Record Nr. UNINA9910450807503321 Children's understanding of society / / [edited by] Martyn Barrett and **Titolo** Eithne Buchanan-Barrow Pubbl/distr/stampa Hove (U.K.);; New York:,: Psychology Press,, 2004 **ISBN** 1-135-42603-1 1-135-42604-X 1-280-10033-8 0-203-49360-5 0-203-46356-0 Descrizione fisica 1 online resource (336 p.) Collana Studies in Developmental Psychology Studies in developmental psychology Altri autori (Persone) BarrettMartyn D Buchanan-BarrowEithne <1944-> Disciplina 155.4/18 Soggetti Social perception in children Perception in children Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Emergent themes in the study of children's understanding of society / Martyn Barrett and Eithne Buchanan-Barrow -- Children's understanding of the school / Eithne Buchanan-Barrow -- Children's understanding of economics / Paul Webley -- Children's understanding of politics / Anna Emilia Berti -- Children's understanding of the law and legal processes / Stephen J. Ceci, Faith A. Markle, and Yoo Jin Chae -- Children's understanding of gender roles in society / Kevin Durkin -- Children's understanding of social class and occupational groupings / Nicholas Emler and Julie Dickinson -- Children's understanding of racial groups / Lawrence A. Hirschfeld -- Children's understanding of ethnic belonging and the development of ethnic attitudes / Alida Lo Coco, Cristiano Inguglia, and Ugo Pace -- Children's understanding of, and feelings about countries and national groups / Martyn Barrett --The development of societal cognition: a commentary / Giyoo Hatano and Keiko Takahashi.

Sommario/riassunto

A state-of-the-art review of the research in this area, this collection covers children's understanding of family, school, economics, race, politics and gender roles. Recent changes and trends in research are summarised. This is explained in terms of a progression from the Piagetian stages model of development to the current emphasis on socially-mediated sources of information, socio-cultural context and children's own naive theories about societal phenomena. Bringing together some of the most prominent and active researchers in this field this volume presents an advanced overview of developme