Antropologia culturale pdf gratuit francais gratis download

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Loading PreviewSorry, preview is currently unavailable. You can download the paper by clicking the button above. GREEN BOOK Shirley (an African American) represents a reconocido pianist, y Tony (blanco) es un rudo y vulgar personaje 1. Discalculia and difficulties of calculation Dr. Barbara ArfÃÂ© Department of Psychology and Cultural Anthropology Faculty of Sciences of Formation 2. Dr. Barbara ArfÃÂ© - DPAC Temple (1992) ÃÂ... a disorder of numerical and arithmetic abilities manifested in children of normal intelligence, who have not suffered neurological damage. It may Â² be associated with dyslexia, but ÃÂ is possible to be dissociatedÃÂ Incidence: ÃÂ" 0.5-1% pupils in the school system ÃÂ" 20% pupils with difficulty of calculation 3. Dr. Barbara ArfÃÂ© - DPAC Biancardi (2002) [Ã ÂÂÂ!] does not consider all mathematics generically, but only the basic skills: numerical processing (reading, writing, enumeration, number), knowledge of some basic algorithms of computation and arithmetic facts 4. Dr. Barbara ArfÃÂ© - DPAC Number System and Calculation SystemÂÂ·Number System: difficulties in numerical transcoding Es. 6776 677 676 7001 7013 3587 3588/seven 1532 milleottocentotrendadue ÃsÂÂ·Calculation system: execution and recording of arithmetic facts; selection of the correct algorithm; difficultiesÃ in the procedural order (e.g. orientation, decomposition); adoption of control strategies 5. Dr. Barbara ArfÃÂ© - DPAC Definition (ICD-10 and DSM-IV) ÃsÂÂÂÂ Difficult to understand the basic concepts of the arithmetic operations ÃÂÂÂÂ·Non-understanding of mathematical terms and signs ÃÂÂÂÂÂÂÂ Non-recognition of numerical symbols ÃÂÂ to perform standard arithmetic operations ÃseÃâÂÂ ¬ Spatial Difficulties in Calculation (Align Digits, Insert Decimals or Symbols During Calculations, Organize Calculation Difficolt DifficoltÃ of basic arithmetic facts (tables) 6. Dr. Barbara ArfÃÂ© – DPAC A disability that involves a variety of skills: Ã¯ÂÂ¬ use of arithmetic signs to the knowledge of quantity relationships related to Arabic numerals Ã¯ÂÂ¬ ability to identify the salient elements of a problem, to the ability to align correctly The figures are simple memory of numerical facts, the ability to remember algorithms of calculation Distinct symptoms: one or multiple dysfunctions?Distinct symptoms: one or multiple dysfunctions? 7. Dr. Barbara ArfÃÂ© – DPAC Discalculia: Types Temple (1995) describes three different types of evolutionary dyscalculia: Ã¯ÂÂ¬ Dyslexia for figures Disability related to the cognitive processing of figures in comprehension and production Ã¯ÂÂ¬ Procedural dyscalculia Execution of calculation procedures¯ÂÂ¬ Dyscalculia for arithmetic facts characterized by a difficulty in acquiring arithmetic facts in the calculation system 8. Dr. Barbara ArfÃÂ© – DPAC Two distinct profiles Ã¯ÂÂ¬ Weakness in the cognitive structuring of numerical cognition (basal aspects of numerical intelligence: subitizing, quantification, serialization, mental calculus, etc.) Numbers blindness Ã¯ÂÂ¬ Weakness in executive procedures (reading, writing, graphic layout, columning, etc.) and calculation Difficulties in acquiring computational procedures and algorithms In the normal/typical population: three skills /difficulties: Ã¯ÂÂ¬ Automation Ã¯ÂÂ¬ Numerical knowledge Ã¯ÂÂ Written calculation 9. Dr. Barbara ArfÃÂ© – DPAC The development of numerical skills Numerical cultural tools: 1. numerical expressions: words number (one, two...); numerals (1, 2...); roman numbers (I, II...) 2. abstract tools/rules: arithmetic facts (3x5 = 15), numerical procedures (e.g. carryover), laws arithmetic (a+b=b+a) 3. learning: writing and reading numbers, counting objects, applying the four operations, etc. 10. Dr. Barbara ArfÃÂ© – DPAC The first thought (Piaget) The e(e(Ãtisoremun id arutturts al amrofsart(enoisnerpmoc id ametsis :itagelloc am itnitsid ilanoiznuf iludom ert :)5891 ,.la te yeksolCcM(eraludom olledoM ¬ÂÂ¯Ã illedoM i :oloclac e aciremun enoizingoC CAPD - ©ÂÃfrA arabraB ass.ttoD .71)etazzitamotua erudecorp( ).cte ,inoiza elled elaropmet-oizaps enoizerid ,iremun ied otnemannolocni(enoizarepo'l acificeps acifarg amrof al :ottircs oloclac leN ¬ÂÂ¯Ã)evitturtsoc eigetarts(icilpmes ¹ÂÃip eidemretni inoizarepo erenetto rep iremun ius enoizisopmocs :etnem a oloclac leN ¬ÂÂ¯Ã ottircs e etnem a oloclaC CAPD - ©ÂÃfrA arabraB ass.ttoD .61 otatlusir led ocinomenm orepucer led ogoul ni esoreno ¹ÂÃip eigetarts id enoizoda :aicudif id olleviL]4 +)02+34([42+34 :01N01N ¬ÂÂ¯Ã)4+3(+)02+04(42+34 :01010101 ¬ÂÂ¯Ã oloclac id eigetartS CAPD - ©ÂÃfrA arabraB ass.ttoD .51]elarudecorp aznecsonoc[otatlusir li eramaihcir elibissop ¨ÂÂ non odnauq etageipmi ilibazzilareneg ilarudecorp elogeR ¬ÂÂ¯Ã]avitaraihcid aznecsonoc[oloclac id erudecorp aznes itarepucer onognev e TLM allen itaivihcra onos itatlusir iuc i)icilpmes inoizidda ,enillebat(esab inoizarepO ¬ÂÂ¯Ã ehcitemtira inoizarepo etimart iremun us erarepo id onotnesnoc ehc issecorp ied emeisnI ¬ÂÂ¯Ã icitemtira ittaf e oloclac id ÃticapaC CAPD - ©ÂÃfrA arabraB ass.ttoD .41 enidro'lled aznavelirri'lled ¬ÂÂ¯Ã ;enoizartsa'lled oipicnirp ;elibats enidro'lled ¬ÂÂ¯Ã ;onu a onu aznednopsirroc ¬ÂÂ¯Ã :eratnoc led ipicnirp I ¬ÂÂ¯Ã)9991 ,htrowrettuB(ilarutluc erudecorp e itnemurts id inoizisiuqca e etanni Ãtiliba art otnemagelloc omirp :eratnoC ¬ÂÂ¯Ã Ãtisoremun id enoisiced e enoizecrep : ÃtisoremuN ¬ÂÂ¯Ã otnoc e ÃtisoremuN CAPD - ©ÂÃfrA arabraB ass.ttoD .31 CAPD - ©ÂÃfrA arabraB ass.ttoD .21 gnizitibus lI CAPD - ©ÂÃfrA arabraB ass.ttoD .11 .otanoen len Ãtitnauq alled inoizatneserppar evitimirp a e iciremun ivittecrep issecorp a etagel ÃticapaC .)enoizazzitaidemmi(gnizitibuS .atanni ¨ÂÂ iciremun inimret ni odnom li erednerpmoc id Ãticapac aL SV oirotarepo oreisnep led oppulivs olla etneugesnoc)enoizaires e enoizacifissalc :ociremun of numbers in quantity) system system Calculation (manipulate this abstract representation by means of arithmetic signs, arithmetic facts, and calculation procedures) production system (translates the internal representations into numerical responses) 18. Dr. Barbara Arfã town - DPAC uesto model of the Triple Code (Dehane, 1992): three autonomous groups of numerical qualities and three formats of representation of numbers (auditory report, visual arabic, analog): verbal numerical notations: system that exploits the general processing systems of language, has skill relating to the count and recovery of arithmetic facts notations in figures: specific for the solution of operations with the numbers numbers analog notations: numerical skills preverbal comparisons between quantities, estimates and approximate calculation. Numeric cognition and calculation: the models 19. Dr. Barbara Arfã town - DPAC Lucangeli (1999): 5 phases for learning the qualification of counting 1. Numbers as verbal strings (no stable order) 2. words -Inum in one -way sequence 3. .. starting from any of the numbers of the series 4. Words -graduals as a distinct entities 5. sequence as a bidirectional chain 20. Dr. Barbara Arfã town -dpac errors in the calculation system and targeted intervention is errors in the recovery of numerical facts (3+3 = 9) is error in the maintenance and recovery of procedures and strategies is error in the application of the procedures is ¯th errors due to the visual -spatial difficulties 21. Dr. Barbara Arfã town - DPAC Evaluation is launched for assessment tests: ãsto â¬ to interpret the performance level Reached is diagnostic assessment tests is to identify learning diagnostic profiles ãho à testa bin (numerical intelligence battery) [4-6 year i] heat â¬ test AC -MT for elementary and middle school is â¬ battery abCa ãho â¬ battery BDE 22. Dr. Barbara Arfã town - DPAC BIANCARDI (2002) is ãsto Â¬ â¬ Objective: identify the components of the system system and the calculation that have not been learned is to investigate the first place the of transcodes is to evaluate evaluating Authority in arithmetic facts (mental and written calculation) is to evaluate the procedural qualities (mental and written calculation) 23. Dr. Barbara Arfã town - dpac treatment ãsto Â â¬ recovery of Costant Time Delay (Automization of response VS. Understanding) is the curricula enhancement and proposals for the programming of didactics 24. Dr. Barbara Arfã town - DPAC Biancardi is automated: transcoding is Â¬ favor the construction of arithmetic facts (visual recall?) Is mnemonic supports: concrete material for simple calculations is indicators: to orient the procedures â Spacer: to simplify the L 'Space organization of the calculation is metacognitive strategies: to control the outcome of the calculation. 1. Conceit and origem from Anthropology Prof. Ararã burhes © de Carvalho Jã town of 2. A anthropology pretents from anthropology uma das manieiras mais testosas de Se gar to conhecer uma'área do conhecimento è tra pear §Ar-lhe a Histã town, showing Como Estanda Foi by varying atravã burHI © S Dos TemPros, Como CrioU Ramifica'Inâ§rua Novas altering Seu theme of the basic, expanding-o. A anthropology theme of its Histã buridenti strongly Ligada as Mudanavi§as Histã town and as Condizia ,iµes sociais from the little of its Cria because £ o. 3. Podemos Falar de Um anthropoly thoughts Pretes Mesmo from Criaã buri £ o do mã town Com o In over the cycle Das Grandes Navegaã buri§'As nos sã town. XIV and XV, or counted com Novos Povos and Culturas arrestaram Alguns Questionamentos. 4. to the reflexã burHi £ or anthropolã buri³, à © Contemoraza ¢ nea ã burly do novo mundo. O Renascimento Explora Espaã buri atã burhes £ o Desconhecidos and as it is to develop discursos sobre os habitantes que Povoam Aqueles Espaã buri. Annza è little as little as a disbursement. (o mau and o bom wildm) 5. de certain form for pergunta funerante do anthropoly thoughts foi foi fur large hivegador Marco Polo. When he turned from China, I tend to pass the peeh âal from Sedaã Â ·, or Mercador)etnemacigoloib)etnemacigoloib e etnemacisif(sodicerap o£ÂÂt sovop omoC´ÃÃ build cultures that are so different?ÃÎ ¼ 6. The search for the answer to this question will guide, in part, much of the anthropological scientific work, that is the understanding of the cultural formation of men. Culture, in an anthropological sense, Ãthe knowledge, beliefs and values of a society. (Culture x Civilization) 7. We will realize that both the birth of anthropological-anthropological thought and anthropology as science are by-products of European expansionism and European expansionism. First with Portugal and Spain, then with England and France in the neo-colonialist movement. 8 In the first case, the Spaniards and the Portuguese entrusted the Roman Catholic Church with the task of knowing and understanding the newly conquered peoples. Missionaries, especially Jesuits, did numerous anthropological research. However, the quest to get to know these new peoples was linked to a desire to change them and, in most cases, to dominate them. (The burden of white). 9 The British, French and Dutch, however, were far less interested in religion than in trade. Not surprisingly, many of the greatest anthropologists¹ came from these countries. (Know-how to preserve) They had little interest in changing the laws of the peoples who controlled or imposed their religion on them, but they wanted to manipulate their economic base for commercial production. 10 The English with supremacy at sea had no © lâinteret nÃ© la capacit to maintain large armies in the dominated territories, and as a result of this conjuncture the British developed indirect rule. 11 Thus the English retained administration local justice, the chiefs and priests and allowed them to continue to deal with most cases where British interests were not directly at stake. (Exceptions, Lobola and Satan). 12 We can say then that Anthropology has three great themes, all for understanding understanding discipline. Pragmatic anthropology (knowing other peoples to exploit them) Ã2 (in part the Evolutionary Thought â Bad Savage). Romantic anthropology (one that seeks to protect a certain people from contact and absorption by a civilization predatory) Ã2 (partly the Functional School â Good Savage). 13 Scientific Anthropology Â the most important¹ and on which our course is focused: Scientific Anthropology (Functionalist and Structuralist â social and cultural). Whenever we refer to anthropologyin this course we refer to cultural and social anthropology There are other fields such as physics/biology and linguistics. 14 In nineteenth century, man became, increasingly¹, the center of scientific studies. New fields of knowledge are emerging, especially dedicated to knowledge man, such as sociology, psychology and ANTHROPOLOGY. Etymologically, the term anthropology (anthropos, man; logos, study) means the study of man. 15 The reasons for emergence of scientific explanations of human nature lie, in part, in the problems that society it faces, caused by urbanization, industrialization and European imperialist expansion in Africa and Africa. 16 The of new theories and methodologies is partly explained by the necessity social planning that ensures the success of industrial and its expansion in the world. 17 There is also intersection interests between the European ruling classes, in particular the sector responsible for colonial administration, and scientists. Thus the research had the financial and political support of the European Ã©lite. (the first anthropological studies were funded by the government and the bourgeoisie). 18 What is itanthropology and sociology have satisfactorily defined their study objectives, objectives and methods. While sociology was concerned with the study of the society European Industrialization process, anthropology dealt with the study of peoples. peoples. In Africa, Asia and America. 19. Given the definition of the role of anthropology, it ended up developing a more empirical and qualitative method, aimed at discovering the peculiaries of the companies studied. (The first anthropological school De facto, the functionalist school) 20. Boas and Malinowiski anthropology as science and profession that emerged at the beginning of the twentieth century, having Franz Boas as precursors in the United States and Bronislaw MalinoWiski in England. They moved away from anthropology and developed the scientific methods of the discipline. (Until then there was only the object) The observation of the participants was the first precept developed by Malinowiski. 21. Anthropological experience and cultural shock. The gaze of strangeness (in relation to their culture). The idea of function and last and main contribution: the denial of ethnocentrism 22. Ethnocentrism, anthropocentrism or European anthropocentrism is: the idea that one's culture and beliefs are the truth, or at least the higher way of dealing with the world. The destruction of ethnocentrism and the acceptance of the validity of other cultures, ways of life and beliefs were teachings of the founders of anthropology. (Cultural relativism) 23. Anthropology has shown that many laws of social sciences are in ethnocentric and have eliminated several prejudices inherent in the European vision of the world. (Racist theory and delay in the southern hemisphere) This was perhaps the great contribution of anthropology to the social sciences. 24. Boaz's studies in Alaska and Malinowiski in Trobriand have focused on the study of peoples with relatively simple and independent political structures, as far as possible, by the economic and economic and political political forces of modern empires. 25. The discovery of alterity has led us to see that we would not have Imagine, given our difficulty in presenting our attention to ciÃ² which Ã is usual, family, daily and which we consider ourselves. Little by little, we notice that the smallest of our behaviors (gestures, mothers, postures, affective reactions) is not even "natural. (The symbolic construction of identity.) 26 Our companies too More¹ different of ours, which we consider spontaneously as differentiated, are actually so different from each other as our health. 27 Extent in times of specialization how has a wide discipline been developed, given the increasing specialization of knowledge in this modern place? It was precisely because the anthropology Ã began as the study of peoples without a written tradition, this fact forced the anthropos to try to understand the dimension, economy, religion, mythology and laws of a people as part of a whole and not as a fragment. (Whole Man Concept Â·). 28 Anthropology still persists the tradition of research in society simple, with the belief that the study of such societies can have a better understanding of the societies more complex¹. Ã also studied within the companies industrialize the formation of identity, social, groups and of Ã0riatibos Â·, that's what anthropology seeks to understand the different forms of life in society. 29 However, there is always another that is taken as the subject of anthropological investigation. This capacity building survey that anthropology must decode the relationship between people, culture, symbolic goods, ideas and so forth. 30 Difficulty the first manifests itself to the novel of the words: ethnology or anthropology? (Ethnography, direct data collection, aetiology Ã is a way for collected materials, to make the wide society_ company specification that a study and anthropology would be to build models that allow comparisons of the societies between them) 31. 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