

1. Record Nr.	UNINA9910465688503321
Autore	Mak Geertje
Titolo	Doubting sex [[electronic resource] ] : inscriptions, bodies and selves in nineteenth-century hermaphrodite case histories / / Geertje Mak
Pubbl/distr/stampa	Manchester ; ; New York, : Manchester University Press, 2012
ISBN	1-78170-262-4 1-84779-429-7
Descrizione fisica	1 online resource (297 p.)
Disciplina	616.694
Soggetti	Intersexuality - History Gender identity - History Sex role - History 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	Introduction -- Inscription. Secrecy and disclosure: politics of containment -- Early sex reassignments and the absence of a sex of self -- Herculine Barbin -- Body. How to get the semen to the neck of the womb -- Justine Jumas: conflicting body politics -- The dislodgement of the person -- Self. Sex assignment around 1900: from a legal to a clinical issue -- The turn inwards -- Scripting the self: N. O. Body's autobiography -- Conclusion.
Sommario/riassunto	"An adolescent girl is mocked when she takes a bath with her peers, because her genitals look like those of a boy. A couple visits a doctor asking to 'create more space' in the woman for intercourse. A doctor finds testicular tissue in a woman with appendicitis, and decides to keep his findings quiet. These are just a few of the three hundred European case histories of people whose sex was doubted during the long nineteenth century that Geertje Mak draws upon in her remarkable new book. How did people deal with such situations? How did they decide to which sex a person should belong? This groundbreaking analysis of clinical case histories shows how sex changed from an outward appearance inscribed in a social body to something to be found deep inside body and self. A fascinating, easy to follow, yet

sophisticated argument addressing major issues of the history of body, sex, and self, this volume will fit advanced undergraduate courses, while challenging specialists."--Publisher's website.

2. Record Nr.	UNINA9910963731903321
Autore	Henn-Reinke Kathryn
Titolo	Considering trilingual education // Kathryn Henn-Reinke
Pubbl/distr/stampa	New York, : Routledge, 2012 New York : , : Routledge, , 2012
ISBN	1-136-44770-9 1-280-66067-8 9786613637604 1-136-44771-7 0-203-12496-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (267 p.)
Collana	Routledge research in education ; ; 72
Disciplina	372.65/1 372.651
Soggetti	Multilingualism Language and languages - Study and teaching Language acquisition
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; Considering Trilingual Education; Copyright; Contents; List of tables; List of figures; List of Photos; Preface Motivation for Study; Acknowledgments; 1. Trilingualism; 2. Hamelin/Laie Schools, Barcelona: Education in Catalan, Castellano, and English; 3. American School of Barcelona: Education in Castellano, Catalan, and English; 4. Colegio Pestalozzi, Buenos Aires: Education in Spanish, German, and English; 5. Riverview Elementary School, San Diego, California: Education in Spanish, English, and Mandarin Chinese; 6. Awareness of Trilingual Immigrant Experiences in the U.S. 7. Conclusions Trilingual Education Program: Planning Workbook; Notes; Bibliography; Index

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## Sommario/riassunto

Based in case studies conducted in the US, Europe, and Latin America, this book explores the feasibility and benefits of trilingual/ multilingual education in the United States. Currently, there are few programs in the country of this nature, as educators tend to conclude that English-language learners would be overwhelmed by study in additional languages. Henn-Reinke builds an argument supporting trilingual education in the US, discussing issues of identity, curriculum, pedagogy, and the impact of other psycho-socio-linguistic factors.

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