

75 Readings Across The Curriculum

The latest advances and trends in technology have enabled rapid development in the field of language education. Students and teachers alike now benefit from the assistance of various technological innovations, thus increasing the overall effectiveness of the curriculum. The Handbook of Research on Individual Differences in Computer-Assisted Language Learning addresses the implementation of current research methodologies within EFL and ESL classroom settings and the variety of modifications employed by language experts. Focusing on quantitative, qualitative, and mixed methods studies, this book is an essential reference source for applied linguists, CALL researchers, language teachers, and upper-level students within the field of foreign language education.

This book was written specifically for professors and college students in teacher training programs for deaf education and for classroom teachers working with deaf and hard-of-hearing learners. It is one of the very few books on the market that focuses entirely on the hearing-impaired. It consists of three sections, each one providing in-depth information on topics critical to the teaching of reading to this specific population. * Section one: "Foundations" - contains chapters dealing with theory and research in such topics as: cognition, reading, language, literary development, vocabulary and comprehension. One chapter on ASL, English, and Reading looks at the research in the area of second-language learners and discusses its application to deaf and hard-of-hearing students. * Section two: "Instructional Management" - deals with instructional management and describes instructional systems and designs. These chapters look at current trends in education and how these trends apply to the education of students who are deaf and hard of hearing. * Section three: "Applications" - focuses on specific instructional models in reading, writing, and spelling, detailing strategies that have been successfully used with deaf and hard-of-hearing learners. The last chapter in this section discusses assessment, giving information, and examples of both formal and authentic procedures.

This book began as a deep discussion among administrators, teachers, researchers, teacher educators, and educational consultants concerned about the critical reduction of play, engaged learning opportunities, and intellectually stimulating experiences in classrooms for toddlers through the primary grades. This group made a pact to organize and stand up for engaged learning by creating a comprehensive, research-based defense that they call The Manifesto. In Growing Child Intellect, this panel of experts pulls together the research, stories, and lessons learned from using the Project Approach in a variety of settings. Readers are invited to dive deeply with them into the world of project work, beginning with the neuroscience foundation, through the research in the field, and on to the challenges and successes. Book Features: Provides a strong review of research on the benefits of the Project Approach. Explains research on the development of intellect from Mind Brain Education Science. Includes extensive examples of intellectually stimulating classrooms and learning experiences across diverse settings. Shows how to bring engaging experiences into classrooms while still meeting goals for required content and standards. Explains what each person can do, no matter position or program, to nurture children's intellectual development. Provides practical advice for overcoming

common challenges to implementing project work. Offers a short Declaration of Beliefs about engaged learning for easy sharing
Like most good educational interventions, problem-based learning (PBL) did not grow out of theory, but out of a practical problem. Medical students were bored, dropping out, and unable to apply what they had learned in lectures to their practical experiences a couple of years later. Neurologist Howard S. Barrows reversed the sequence, presenting students with patient problems to solve in small groups and requiring them to seek relevant knowledge in an effort to solve those problems. Out of his work, PBL was born. The application of PBL approaches has now spread far beyond medical education. Today, PBL is used at levels from elementary school to adult education, in disciplines ranging across the humanities and sciences, and in both academic and corporate settings. This book aims to take stock of developments in the field and to bridge the gap between practice and the theoretical tradition, originated by Barrows, that underlies PBL techniques.

Designed for both researchers and practitioners, this book is a guide to bridging the gap between the knowledge generated by scientific research and application of that knowledge to educational practice. With the emphasis on evidence-based practice in the schools growing exponentially, school practitioners must learn how to understand, judge, and make use of the research being produced to full effect. Conversely, researchers must understand what is being used in "real-world" settings, and what is still needed. The editors of this book have outlined this process as a series of steps, beginning with being a critical consumer of current research literature, followed by concepts to consider in translating research into practice: systems issues at local, district, and state levels; the role of teachers in program implementation; evaluation of implementation effectiveness, and preservice and inservice professional development of teachers and psychologists. Each chapter is written by leaders on the topic, and contributors include both researchers and school-based practitioners. With contributing authors from a variety of disciplines, this book is an invaluable treatise on current understanding of the complexities of translating research into educational practice.

This unique book provides the reader with a mini-library of over one hundred readings containing: --both classic and contemporary readings--international contributors--material drawn from books and journalsAn essential reference resource in its own right, *Readings for Reflective Teaching* also contains numerous cross-references to Andrew Pollards *Reflective Teaching*.

Contemporary Readings in Literacy Education is designed to provide students with high-quality journal and research articles in literacy education. The readings are contextualized with introductions and discussion questions by the editors of the text. The text will help instructors to easily integrate the latest research into their course in a meaningful way. This reader, with edited content and contextualizing material, makes the latest research more interesting and accessible to the students of literacy education.

The late Margaret J. Early was a nationally renowned educator in the field of English education and reading, a past president of the National Council of Teachers of English, an author and an editor herself, and the recipient of many awards. The book *Reflections on Teaching Literacy: Selected Speeches of Margaret J. Early*, edited by Willa Wolcott,

contains fifteen of her speeches given during the 1970s and 1980s, two important decades for the English profession. In each address Dr. Early probes, summarizes, and critiques the developments she sees occurring in the teaching of literacy. Her speeches are warm, chatty, and thought-provoking, providing both an historical overview of the issues involved and the immediacy of her perspective as she tackles possible solutions to these issues—many of which continue to be very relevant. The speeches are enhanced by an in-depth, thoughtful “Foreword” written by Ben Nelms, a former editor of *The English Journal* and a pre-eminent figure in English education, as he places Dr. Early’s speeches in the larger context of the changes within the profession itself. A two-part “Afterword” written by Jane Townsend and Barbara Pace, current faculty members at the University of Florida, explores the extent to which Dr. Early’s speeches are linked to practices in teaching literacy today.

Reconnecting Reading and Writing explores the ways in which reading can and should have a strong role in the teaching of writing in college. *Reconnecting Reading and Writing* draws on broad perspectives from history and international work to show how and why reading should be reunited with writing in college and high school classrooms. It presents an overview of relevant research on reading and how it can best be used to support and enhance writing instruction.

In this 2nd edition of *Focus: Elevating the Essentials to Radically Improve Student Learning*, Mike Schmoker extends and updates the case that our schools could be on the cusp of swift, unparalleled improvements. But we are stymied by a systemwide failure to simplify and prioritize; we have yet to focus our limited time and energy on the most essential, widely acknowledged, evidence-based practices that could have more impact than all other initiatives combined. They are: simple, coherent curricula; straightforward, traditional literacy practices; and lessons built around just a few hugely effective elements of good teaching. As Schmoker demonstrates, the case for these practices—and the need for them—has grown prodigiously. In every chapter, you’ll find late-breaking discoveries and practical advice on how to simplify the implementation of new state standards in the subject areas; on the hidden pitfalls of our most popular, but unproven instructional fads and programs; and on simple, versatile strategies for building curriculum, planning lessons, and integrating literacy into every discipline. All of these strategies and findings are supported with exciting new evidence from actual schools. Their success confirms, as Michael Fullan writes, that a focus on the best “high-leverage practices” won’t only improve student performance; they will produce “stunningly powerful consequences” in our schools.

75 Readings Across the Curriculum McGraw-Hill Education

Translingualism perceives the boundaries between languages as unstable and permeable; this creates a complex challenge for writing pedagogy. Writers shift actively among rhetorical strategies from multiple languages, sometimes importing lexical or discursal tropes from one language into another to introduce an effect, solve a problem, or construct

an identity. How to accommodate this reality while answering the charge to teach the conventions of one language can be a vexing problem for teachers. *Crossing Divides* offers diverse perspectives from leading scholars on the design and implementation of translingual writing pedagogies and programs. The volume is divided into four parts. Part 1 outlines methods of theorizing translinguality in writing and teaching. Part 2 offers three accounts of translingual approaches to the teaching of writing in private and public colleges and universities in China, Korea, and the United States. In Part 3, contributors from four US institutions describe the challenges and strategies involved in designing and implementing a writing curriculum with a translingual approach. Finally, in Part 4, three scholars respond to the case studies and arguments of the preceding chapters and suggest ways in which writing teachers, scholars, and program administrators can develop translingual approaches within their own pedagogical settings. Illustrated with concrete examples of teachers' and program directors' efforts in a variety of settings, as well as nuanced responses to these initiatives from eminent scholars of language difference in writing, *Crossing Divides* offers groundbreaking insight into translingual writing theory, practice, and reflection. Contributors: Sara Alvarez, Patricia Bizzell, Suresh Canagarajah, Dylan Dryer, Chris Gallagher, Juan Guerra, Asao B. Inoue, William Lalicker, Thomas Lavelle, Eunjeong Lee, Jerry Lee, Katie Malcolm, Kate Mangelsdorf, Paige Mitchell, Matt Noonan, Shakil Rabbi, Ann Shivers-McNair, Christine M. Tardy

Provides educators with practical strategies, tools, and techniques for teaching critical reading skills to students in the social and natural sciences. Strong critical reading skills are an essential part of any student's academic success. Teaching these vital skills requires educators to develop and implement effective teaching strategies, often based on their own critical reading practices. *Critical Reading Across the Curriculum, Volume 2: Social and Natural Sciences* provides educators with expert insights, real-world methods, and proven strategies to build critical reading skills in students across disciplines. Drawing from the experience of seasoned classroom practitioners, this book presents a dozen essays that offer various applications of critical reading best practices in fields such as anthropology, biology, economics, engineering, political science, and sociology. Clear, jargon-free chapters identify, explain, and illustrate best teaching practices for critical reading. Containing numerous practical examples and demonstrations, essays written by experts in their respective fields explain what critical reading requires for their discipline, as well as how to teach those skills in the classroom. Every essay includes a host of pedagogical activities, assignments, and projects that can be used directly or adapted for diverse teaching applications. This valuable book helps educators: Develop the skills students need to ask the right questions, consider sources, assess evidence, evaluate arguments, and reason critically Encourage students to practice critical reading skills with engaging exercises and activities Teach students to establish context and identify contextual connections Explain how to read for arguments, including content-based and conceptual arguments Adapt and apply teaching strategies to various curricula and disciplines *Critical Reading Across the Curriculum, Volume 2: Social and Natural Sciences* is an ideal resource for educators in a wide range of areas, such as college and high school instructors in science and social science disciplines and instructors of graduate education courses.

Announcements for the following year included in some vols.

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Winner of the UKLA Author Award 2009:UKLA 'Lockwood has written a useful, supportive book which will help teachers and librarians...He describes the background and summarises the research and then proposes thoroughly practical programmes' - Carousel 'Michael Lockwood has produced an excellent, practical overview and analysis of what works in the primary school to promote reading for pleasure....Lockwood's work is grounded and valuable to those who need it most - teachers in the classroom working hard to engender a love of reading' - English Drama Media 'This book is first class. It puts the matter very clearly and succinctly, and presents a great deal of evidence to support the argument that pleasure is not a frivolous extra, but the very heart and essence of what reading is about. It also gives readers plenty of ideas for carrying the principle into the classroom, and for justifying it...This is an excellent piece of work, which I hope will find a place on every staffroom bookshelf.' - Philip Pullman English primary school children are less likely to read for pleasure than their counterparts in many other countries. This practical and focused book discusses the background to this situation and looks at how government initiatives have tried to address it. Drawing on the author's own research project in order to identify good practice in promoting reading for enjoyment, the book presents specific activities which teachers can use to develop their own whole school and classroom practice, enabling them to put the fun back into reading. Each chapter features case-study material and provides examples of planning from schools that have successfully created thriving reading cultures through schemes such as reading assemblies, book clubs, library loyalty cards, school book evenings and quizzes. There is also an extensive, annotated list of print and internet-based resources. Topics covered include: - Becoming a reading for pleasure school - Promoting a love of reading in the early years - Developing reading enjoyment in the later primary years - Getting boys reading Promoting Reading for Pleasure in the Primary School is written for all those involved in education who would like to see as many children as possible develop a love of reading. It will be particularly relevant for primary teachers, teaching assistants, trainee teachers, advisers and consultants, as well as teacher educators and researchers.

How do people learn nonnative languages? And is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, "Mind and Context in Adult Second Language Acquisition" first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

This landmark volume is the first to bring together leading scholarship on children's and young adult literature from three intersecting disciplines: Education, English, and Library and Information Science. Distinguished by its multidisciplinary approach, it describes and analyzes the different aspects of literary reading, texts, and contexts to illuminate how the book is transformed within and across different academic figurations of reading and interpreting children's literature. Part one considers perspectives on readers and reading literature in home, school, library, and community settings. Part two introduces analytic frames for studying young adult novels, picturebooks, indigenous

literature, graphic novels, and other genres. Chapters include commentary on literary experiences and creative production from renowned authors and illustrators. Part three focuses on the social contexts of literary study, with chapters on censorship, awards, marketing, and literary museums. The singular contribution of this Handbook is to lay the groundwork for colleagues across disciplines to redraw the map of their separately figured worlds, thus to enlarge the scope of scholarship and dialogue as well as push ahead into uncharted territory. *Securing a Place for Reading in Composition* addresses the dissonance between the need to prepare students to read, not just write, complex texts and the lack of recent scholarship on reading-writing connections. Author Ellen C. Carillo argues that including attention-to-reading practices is crucial for developing more comprehensive literacy pedagogies. Students who can read actively and reflectively will be able to work successfully with the range of complex texts they will encounter throughout their post-secondary academic careers and beyond. Considering the role of reading within composition from both historical and contemporary perspectives, Carillo makes recommendations for the productive integration of reading instruction into first-year writing courses. She details a “mindful reading” framework wherein instructors help students cultivate a repertoire of approaches upon which they consistently reflect as they apply them to various texts. This metacognitive frame allows students to become knowledgeable and deliberate about how they read and gives them the opportunity to develop the skills useful for moving among reading approaches in mindful ways, thus preparing them to actively and productively read in courses and contexts outside first-year composition. *Securing a Place for Reading in Composition* also explores how the field of composition might begin to effectively address reading, including conducting research on reading, revising outcome statements, and revisiting the core courses in graduate programs. It will be of great interest to writing program administrators and other compositionists and their graduate students. Distinguished educators Arthur L. Costa and Bena Kallick present this collection of stories by educators around the world who have successfully implemented the habits in their day-to-day teaching in K-12 classrooms. The collective wisdom and experience of these thoughtful practitioners provide readers with insight into the transdisciplinary nature of the 16 Habits of Mind—intelligent behaviors that lead to success in school and the larger world—as well as model lessons and suggestions for weaving the habits into daily instruction in language arts, music, physical education, social studies, math, foreign language, and other content areas. Readers will come to understand that, far from an “add-on” to the curriculum, the habits are an essential element for helping students at all grade levels successfully deal with the challenges they face in school and beyond. As in all their books on the Habits of Mind, Costa and Kallick have a broad and worthwhile goal in mind. As they say in the concluding chapter of this volume, “If we want a future that is much more thoughtful, vastly more cooperative, greatly more compassionate, and a whole lot more loving, then we have to invent it. That future is in our homes, schools, and classrooms today. The Habits of Mind are the tools we all can use to invent our desired vision of the future.”

In this edited collection, the authors pick up the communities of practice (CoP) approach of sharing practice in their reflection on the experience of taking their CoP vision from a dream to reality. Their stories articulate the vision, the passion and the challenge of working within and/or changing existing institutional culture and practice. The book

discusses strategies that worked and considers the lessons learnt to inspire future dreamers and schemers. The multiple perspectives provided in the case studies will assist higher education leaders, as well as academic and professional staff, in establishing or assessing CoPs. The book offers insights into implementation strategies, practical guidelines and ideas on how CoP theoretical underpinnings can be tailored to the higher education context.

With approximately 16,000 students beginning primary teacher education in the UK each year, and each of those being expected to teach art and design, this pioneering volume provides a renewed emphasis on ideas, issues and research in art and design education in the primary and early years phases. It gathers together work from internationally recognised authors, providing a critical framework to underpin current and developing practice in primary art and design education in the UK and worldwide. Through in-depth exploration of debates that have taken place worldwide amongst art educators, it pro.

Labored: The State(ment) and Future of Work in Composition, edited by Randall McClure, Dayna V. Goldstein, and Michael Pemberton, offers both a retrospective and a prospective look at the 1989 Statement of Principles and Standards for the Postsecondary Teaching of Writing and its relation to the changing nature of work in composition. Stemming from an investigative project to strengthen the Statement with data culled from national reports on labor conditions, this collection draws on the expertise of scholars whose research agendas and lived experiences afford fresh insights and critical analyses on labor issues in composition and writing program administration.

“This book combines a number of excellent authors thinking about curriculum. It’s a nice blend of known authors and newer writers in the field.” — Robert C. Morris, University of West Georgia “The range of topics—reading, science, art—makes this a complete and comprehensive reader for both novices and experienced educational teachers and leaders.” —Jeffrey S. Kaplan, University of Central Florida

Contemporary Readings in Curriculum provides beginning teachers and educational leaders with a series of articles that can help them build their curriculum knowledge base

- Key Features and Benefits
- Provides a historical context of the curriculum field, giving educators a solid foundation for curriculum knowledge
- Describes the political nature of curriculum and how we must be attentive to the increasingly diverse populations found in our schools
- Connects the readings to traditional course goals, providing practical applications of curriculum topics
- Covers cocurricular issues, which have become a major contemporary topic within school systems
- Enhances the articles with a strong pedagogical framework, including detailed Internet references, questions for each article, topic guides tying each article to course topics, and article abstracts for the instructor
- Includes Articles From the Following Journals

American School Board Journal
Community College Review
Curriculum & Teaching
Dialogue
Education & Urban Society
Educational Leadership
Educational Policy
Harvard International Journal of

Press/Politics Journal of Cases in Educational Leadership Journal of Chemical Education, Journal of Curriculum & Supervision Journal of Curriculum Studies NASSP Bulletin Phi Delta Kappan Rethinking Schools Teachers College Record The American Behavioral Scientist The Educational Forum The Journal of Social Issues Theory and Research in Education Urban Education Youth Violence and Juvenile Justice Intended Audience This book is intended as a supplement for graduate courses such as Curriculum Development, Curriculum Theory, and Curriculum Leadership. 75 Readings Plus is a version of the best-selling 75 Readings that supplies additional guidance for student readers. Both books are rhetorically arranged and collect the most popular essays for first-year writing. The readings represent a wide variety of authors, disciplines, issues, and interests, and at only \$28 net, 75 Readings Plus is an excellent value for students.

This text highlights partnerships between schools and teacher preparation programs where candidates have opportunities to learn in their coursework alongside teachers in the classroom in clinical settings, bridging the theory?practice divide and helping candidates better understand the simultaneous and multi?dimensional nature of teaching and learning in schools. All of the authors in this text describe how their programs go beyond informal arrangements and include a collaborative relationship between the school and university. As a Handbook of Resources, this text provides details about roles, relationships, expectations, organizational structures, and the challenges of partnerships, which will help those who wish to establish a clinically?based model and move confidently from vision to implementation. The authors of the chapters clearly describe the details of their partnerships so their stories can be a resource for others in similar contexts or situations. In doing so, each chapter highlights the different ways to develop partnerships, as well as provides opportunities for universities, schools, and districts with established partnerships to share their stories, wisdom, and expertise and offer inspiration, encouragement, and ideas. The authors of these chapters acknowledge the tensions inherent in the process of developing, implementing, and sustaining an effective, viable partnership by providing insight into how challenges are addressed at different stages of a partnership and what benefits, successes, and differing perspectives exist in this type of relationship. There are a variety of schools represented in this body of work??rural, suburban, private, public, large research intensive, and small private. By design, we believe any school can find themselves in this text as the authors offer suggestions and ideas that can be implemented in other structures. With that said, we want to emphasize that the examples provided are meant to inspire creativity and possibility as programs develop partnerships rather than offer a wholesale approach or a recipe. Viewing the reader as the expert at their institution, this text offers insights into ways to shape the ideas and structures to fit their context.

In *Closing the Circle*, Sean Walmsley offers education practitioners at all levels—district and school administrators, curriculum supervisors, staff developers, literacy coaches, classroom teachers, and special education teachers—a coherent framework along with practical advice for setting K–12 language arts expectations and for effectively guiding instruction, assessment, reporting, and data analysis. Distilled from the author's extensive experience working with schools and districts, the framework enables educators to prioritize literacy learning and work together more productively to achieve better literacy outcomes for all students. The innovative framework includes five major elements: (1) a set of clearly defined literacy attributes (concise expectations for what students should know, do, understand, and experience in the language arts); (2) instructional contributions that best support students, including struggling learners, in acquiring the attributes; (3) appropriate

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assessments for tracking students' progress; (4) reporting practices that clearly explain the progress achieved; and (5) rigorous analysis of data to inform instruction. The model embraces a broad conception of literacy and includes expectations for reading, writing, listening, and speaking as well as viewing and representing, making it especially suitable for learning in the digital era.

Elementary teachers of reading have one essential goal—to prepare diverse children to be independent, strategic readers in real life. This innovative text helps preservice and inservice teachers achieve this goal by providing knowledge and research-based strategies for teaching phonemic awareness, phonics, fluency, vocabulary, all aspects of comprehension, and writing in response to literature. Special features include sample lessons and photographs of literacy-rich classrooms. Uniquely interactive, the text is complete with pencil-and-paper exercises and reproducibles that facilitate learning, making it ideal for course use. Readers are invited to respond to reflection questions, design lessons, and start constructing a professional teaching portfolio.

This new offering in McGraw-Hill's line of inexpensive readers gathers seventy-five multidisciplinary essays together at a student-friendly price. Organized around specific disciplines with the Humanities, Social Sciences, and Sciences, 75 Readings Across the Curriculum helps students make connections between disciplines and provides excellent models for writing.

This volume brings together some of the best writing published in the journal *Management Learning* since its re-launch under this title in 1994. The selection very much reflects the mission of the journal to act as a showcase for innovative, international and interdisciplinary work which covers a wide gamut of issues connected to management, organizations, learning and knowledge. The field of management learning, widely drawn in this way, brings together some of the key preoccupations within several areas of management, organization studies and social science more generally. Learning and knowledge have become central themes within these areas for several reasons, both practical and theoretical. These include the way that organizational learning is seen as a key source of competitive advantage, and the wider analysis that individuals and organizations now inhabit a 'knowledge economy'. Theoretically, recent years have seen emerging understandings of the social significance of 'communities of practice', whilst learning in its many manifestations is increasingly seen as being imbricated in issues of power. This latter points to one of the particular areas which has been a focus for the journal, namely more critically orientated approaches to management learning. This collection provides readings grouped under six key headings which reflect where some of the most influential and provocative work in the field has been done over recent years, namely: - Organizational Learning and Learning Organizations - Individual Learning - Critical Approaches to Management Education and Learning - Pedagogical Practice - Globalization and Management Learning - Beyond Management Learning Along with an editorial introduction, this volume will provide a unique and invaluable resource for anyone studying or researching management learning and cognate areas, by bringing together some of the best peer-reviewed work in the field.

Late Antiquity (ca. 250-650) witnessed the transition from Classical Antiquity to the Middle Ages in the Mediterranean and Near Eastern worlds. Christianity displaced polytheism over a wide area, offering new definitions of identity and community. The Roman Empire collapsed in Western Europe to be replaced by new "Germanic" kingdoms. In the East, Byzantium emerged, while the Persian Empire reached its apogee and collapsed. Arab armies carrying the banner of Islam reshaped the political map and brought the late antique era to a close. This sourcebook illustrates the dramatic political, social and religious transformations of Late Antiquity through the words of the men and women who experienced them. Drawing from Greek, Latin, Syriac, Hebrew, Coptic, Persian, Arabic and Armenian sources, the carefully chosen passages illuminate the lives of emperors, abbesses, aristocrats, slaves, children, barbarian chieftains, and saints. The Roman Empire is kept at the centre of the discussion, with chapters devoted to its government, cities, army, law, medicine, domestic life, philosophy,

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Christianity, polytheism, and Jews. Further chapters deal with the peoples who surrounded the Roman state: Persians, Huns, northern "Germanic" barbarians, and the followers of Islam. This revised and updated second edition provides an expanded view of Late Antiquity with a new chapter on domestic life, as well extra material throughout, including passages that appear for the first time in English translation. Readings in Late Antiquity is the only sourcebook that covers such a wide range of topics over the full breadth of the late antique period.

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