

Il Nome E La Storia Onomastica E Religioni Politiche Nellitalia Contemporanea

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this book includes most of the contributions presented at a
conference on univ sities and science in the early modern period
held in 1999 in valencia spain the conference was part of the five
centuries of the life of the university of valencia cinc segles
celebrations and from the outset we had the generous support of
the patronato foundation overseeing the events in recent decades
as a result of a renewed attention to the institutional political
social and cultural context of scienti c activity we have
witnessed a reappraisal of the role of the universities in the
construction and development of early modern science in essence
the following conclusions have been reached 1 the attitudes
regarding scienti c progress or novelty differed from country to
country and follow
differenttrajectoriesinthecourseoftheearlymodernperiod 2
institutionsofhigher learning were the main centers of education
for most scientists 3 although the universities were sometimes
slow to assimilate new scienti c knowledge when they
didsoithelpednotonlytoremovethesuspicionthatthenewsciencewasintell
ectually
subversivebutalsotomakesciencearespectableandevenprestigiousactivi
ty 4 the universities gave the scienti c movement considerable
material support in the form of research facilities such as
anatomical theaters botanical gardens and expensive instruments 5
the universities provided professional employment and a means of
support to many scientists and 6 although the relations among the
universities and the academies or scienti c societies were
sometimes antagonistic the two types of
institutionsoftenworkedtogetherinharmony

performing complementary rather than competing functions moreover individuals moved from one institution to another as did knowledge methods and scientific practices

the french invasion of italy under charles viii in 1494-95 has long been seen as inaugurating a new and wretched era in italian history the present volume the work of an international team of contributors seeks to question that assumption by focusing anew on the intricate politics of renaissance italy and the long history of angevin attempts to impose their rule in southern italy it was later invasions it is argued that did most to reshape the politics of the italian peninsula these studies also look at social and economic effects of the french invasion as well as its cultural aspects not least the impact of renaissance culture in france itself combining survey papers and research articles this volume presents a new introduction to the history of late 15th century italy the appendix listing the ilardi collection of microfilms will also provide an invaluable guide to the diplomatic history of the era

teaching a dark chapter explores how textbook narratives about the fascist nazi past in italy east germany and west germany followed relatively calm undisturbed paths of little change until isolated flashpoints catalyzed the educational infrastructure into periods of rapid transformation though these flashpoints varied among italy and the germanys they all roughly conformed to a chronological scheme and permanently changed how each dark past was represented historians have often neglected textbooks as sources in their engagement with the reconstruction of postfascist states and the development of postwar memory culture but as teaching a dark chapter demonstrates textbooks yield new insights and suggest a new chronology of the changes in postwar memory culture that other sources overlook employing a methodological and temporal rethinking of the narratives surrounding the development of european holocaust memory daniela r p weiner reveals how long before 1968 textbooks in these three countries served as important tools to influence public memory about nazi fascist atrocities as fascism had been spread through education then education must play a key role in undoing the damage thus to repair and shape postwar societies textbooks became an avenue to inculcate youths with desirable democratic and socialist values teaching a dark chapter

weds the historical study of public memory with the educational study of textbooks to ask how and why the textbooks were created what they said and how they affected the society around them

this volume presents current research on gender and culture from business management and accounting perspectives with a multidisciplinary approach featuring selected contributions presented at the 4th ipazia workshop on gender studies held at niccolò cusano university in rome italy this book investigates gender strategies adopted and tested by various companies and assesses the impact of their subsequent dissemination the contents are structured into four sections each of which addressing a specific theme on gender studies as follows i women in academia and in the university contexts a trans disciplinary approach ii gender issues corporate social responsibility and reporting iii woman in business and female entrepreneurship iv women in family business the result is a book that provides an innovative and rigorous analysis of gender issues proposing new challenges and insights in gender studies ipazia scientific observatory for gender studies defines an updated framework of research services and projects all initiatives related to women and gender relations at the local national and international in order to achieve this objective the observatory aims to implement the literature on gender studies to organize and promote scientific significant initiatives workshops seminars conferences studies scientific laboratory on these issues at the national and international level under an interdisciplinary perspective

the early decades of the sixteenth century were a turbulent time for the italian peninsula as competing centres of power struggled for political control nowhere was this more true than the area contested by milan and venice that was constantly crossed and occupied by rival armies investigating the impact of successive crises upon the inhabitants of the po valley this book challenges many fundamental assumptions about the relationship between war and economic development and draws conclusion that have implications for early modern europe as a whole in traditional historiography periods of war and general crisis have often been regarded as promoting a shift in resources from the communal towards a small number of individuals however through a close micro study of a single region this book offers a different

perspective rather than promoting an aggressive individualism it is argued that in times of general crisis social networks aimed to reproduce themselves and the original status quo by developing creative solutions and institutions favouring co operation furthermore the elites could not always exploit local wealth because of the need to protect their position of leadership within the community which required the preservation of that very community this thesis not only challenges the received wisdom but also fuels a new debate about the ways in which economic growth occurred in early modern italy and europe

communism in twentieth century europe is predominantly narrated as a totalitarian movement and or regime this book aims to go beyond this narrative and provide an alternative framework to describe the communist past this reframing is possible thanks to the concepts of generation and gender which are used in the book as analytical categories in an intersectional overlap the publication covers twentieth century poland czechoslovakia czech republic the soviet union russia former yugoslavia turkish communities in west germany italy and cuba as a comparative point of reference it provides a theoretical frame and overview chapters on several important gender and generation narratives about communism anticommunism and postcommunism its starting point is the belief that although methodological reflection on communism as well as on generations and gender is conducted extensively in contemporary research the overlapping of these three terms is still rare the main focus in the first part is on methodological issues the second part features studies which depict the possibility of generational gender interpretations of history the third part is informed by biographical perspectives the last part shows how the problem of generations and gender is staged via the medium of literature and how it can be narrated

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