

1. Record Nr.	UNINA9910299501503321
Autore	da Silva Joseph
Titolo	School(house) Design and Curriculum in Nineteenth Century America : Historical and Theoretical Frameworks // by Joseph da Silva
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2018
ISBN	9783319785868 3319785869
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (231 pages) : illustrations
Disciplina	371.620973
Soggetti	Education - History Education - Curricula Human rights History of Education Curriculum Studies Human Rights
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. From Origin to Modernity: A Brief History of American School Design -- Chapter 3. Hotspot of Change: Case Studies in 19th Century Rhode Island -- Chapter 4. Structuring Sociality: School Design as Cultural (Re)production -- Chapter 5. Conclusion. .
Sommario/riassunto	This book examines the formative relationship between nineteenth century American school architecture and curriculum. While other studies have queried the intersections of school architecture and curriculum, they approach them without consideration for the ways in which their relationships are culturally formative—or how they reproduce or resist extant inequities in the United States. Da Silva addresses this gap in the school design archive with a cross-disciplinary approach, taking to task the cultural consequences of the relationship between these two primary elements of teaching and learning in a ‘hotspot’ of American education—the nineteenth century. Providing a historical and theoretical framework for practitioners and

scholars in evaluating the politics of modern American school design, the book holds a mirror to the oft-criticized state of American education today.

---