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Autore	Hansen Mark B. N
Titolo	Bodies in Code : Interfaces with Digital Media
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Descrizione fisica	1 online resource (330 p.)
Disciplina	006.8
Soggetti	Body schema Human figure in art Virtual reality in art Philosophy Philosophy & Religion Speculative Philosophy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Front Cover; Bodies in Code; Copyright Page; Contents; The Author; Preface; Introduction: From the Image to the Power of Imaging:Virtual Reality and the "Originary" Specularity ofEmbodiment; 1. All Reality Is Mixed Reality; 2. The Power of Imaging and the Privilege of the Operational; 3. Virtual Reality as Embodied Power of Imaging; Part I: Toward a Technics of the Flesh; 1. Bodies in Code, or How Primordial Tactility Introjects Technics into Human Life; 1. "Make Use of What Nature Has Given Us!"; 2. Body Schema As Potentiality; 3. Technics and the Dissolution of the Body Image 4. Specularitybeyond the Mirror-Image5. All Exteriorizations Are Exteriorizations of the Skin; 6. Primordial Tactility; 7. Seeing through the Hand; 8. Worldskin; 9. The Tele-Absent Body; Part II: Locating the

Virtual in Contemporary Culture; 2. Embodying Virtual Reality: Tactility and Self-Movement in the Work of Char Davies; 1. The Primacy of Self-Movement in Conferring Reality on Perception; 2. Beyond the Body-Image: Embodying Psychasthenia; 3. Digitizing the Racialized Body, or the Politics of Common Impropropriety; 1. Beyond Symbolic Interpellation: Understanding Digital Performativity
2. Beyond Visibility: the Generalization of Passing
3. "Corporeal Malediction" and the "Racial- Epidermal Schema"; 4. From Negrophobia to Negrophilia; 5. Mobilizing Affectivity beyond the Image; 6. Forging the Affection-Body; 4. Wearable Space; 1. Encountering the Blur; 2. The Architectural Body; 3. The "Interiority" of Architecture; 4. Internal Resonance; 5. A New Organicism; 6. Wearing the Blur; 5. The Digital Topography of House of Leaves; 1. The Digital; 2. Media; 3. Body; Notes; References; Bibliography; Index

Sommario/riassunto

Bodies in Code explores how our bodies experience and adapt to digital environments. Cyberculture theorists have tended to overlook biological reality when talking about virtual reality, and Mark B. N. Hansen's book shows what they've been missing. Cyberspace is anchored in the body, he argues, and it's the body--not high-tech computer graphics--that allows a person to feel like they are really ""moving"" through virtual reality. Of course these virtual experiences are also profoundly affecting our very understanding of what it means to live as embodied beings. Hansen draws up

2. Record Nr.	UNINA9911152801603321
Autore	Lapayese Yvette V.
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ISBN	90-04-38972-5
Descrizione fisica	1 online resource (111 pages)
Disciplina	370.1175
Soggetti	Immersion method (Language teaching) Education, Bilingual Second language acquisition - Study and teaching Language and languages - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Matter -- Copyright page -- Dedication -- Being Human, Being Bilingual—A Human Right to Language -- Language as a Human Right -- Language Rights in the United States -- Bilingual Education as a Human Right -- A Humanizing Dual Language Immersion Education -- Intentionality -- Sustenance -- Imaginings -- Conclusion -- Epilogue -- Back Matter -- References.
Sommario/riassunto	In every corner of the world, children are learning languages at home that differ from the dominant language used in their broader social world. These children arrive at school with a precious resource: their mother tongue. In the face of this resource and the possibility for biliteracy, majority language educational programs do nothing to support primary language competence. To counter monolingual education, there are significant albeit few initiatives around the world that provide formal support for children to continue to develop competence in their mother tongue, while also learning an additional language or languages. One such initiative is dual language immersion education (DLI). Interestingly, most (if not all) research on DLI programs focus on the effectiveness of bilingual education vis-à-vis academic access and achievement. The ideologies embedded in the research and guidelines for DLI education, albeit necessary and critical during the

early days of DLI schooling, are disconnected from the present realities, epistemologies, and humanness of our bilingual youth. A Humanizing Dual Language Immersion Education envisions a framework informed by bilingual teachers and students who support biliteracy as a human right. Positioning bilingual education under a human rights framework addresses the basic right of our bi/multilingual youth to human dignity. Respect for the languages of persons belonging to different linguistic communities is essential for a just and democratic society. Given the centrality of language to our sense of who we are and where we fit in the broader world, a connection between linguistic human rights and bilingual education is essential.
