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Titolo	Ecologies of Touch : Rethinking Relations in Early Childhood Spaces // by Lindsay Michelle Schofield
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Collana	Children: Global Posthumanist Perspectives and Materialist Theories, , 2523-3416
Disciplina	370.83
Soggetti	Education Children Education - Philosophy Education, Higher Educational sociology Sex Childhood Education Educational Philosophy Higher Education Sociology of Education Gender Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Crossing the threshold introducing the monograph -- Assembling -- Thinking with touch -- Methodology methods ethics -- Resisting historical norms and repetitions of early childhood and early childhood research -- Data threads -- So what.
Sommario/riassunto	This book explores how literal notions of touching as well as being touched figuratively can be put to work through thinking-with-touch in early childhood and early childhood studies. Specifically, it examines the stains of developmental psychology and Early Childhood (EC) trajectories that haunt such contexts. In order to explore how students' bodies flow through their studies of early childhood, it also considers how babies and students become-with the Higher Education (HE)

classroom, baby-room and worldly materiality; the visible and invisible boundaries that maternal deprivation and attachment theories produce; how developmental theories of psychology are anchored in the policies and practices of EC; and how all that is the discursive, affects—proposing that these explorations have the potential to open bodies towards the precarious landscapes' pedagogues navigate with HE students and the possibility of new ways of being. This book troubles the 'conventional conceptions for how we understand and research' the 'human child in early childhood contexts' through a deep immersion in feminist thinking and the neologisms of spacetime mattering, mothersick, Bowlb(arbar)ian and (gh)host(ile)(ly).
