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Nota di contenuto	Frontmatter 1 Contents 5 Acknowledgments 7 Foreword 9 Introduction: American Mobilities 11 1. Reading White Trash 33 2. Incorporation and Embodiment 61 3. Who's Got the Car Keys? 107 4. Black-Audience Westerns 141 5. Space, Class, City 173 6. Home on the Range 191
Sommario/riassunto	American Mobilities investigates representations of mobility - social, economic, geographic - in American film and literature during the Depression, WWII, and the early Cold War. With an emphasis on the dual meaning of "domestic," referring to both the family home and the nation, this study traces the important trope of mobility that runs through the "American" century. Juxtaposing canonical fiction with popular, and low-budget independent films with Classical Hollywood, Leyda brings the analytic tools of American cultural and literary studies to bear on an eclectic array of primary texts as she builds a case for the significance of mobility in the study of the United States. »Das Buch unterstreicht die Wichtigkeit, die Geschichte der Mobilität im 20. Jahrhundert zu schreiben und diese Geschichte in die bestimmenden sozialstrukturellen Entwicklungen der Moderne einzuordnen. Dazu bietet die Studie ein breites Panorama wertvoller Anknüpfungspunkte, nicht zuletzt durch ihre raumanalytischen

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Nota di contenuto	Machine generated contents note: -- Preface -- Acknowledgments -- About the Editors -- Contributors -- Part I: Laying the Groundwork: Connecting Social-Cultural Context, Teacher-Child Attachment, and Peer Relations in Child Care -- Chapter 1: Children and child care: A theory of relationships within cultural communities -- Carollee Howes -- Part II. Quality and Context in an Ethnically Diverse Society -- Chapter 2: Understanding child care quality and implications for dual language learners -- Sadie L. Hasbrouck and Robert Pianta -- Chapter 3: "But Mommy doesn't do it like that": Considering cultural congruency between home and child care in the development of African American children -- Kay E. Sanders -- Chapter 4: Where the children are: Exploring quality, community, and support for family, friend and neighbor child care -- Eva Shivers and Flora Farago -- Part III. Relationships in Child Care: Beyond Risk and into Resilience -- Chapter

5: The fourth 'R': Relationships, shifting from risk to resilience -- Jennifer A. Vu -- Chapter 6: Relationships and social trust in early childhood programs: The importance of context and mixed methods -- Tom Weisner -- Part IV: Peer Interaction as a Cultural Practice in Early Childhood -- Chapter 7: Young children's peer relations with cross-ethnic peers: Implications, limitations, and future directions -- Linda Lee -- Chapter 8: Playing pretend and ready to learn: Peer play as a scaffold for development among low-income Latino children -- Alison Wishard Guerra -- Chapter 9: The first peers: Sibling play interactions across African American, Latino and Asian childhoods -- Nora Obregon -- Chapter 10: Preschool peer play interactions, a developmental context for learning for ALL children: Rethinking issues of equity and opportunity -- Rebecca J. Bulotsky Shearer, Christine M. McWayne, Julia L. Mendez, and Patricia H. Manz -- Part V: Methodological Implications for Applied Research on Child Care as a Context for Early Childhood Development -- Chapter 11: Large-scale evaluations of child care as a context for development: Implications for research and practice -- Margaret Burchinal -- Chapter 12: Observation and interview methodology in ethnically diverse contexts: Methods and measurement of the contexts of early childhood development -- Allison Sidle Fuligni -- Part VI: Conclusion and Commentary -- Chapter 13: Putting the horse before the cart: Why diversity must be at the forefront of early education policy, and not remain a tagline on the back of the policy wagon -- Karen Hill Scott -- Chapter 14: Concluding commentary: The long & winding road towards a culture of excellence in early care and education -- Kay E. Sanders and Alison Wishard Guerra -- Index.

Sommario/riassunto

This text investigates whether the former articulations accepted by the early childhood canon regarding definitions of quality, models of relationship outside the home, and peer relations in the child care context are accurate and relevant within the increasingly racially, linguistically, and ethnically diverse society of the United States. The contributing authors discuss the central questions from diverse perspectives and the totality challenge assumptions about long-standing notions pertaining to early care and education.
