

Fernando Díaz Infante

La educación de los AZTECAS



PANORAMA



Educacion De Los Aztecasthe Aztecs Education

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Educacion De Los Aztecas **The Aztecs Education:**

Non-Western Educational Traditions Timothy G. Reagan, 2004-09-22 This text provides a brief yet comprehensive overview of a number of non Western approaches to educational thought and practice Its premise is that understanding the ways that other people educate their children as well as what counts for them as education may help us think more clearly about some of our own assumptions and values and to become more open to alternative viewpoints about important educational matters The value of this informative mind opening text for preservice and in service teacher education courses is enhanced by Questions for Discussion and Reflection and Recommended Further Readings included in each chapter New in the Third Edition Chapter 2 Conceptualizing Culture I We and The Other is new to this edition It is a response to feedback about the problems inherent in our general discourse about culture and in addition provides an example of a culture that is near to us but nevertheless alien the culture of the Deaf World Chapter 9 which deals with Islam and traditional Muslim education has been substantially revised The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice reflecting not so much a change in the emphases found in the book but rather a recognition of the growing scholarly interest in indigenous peoples their languages cultures and histories Various points throughout the text have been expanded and clarified and chapters have been updated as needed **The Aztecs** ,1987

Education beyond Europe Cristiano Casalini, Edward Choi, Ayenachew A. Woldegiyorgis, 2021-02-15 The focus of this volume is on illuminating how local educational traditions developed in particular contexts around the world before or during the encounter with European early modern culture In this vein this volume breaks from the common narrative of educational historiography privileging the imposition of European structures and its consequences on local educational traditions Such a narrative lends to historiographical prejudice that fosters a distorted image of indigenous educational cultures as historyless as if history was brought to them merely through the influence of European models Fifteen multi disciplinary scholars globally have contributed with surveys and perspectives on the history of local traditions in countries from around the globe before their own modernities Contributors include Guochang Shen Yongyan Wang Xia Shen Ga tan Rappo Sunghwan Hwang Jan S Arintonang Mere Skerrett Saiyid Zaheer Husain Jafri Zackery M Heern Judith Francis Zeitlin Layla Jorge Teixeira Cesar Mustafa G nd z Igor Fedyukin Edit Szegedi Inese Runce Sigur ur Gylfi Magn sson and Dav lafsson *Subject Guide to Books in Print* ,1971

National Union Catalog ,1982 **Bibliographic Guide to Latin American Studies** Benson Latin American Collection, 1981 **Present-day Foreign Language Instruction in the Secondary Schools of Mexico in the Light of Its Historical Development** Margaret Constance Schemel, 1944 *The National union catalog, 1968-1972* ,1973

The National Union Catalogs, 1963- ,1964 **Catalog of Printed Books. Supplement** Bancroft Library, 1974

Lector ,1987 **Catalog of the Latin American Collection** University of Texas at Austin. Library. Latin American Collection, 1969 **Indigenous Education through Dance and Ceremony** E. Colín, 2014-09-04 In the first book on Aztec

dance in the United States Ernesto Col n combines cultural anthropology educational theory and postcolonial theory to create an innovative interdisciplinary long term ethnography of an Aztec dance circle and makes a case for the use of the metaphor of palimpsest as an ethnographic research tool **Dictionary Catalog of the History of the Americas** New York Public Library. Reference Department,1961 *Pedagogics of Liberation* Enrique D. Dussel,2019 Enrique Dussel is considered one of the founding philosophers of liberation in the Latin American tradition an influential arm of what is now called decoloniality While he is astoundingly prolific relatively few of his works can be found in English translation and none of these focus specifically on education Founding members of the Latin American Philosophy of Education Society David I Backer and Cecilia Diego bring to us Dussel s THE PEDAGOGICS OF LIBERATION A Latin American Philosophy of Education the first English translation of Dussel s thinking on education and also the first translation of any part of his landmark multi volume work Towards an Ethics of Latin American Liberation Dussel s oeuvre is an impressive intellectual mosaic that uses Europeans to disrupt European thinking This mosaic has at its center French philosopher Emmanuel Levinas but also includes Ancient Greek philosophy Thomist theology modern Enlightenment philosophy analytic philosophy of language Marxism psychoanalysis Freud Klein evolutionary psychology neuroscience phenomenology Sartre Heidegger Husserl Hegel critical theory Frankfurt School Habermas and linguistics Dussel joins these traditions to Latin American history literature and philosophy specifically the work of Octavio Paz Ivan Illich and the philosophers of liberation whom Dussel studied with in Argentina before his exile to Mexico in the late 1970s Drawing heavily from the ethical philosophy of Emmanuel Levinas Dussel examines the dominating and liberating features of intimate concrete and observable interactions between different kinds of people who might sit down and have face to face encounters specifically where there may be an inequality of knowledge and a responsibility to guide teach learn care or study teacher student politician citizen doctor patient philosopher nonphilosopher and so on Those occupying the superior position of these face to face encounters teachers politicians doctors philosophers have a clear choice for Dussel when it comes to their pedagogics They are either open to hearing the voice of the Other disrupting their sense of what is and should be by a newness beyond what they know or following the dominant pedagogics they can try to communicate and instruct their sense of what is and should be to the supposed tabula rasas in their charge Dussel calls that sense of what is and should be lo Mismo This groundbreaking translation makes possible a face to face encounter between an Anglo Philosophy of Education and Latin American Pedagogics Pedagogics should be considered as a type of philosophical inquiry alongside ethics economics and politics Dussel s pedagogics is a decolonizing pedagogics one rooted in the philosophy of liberation he has spent his epic career articulating With an Introduction by renowned philosopher Linda Martin Alcoff this book adds an essential voice to our conversations about teaching learning and studying as well as critical theory in general ENRIQUE DUSSEL was born in 1934 in the town of La Paz in the region of Mendoza Argentina He first came to Mexico in 1975 as a political exile and is currently

a Mexican citizen Professor in the Department of Philosophy at the Iztapalapa campus of the Universidad Autónoma Metropolitana Autónoma Metropolitana University UAM and also teaches courses at the Universidad Nacional Autónoma de México National Autonomous University of Mexico UNAM He has an undergraduate degree in Philosophy from the Universidad Nacional de Cuyo National University of Cuyo in Mendoza Argentina a Doctorate from the Complutense University of Madrid a Doctorate in History from the Sorbonne in Paris and an undergraduate degree in Theology obtained through studies in Paris and Münster

Library of Congress Catalog Library of Congress, 1970 Dictionary Catalog of the University Library, 1919-1962 University of California, Los Angeles. Library, 1963 **Dictionary Catalog of the History of the Americas** New York Public Library. Reference Dept, 1961 *Children's Books in Print, 2007*, 2006

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