

Un mare di civiltà: il Mediterraneo come oggetto d'insegnamento storico nelle scuole

A sea of civilization: the Mediterranean as a subject for History teaching in schools

Paolo Ceccoli

(Liceo classico e scientifico statale "Alessandro Volta" – Como
Euroclio, European Association of History Educators)

5. Bibliografia

- Ball, Stephen J. (2008) *Education reform A critical post-structural approach*. Buckingham - Philadelphia: Open University Press.
- Barton, Keith C. - Levstik, Linda S. (2004) *Teaching History for the Common Good*. Mahwah, New Jersey - London: Lawrence Erlbaum Associates.
- Braudel, Ferdinand (2016) *Il Mediterraneo Lo spazio, la storia, gli uomini, le tradizioni*. Milano: Bompiani.
- Brusa, Antonio (2015) 'L'identità italiana attraverso i programmi di storia repubblicani (1945- 2012)', *CLIO. History and History teaching*, 41.
- Bulliet, Richard W. (2004) *The case for Islamo-Christian civilization*. New York: Columbia University Press.
- Cajani, Luigi (2014) 'I recenti programmi di storia per la scuola italiana', *Laboratorio dell'ISPF*, XI, 14.
- Calvet, Lous-Jean (2016) *La Méditerranée Mer des nos langues*. Paris: CNRS édition.
- Cassano, Franco (2005) *Il pensiero meridiano*. Roma-Bari: Laterza, (edizione elettronica).
- De Baets, Anton (2009) *Responsible History*. New York - Oxford: Berghahn.
- (2015) 'Democracy and Historical Writing', *Historiographies: The Journal of History and Theory*, no. 9, June, pp. 31-43. (<www.unizar.es/historiografias/historiografias/numeros/9/debaets.pdf>). Tradotto in italiano da Paolo Ceccoli: "Democrazia e scrittura della storia",

- in Novecento.org (<<http://www.novecento.org/uso-pubblico-della-storia/demo-crazia-e-scrittura-della-storia-1312/>>).
- Hassani-Idrissi, Mostafa (éd.) (2013) *Méditerranée Une histoire à partager*. Montrouge: Bayard,.
- Lee, Peter J. (1984) 'Why Learn History?', in Dickinson, A.K. - Lee, Peter J. - Rogers P.J. (eds.) (1984) *Learning history*. London: Heinemann, pp.1-19.
- Mazlish, Bruce (2004) *Civilization and its contents*. Stanford, Stanford University Press.
- Mazower, Mark (2004) *Salonica City of Ghosts*. London: Harper Perennial.
- Remotti, Francesco (1996) *Contro l'identità*. Roma-Bari, Laterza.
- Rogers, P.J. (1984) 'Why teach History?', in Dickinson A.K. - Lee Peter J. - Rogers P.J. (eds.) (1984) *Learning history*. London: Heinemann, pp. 20-38.
- Saramago, José (2010) *L'uomo duplicato*. Milano: Feltrinelli.
- Siegfried, Alfred (1943) *Vue générale de la Méditerranée*. Paris: Gallimard.
- Stegers, Steven (in corso di stampa) *History and Citizenship Education in the North Africa and the Middle East - Challenges and Opportunities for History and Citizenship Education from the Viewpoint of Educators from the Region*.
- Stoop, Jacoo (in corso di stampa) *Controversial topics in Lebanese and Emirati History education - How do History textbooks and curricula represent controversial issues in Lebanon and the United Arab Emirates?*
- Stradling, Bob (2003) *Multiperspectivity in history teaching: a guide for teachers*, Council of Europe,. Scaricabile liberamente dal sito: <<https://book.coe.int/eur/en/>>.
- Tomlinson, John (2003) *Globalization and Cultural Identity*. in <<https://www.polity.co.uk/global/pdf/gtreader2etomlinson.pdf>> (ultimo accesso 24/12/16).