

Designing Modern Childhoods History Space And The Material Culture Of Children Series In Childhood Studies

Toys, Texts, and the Transatlantic German Childhood Perspectives and Practices
 New Historical and Interdisciplinary Perspectives
 Communities of Practice: Art, Play, and Aesthetics in Early Childhood
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 Designing Library Space for Children
 Urban Spaces in Nineteenth-Century Ireland
 Play, Physical Activity and Public Health
 Design History Beyond the Canon
 Innocent Experiments
 Development and Design
 Two Weeks Every Summer
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 The Reframing of Children's Leisure Lives
 The Routledge History of Childhood in the Western World
 Childhood in World History
 Designing Modern Childhoods
 Making Education: Material School Design and Educational Governance
 The Oxford Handbook of History and Material Culture
 Young People and the Shaping of Public Space in Melbourne, 1870-1914
 Childhood, Agency, and Fantasy
 Changing Worlds
 Childhoods in context
 Handbook of Child Psychology and Developmental Science, Ecological Settings and Processes
 Walking in Other Worlds
 From the Womb to the Body Politic
 The Palgrave Handbook of Childhood Studies
 Poisoning and Imprisoning Youth
 The Emergence of Video Games in America
 Trading Places
 Talking Colin Ward
 The Play World
 Childhood and the Culture of Popular Science in the United States
 How the Material World Shapes Independent Kids
 The Schoolroom: A Social History of Teaching and Learning
 Education, Childhood and Anarchism
 Growing Up in the Calgary Suburbs, 1950-1970
 Literary Cultures and Medieval and Early Modern Childhoods

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BALL POWELL

Toys, Texts, and the Transatlantic German Childhood Routledge
 Designing Modern Childhoods History, Space, and the Material Culture of Children Rutgers University Press
Perspectives and Practices Oxbow Books
 In the book architectural historians, social historians, social scientists, and architects examine the history and design of places and objects such as schools, hospitals, playgrounds, houses, cell phones, snowboards, and even the McDonald's Happy Meal.
[New Historical and Interdisciplinary Perspectives](#) Springer
 Reflecting contemporary theory and research in early art education, this volume offers a comprehensive introduction to new ways of thinking about the place of art, play, and aesthetics in the lives and education of young children. Enlivened by narratives and illustrations, 16 authors offer perspectives on the lived experience of being a child and discovering the excitement of making meaning and form in the process of art, play, and aesthetic inquiry.
[Communities of Practice: Art, Play, and Aesthetics in Early Childhood](#) Lulu.com
 Joining the emergent interdisciplinary investment in bridging the social sciences and the humanities, *Childhood, Agency, and Fantasy: Walking in Other Worlds* explores linkages between children's agency and fantasy. Fantasy as an integral aspect of childhood and as a genre allows for children's spectacular dreams and hopeful realities. Friendship, family, identity, loyalty, belongingness, citizenry, and emotionality are central concepts explored in chapters that are anchored by humanities texts of television, film, and literature, but also by social science qualitative methods of participant observation and interviews. Fantasy has the capacity to be a revolutionary change agent that in its modernity can creatively reflect, critique, or reimagine the social, political, and cultural norms of our world. Such promise is also found to be true of children's agency, wherein children's beings and becomings, rooted in childhood's freedoms and constraints, result in a range of outcomes. In the endeavor to broaden theory and research on children's agency, fantasy becomes a point of possibility with its expanding subjectivities, far-reaching terrain, and spirit of adventure.
Space, Place and Pedagogy Oxford University Press
 How do we understand children and young people's lives in ways that do not rely on nostalgic romantic ideals or demonising prejudices? Can the geographical concepts of space, place and spatiality enhance our understanding of childhood and how children experience their lives as social actors? This book draws on a rich and growing academic literature concerned with the spatiality of childhood and the spaces and places in which children live, learn, work, and play. It examines changing ways of seeing space, place and environment and how these can promote rethinking about children's lives across local and global scales. In common with other texts in the "New Childhoods" series, it asks for a reappraisal of modernity's assumptions about childhood and for a move towards full participation of children and young people in matters that concern us all. Combining critical discussion of theory with examples drawn from research, *Rethinking Children's Spaces and Places* offers readers a language to facilitate rethinking and catalyse active responses to the challenges of 21st-century childhoods.
The SAGE Encyclopedia of Children and Childhood Studies Routledge
 The entirely revised third edition of *Research with Children* forms a unique resource book on the methodology of childhood research with a core emphasis on theory driven practices. As in the previous two editions, this edition presents particular standpoints in the field, whilst also reflecting

the latest developments in the now well-established interdisciplinary field of childhood studies. A rich collection of contributions from leading researchers across a range of disciplinary backgrounds, research practices and theoretical perspectives discuss central questions of epistemology and methodology, demonstrating the links between theory and practice. This edition includes exciting new chapters on: Internet-based research and contemporary technology, Family based research, Children as researchers, Participatory research in the global context, New directions for childhood research. Both theoretical and practical questions are set out in a well-argued fashion that enables easier navigation through the various complexities of the epistemological and methodological questions arising in contemporary research practices with children. As such, this text will appeal to both the newcomer to childhood studies and to experienced researchers in the field. With fully updated chapters, new material and a revised, clearer structure, this new edition will be a valuable resource for researchers working with children.

[Designing Library Space for Children](#) Taylor & Francis

This book examines schoolrooms and their material contents to reveal insights into the evolution of education and the translation of educational theories and cultural ideals into practice. • Provides an unprecedented history of the classrooms that so many of us occupy during our most formative years • Brings readers closer to the design of school buildings • Explains how spaces and objects influence teaching and learning and reflect educational ideologies • Details how school buildings have evolved over the years

Urban Spaces in Nineteenth-Century Ireland Routledge

How to Grow a Playspace takes you through a global perspective of the different stages of child development and the environments that engage children in play around the world. From the urbanity of Mumbai; to rainbow nets in Japan; nature play in Denmark; recycling waste in Peru; community building in Uganda; play streets in London; and gardens of peace in Palestine, it proves that no matter where play occurs, it is ubiquitous in its resourcefulness, imagination and effect. Written by international leaders in the field of play including academics, designers and playworkers, *How to Grow A Playspace* discusses contemporary issues around children and play, such as risk benefit in play, creativity and technology, insights into children's thinking, social inclusion and what makes a city child-friendly. With its own 'Potting Shed', this text is also a practical guide to support playspace projects with advice on teams, budgets, community engagement, maintenance and standards. *How to Grow a Playspace* is a comprehensive 'go-to' guide for anyone interested or involved in children's play and playspaces.

[Play, Physical Activity and Public Health](#) Routledge

This handbook offers a global view of the historical development of educational institutions, systems of schooling, ideas about education, and educational experiences. Its 36 chapters consider changing scholarship in the field, examine nationally-oriented works by comparing themes and approaches, lend international perspective on a range of issues in education, and provide suggestions for further research and analysis. Like many other subfields of historical analysis, the history of education has been deeply affected by global processes of social and political change, especially since the 1960s. The handbook weighs the influence of various interpretive perspectives, including revisionist viewpoints, taking particular note of changes in the past half century. Contributors consider how schooling and other educational experiences have been shaped by the larger social and political context, and how these influences have affected the experiences of students, their families and the educators who have worked with them. The Handbook provides insight and perspective on a wide range of topics, including pre-modern education, colonialism and anti-colonial struggles, indigenous education, minority issues in education, comparative, international, and transnational education,

childhood education, non-formal and informaleducation, and a range of other issues. Each contribution includes endnotes and a bibliography for readers interested in further study.

Design History Beyond the Canon Rutgers University Press

Designing Schools explores the close connections between the design of school buildings and educational practices throughout the twentieth century to today. Through international cases studies that span the Americas, Europe, Africa and Australia, this volume examines historical innovations in school architecture and situates these within changing pedagogical ideas about the 'best' ways to educate children. It also investigates the challenges posed by new technologies and the digital age to the design and use of school places. Set around three interlinked themes – school buildings, school spaces and school cultures – this book argues that education is mediated or framed by the spaces in which it takes place, and that those spaces are in turn influenced by cultural, political and social concerns about teaching, learning and the child.

Innocent Experiments Walter de Gruyter

This book explores a central methodological issue at the heart of studies of the histories of children and childhood. It questions how we understand the perspectives of children in the past, and not just those of the adults who often defined and constrained the parameters of youthful lives. Drawing on a range of different sources, including institutional records, interviews, artwork, diaries, letters, memoirs, and objects, this interdisciplinary volume uncovers the voices of historical children, and discusses the challenges of situating these voices, and interpreting juvenile agency and desire. Divided into four sections, the book considers children's voices in different types of historical records, examining children's letters and correspondence, as well as multimedia texts such as film, advertising and art, along with oral histories, and institutional archives.

Development and Design MIT Press

Trading Places rethinks, develops, and tests design-driven practices and methods to engage with participation in public space and public issues. With this book we aim to help art and design researchers, students, practitioners, and the multiple stakeholders they collaborate with, to explore what participatory ways of working in our contemporary urban environment entail. Six approaches are discussed: intervention, performative mapping, play, data mining, modelling in dialogue, and curating. Each approach offers a different kind of logic and produces a different type of knowledge. Trading Places invites the reader to discover common ground, explore new territories, and exchange points of view – in short, to trade perspectives on issues of participation.

Two Weeks Every Summer Routledge

From the 1950s to the digital age, Americans have pushed their children to live science-minded lives, cementing scientific discovery and youthful curiosity as inseparable ideals. In this multifaceted work, historian Rebecca Onion examines the rise of informal children's science education in the twentieth century, from the proliferation of home chemistry sets after World War I to the century-long boom in child-centered science museums. Onion looks at how the United States has increasingly focused its energies over the last century into producing young scientists outside of the classroom. She shows that although Americans profess to believe that success in the sciences is synonymous with good citizenship, this idea is deeply complicated in an era when scientific data is hotly contested and many Americans have a conflicted view of science itself. These contradictions, Onion explains, can be understood by examining the histories of popular science and the development of ideas about American childhood. She shows how the idealized concept of "science" has moved through the public consciousness and how the drive to make child scientists has deeply influenced American culture.

Atari Age Springer

Urban spaces in nineteenth-century Ireland is a wide-ranging and innovative collection of essays, which offers new insights on the Irish urban experience. Adopting a spatial approach, the essays presented in this collection move beyond study of events that happened and people who lived in the towns and cities of nineteenth-century Ireland, instead exploring the ways in which particular urban spaces were constructed and experienced. Focusing on a range of urban spaces, from individual streets and districts, to schools, asylums and entire cities, they highlight both the multifaceted nature of the Irish urban experience and the potential of the spatial approach to the study of history.

The Reframing of Children's Leisure Lives Bloomsbury Publishing

Design History Beyond the Canon subverts hierarchies of taste which have dominated traditional narratives of design history. The book explores a diverse selection of objects, spaces and media, ranging from high design to mass-produced and mass-marketed objects, as well as counter-cultural and sub-cultural material. The authors' research highlights the often marginalised role of gender and racial identity in the production and consumption of design, the politics which underpins design practice and the role of designed objects as pathways of nostalgia and cultural memory. While focused primarily on North American examples from the early 20th century onwards, this collection also features essays examining European and Soviet design history, as well as the influence of Asia and Africa on Western design practice. The book is organised in three thematic sections: Consumers, Intermediaries and Designers. The first section analyses a range of designed objects and spaces through the experiences and perspectives of users. The second section considers intermediaries from both technology and cultural industries, as well as the hidden labour within the design process itself. The final section focuses on designers from multiple design disciplines including high fashion, industrial design, interior design, graphic design and design history pedagogy. The essays in all three sections utilise different research methods and a wide range of theoretical approaches, including feminist theory, critical race theory, spatial theory, material culture studies, science and technology studies and art history. Design History Beyond the Canon brings together the most recent research which stretches beyond the traditional canon and looks to interdisciplinary methodologies to better understand the practice and consumption of design.

The Routledge History of Childhood in the Western World Springer

Two Weeks Every Summer, which is based on extensive oral history interviews with former guests, hosts, and administrators in Fresh Air programs, opens a new chapter in the history of race in the United States by showing how the actions of hundreds of thousands of rural and suburban residents who hosted children from the city perpetuated racial inequity rather than overturned it. Since 1877

and to this day, Fresh Air programs from Maine to Montana have brought inner-city children to rural and suburban homes for two-week summer vacations. Tobin Miller Shearer brings to the forefront of his history of the Fresh Air program the voices of the children themselves through letters that they wrote, pictures that they took, and their testimonials. Shearer offers a careful social and cultural history of the Fresh Air programs, giving readers a good sense of the summer experiences for both hosts and the visiting children. By covering the racially transformative years between 1939 and 1979, Shearer shows how the rhetoric of innocence employed by Fresh Air boosters largely served the interests of religiously minded white hosts and did little to offer more than a vacation for African American and Latino urban youth. In what could have been a new arena for the civil rights movement, white adults often overpowered the courageous actions of children of color. By giving white suburbanites and rural residents a safe race relations project that did not require adjustments to their investment portfolios, real estate holdings, or political affiliations, the programs perpetuated an economic order that marginalized African Americans and Latinos by suggesting that solutions to poverty lay in one-on-one acts of charity.

Childhood in World History Cornell University Press

This cutting-edge collection of essays presents to the reader leading voices within food justice, environmental justice, and school to prison pipeline movements. While many schools, community organizers, professors, politicians, unions, teachers, parents, youth, social workers, and youth advocates are focusing on curriculum, discipline policies, policing practices, incarceration demographics, and diversity of staff, the authors of this book argue that even if all those issues are addressed, healthy food and living environment are fundamental to the emancipation of youth. This book is for anyone who wants to truly understand the school to prison pipeline as well as those interested in peace, social justice, environmentalism, racial justice, youth advocacy, transformative justice, food, veganism, and economic justice.

Designing Modern Childhoods SAGE

As one of Britain's most original thinkers and writers Colin Ward wrote extensively about positive and practical examples from the past and present of the anarchist spirit or the 'social principle' in everyday life. This volume is the first scholarly work dedicated to examining the significance of his distinctive and highly relevant contributions to the areas of education, children and the environment. In each chapter, international contributors from academic and activist backgrounds offer cross-disciplinary and critical perspectives on Ward's work and its relevance to contemporary debates. The book is divided into four key areas: The Sand Box of the City Adventures in Education Reflections on Practice Mobilisations. This book will appeal to academics and professionals interested in the condition of childhood and youth today. It will prove useful for postgraduates and professionals undertaking further professional development, and is relevant to anyone studying, researching or working in fields relating to children, education and the environment not just in the UK but beyond.

Making Education: Material School Design and Educational Governance dpr-barcelona

In Russia during the second half of the eighteenth century, a public conversation emerged that altered perceptions of pregnancy, birth, and early childhood. Children began to be viewed as a national resource, and childbirth heralded new members of the body politic. The exclusively female world of mothers, midwives, and nannies came under the scrutiny of male physicians, state institutions, a host of zealous reformers, and even Empress Catherine the Great. Making innovative use of obstetrical manuals, belles lettres, children's primers, and other primary documents from the era, Anna Kuxhausen draws together many discourses—medical, pedagogical, and political—to show the scope and audacity of new notions about childrearing. Reformers aimed to teach women to care for the bodies of pregnant mothers, infants, and children according to medical standards of the Enlightenment. Kuxhausen reveals both their optimism and their sometimes fatal blind spots in matters of implementation. In examining the implication of women in public, even political, roles as agents of state-building and the civilizing process, From the Womb to the Body Politic offers a nuanced, expanded view of the Enlightenment in Russia and the ways in which Russians imagined their nation while constructing notions of childhood.

The Oxford Handbook of History and Material Culture Bloomsbury Publishing USA

The essential reference for human development theory, updated and reconceptualized The Handbook of Child Psychology and Developmental Science, a four-volume reference, is the field-defining work to which all others are compared. First published in 1946, and now in its Seventh Edition, the Handbook has long been considered the definitive guide to the field of developmental science. Volume 4: Ecological Settings and Processes in Developmental Systems is centrally concerned with the people, conditions, and events outside individuals that affect children and their development. To understand children's development it is both necessary and desirable to embrace all of these social and physical contexts. Guided by the relational developmental systems metatheory, the chapters in the volume are ordered them in a manner that begins with the near proximal contexts in which children find themselves and moving through to distal contexts that influence children in equally compelling, if less immediately manifest, ways. The volume emphasizes that the child's environment is complex, multi-dimensional, and structurally organized into interlinked contexts; children actively contribute to their development; the child and the environment are inextricably linked, and contributions of both child and environment are essential to explain or understand development. Understand the role of parents, other family members, peers, and other adults (teachers, coaches, mentors) in a child's development Discover the key neighborhood/community and institutional settings of human development Examine the role of activities, work, and media in child and adolescent development Learn about the role of medicine, law, government, war and disaster, culture, and history in contributing to the processes of human development The scholarship within this volume and, as well, across the four volumes of this edition, illustrate that developmental science is in the midst of a very exciting period. There is a paradigm shift that involves increasingly greater understanding of how to describe, explain, and optimize the course of human life for diverse individuals living within diverse contexts. This Handbook is the definitive reference for educators, policy-makers, researchers, students, and practitioners in human development, psychology, sociology, anthropology, and neuroscience.

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