

Historia Del Mundo Contemporaneo 1 Bachillerato

Vicens Vives

María Pilar Cáceres Reche,Francisco Javier HInojo Lucena,Juan Manuel Trujillo Torres,Fernando Lara Lara

Enseñar Historia al margen de los cuerpos. CASTILLEJO CAMBRA Emilio ,2022-03-01 En el seno del Departamento de Historia de la Educación y Educación Comparada de la UNED se lleva a cabo desde 1992 una amplia investigación sobre los manuales escolares de los siglos XIX y XX —Proyecto MANES—, proyecto de carácter interdisciplinar e interuniversitario en el que colaboran investigadores de diversas universidades e instituciones españolas, europeas y latinoamericanas. En la actualidad este grupo de investigación está integrado en el Centro de Investigación MANES. Fruto del trabajo de todos estos años son los diversos títulos que han visto la luz en esta colección. La obra Enseñar Historia al margen de los cuerpos. El cuerpo y sus metáforas en la historiografía escolar española desde el siglo XIX a la actualidad se pregunta por las razones de la débil presencia que ha tenido (y tiene) el cuerpo en la enseñanza de la historia en España, a pesar de que el cuerpo es lo que permite al ser humano relacionarse con el mundo, construir la civilización, y que la piel es el lugar más indicado para leer las huellas, casi siempre dolorosas, de la historia. Esta pregunta halla una doble respuesta. Argumentos antiguos como el desprecio de la mentalidad católica por el cuerpo, imperante durante decenios en el sistema educativo; o el tradicional protagonismo de las grandes metáforas que aniquilan los cuerpos reales: el Cuerpo Místico de Cristo, la Iglesia, que favorece el olvido de las víctimas de la intransigencia religiosa; el Cuerpo Social, en cuyo nombre se olvidan los cuerpos que trabajan; el Cuerpo Nacional, que siempre procura el olvido de los muertos en su nombre. Y argumentos nuevos: el pudor moderno que tiende a esconder y escamotear los cuerpos; o el pensamiento técnico que tiende a justificar la explotación de los cuerpos en nombre del progreso. La conclusión es obvia: sólo confiriendo al cuerpo la dignidad que merece, es posible humanizar la historia.

La enseñanza de la Historia como articulación de las masas Emilio Castillejo Cambra,2025-06-10 Las élites políticas, intelectuales y sociales, impulsadas por el miedo a la alteración del orden social, han construido históricamente la imagen de unas masas irracionales, violentas, incapaces de construir nada bello. Esta obra pretende evidenciar cómo la

enseñanza de la Historia, cuyo texto más visible es la historiografía escolar, los manuales de Historia, ha sido uno de los instrumentos de transmisión de esa imagen, que se ha desplegado a través de distintos discursos (tradicionalista, integrista, conservador, falangista...) desde los orígenes del sistema educativo hasta hoy. Cada uno de esos discursos, para conjurar el miedo a las masas, las pretende articular en torno a un pasado, una identidad, una herencia, una tradición que las convierte en pueblo; les ofrece un proyecto social de futuro, un horizonte utópico, sea reaccionario o modernizador, y les señala las élites adecuadas para llevarlo a cabo, sean arcaicas o innovadoras. Pero en la historiografía escolar se han desplegado también discursos alternativos: el liberal-humanitario, con una fuerte carga ética, muestra más confianza en el pueblo y ofrece como horizonte la democracia; el del partido de la ciencia, muy débil, interesado en la búsqueda de la verdad historiográfica, aflora solo desde la Transición y se distancia de cualquier identidad o proyecto social.

Investigación en educación sobre las TIC y los métodos activos en Ciencias Sociales María Pilar Cáceres Reche,Francisco Javier HInojo Lucena,Juan Manuel Trujillo Torres,Fernando Lara Lara,2022-12-01 La gran diversidad de los fenómenos educativos influenciados por las TIC está planteando nuevos paradigmas en la investigación educativa en las ciencias sociales que apuntan a la necesidad de dar mayor peso a las preocupaciones de los docentes, siendo vital que estos vuelvan a tener más oportunidades de reciclarse profesionalmente en relación con las TIC y los métodos activos. En esta obra se hallan trabajos de investigación sobre tecnología y su vinculación a las ciencias sociales, así como investigaciones sobre los valores y educación, la Escuela de Maestros desde el modelo Etievan, la geografía del abandono universitario, el diagnóstico de las necesidades percibidas en los menores con medidas judiciales, el análisis de las competencias científicas tras una intervención didáctica gamificada con tecnología, el análisis sobre los contenidos presentes en la enseñanza de la historia, los estilos de pensamiento y posición epistémica, y el enfoque didáctico sobre la manufactura de la seda en el callejero de Granada. Sin duda, estamos ante una obra referente de investigación en educación sobre las TIC y los métodos activos en las ciencias sociales.

Investigación para la mejora de las prácticas educativas desde una perspectiva holística Blanca Berral Ortiz, José Antonio Martínez Domingo, Carmen Rocío Fernández Díaz, Juan José Victoria Maldonado, 2024-07-23

Actual Margarita García Sebastián, Margarita García, Cristina Gatell, 1998

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Libros españoles en venta, ISBN ,1997

Libros españoles en venta ,1999

El Libro español ,1982

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Los confesores reales Manuel Avilés,2025-02-10 «La Iglesia desde que triunfó como institución en los años finales del Imperio Romano, con Constantino, comenzó a matrimoniar con el poder y se instaló en él. Esta novela cuenta, por medio de una monja curiosa e investigadora y un bibliotecario que colabora con ella por motivos intelectuales y de otra índole, cómo en España, desde los Reyes Católicos hasta Isabel II, la Iglesia católica puso en marcha con ferrea mano la unión entre el trono y el altar. Los confesores reales fueron la larga mano eclesiástica que, desde el confesionario dirigían muchas veces la política porque ellos eran los portavoces de Dios, los que aseguraban que las decisiones de los reyes se adecuaban a su voluntad. Qué había de voluntad divina, qué de voluntad papal, qué de política de las órdenes religiosas que peleaban por ostentar el puesto de confesor y cuánto —mucho a mi entender— influyó la Iglesia en la política del Estado a través de ese gran instrumento de poder que, después de muchos avatares para instalarse triunfó definitivamente en el siglo XIII y aún subsiste aunque devaluado: el sacramento de la confesión». Manuel Avilés Director del curso

Memoria de la guerra y del franquismo Paloma Aguilar Fernández,2006 Relato que trata más de memorias que de memoria, de los olvidos y silencios, o de lo que se quiere recordar y de lo que se echa al olvido. A pesar de toda la confusión levantada durante los últimos años en torno a la amnesia colectiva y el olvido de la Guerra Civil y del franquismo, de los que habría estado enferma nuestra sociedad, lo cierto es que su presencia no ha dejado de estar nunca en la memoria de los españoles. Los rastros de esa memoria son múltiples y abarcan un amplio campo: desde los medios de comunicación a las obras de creación artística, de la novela a las secciones de opinión de los periódicos, del cine a las revistas culturales, de las series de televisión a los reportajes. Se trata lógicamente más de memorias que de memoria, más de las cambiantes representaciones del pasado según los sujetos que recuerdan que de una construcción impuesta y compartida por el conjunto de la sociedad; se trata también de la otra cara de la memoria, de los olvidos y silencios o, más exactamente, de lo que se quiere recordar - y quién quiere recordarlo - y de lo que se echa al olvido, y por qué. Este libro bucea en esas diversas memorias con un propósito: abandonar el terreno de las afirmaciones genéricas y desbrozar el de los contenidos concretos. Esto exige un trabajo distinto de investigación: averiguar qué recuerdan los españoles cuando hablan de la guerra y de la dictadura, cómo se ha transformado después de setenta años, su representación -o representaciones- de aquel tiempo, qué han tratado de transmitir y cuál ha sido la intención de los transmitido sobre un periodo tan traumático como la Guerra Civil y el primer franquismo.

Información bibliográfica ,1985-06

Historia Del Mundo Contemporáneo VV.AA.,2022

Libros en venta en Hispanoamérica y España ,1993

Famines and the Making of Heritage Marguérite Corporaal, Ingrid de Zwart, 2024-06-05

Famines and the Making of Heritage is the first book to bring together groundbreaking research on the role of European famines in the nineteenth and twentieth centuries in relation to heritage making, museology, commemoration, education, and monument creation. Featuring contributions from famine experts across Europe and North America, the volume adopts a pioneering transnational perspective, and discusses issues such as contestable and repressed heritage, materiality, dark tourism, education on famines, oral history, multidirectional memory, and visceral empathy. Questioning why educational curricula and practices in schools and on heritage sites are region- or nation-oriented or transnational, chapters also consider whether they emphasise conflict or mutual understanding. Contributions also consider how present issues of European concern – such as globalisation, commodification, human rights, poverty, and migration – intersect with the heritage and memory of modern European famines. Lastly, the book considers what role emigrant and diasporic communities within and outside Europe play in the development of famine heritage and educational practices – and whether famine heritage is accessible to them. *Famines and the Making of Heritage* provides a crucial resource for museum and heritage scholars, students and professionals working on or with difficult or dark heritages, as well as those interested in the study of famines and legacies of troubled pasts.

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