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Remembering Our Past-David C. Rubin 1999-02-13 This book reviews the latest research in the field of autobiographical memory.

Understanding Autobiographical Memory-Dorthe Berntsen 2012-09-27 Reviews and integrates the many theories, perspectives and approaches in the field of autobiographical memory.

Remembering Our Past-Gertrude Joch Robinson 1988

Memory and Conflict in Lebanon-Craig Larkin 2012-03-15 This book examines the legacy of Lebanon’s civil war and how the population, and the youth in particular, are dealing with their national past. Drawing on extensive qualitative research and social observation, the author explores the efforts of those who wish to remember, so as not to repeat past mistakes, and those who wish to forget. In considering how the Lebanese youth are negotiating this collective memory, Larkin addresses issues of: Lebanese post-war amnesia and the gradual emergence of new memory discourses and public debates Lebanese nationalism and historical memory visual memory and mnemonic landscapes oral memory and post-war narratives war memory as an agent of ethnic conflict and a tool for reconciliation and peace-building. trans-generational trauma or postmemory. Shedding new light on trauma and the persistence of ethnic and religious hostility, this book offers a unique insight into Lebanon’s recurring communal tensions and a fresh perspective on the issue of war memory. As such, this is an essential addition to the existing literature on Lebanon and will be relevant for scholars of sociology, Middle East studies, anthropology, politics and history.

Remembering the Future, Imagining the Past-David A. Hogue 2009-07-01 Brain research is opening up our understanding of not only what role the different areas of our brain play in making decisions or in recognizing the faces of those we love, but even in experiencing God. As a pastoral theologian and counselor, Hogue values and utilizes the significant resources of the brain sciences for the work of the church in guiding, healing, and challenging persons and systems informed by our current understanding of the central nervous system. His latest book, Remembering the Future, Imagining the Past, is an especially useful resource for all those persons concerned with the practical theological arts of preaching, worship, pastoral care, and counseling, as well as those interested in our increasing knowledge of the ways in which our brains work can help us understand and tailor our spiritual and pastoral practices in the church.

Remembering America-Lawrence R. Samuel 2015-11 American history is ubiquitous, underscoring everything from food to travel to architecture and design. It is also emotionally charged, frequently crossing paths with political and legal issues. In Remembering America, Lawrence R. Samuel examines the place that American history has occupied within education and popular culture and how it has continually shaped and reflected our cultural values and national identity. The story of American history, Samuel explains, is not a straight line but rather one filled with twists and turns and ups and downs, its narrative path as winding as that of the United States as a whole. Organized around six distinct eras of American history ranging from the 1920s to the present, Samuel shows that our understanding of American history has often generated struggle and contention as ideologically opposed groups battled over ownership of the past. As women and minorities gained greater power and a louder voice in the national conversation, our perspectives on American history became significantly more multicultural, bringing race, gender, and class issues to the forefront. These new interpretations of our history helped to reshape our identity on both a national and an individual level. Samuel argues that the fight for ownership of our past, combined with how those owners have imparted history to our youth, crucially affects who we are. Our interpretation and expression of our country’s past reflects how that self-identity has changed over the last one hundred years and created a strong sense of our collective history—one of the few things Americans all have in common.

Remembering War-J. M. Winter 2006-01-01 This is a masterful volume on remembrance and war in the twentieth century. Jay Winter locates the fascination with the subject of memory within a long-term trajectory that focuses on the Great War: Images, languages, and practices that appeared during and after the two world wars focused on the need to acknowledge the victims of war and shaped the ways in which future conflicts were imagined and remembered. At the core of the “memory boom” is an array of collective meditations on war and the victims of war. Winter says. The book begins by tracing the origins of contemporary interest in memory, then describes practices of remembrance that have linked history and memory, particularly in the first half of the twentieth century. The author also considers “theaters of memory”—film, television, museums, and war crimes trials in which the past is seen through public representations of memories. The book concludes with reflections on the significance of these practices for the cultural history of the twentieth century as a whole.

The Social Psychology of Experience-David Middleton 2005-05-20 The authors present an insight into the social psychology of experience drawing upon a few classic works to help develop their argument. The significance of their ideas for developing a contemporary psychology of experience is illustrated with material from studies focused on setting at home and at work.

Jesus in Memory-Werner H. Kelber 2009 Few scholars have influenced New Testament scholarship in the areas of orality, memory, and tradition more profoundly than Birger Gerhardsson. Today, as these topics have again become important in biblical scholarship, his pioneering work takes on a new light. Though the esteemed contributors may differ on issues in the burgeoning study, they have all enthusiastically taken on the dual task of evaluating Gerhardsson’s contribution anew and bringing his insights up to date within the current debate. Additional contributors are Loveday Alexander (University of Sheffield), David E. Aune (University of Notre Dame), Martin S. Jaffee (University of Washington), Alan Kirk (James Madison University), Terence Mournet (North American Baptist Seminary), and Christopher Tuckett (University of Oxford/Pembroke College),--Ritva H. Williams “Restoration Quarterly”

Remembering the Past in Contemporary African American Fiction-Keith Byerman 2006-05-18 With close readings of more than twenty novels by writers including Ernest Gaines, Toni Morrison, Charles Johnson, Gloria
Naylor, and John Edgar Wideman, Keith Byerman examines the trend among African American novelists of the late twentieth century to write about black history rather than about their own present. Employing cultural criticism and trauma theory, Byerman frames these works as survivor narratives that rewrite the grand American narrative of individual achievement and the march of democracy. The choice to write historical narratives, he says, must be understood historically. These writers earned widespread recognition for their writing in the 1980s, a period of African American commercial success, as well as the economic decline of the black working class and an increase in black-on-black crime. Byerman contends that a shared experience of suffering joins African American individuals in a group identity, and writing about the past serves as an act of resistance against the essentialist ideas of black experience shaping the cultural discourse of the present. Byerman demonstrates that these novels disrupt the temptation in American society to engage history only to limit its significance or to crown successful individuals while forgetting the victims.

Remembering D-Pollock 2005-10-07 Drawing on the work of scholars and practitioners such as Augusto Boal, Gloria Anzaldúa, and Trinh Minh-ha, these essays advocate oral history and oral history-based performance as means to challenge and expand upon traditional ways of transmitting historical knowledge. The contributors’ central concerns are performative aspects of oral history itself and the theatrical or classroom “re-performance” of oral history. The essays detail classroom and public pedagogies, community-based interventions, processes of developing interview-based performances, and the ethical and political implications of oral history as an embodied form of representation. The essays collected in this volume present the most current scholarship straddling the rich intersection between oral history and performance, and together suggest ways for scholars and performers to use oral history to challenge more traditional modes of knowledge.

Remembering the Times of Our Lives-Patricia J. Bauer 2014-01-14 The purpose of Remembering the Times of Our Lives: Memory in Infancy and Beyond is to trace the development from infancy through adulthood in the capacity to form, retain, and later retrieve autobiographical or personal memories. It is appropriate for scholars and researchers in the fields of cognitive psychology, memory, infancy, and human development.

Remembering Communism-Maria N. Todorova 2014-10-01 Remembering Communism examines the formation and transformation of the memory of communism in the post-communist period. The majority of the articles focus on memory practices in the post-Stalinist era in Bulgaria and Romania, with occasional references to the cases of Poland and the GDR. Based on an interdisciplinary approach, including history, anthropology, cultural studies and sociology, the volume examines the mechanisms and processes that influence, determine and mint the private and public memory of communism in the post-1989 era. The common denominator to all essays is the emphasis on the sociology, the volume examines the mechanisms and processes that influence, determine and mint the private and public memory of communism in the post-1989 era. The common denominator to all essays is the emphasis on the sociology.

Autobiographical Memory-Charles P. Thompson -J. 2013-06-17 Providing an unusual perspective on self and social memory different from the norm in social cognitive research, this volume describes the results of the authors’ diary research now in progress for more than 15 years. It investigates the topic of autobiographical memory through longitudinal studies of graduate students’ diaries. Recalled and examined in this volume, a recent collection of several long-term diaries — spanning up to two-and-one-half years in length — replicated and significantly extended the authors’ earlier knowledge of autobiographical memory. These studies are analyzed for commonalities and differences within the entire body of their data. Organized by the major themes suggested by the authors’ theoretical views, this volume will be significant to students and researchers of both memory in general, and personal or episodic memory in particular.

Recovering Memory-Hedda Friberg 2007 Various ways of collecting, storing and recovering memories have been the focus of the most recent joint research project carried out by a group of Irish Studies scholars, all based in the Nordic countries and members of the Nordic Irish Studies Network (NISN). The result of the project, Recovering Memory: Irish Representations of Past and Present, is a collection of essays which examines the theme of memory in Irish literature and culture against the theoretical background of the philosophical discourse of modernity. Offering a wide range of perspectives, this volume examines a plurality of representations “past and presented” of memory, both public and private, and the intersection between collective memory and individual in modern Ireland. Also explored is the relation between memory and identity; “national and private” as well as questions of subjectivity and the construction of the self. Given Ireland’s (T)rigid past and its long history of colonisation, it is inevitable that various aspects of memory in terms of nationality, post-colonialism, and politics also have bearing on this study. The volume is divided into five sections, each of which examines one broadly defined aspect of memory. The introductory section focuses on memory and history, and is followed by sections on memory and autobiography, place, identity, and memory in the work of novelist John Banville. Within each section, the individual writers engage in a fruitful dialogue with each other and with the approaches of such theorists as Arendt, Husserl, Merleau-Ponty, Ricoeur, and Baudrillard.

Cognitive Ecologies and the History of Remembering-E. Trible 2011-04-05 This book unites research in philosophy and cognitive science with cultural history to re-examine memory in early modern religious practices. Offering an ecological approach to memory and culture, it argues that models derived from Extended Mind and Distributed Cognition can bridge the gap between individual and social models of memory.

Remembering the Christian Past-Robert Louis Wilken 1995 Prompting readers to reacquaint themselves with forgotten aspects of Christian tradition, this collection of essays points out the importance of remembering the enduring truths of the faith.

Remembering Palestine in 1948-Efrat Ben-Ze’ev 2011-02-07 The war of 1948 in Palestine is a conflict whose history has been written primarily from the national point of view. This book asks what happens when narative of war is told between individuals who were involved, stories that are still unfolding. Efrat Ben-Ze’ev examines the memories of those who participated and were affected by the events of 1948, and how these events have been mythologized over time. This is a three-way conversation between Palestinian villagers, Jewish-Israeli veterans, and British policemen who were stationed in Palestine on the eve of the war. Each has his or her story to tell. These small-scale truths shed new light on the Palestinian-Israeli conflict, as it was then and as it has become.

The Open Past:Subjectivity and Remembering in the Talmud-Sergey Dolgopoloski 2013 The Open Past challenges a view of time that has dominated philosophical thought for the past two centuries. In that view, time originates in the relationship between the thinker and the past. In this book, Sergey Dolgopoloski argues that the Talmud is characterized not by a linear progression of past events, but by the necessary phantom of a starting point, a chronological period of “before.” This view of the past has permeated the study of the Talmud as well, resulting in the application of modern philosophical categories such as the “thinking subject,” subjectivity, and temporality to the thinking displayed in the texts of the Talmud. The book seeks to reclaim the originary power and authority the past exerts in the Talmud. Central to the task of reclaiming a radical role for the past are medieval notions of the virtual and their contrasting modern appropriations, the thinking subject among them. The book explores how bringing past and future into the same place brings the thinking subject with it. As a result, the book brings together and a demarcation between the practices of thinking and remembering displayed in the conversations held by the characters in the Talmud by contrast to other rhetorical or philosophical schools and disciplines of thought.

Remembering Our Ancestors-Jean McCullough 2016-11-08 Remembering Our Ancestors, A Family History of the Pointer, Gage, Schenck, Townsend & Related Families, contains research of these particular families for several generations. It covers some of the Dutch families who settled in New Amsterdam (New York). Included in the research are the English, French and Scottish ancestors; the English ones arriving in early Virginia, the French ones arriving in New Amsterdam and the Scottish settling in New Jersey. These ancestors helped settle
the areas they migrated to including Ohio, Indiana, Missouri, Maryland, Virginia, Tennessee, North and South Carolina, Georgia, Alabama, Arkansas and Texas. Various ancestors fought in the Revolutionary War, War of 1812, and Civil War and these named along with records such as Revolutionary War pension applications, and wills. Family pictures are included, as well as some family stories, which gives us insight into the lives of those who have gone before us.

Involuntary Autobiographical Memories-Dorthe Bernsten 2009-02-26 This study promotes a new interpretation of involuntary autobiographical memories, a phenomenon previously defined as a sign of distress or trauma.

Memory-Jackie Andrade 2008

Narrative Inquiry- 2004

The Cultural Context-Lars Lindström 2000

Remembering Our Childhood-Karl Sabbagh 2011-07-14 In a number of highly-charged child abuse cases, teachers and parents have been wrongfully arrested because of claims of ‘recovered memory’. But brain science is now discovering how memories can alter, or even be planted by leading questions. Sabbagh explains the latest findings, and argues that courts must be guided by them.

Remembering in the Renaissance-Kenneth Gouwens 1998-03-30 This study, drawing extensively upon manuscript sources, provides the first comprehensive account of how Rome’s humanist community coped with the 1527 sack of the city, an event traditionally viewed as signaling the transition from the Renaissance to the Catholic Reformation.

Remembering-Sir Frederic Charles Bartlett 1995-06-30 This is a timely reissue of this influential 1932 study of remembering.

Archaeology, History, and Culture in Palestine and the Near East-Albert E. Glock 1999 Albert Glock, Director of Birzen University's Institute of Archaeology was among the first archaeologists to promote and foster research into the archaeological record of Palestinian Arabs. His life ended tragically in 1992, but his vision continues today as witnessed in this collection of essays. This volume commemorates Albert Glock's contribution to archaeology and education in Palestine and the Near East.

Memory and the Future-Yifat Gutman 2010-10-06 For those who study memory, there is a nagging concern that memory studies are inherently backward-looking, and that memory itself hinders efforts to move forward. Unhinging memory from the past, this book brings together an interdisciplinary group of prominent scholars who bring the future into the study of memory.

Remembering the Present-Julia L. Cassaniti 2018-04-15 What is mindfulness, and how does it vary as a concept across different cultures? How does mindfulness find expression in practice in the Buddhist cultures of Southeast Asia? What role does mindfulness play in everyday life? J. L. Cassaniti answers these fundamental questions and more through an engaged ethnographic investigation of what it means to “remember the present” in a region strongly influenced by Buddhist thought. Focusing on Thailand, Sri Lanka, and Myanmar, Remembering the Present examines the meanings, practices, and purposes of mindfulness. Using the experiences of people in Buddhist monasteries, hospitals, markets, and homes in the region, Cassaniti shows how an attention to memory informs how people live today and how mindfulness is intimately tied to local constructions of time, affect, power, emotion, and selfhood. By looking at how these people incorporate Theravada Buddhism into their daily lives, Cassaniti provides a signal contribution to the psychological anthropology of religious experience. Remembering the Present heeds the call made by researchers in the psychological sciences and the Buddhist side of mindfulness studies for better understandings of what mindfulness is and can be. Cassaniti addresses fundamental questions about selfhood, identity, and how a deeper appreciation of the many contexts and complexities intrinsic in sati (mindfulness in the Pali language) can help people lead fuller, happier, and healthier lives. Remembering the Present shows how mindfulness needs to be understood within the cultural and historical influences from which it has emerged.

Selecting Research Methods: Methods for coding and measuring data-W. Paul Vogt 2008 Selecting Research Methods provides advice from prominent social scientists concerning the most crucial steps for planning and undertaking meaningful research: selecting the methods to be used. Contributors to the collection address methodological choices in four stages: design, sampling, coding and measurement, and analysis. The volumes provide an integrated approach to methodological choice in two ways. First, the contributions range from the early decisions about design options through the concluding choices about analyzing, interpreting, and presenting results. Second, the collection is integrated because it addresses the needs of projects that collect qualitative evidence, quantitative data, or both. Volume 1 concerns design choice; the articles focus on selecting designs that are effective for answering research questions and achieving the goals of the researcher. Volume 2 is on sampling and includes, in addition to sampling from populations, advice on choosing methods for recruiting informants for interviews, selecting sites for participant observation, and assigning subjects to control and experimental groups. Volume 3 reviews options for coding and measurement; it emphasizes methodological choices that enable researchers to study concepts in ways that researchers wish to enhance. Finally, the articles included in Volume 4 review the range of choices available among methods to analyze results and interpret the meanings of evidence.

Living Narrative-Elinor Ochs 2001 This work looks at everyday storytelling as a twofold phenomenon - a response to our desire for coherence, but also to our need to probe and acknowledge the enigmatic aspects of experience. The authors develop a way of understanding the seemingly contradictory nature of everyday narrative.

Memory Perceived-Robert Nathaniel Kraft 2002 Using compelling examples from 200 hours of testimony by Holocaust survivors, this volume documents how memory responds to atrocity: how people comprehend and remember deeply traumatic experiences, and ultimately adapt. This book depicts how the Holocaust exists in the minds of those who went through it, simultaneously revealing the principles of enduring memory while making the Holocaust more specific and immediate to readers. Through synthesis of many different testimonies, one individual is presented in relation to others, showing personal tragedies as well as the collective atrocity. The findings are also applied in the volume to other groups of people who have lived through extended atrocity.

Handbook of Eyewitness Psychology: Memory for events-Michael P. Toglia 2007 The Handbook of Eyewitness Psychology presents a survey of research and legal opinions from international experts on the rapidly expanding scientific literature addressing the accuracy and limitations of eyewitnesses as a source of evidence for the courts. For the first time, extensive reviews of factors influencing witnesses of all ages—children, adults, and the elderly—are compiled in a single pair of volumes. The disparate research currently being conducted in eyewitness memory in psychology, criminal justice, and legal studies is coherently presented in this work. Controversial topics such as the use of hypnosis, false and recovered memories, the impact of stress, and the accuracy of psychologically impaired witnesses are expertly examined. Leading eyewitness researchers also discuss the subjects of conversational memory, alibi evidence, witness credibility, facial memory, earwitness testimony, lineup theory, and expert testimony. The impact of witness testimony in court is considered, and each volume concludes with a legal commentary chapter. The Handbook of Eyewitness Psychology is an invaluable aid to researchers, legal scholars, and practicing lawyers who need access to the most recent research in the field.
accompanied by the interpretations and commentary of many of the world's leading authorities on these topics.

**Readings in Cognitive Psychology** - Bridget Robinson-Riegler 2004 This reader offers articles that students can relate to several different facets of cognition, as well as other sub-disciplines of psychology. Topics such as the distinction between top-down and bottom-up processing, divided attention, proactive interference, language learnability, and expertise are presented in these up-to-date, highly informative, and interesting articles. This is a research reader students will find interesting, applicable, and extremely relevant to their course and lives. Students will get a good deal of exposure to the fundamental concepts that have helped define the field of cognitive psychology.

**New Contree** - 2005

**Perspectives** - Michael Acker 1998

**The Life of Yol Mo Bstan 'dzin Nor Bu** - Benjamin E. Bogin 2005

**Child Development and Education** - Teresa M. McDevitt 2010 With a unique and engaging perspective, Child Development and Education, Fourth Edition is the only comprehensive child development text written specifically for educators. Because it is written by a developmentalist and an educational psychologist team, it provides the coverage and research found in more traditional child development texts but also then helps readers understand how to use this information as educators. Unique features include: how the text illustrates key concepts by using children's and adolescents' schoolwork, artwork, and interview excerpts, as well as case studies and video examples; authentic artifacts from children and adolescents; Observation Guidelines tables with educational applications; Development and Practice features with concrete strategies for facilitating children's development and learning; and extensive coverage of diversity and its implications for helping all youngsters thrive. New to the fourth edition, accompanying each text is an innovative online resource, MyEducationLab, containing “Building Teaching Skills” exercises, practice quizzes, homework and review exercises, videos for analysis, “Understanding Research” exercises (in which students read and interpret research articles), and supplementary readings. All of the many features of the text and its abundant resources help readers actually see development, not simply read about it—preparing educators and those working with children and adolescents to apply development concepts to actual practice.