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Antonio Heras Caballero Reinhold Hedtke CASTILLEJO CAMBRA Emilio Tirso de Molina David Brusi Institut d'Estudis Catalans. Societat Catalana d'Història de la Ciència i de la Tècnica Manuel Hernández Belver J.. Schilling Ernesto Giménez Caballero Ana María Gómez-Bravo Rafael Valls Montes Ernesto Giménez Caballero Julio Schilling

desde el control de la enseñanza y de la cultura los nacionalistas catalanes y vascos se han dedicado de forma tenaz y sin complejos a levantar instrumentos y discursos de nacionalización negadores de la realidad común española todo ha sido potenciar crear e inventar identidades ajenas al sentimiento nacional español proyectando sus procesos particulares y excluyentes de nacionalización como alternativas frontales y contrapuestas a la nación española este empeño nacionalista en construir naciones requiere obligatoriamente un intenso adoctrinamiento escolar ninguna faceta de la enseñanza queda libre de él para ello cuentan con la colaboración de las editoriales nacionales de libros de texto escolares que presentan adaptaciones mutilaciones y ocultaciones sobre todo de los símbolos y realidades del conjunto de la nación particulares en cada comunidad y con el fervor de las editoriales de inspiración nacionalista existentes en cada comunidad plenamente identificadas con los proyectos nacionalistas si a esto sumamos la pasividad total de la alta inspección del estado el panorama no puede ser más desesperanzador este libro se centra en estudiar los textos de ciencias sociales e historia en el país vasco y cataluña porque son los ejemplos más reales de la situación citada no significa que el exceso de particularismo y narcisismo empobrecedor y estéril se limite exclusivamente a las autonomías estudiadas pero es donde se alcanzan los mayores despropósitos se expone lo encontrado en libros y periódicos y desde estas páginas se apela a las conciencias de la ciudadanía para que tengan presente los riesgos de una enseñanza en la que por delante de valores como razón y libertad se anteponen las creencias y emocionalismos identitarios excluyentes quizá haya que plantearse si necesitamos una escuela que nos enseñe a vivir en libertad y responsabilidad y no unas aulas que nos inoculen el virus del odio así como la del insondable victimismo narcisista e identitario

participation as an element of active citizenship in democracies is a key project of international and national educational policy institutionalized approaches for compulsory schools provide participatory access to all young european citizens but does this picture depict the possibilities and practices of participation appropriately can

this standard approach to participation be translated into action in view of diverse polities policies political cultures institutions and practices of participation this book explores what prerequisites must be given for a successful implementation of such a comprehensive international project

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

jornada sobre la història de la ciència i l'ensenyament antoni quintana i marí 15a 2017 barcelona catalunya

el presente volumen primero de una serie de monográficos que la revista arte individuo y sociedad publicará periódicamente sobre temas relacionados con el arte infantil recoge aportaciones de diversos autores especialistas en este campo que en sus contribuciones abordan el estudio de la creatividad infantil desde

múltiples perspectivas experiencias educativas propuestas teóricas y nuevos planteamientos en el análisis del arte infantil configuran una amplia variedad de enfoques que no obstante adquieren una gran homogeneidad en su conjunto y suponen un nuevo avance en los estudios relacionados con este campo de la educación artística que será de gran utilidad a docentes alumnos e investigadores de las áreas que contemplan el estudio de estos temas

el período más conflictivo y dramático de la historia española del siglo xx es sin duda el de la guerra civil y el de la dictadura franquista por lo que se convierte en uno de los temas más delicados a la hora de tratarlo en los manuales de historia en este estudio se analiza la forma en la que los manuales de historia en el franquismo en la transición democrática y en la más reciente actualidad han tratado y tratan el período comprendido entre 1931 y 1975 la investigación analiza la forma y el grado en que los programas y manuales escolares de historia de educación secundaria han contribuido al fortalecimiento de las convicciones democráticas de los jóvenes y a la generación de una reconciliación viable con el complejo y dramático pasado español respecto de sus momentos más difíciles y controvertidos la guerra civil y el período franquista

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