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Nota di contenuto	Children's Moral Lives: An Ethnographic and Psychological Approach; Copyright; Contents; Acknowledgements; 1 Introduction: Children's Moral Experiences at School; 1.1 Adults' Interest in Children's Morality: From Indifference to Intervention; 1.2 Understanding Moral Development in Culture; 1.2.1 Theoretical approaches; 1.2.2 The need for ethnography; 1.2.3 But what is morality?; 1.3 The School; 1.3.1 Socioeconomic and ethnic composition; 1.3.2 Values and discipline; 1.4 The Research; 1.4.1 Methodology; 1.4.2 The researcher; 1.5 Structure of the Book; Notes 2 What Counts as Harm?: Playful Aggression and Toughness 2.1 The Prevalence of Playful Aggression; 2.2 Playful Aggression in Children's Friendships; 2.3 Finding the Line Between Play and Harm; 2.4 Drawing the Line Differently: Contrasting Interpretations of Playful Aggression; 2.4.1 Being sensitive; 2.4.2 Girls and boys; 2.4.3 Adults and children on playful racism; 2.5 Crossing the Line; 2.5.1 Demonstrating toughness; 2.5.2 Using harm to demonstrate toughness; 2.5.3 Toughness, playful aggression and social class; 2.6 Implications for Schools; Notes 3 Physical Aggression: Prioritising Harm Avoidance, Reciprocity or Dominance? 3.1 School Rules: No Hitting; 3.2 The Morality of Fairness,

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Sommario/riassunto

Children's Moral Lives makes use of case studies, observation, interviews and questionnaires to offer a fascinating, behind-the-scenes view of children's school lives and the complex moral issues and disputes they routinely negotiate The first ethnography of childhood to focus on children's morality in the peer group Case studies shed light on the psychological, social and cultural processes by which children and adults reach starkly different moral judgments of the same situations Combines qualitative insights and quantitative data into recommendations for
