

1. Record Nr.	UNINA9910788321603321
Titolo	The children's table [[electronic resource] ] : childhood studies and the humanities // edited by Anna Mae Duane
Pubbl/distr/stampa	Athens, : University of Georgia Press, 2013
ISBN	0-8203-4559-8
Descrizione fisica	1 online resource (276 p.)
Classificazione	SOC047000
Altri autori (Persone)	DuaneAnna Mae <1968->
Disciplina	305.23072
Soggetti	Children - Research Children - Study and teaching
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	Cover; Contents; Acknowledgments; Introduction. The Children's Table: Childhood Studies and the Humanities; Part 1. Questioning the Autonomous Subject and Individual Rights; The Prepolitical Child of Child-Centered Jurisprudence; Childhood of the Race: A Critical Race Theory Intervention into Childhood Studies; Childhood Studies and History: Catching a Culture in High Relief; Childism: The Challenge of Childhood to Ethics and the Humanities; Part 2. Recalibrating the Work of Discipline; "So Wicked": Revisiting Uncle Tom's Cabin's Sentimental Racism through the Lens of the Child Minority/Majority: Childhood Studies and Antebellum American LiteratureThe Architectures of Childhood; Part 3. Childhood Studies and the Queer Subject; "I Was a Lesbian Child": Queer Thoughts about Childhood Studies; Trans(cending)gender through Childhood; Childhood Studies and Literary Adoption; Part 4. Childhood Studies: Theory, Practice, Pasts, and Futures; Childhood as Performance; In the Archives of Childhood; Doing Childhood Studies: The View from Within; Contributors; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; Y
Sommario/riassunto	"This collection brings together an eclectic range of prominent scholars in architecture, education, history, law, literary criticism, and cultural studies to explore how the field of childhood studies questions some of the most basic tenets of humanities scholarship-and to consider how these questions can bridge disciplines. Each essay pairs childhood

studies with another field of inquiry to ask explicitly how foregrounding the child reorients long-established scholarly foundations in that field. Childhood studies' insistence that we need to rethink the symbolic work of the child necessarily realigns a host of other fields that, often uncritically, draw upon the false dichotomy separating the vulnerable, dependent child from the allegedly independent and autonomous adult. By complicating our assumptions about the child, we are also providing a new way of thinking through some of the most basic tenets of the humanities. Anna Mae Duane notes that much of the exciting work in the humanities seeks to recover the voices of those who have been infantilized, including women, people of color, and the GLBT community. This volume features thirteen essays by leading scholars who reveal how childhood studies offers a vital methodological and theoretical roadmap for engaging issues that are among the most important and provocative in the humanities—the recovery of colonized voices, the definition of agency, the performance of identity, and the construction of gender and race, to name a few. Each of the essays seeks to understand how rhetorical views of childhood shape views of power, politics, knowledge, and sociality"--

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