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Understanding Cultural Geography: Places and Traces offers a comprehensive introduction to perhaps the most exciting and challenging area of human geography. By focusing on the notion of 'place' as a key means through which culture and identity is grounded, the book showcases the broad range of theories, methods and practices used within the discipline. This book not only introduces the reader to the rich and complex history of cultural geography, but also the key terms on which the discipline is built. From these insights, the book approaches place as an ongoing composition of traces', highlighting the dynamic and ever-changing nature of the world around us. The second edition has been fully revised and updated to incorporate recent literature and up-to-date case studies. It also adopts a new seven section structure, and benefits from the addition of two new chapters: Place and Mobility, and Place and Language. Through its broad coverage of issues such as age, race, scale, nature, capitalism, and the body, the book provides valuable perspectives into the cultural relationships between people and place. Anderson gives critical insights into these important issues, helping us to understand and engage with the various places that make up our lives. Understanding Cultural Geography is an ideal text for students being introduced to the discipline through either undergraduate or postgraduate degree courses. The book outlines how the theoretical ideas, empirical foci and methodological techniques of cultural geography illuminate and make sense of the places we inhabit and contribute to. This is a timely update on a highly successful text that incorporates a vast foundation of knowledge; an invaluable book for lecturers and students.

IN QUESTO NUMERO Sirpa Tani, National cases, international collaboration | an example from Finland Joop van der Schee, Looking for an international strategy for geography education Andrea Favretto, Scale factor and image resolution: some cartographic considerations Judit Út6-Visi, Educational landscape and possibilities | Geography education (in the light of a survey) Lorena Rocca, Cristina Minelle, Francesco Bussi, Building geographical knowledge together: the case of a Geography teaching on line course THE LANGUAGE OF IMAGES, Edited by Elisa Bignante and Marco Maggoli MAPPING SOCIETIES, Edited by Edoardo Boria TEACHING FROM THE PAST

A volume in the three-volume Remote Sensing Handbook series, Remote Sensing of Water Resources, Disasters, and Urban Studies documents the scientific and methodological advances that have taken place during the last 50 years. The other two volumes in the series are Remotely Sensed Data Characterization, Classification, and Accuracies, and Land Reso

A volume in the Remote Sensing Handbook series, Remotely Sensed Data Characterization, Classification, and Accuracies documents the scientific and methodological advances that have taken place during the last 50 years. The other two volumes in the series are Land Resources Monitoring, Modeling, and Mapping with Remote Sensing, and Remote Sensing of

Crowdfunding is becoming an increasingly popular method to finance projects of every kind and scale. This contributed volume is one of the earliest books presenting scientific and research-based perspectives of crowdfunding, its development, and future. The European Crowdfunding Network (ECN) and its scientific work group, together with FGF e.V., invited both researchers and practitioners to contribute to this first state-of-the-art edited volume on crowdfunding in Europe. This book contributes to a better comprehension of crowdfunding, encourages further fundamental research and contributes to a systematization of this new field of research. The book also features expert contributions by practitioners to enhance and complement the scientific perspective. This book can be used as a guideline and shall advance classification in an emerging research field.

This volume contains a selection of papers presented at TRAC 2014, as well as some invited contributions. In keeping with the aims of TRAC, several papers make make innovative use of interdisciplinary theory: in humanistic geography, philosophy and archaeology; social psychology; and the cognitive science of religion in the study of Roman monuments, military social history and religion. Other papers share a common theme: the critical interpretation of archaeological evidence. A more careful consideration of non-grave good pottery sherds from graves suggests that these often disregarded items potentially shed light on funerary rites which are usually considered to be invisible; the potential importance of plant remains, particularly of exotic and rare species, in ritual deposits is examined and a new perspective on the negative aspects of Roman conquest of Northern Gaul presented. New approaches towards our understanding of space and landscape in the Roman world comprise an examination of the suburbs of ancient Rome and preliminary results of an ongoing project exploring the relationship between wetland landscapes and domestic settlements, presenting a case study from Spain.

This book brings together contemporary theorists and practitioners to critically explore the state of psychogeography today.

This volume brings together a selection of papers proposed for the Proceedings of the 42nd Computer Applications and Quantitative Methods in Archaeology conference (CAA), hosted at Paris 1 Pantheon-Sorbonne University from 22nd to 25th April 2014.

Learning to Teach Geography in the Secondary School has become the widely recommended textbook for student and new teachers of geography. It helps you acquire a deeper understanding of the role, purpose and potential of geography within the secondary curriculum, and provides the practical skills needed to design, teach and evaluate stimulating and challenging lessons. It is grounded in the notion of social justice and the idea that all students are entitled to a high-quality geography education. The very practical dimension provides you with support structures through which you can begin to develop your own philosophy of teaching and debate key questions about the nature and purpose of the subject in school. Thoroughly updated to take account of the latest research, evidence and policy, this new edition reflects new developments in technology as well as current thinking on curriculum, pedagogy and assessment. Exploring the fundamentals of teaching and learning geography in school, chapters cover: Why we teach geography | its purposes and intent Understanding and planning the curriculum | what to teach Effective pedagogy | how to teach Inclusion Assessment Developing and using resources Fieldwork and outdoor learning Values and school geography's contribution to 'citizenship' Professional development Intended as a core textbook and written with both university and school-based initial teacher education in mind, Learning to Teach Geography is essential reading for all those who aspire to become able, effective and above all, thoughtful and reflective teachers.

At no point in recorded history has there been an absence of intense, and heated, discussion about the subject of how to conduct relations between women and men. This Handbook provides a comprehensive guide to these omnipresent issues and debates, mapping the present and future of thinking about feminist theory. The chapters gathered here present the state of the art in scholarship in the field, covering: Epistemology and marginality Literary, visual and cultural representations Sexuality Macro and microeconomics of gender Conflict and peace. The most important consensus in this volume is that a central organizing tenet of feminism is its willingness to examine the ways in which gender and relations between women and men have been (and are) organized. The authors bring a shared commitment to the critical appraisal of gender relations, as well as a recognition that to think 'theoretically' is not to detach concerns from lived experience but to extend the possibilities of understanding. With this focus on theory and theorizing about the world in which we live, this Handbook asks us, across all disciplines and situations, to abandon our taken-for-granted assumptions about the world and interrogate both the origin and the implications of our ideas about gender relations and feminism. It is an essential reference work for advanced students and academics not only of feminist theory, but of gender and sexuality across the humanities and social sciences.

