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This teacher's resource book offers flexible photocopiable worksheets which are designed for use with lower-attaining and special-needs pupils in their work on the National Curriculum core study unit Medieval Realms. It is a companion to a picture pack for pupils.

Enlivening Secondary History: 50 Classroom Activities for Teachers and Pupils.

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In the course of his career, Professor Richard M. Frank of the Catholic University of America produced a hugely significant corpus of works on the intellectual activity in Classical Islam known as Kalam, which he argued should be rendered as 'speculative theology'. He also wrote on the Qur'an, on the Arabic and Syriac philosophical tradition, and argued vigorously for a new reading of the famous religious scholar and theologian al-Ghazali (d. 1111) as a devotee of the cosmology of Ibn Sina (d. 1037). In this volume, fourteen scholars, many of them contemporaries of Professor Frank, engage with his legacy with important and seminal works which take some of his ideas as their points of departure. The book is divided into six sections: the Qur'an, Paths to al-Ash'ari, Al-Ash'ari and the Kalam, Christian Falsafa, Avicenna and Beyond, and Al-Ghazali on Causality. There are major articles on Qur'anic emendations and Arabia and Late Antiquity, on the Arabic Plotinian Tradition, on Syriac Philosophical Vocabulary, and an important reading of the Greek-Arabic translation movement in terms of the practical and exact sciences. There are seminal studies of atomism, with valuable translations of complex theological passages previously untranslated, of the Christian philosophy of Yahya ibn 'Adi, of a late Mu'tazili argument for the existence of God and a hitherto unedited section on optics by Ibn Mattawayh. These are complemented by important, close readings of Avicenna's epistemology and his Metaphysics together with a major, new survey of the Avicennan tradition in the madrasas of the Islamic East. The volume ends with two discussions of the perennial question of al-Ghazali's theory of causality. In addition, the volume contains an autobiographical piece by Professor Frank and a complete bibliography of his published works.

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The book *Theory and Practice of Contrast* completes, corrects and integrates the foundations of science and humanities, which include: theory of art, philosophy (aesthetics, epistemology, ontology, axiology), cognitive science, theory of information, theory of complexity and physics. Through the integration of these distant disciplines, many unresolved issues in contemporary science have been clarified or better understood, among others: defining impact (contrast) and using this definition in different fields of knowledge; understanding what beauty/art is and what our aesthetic preferences depend on; deeper understanding of what complexity and information are in essence, and providing their general definitions. Complexity means integration, value and goodness - concepts that seem to be neglected today. The book also has a high degree of integration/complexity, although each chapter introduces a new issue. The last chapter: "Binary Model of the Universe" draws attention to the need for including in physics the analysis of our mind and the resulting new possibilities, which include the mentioned (digital) model of the universe. Despite the difficult issues raised here, this study is written in accessible language and may be interesting not only for scientists and academics.

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