Savages, Romans, and despots
thinking about others from Montaigne to Herder

Material description: 1 vol. (258 pages)
Note: Includes bibliographical references (pages 223-245) and index

Abstract: From the sixteenth to the eighteenth centuries, Europeans struggled to understand their identity in the same way we do as individuals: by comparing themselves to others. In Savages, Romans, and Despots, Robert Launay takes us on a fascinating tour of early modern and modern history in an attempt to untangle how various depictions of “foreign” cultures and civilizations saturated debates about religion, morality, politics, and art. Beginning with Mandeville and Montaigne, and working through Montesquieu, Diderot, Gibbon, Herder, and others, Launay traces how Europeans both admired and disdained unfamiliar societies in their attempts to work through the inner conflicts of their own social worlds. Some of these writers drew caricatures of “savages,” “Oriental despots,” and “ancient” Greeks and Romans. Others earnestly attempted to understand them. But, throughout this history, comparative thinking opened a space for critical reflection. At its worst, such space could give rise to a sense of European superiority. At its best, however, it could prompt awareness of the value of other ways of being in the world. Launay's masterful survey of some of the Western tradition's finest minds offers a keen exploration of the genesis of the notion of “civilization,” as well as an engaging portrait of the promises and perils of cross-cultural comparison.

Edition: Chicago, IL : The University of Chicago press
Auteur du texte: Robert Gerard Launay
Link: catalogue

Islamic education in Africa
writing boards and blackboards

Note: Includes bibliographical references and index

Abstract: The essays in this volume address various aspects of the expanding and evolving range of educational choices available to Muslims in sub-Saharan Africa. Contributors from the United States, Europe, and Africa evaluate classical Islamic education in Africa from colonial times to the present, including changes in pedagogical methods--from sitting to standing, from individual to collective learning, from recitation to analysis. Also discussed are the differences between British, French, Belgian, and Portuguese education in Africa and between mission schools and Qur'anic schools; changes to the classical Islamic curriculum; the changing intent of Islamic education; the modernization of pedagogical styles and tools; hybrid forms of religious and secular education; the inclusion of women in Qur'anic schools; and the changing notion of what it means to be an educated person in Africa. -- Provided by publisher

Éditeur scientifique: Robert Gerard Launay
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Robert Gerard Launay in the data.bnf.fr Labs pages

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Sources and references

Link to the main catalogue
https://catalogue.bnf.fr/ark:/12148/cb12133477n

Sources

Traders without trade : responses to change in two Dyula communities / Robert Launay, 1982
Variant of the name

Robert Launay