable Vienna existence systematically undermined and destroyed. By age eleven, she had been deported, along with her mother, to Terezin, the first in a series of concentration camps which would become the setting for her precarious childhood. Kluger's story of her years in the camps and her struggle to establish a life after the war as a refugee survivor in New York, has emerged as one of the most powerful accounts of the Holocaust. Interwoven with blunt, unsparking observations of childhood and nuanced reflections of an adult who has spent a lifetime thinking about the Holocaust, Still Alive rejects all easy assumptions about history, both political and personal. Whether describing the abuse she met at her own mother's hand, the life-saving generosity of a woman SS aide in Auschwitz, the foibles and prejudices of Allied liberators, or the cold shoulder offered by her relatives when she and her mother arrived as refugees in New York, Kluger sees and names an unexpected reality which has little to do with conventional wisdom or morality tales. Still Alive is a memoir of the pursuit of selfhood against all odds, a fiercely bittersweet coming-of-age story in which the protagonist must learn never to rely on comforting assumptions, but always to seek her own truth.</td>
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Still Alive—Ruth Kluger 2003-04-01 Swept up as a child in the events of Nazi-era Europe, Ruth Kluger saw her family's comfortable Vienna existence systematically undermined and destroyed. By age eleven, she had been deported, along with her mother, to Terezin, the first in a series of concentration camps which would become the setting for her precarious childhood. Kluger's story of her years in the camps and her struggle to establish a life after the war as a refugee survivor in New York, has emerged as one of the most powerful accounts of the Holocaust. Interwoven with blunt, unsparking observations of childhood and nuanced reflections of an adult who has spent a lifetime thinking about the Holocaust, Still Alive rejects all easy assumptions about history, both political and personal. Whether describing the abuse she met at her own mother's hand, the life-saving generosity of a woman SS aide in Auschwitz, the foibles and prejudices of Allied liberators, or the cold shoulder offered by her relatives when she and her mother arrived as refugees in New York, Kluger sees and names an unexpected reality which has little to do with conventional wisdom or morality tales. Still Alive is a memoir of the pursuit of selfhood against all odds, a fiercely bittersweet coming-of-age story in which the protagonist must learn never to rely on comforting assumptions, but always to seek her own truth.
thereof) in the academic discipline of the history of religions, positioning them in today's 'post-truth' culture. Leonardo Ambasciano provides the necessary critical background to evaluate the most important theories and working concepts dedicated to the explanation of the historical developments of religion. He covers the most important topics and paradigm shifts in the field, such as phenomenology, postmodernism, and cognitive science. These are taken into consideration chronologically, each time with case studies on topics such as shamanism, gender biases, ethnocentrism, and biological evolution. Ambasciano argues that the roots of post-truth may be deep in human biases, but that historical justifications change each time, resulting in different combinations. The surprising rise of once-fringe beliefs, such as conspiracy theories, pseudoscientific claims, and so-called scientific creationism, demonstrates the alarming influence that post-truth ideas may exert on both politics and society. Recognising them before they spread anew may be the first step towards a scientifically renewed study of religion.

**Unnatural History**-Robert A. Aronowitz 2013-09-19 In the early nineteenth century in the United States, cancer in the breast was a rare disease. Now it seems that breast cancer is everywhere. Written by a medical historian who is also a doctor, Unnatural History tells how and why this happened. Rather than there simply being more disease, breast cancer has entered the bodies of so many American women and the concerns of nearly all the rest, mostly as a result of how we have detected, labeled, and responded to the disease. The book traces changing definitions and understandings of breast cancer, the experience of breast cancer sufferers, clinical and public health practices, and individual and societal fears.

**Why History?**-Keith Jenkins 2005-11-18 Why History is an introduction to the issue of history and ethics. Designed to provoke discussion, the book asks whether a good knowledge and understanding of the past is a good thing to have and if so, why. In the context of postmodern times, Why History suggests that the goal of 'learning lessons from the past' is actually learning lessons from stories written by historians and others. If the past as history has no foundation, can anything ethical be gained from history? Why History presents liberating challenges to history and ethics, proposing that we have reached an emancipatory moment which is well beyond the 'end of history'.