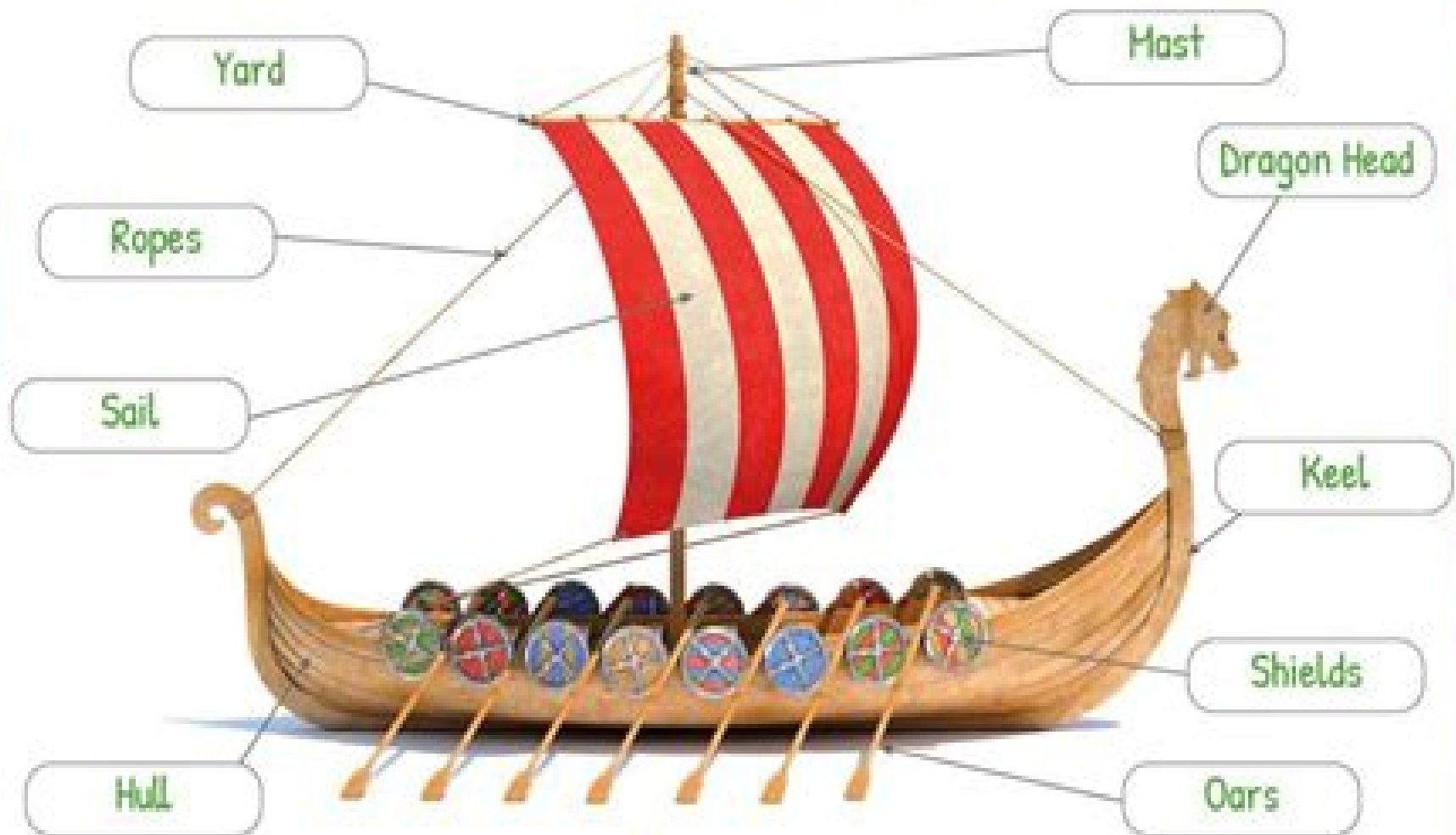


Viking Longship



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Mark Schaller, Christian S. Crandall



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The Psychological Foundations of Culture Mark Schaller, Christian S. Crandall, 2003-09-12 How is it that cultures come into existence at all How do cultures develop particular customs and characteristics rather than others How do cultures persist and change over time Most previous attempts to address these questions have been descriptive and historical The purpose of this book is to provide answers that are explanatory predictive and relevant to the emergence and continuing evolution of cultures past present and future Most other investigations into cultural psychology have focused on the impact that culture has on the psychology of the individual The focus of this book is the reverse The authors show how questions about the origins and evolution of culture can be fruitfully answered through rigorous and creative examination of fundamental characteristics of human cognition motivation and social interaction They review recent theory and research that in many different ways points to the influence of basic psychological processes on the collective structures that define cultures These processes operate in all sorts of different populations ranging from very small interacting groups to grand scale masses of people occupying the same demographic or geographic category The cultural effects often unintended of individuals thoughts and actions are demonstrated in a wide variety of customs ritualized practices and shared mythologies for example religious beliefs moral standards rules for the allocation of resources norms for the acceptable expression of aggression gender stereotypes and scientific values The Psychological Foundations of Culture reveals that the consequences of psychological processes resonate well beyond the disciplinary constraints of psychology By taking a psychological approach to questions usually addressed by anthropologists sociologists and other social scientists it suggests that psychological research into the foundations of culture is a useful perhaps even necessary complement to other forms of inquiry *History 4* Rhona Whiteford, 2005-02

Social Psychology of Culture Chi-Yue Chiu, Ying-yi Hong, 2013-12-16 As the speed of globalization accelerates world cultures are more closely connected to each other than ever before But what exactly is culture It seems to be involved in all psychological processes but can its psychological consequences be studied scientifically How can cultural differences be described without reifying culture and reinforcing cultural stereotypes Culture and mind constitute each other but how Why do humans need culture How did the evolution of the mind enable the development of human culture How does participation in culture transform the mind and how does the mind process and apply culture How may culture become a resource for pursuing valued goals and how does culture become part of the self How do culture travelers navigate cultures and negotiate multiple cultural identities The authors of this volume offer a refreshing theoretical perspective and organize seemingly disparate research evidence into a coherent body of psychological knowledge With its accessible language and lively narrative this volume engages its readers in an intellectual journey through the fascinating research literatures in psychology anthropology and the cognate disciplines This book will make an ideal textbook for senior undergraduate and graduate courses on psychology and culture cultural studies cognitive

anthropology and intercultural communication **Origins** Denise Boiteau,1989 A comprehensive survey of the history of Canada from Native American settlement to the completion of the Canadian Pacific Railway in 1885 Chapters A New World The First Nations Lost Civilization The First Europeans Thinking History 4-14 Dr Grant Bage,Grant Bage,2014-01-21 In this book the author looks at the past present and the future of history teaching in primary schools in an attempt to provide a practical framework for teachers Section one reviews relevant literature with an aim to clarify the dilemmas and advance present thinking and practice in history teaching in primary schools Section two offers case studies curriculum materials and designs teaching ideas and methods teacher development and curriculum development materials at the same time as tying it in to the existing knowledge base Section three considers the perennial dilemmas for school history in the 21st century including how can history survive in an increasingly over crowded and competitive school curriculum How can history be harnessed to improvements in literacy and numeracy What should the primary history curriculum contain How can IT secure easier access to historical information and evidence Vikings of the Steppe Csete Katona,2022-09-28 This book explores the relationship between Vikings Rus and nomadic mostly Turkic steppe dwellers during the course of the Viking Age c 750 1050 in a geographical area stretching from Eastern Scandinavia through the Kievan Rus Byzantium the Islamic world to the Western Eurasian steppes The primary focus is the steppe influence on the development of Scandinavian Rus culture It illustrates the effects of Turkic nomadic cultures on the evolving Scandinavian Rus communities in their military technology and tactics as well as in everyday customs ritual traditions and religious perceptions whilst paying attention to the politico commercial necessities and possible communication channels tying these two cultures normally considered to be distinct together The arguments are supported by a multi disciplinary analysis of diverse historical and archaeological materials occasionally supplemented with linguistic evidence The result is a comprehensive evaluation of the relations of the Scandinavians active in the East with Turkic groups and brings the so far neglected steppes into Viking studies in general The book will fill a serious scholarly gap in the field of Viking studies and will be read by both academics and students interested in the archaeological and historical sources concerned with the traditions of the Eastern Vikings The Teaching of History in Secondary Schools Incorporated Association of Assistant Masters in Secondary Schools,1965 Researching History Education Linda S. Levstik,Keith C. Barton,2018-02-06 The authors research is well known and among the most important American works being done on how children learn history It is thus a great idea to gather this pivotal research in one place The volume offers a new perspective through the authors reflections on the research process It is profound without pomposity ideal for the intended audience the tone is just right There really isn t another book that does what this one does Stephen J Thornton University of South Florida Researching History Education combines a selection of Linda Levstik s and Keith Barton s previous work on teaching and learning history with their reflections on the process of research These studies address students ideas about time evidence significance and agency as well as classroom contexts of history education and

broader social influences on students and teachers' thinking. These pieces, widely cited in history and social studies education and typically required reading for students in the area, were chosen to illustrate major themes in the authors' own work and trends in recent research on history education. In a series of new chapters written especially for this volume, the authors introduce and reflect on their empirical studies and address three issues suggested in the title of the volume: theory, method, and context. Although research on children's and adolescents' historical understanding has been the most active area of scholarship in social studies in recent years, as yet there is little in-depth attention to research methodologies or to the perspectives on children's history and historical thinking that these methodologies represent. This book fills that need. The authors hope it will help scholars draw from the existing body of literature in order to participate in more meaningful conversations about the teaching and learning of history. *Researching History Education* provides a needed resource for novice and experienced researchers and will be especially useful in research methodology courses both in social studies and more generally because of its emphasis on techniques for interviewing children, the impact of theory on research, and the importance of cross-cultural comparisons.

Social and Cognitive Approaches to Interpersonal Communication Susan

R. Fussell, Roger J. Kreuz, 2014-02-25 Historically, the social aspects of language use have been considered the domain of social psychology, while the underlying psycholinguistic mechanisms have been the purview of cognitive psychology. Recently, it has become increasingly clear that these two dimensions are highly interrelated: cognitive mechanisms underlying speech production and comprehension interact with social psychological factors such as beliefs about one's interlocutors and politeness norms, and with the dynamics of the conversation itself to produce shared meaning. This realization has led to an exciting body of research integrating the social and cognitive dimensions, which has greatly increased our understanding of human language use. Each chapter in this volume demonstrates how the theoretical approaches and research methods of social and cognitive psychology can be successfully interwoven to provide insight into one or more fundamental questions about the process of interpersonal communication. The topics under investigation include the nature and role of speaker intentions in the communicative process, the production and comprehension of indirect speech and figurative language, perspective taking and conversational collaboration, and the relationships between language, cognition, culture, and social interaction. The book will be of interest to all those who study interpersonal language use: social and cognitive psychologists, theoretical and applied linguists, and communication researchers.

The Performance of Viking Identity in Museums

Guðrún D. Whitehead, 2024-08-12 *The Performance of Viking Identity in Museums* explores the representations and uses of Vikings in museums across Iceland, British Isles, and Norway. Drawing on theories from history, philosophy, museology, and sociology, the book analyses how the Viking myth is used by visitors to make sense of present-day society, culture, and politics, and the role of museums in this meaning-making process. Demonstrating that the Viking myth is present in collective memory and plays an important role in the construction and modification of collective national and personal identities, the book

analyses this process through the framework of museums and their visitors Identifying museums as places where heritage identity and social norms are affirmed and reflected upon Whitehead demonstrates that all countries use their Viking heritage to define their identity on a local and international level through tourist attractions such as museums and other Viking related monuments and merchandise Providing readers with an insight into Vikings and their social relevance today The Performance of Viking Identity in Museums will be of great interest to academics and researchers across the social and human sciences It should also be essential reading for museum professionals working in museums around the world The Journal of Education ,1907 *The Scrapbook in American Life* Susan Tucker,Katherine Ott,Patricia Buckler,2006 This book explores the history of scrapbook making its origins uses changing forms and purposes as well as the human agents behind the books themselves Scrapbooks bring pleasure in both the making and consuming and are one of the most enduring yet simultaneously changing cultural forms of the last two centuries Despite the popularity of scrapbooks no one has placed them within historical traditions until now This volume considers the makers their artefacts And The viewers within the context of American culture The volume s contributors do not show the reader how to make scrapbooks or improve techniques but instead explore the curious history of what others have done in the past and why these splendid examples of material and visual culture have such a significant place in many households The Typewriter in the Primary and Intermediate Grades Ralph Haefner,1932 **The Educational Monthly of Canada** ,1903 *Sotheran's Price Current of Literature* Henry Sotheran Ltd,1939 *Catalog of Copyright Entries, Third Series* Library of Congress. Copyright Office,1978 Includes index **Transactions** East Riding Antiquarian Society,1902 The Transactions of the East Riding Antiquarian Society East Riding Antiquarian Society (Yorkshire),1902 *Kinfolk* ,1979 *The American Stationer* ,1901

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