

Lagune Arbeitsbuch 1 German Edition

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this book investigates whether and to what extent foreign language textbooks can contribute to promoting adolescent pupils acquisition of intercultural communicative competence it gives a full scientific account of a research project carried out amongst flemish learners of german the focus of the research was on the relationships between the culture teaching approaches adopted in textbooks and the pupils learning of culture although the sub title refers to a particular group of pupils learning a particular language the study has more general bearing and constitutes a substantial contribution to the literature and in particular empirical research on the development of intercultural competence in and through foreign language education the composition of the volume reflects the affective cognitive and contact dimensions of the culture learning process it also gives space to the theoretical platform on which the research was built and to the research methodology adopted chapter 1 sets out to contextualise and define the research topic it clarifies the study s position within the field of culture and language learning and teaching theory practice and research it also situates the investigation into the specific context of teaching and learning foreign languages and cultures in flanders in chapter 2 the theoretical framework informing the study is developed chapter 3 provides an overview of the techniques of data collection

and analysis employed of the kinds of data collected and of the chronology of data collection chapters 4 5 and 6 provide an interpretative description and analysis of the investigation s key concepts chapters 4 and 5 focus on the pupils culture learning processes and analyse relationships between attitude contact and perception data in chapter 6 the culture teaching approaches adopted in the investigated textbook series are described and evaluated with regard to their potential for promoting the pupils learning of culture chapter 7 finally provides a summary overview of the study s main findings and presents the main conclusions that can be drawn from the evidence presented in earlier chapters it estimates the value of the study s research methodology and theoretical framework it also reflects on how the research findings can find application and implementation

in this innovative analysis of german elementary education katharine kennedy uses textbooks curricula and pedagogical texts to trace continuities and changes in the lessons taught in the elementary schools of wilhelmine weimar and nazi germany children in all three periods were exposed to recurring texts that reinforced attachment to god region and fatherland however they also encountered evolving symbols of the nation and shifting ideas about the identity of germany and the german people by blending lessons on hitler race and heredity with traditional narratives nazi education conveyed its ideology under the cloak of virtue patriotism and normality it provides a compelling example of how a dictatorship manipulates religion and tradition to legitimize a brutal lawless and racist regime

persecuted as a jew both under the nazis and in post war east germany johanna krause 1907 2001 courageously fought her way through life with searing humour and indomitable strength of character johanna krause twice persecuted is her story born in dresden into bitter poverty krause received little education and worked mostly in shops and factories in 1933 when she came to the defence of a jewish man being beaten by the brownshirts krause was jailed for insulting the führer after a secret wedding in 1935 she was arrested again with her husband

max krause for breaking the law that forbade marriage between a jew and an aryan in the years following johanna endured many atrocities a forced abortion while eight months pregnant and subsequent sterilization her incarceration in numerous prisons and concentration camps including ravenbrück the notorious women's camp near berlin and a death march after the war the krauses took part enthusiastically in building the new socialist republic of east germany until 1958 when johanna recognized a party official as a man who had tried to rape and kill her during the war thinking the communist party would punish the official joanna found out whose side the party was on and was subjected to anti semitic attacks both she and her husband were jailed and their business and belongings confiscated after her release she lived as a persona non grata in east germany having been evicted from the communist party it was only in the 1990s after the reunification of germany that johanna saw some justice originally published as zweimal verfolgt the book is the result of collaboration between johanna krause carolyn gammon and christiane hemker translated by carolyn gammon johanna krause twice persecuted will be of interest to scholars of auto biography world war ii history and the holocaust

applying an original theoretical framework an international group of historians and social scientists here explores how class rather than other social bonds became central to the ideologies dispositions and actions of working people and how this process was translated into diverse institutional legacies and political outcomes focusing principally on france germany and the united states the contributors examine the historically contingent connections between class as objectively structured and experienced and collective perceptions and responses as they develop in work community and politics following ira katznelson's introduction of the analytical concepts william h sewell jr michelle perrot and alain cottereau discuss france amy bridges and martin shefter the united states and jürgen kocka and mary nolan germany the conclusion by aristide r zolberg comments on working class formation up to world war i including developments in great britain

and challenges conventional wisdom about class and politics in the industrializing west

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