

Philippe Aries S Centuries Of Childhood A Social History

Transcending Boundaries: Writing for a Dual Audience of Children and Adults is a collection of essays on twentieth-century authors who cross the borders between adult and children's literature and appeal to both audiences. This collection of fourteen essays by scholars from eight countries constitutes the first book devoted to the art of crosswriting the child and adult in twentieth-century international literature. Sandra Beckett explores the multifaceted nature of crossover literature and the diverse ways in which writers cross the borders to address a dual readership of children and adults. It considers classics such as Alice's Adventures in Wonderland and Pinocchio, with particular emphasis on post-World War II literature. The essays in Transcending Boundaries clearly suggest that crossover literature is a major, widespread trend that appears to be sharply on the rise.

A critical analysis of Centuries of Childhood, in which the French historian Philippe Aries offers a fundamentally fresh interpretation of what childhood is and what the institution means for society at large. Aries's core idea is that 'childhood,' as we understand it today – a special time that requires special efforts and resources – is an invention of the 19th century, and that before that date children were in effect thought of as small adults. This led him to a re-evaluation of sources that suggested a second, crucial, conclusion: the idea that these competing visions of childhood were the products of two very different conceptions of human society. An earlier, essentially communal, social ideal, Aries wrote, had been supplanted by a society far more family-centric and hence inward-facing. In his view, moreover, this increased focus on childhood posed a direct challenge to a well-entrenched social order. 'One is tempted to conclude,' he wrote, 'that sociability and the concept of the family were incompatible, and could develop only at each other's expense.' This revolutionary thesis, which has inspired and infuriated other historians in roughly equal measure, was made possible by Aries's determination to understand the meaning of the evidence available to him and highlight problems of definition that others had simply glossed over, making Centuries of Childhood an important example of the critical thinking skill of interpretation.

Ministry With the Aging--the one most frequently used textbook in seminary courses that deal with ministry and aging--is now available from The Haworth Press. Here is a genuinely useful and informative text in which an all-star cast of authors reflects on the current situation of the aged in our society. Ministry With the Aging encourages a deeper appreciation of the presence and role of aging people with contemporary religion, addresses the challenges that the church and society face in a rapidly aging society, and provides practical applications for an effective ministry with the aging. Each chapter, whether it focuses on the role of the elderly in the early church, death and dying, ageism, retirement, or caring for elderly parents, is written by an eminent scholar who has chosen only the most relevant issues for discussion. A past runner up for the "Book of the Year Award" by the Academy of Parish Clergy, Ministry With the Aging is a landmark volume that can offer theology students a unique and insightful look at how they can best meet the needs of their elderly parishioners.

?The provision of many amusing examples from Corsaro?s own research experience with children make his book a thoroughly enjoyable read as well as a valuable critical sociological analysis of childhood? - Sociology The Sociology of Childhood is the Second Edition of a text that has been universally acclaimed as the best book on the subject available today. It is the only text that thoroughly covers children and childhood from a sociological perspective. The second edition retains the same quality coverage of social theories of childhood, the consideration of children and childhood in historical and cultural perspective, children?s peer cultures from preschool through

preadolescence, and the social problems of children. The book has been updated to include new research, information, and discussions on the latest social indicators regarding children in the United States and around the world. Key Features New chapter on up-to-date methods of research for studying children. New chapters on theory, cultural change, and children's peer cultures. New section on children's rights including a description and discussion of the United Nations Convention on the Rights of the Child. Updated chapter on the Future of Childhood addresses current policy debates and changing demographics related to children in today's societies. Contains many examples of children's actual play and behavior. Provides photographs and charts that capture the complexity and diversity of children's lives. The Sociology of Childhood is highly recommended for use as the core text in courses on the sociology of children and childhood, as well as for parents, teachers, and other adults interested in the social lives and development of children. It can also be used in early education, child development, and child psychology courses, and as a supplemental text in the area of family studies. William A. Corsaro is the Robert H. Shaffer Class of 1967 Endowed Professor of Sociology at Indiana University, Bloomington, where he teaches courses on the sociology of childhood, childhood in contemporary society, and ethnographic research methods. Corsaro is the author of *Friendship and Peer Culture in the Early Years* (1985) and *"We're Friends, Right": Inside Kids' Culture* (2003). He was a Fulbright Senior Research Fellow in Bologna, Italy, in 1983-84 and a Fulbright Senior Specialist Fellow in Trondheim, Norway, in 2003. His research has been featured on NPR, the BBC in London, and in the *New Yorker*.

The Routledge History of Childhood in the Western World provides an important overview of the main themes surrounding the history of childhood in the West from antiquity to the present day. By broadly incorporating the research in the field of Childhood Studies, the book explores the major advances that have taken place in the past few decades in this crucial field.

Human society is full of would-be "change agents," a restless mix of campaigners, lobbyists, and officials, both individuals and organizations, set on transforming the world. They want to improve public services, reform laws and regulations, guarantee human rights, get a fairer deal for those on the sharp end, achieve greater recognition for any number of issues, or simply be treated with respect. Striking then, why so many universities lack programs for social activists, to which students can turn for advice and inspiration. Instead, scholarly discussions of change are fragmented with few conversations crossing disciplinary boundaries, rarely making it onto the radar of those actively seeking change. This book bridges the gap between academia and practice, bringing together the best research from a range of academic disciplines and the evolving practical understanding of activists to explore the topic of social and political change. Drawing on many first-hand examples from the global experience of Oxfam, one of the world's largest social justice NGOs, as well as the author's insights from studying and working on international development, it tests ideas on how change happens and offers the latest thinking on what works to achieve progressive change.

From the famous deathbed scene of Harriet Beecher Stowe's *Little Eva* to Mark Twain's parodically morbid poetess Emmeline Grangerford, a preoccupation with human finitude informs the texture of nineteenth-century US writing. This collection traces the vicissitudes of this cultural preoccupation with the subject of death and examines how mortality served paradoxically as a site on which identity and subjectivity were productively rethought. Contributors from North America and the United Kingdom, representing the fields of literature, theatre history, and American studies, analyze the sexual, social, and epistemological boundaries implicit in nineteenth-century America's obsession with death, while also seeking to give a voice to the strategies by which these boundaries were interrogated and displaced. Topics include race- and gender-based investigations into the textual representation of death, imaginative constructions and re-constructions of social practice with

regard to loss and memorialisation, and literary re-conceptualisations of death forced by personal and national trauma.

Written by teachers for teachers with essays concentrating on the key concepts within media studies. Included is a complete listing of teaching materials, resources, agencies and publications in media education. Introducing media criticism as well as teaching about the media, in inter-disciplinary and 'across the curriculum' teaching, this is the first critical reference book on the important curriculum initiatives taking place in media education. The core of the book is a collection of essays on key concepts from media studies, including 'language', 'narrative', 'institution', 'audience', 'representation', and 'the production process'. Written by teachers for teachers, these essays organise ideas through classroom activities, with a full listing of teaching materials, resources, agencies, and publications in media education. Contributors: Tim Blanchard, Gill Branston, David Buckingham, Jenny Grahame, Karen Manzi and Allan Rowe, Ben Moore, Gillian Swanson, Adrian Tilley, and Tana Wollen.

A panoramic exploration of Western man's changing attitudes about death over the last one thousand years enumerates five stages of the evolution of our thought concerning death and explains their significance for contemporary man

Traces the historical roots of Western culture's stories of childhood in which the child is subjugated to the adult. Going back 400 years, it looks again at Hamlet, fairy tales of the Brothers Grimm, and Walt Disney cartoons.

The rise of social history has had a transforming influence on the history of early modern England. It has broadened the historical agenda to include many previously little-studied, or wholly neglected, dimensions of the English past. It has also provided a fuller context for understanding more established themes in the political, religious, economic and intellectual histories of the period. This volume serves two main purposes. Firstly, it summarises, in an accessible way, the principal findings of forty years of research on English society in this period, providing a comprehensive overview of social and cultural change in an era vital to the development of English social identities. Second, the chapters, by leading experts, also stimulate fresh thinking by not only taking stock of current knowledge but also extending it, identifying problems, proposing fresh interpretations and pointing to unexplored possibilities. It will be essential reading for students, teachers and general readers.

Centuries of Childhood A Social History of Family Life Vintage

This book chronicles 300 years of women's education during this time. Barbara Whitehead examines this history from a feminist perspective, pointing to the subversive actions of the women of this period that led to the formation of academia as we know it.

A wide-ranging look at surrealist and postsurrealist engagements with the culture and imagery of childhood We all have memories of the object-world of childhood. For many of us, playthings and images from those days continue to resonate. Rereading a swathe of modern and contemporary artistic production through the lens of its engagement with childhood, this book blends in-depth art historical analysis with sustained theoretical exploration of topics such as surrealist temporality, toys, play, nostalgia, memory, and 20th-century constructions of the child. The result is an entirely new approach to the surrealist tradition via its engagement with "childish things." Providing what the author describes as a "long history of surrealism," this book plots a trajectory from surrealism itself to the art of the 1980s and 1990s, through to the present day. It addresses a range of figures from Marcel Duchamp, Giorgio de Chirico, Max Ernst, Hans Bellmer, Joseph Cornell, and Helen Levitt, at one end of the spectrum, to Louise Bourgeois, Eduardo

Paolozzi, Claes Oldenburg, Susan Hiller, Martin Sharp, Helen Chadwick, Mike Kelley, and Jeff Koons, at the other.

Rev. ed. of: *The past and the present*. 1981. Bibliography: p. 411-440.

Militant, historien, journaliste, éditeur, puis à la fin de sa vie, universitaire et figure emblématique de la Nouvelle histoire, Philippe Ariès a été pendant longtemps un marginal en raison de son engagement à l'extrême droite. L'auteur retrace son parcours mais traite aussi les années 1930, de Vichy et de la Révolution nationale, de l'épuration, de la guerre d'Algérie et de l'OAS.

Current Legal Issues, like its sister volume *Current Legal Problems* (now available in journal format), is based upon an annual colloquium held at University College London. Each year leading scholars from around the world gather to discuss the relationship between law and another discipline of thought. Each colloquium examines how the external discipline is conceived in legal thought and argument, how the law is pictured in that discipline, and analyses points of controversy in the use, and abuse, of extra-legal arguments within legal theory and practice. *Law and Childhood Studies*, the fourteenth volume in the *Current Legal Issues* series, offers an insight into the state of law and childhood studies scholarship today. Focussing on the inter-connections between the two disciplines, it addresses the key issues informing current debates.

First published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.

A study of the production, circulation and consumption of English ghost stories during the Age of Reason. This work examines a variety of mediums: ballads and chapbooks, newspapers, sermons, medical treatises and scientific journals, novels and plays. It relates the telling of ghost stories to changes associated with the Enlightenment.

Beginning in the mid nineteenth century in America, childhood became synonymous with innocence--a reversal of the previously-dominant Calvinist belief that children were depraved, sinful creatures. As the idea of childhood innocence took hold, it became racialized: popular culture constructed white children as innocent and vulnerable while excluding black youth from these qualities. Actors, writers, and visual artists then began pairing white children with African American adults and children, thus transferring the quality of innocence to a variety of racial-political projects--a dynamic that Robin Bernstein calls "racial innocence." This phenomenon informed racial formation from the mid nineteenth century through the early twentieth, while enabling sharply divergent political agendas to appear, paradoxically, to be innocuous, natural, normal, and therefore justified. *Racial Innocence* takes up a rich archive including books, toys, theatrical props, and domestic knickknacks which Bernstein analyzes as "scriptive things" that invite or prompt historically-located practices while allowing for resistance and social improvisation. Integrating performance studies with literary and visual analysis, Bernstein offers singular readings of theatrical productions, literary works, material culture including Topsy pincushions and Raggedy Ann dolls, and visual texts ranging from fine portraiture to advertisements for lard substitute. Throughout, Bernstein shows how "innocence" gradually became the exclusive province of white children--until the Civil Rights Movement succeeded not only in legally desegregating public spaces, but in culturally desegregating the concept of childhood itself.

Childhood and Modernity in Cold War Mexico City traces the transformations that occurred between 1934 and 1968 in Mexico

through the lens of childhood. Countering the dominance of Western European and North American views of childhood, Eileen Ford puts the experiences of children in Latin America into their historical, political, and cultural contexts. Drawing on diverse primary sources ranging from oral histories to photojournalism, Ford reconstructs the emergent and varying meanings of childhood in Mexico City during a period of changing global attitudes towards childhood, and changing power relations in Mexico at multiple scales, from the family to the state. She analyses children's presence on the silver screen, in radio, and in print media to examine the way that children were constructed within public discourse, identifying the forces that would converge in the 1968 student movement. This book demonstrates children's importance within Mexican society as Mexico transitioned from a socialist-inspired revolutionary government to one that embraced industrial capitalism in the Cold War era. It is a fascinating study of an extremely important, burgeoning population group in Mexico that has previously been excluded from histories of Mexico's bid for modernity. *Childhood and Modernity in Cold War Mexico City* will be essential reading for students and scholars of Latin American history and the Cold War.

This collection of nineteen essays, their previous publication dates scattered over a long career, is designed to indicate the velocity and variety of the inventiveness visible in medieval engineering and also to explore the relation of technology to the values of western medieval culture. During the Middle Ages, values and the motivations springing from them—even those underlying many activities that to us today seem purely secular—were often expressed in religious presuppositions. Hence this book's title. The conceptual unity of the collection is brought forth in the author's Introduction, "The Study of Medieval Technology, 1924–1974: Personal Reflections." This title is part of UC Press's *Voices Revived* program, which commemorates University of California Press's mission to seek out and cultivate the brightest minds and give them voice, reach, and impact. Drawing on a backlist dating to 1893, *Voices Revived* makes high-quality, peer-reviewed scholarship accessible once again using print-on-demand technology. This title was originally published in 1978 and reissued as a paperback in 1986.

"More than 100 scholars contributed to this carefully researched, well-organized, informative, and multi-disciplinary source on death studies. Volume 1, "The Presence of Death," examines the cultural, historical, and societal frameworks of death, such as the universal fear of death, spirituality and various religions, the legal definition of death, suicide, and capital punishment. Volume 2, "The Response to Death," covers such topics as rites and ceremonies, grief and bereavement, and legal matters after death."--"The Top 20 Reference Titles of the Year," *American Libraries*, May 2004.

A Parliamentarian described his feelings towards Charlotte de La Trémoille when he wrote in the journal the *Parliamentary Scout* "three women ruined the Kingdom Eve, The Queen and the Countess of Derby". This historical biography uses the letters found in the Chateau at Thouars and preserved in the French National Archive in Paris to piece together an account of her ideas and actions. Eyewitness writings are used to describe her activities during the siege by Parliamentary forces of the Royalist Lathom House. Following the end of the siege, she was exiled to the Isle of Man. A Huguenot, Charlotte lived at a time of religious and political upheaval in both France and England. She was related by birth and marriage to European royalty and aristocracy. She

was the only woman sequestered by the Parliament of Oliver Cromwell and King Charles II promised her the position of Governess to his children.

AriA]s traces Western man's attitudes toward mortality from the early medieval conception of death as the familiar collective destiny of the human race to the modern tendency, so pronounced in industrial societies, to hide death as if it were an embarrassing family secret. -- Newsweek

The Victorian Baby in Print: Infancy, Infant Care, and Nineteenth-Century Popular Culture explores the representation of babyhood in Victorian Britain. The first study to focus exclusively on the baby in nineteenth-century literature and culture, this critical analysis discusses the changing roles of an iconic figure. A close look at the wide-ranging portrayal of infants and infant care not only reveals how divergent and often contradictory Victorian attitudes to infancy really were, but also challenges persistent clichés surrounding the literary baby that emerged or were consolidated at the time, and which are largely still with us. Drawing on a variety of texts, including novels by Charles Dickens, Wilkie Collins, Mary Elizabeth Braddon, Mrs Henry Wood, and Charlotte Yonge, as well as parenting magazines of the time, childrearing manuals, and advertisements, this study analyses how their representations of infancy and infant care utilised and shaped an iconography that has become definitional of the Victorian age itself. The familiar clichés surrounding the Victorian baby have had a lasting impact on the way we see both the Victorians and babies, and a critical reconsideration might also prompt a self-critical reconsideration of the still burgeoning market for infant care advice today.

The first edition of A Contemporary Introduction to Sociology was the first truly new introductory sociology textbook in decades. Written by two leading sociologists at the cutting edge of theory and research, the text reflected the idioms and interests of contemporary American life and global social issues. The second edition continues to invite students to reflect upon their lives within the context of the combustible leap from modern to postmodern life. The authors show how culture is central to understanding many world problems as they challenge readers to confront the risks and potentialities of a postmodern era in which the futures of both the physical and social environment seem uncertain. As culture rapidly changes in the 21st century, the authors have broadened their analysis to cover developments in social media and new data on gender and transgender issues.

This collection of essays addresses twentieth-century historical and contemporary issues regarding children who are considered to be at risk. The essays explore the language of risk as it is used by the courts, the schools, governmental agencies, and child advocates, those who discover risks and create correctives for children who both need protection and threaten to disturb the social order. The tasks require an exploration of differing, often contradictory, concepts of the child and society that are embedded in public policy debates. Deepening the complexity of the problems, institutions to which we look for solutions are too often faced with conflicts that arise when the needs of the child are at variance with the needs of the institutions themselves. These dilemmas are central to understanding our failure to achieve adequate public policy solutions for children at risk.

As an inchoate middle class emerged in Puerto Rico in the early nineteenth century, its members sought to control not only public space, but also the people, activities, and even attitudes that filled it. Their instruments were the San Juan town council and the Casa de Beneficencia, a state-run charitable establishment charged with responsibility for the poor. In this book, Teresita Martínez-Vergne explores how municipal officials and the Casa de Beneficencia shaped the discourse on public and private space and thereby marginalized the worthy poor and

vagrants, "liberated" Africans, indigent and unruly women, and destitute children. Drawing on extensive and innovative archival research, she shows that the men who comprised the San Juan ayuntamiento and the board of charity regulated the public discourse on topics such as education, religious orthodoxy, hygiene, and family life, thereby establishing norms for "correct" social behavior and chastising the "deviant" lifestyles of the working poor. This research clarifies the ways in which San Juan's middle class defined itself in the midst of rapid social and economic change. It also offers new insights into notions of citizenship and the process of nation-building in the Caribbean.

How did children feel in the Middle Ages and early modern times? How did adults feel about the children around them? This collection addresses these fundamental but rarely asked questions about social and family relations by bringing together two emerging fields within cultural history – childhood and emotion – and provides avenues through which to approach their shared histories. Bringing together a wide range of material and sources such as court records, self-narratives and educational manuals, this collection sheds a new light on the subject. The coverage ranges from medieval to eighteenth-century Europe and North America, and examines Catholic, Protestant, Puritan and Jewish communities. Childhood emerges as a function not of gender or age, but rather of social relations. Emotions, too, appear differently in source-driven studies in that they derive not from modern assumptions but from real, lived experience. Featuring contributions from across the globe, *Childhood and Emotion* comes a step closer to portraying emotions as they were thought to be experienced by the historical subjects. This book will establish new benchmarks not only for the history of these linked subjects but also for the whole history of social relations.

Why do we send children to school? Who should take responsibility for children's health and education? Should girls and boys be educated separately or together? These questions provoke much contemporary debate, but also have a longer, often-overlooked history. Mary Hatfield explores these questions and more in this comprehensive cultural history of childhood in nineteenth-century Ireland. Many modern ideas about Irish childhood have their roots in the first three-quarters of the nineteenth century, when an emerging middle-class took a disproportionate role in shaping the definition of a 'good' childhood. This study deconstructs several key changes in medical care, educational provision, and ideals of parental care. It takes an innovative holistic approach to the middle-class child's social world, by synthesising a broad base of documentary, visual, and material sources, including clothes, books, medical treatises, religious tracts, photographs, illustrations, and autobiographies. It offers invaluable new insights into Irish boarding schools, the material culture of childhood, and the experience of boys and girls in education.

The modern concept of family life is traced through the paintings and diaries of the last four centuries

Evidence for childhood and youth from the sixth century to the sixteenth, but with particular emphasis on later medieval England.

Like William Blake's *Songs of Innocence and Experience*, these poems evoke childhood moments from the dream-like states of infancy to the early exhilarations of nature, animals, games, school, sex, and the earliest discoveries of love. Such elusive memories are screened through the double lens of the boy's innocence and the grown man's more complex awareness. In exploring the world of the poet's personal history, *First Kingdoms* also records and celebrates a type of childhood less and less known to today's digitally-obsessed generations.

A passionate deconstruction and reconstruction of learning, development, and schooling that urges teachers to explore and create new educational opportunities for themselves and their students, *Schools for Growth: Radical Alternatives to Current Educational Models* asks the following questions: Can we create ways for people to learn the kinds of things that are necessary for functional adaptation without stifling their capacity to continuously create their growth? Can schools become environments that support children to perform not only as learners but as developers of their lives? This book challenges educators to look at the deeply-rooted assumptions about schooling, learning, and development and urges that the way psychology and education have constructed our conceptions of what it means to teach, to learn, and to grow may be the most serious impediment to the learning and developing of children. Beyond the criticism, the author presents an original methodological reformation of what learning and development are as relational activities and then takes readers on a visit to three radical independent school settings. Arguing that current educational models have been misguided by scientific psychology, the author states that the dominant model of human development actually hinders development. Moreover, as learning theory has become infused with developmental theory over the past 30 years, the overly cognitive manner in which psychologists have come to think about thinking, learning, and development has become further insinuated into education. Both theories--learning and developmental--fail to recognize the human capacity for relational-revolutionary activity and for performance. The prevalent mode of education--acquisitional learning--is grounded in a world view that gives primacy to knowledge and knowing which Holzman believes is inconsistent with ongoing developmental activity. The author focuses on "developmental learning"--a social constructionist, activity-theoretic conception of development which includes a transformation and synthesis of Vygotsky and philosopher Ludwig Wittgenstein. She also discusses educational projects that are self-conscious attempts to break with key elements of modern epistemology and the dominant psychological paradigm as they are perpetrated in contemporary educational theory and practice. Their specific philosophies and practices highlight important methodological issues raised in the attempt to create "postmodern schools"--schools more concerned with growing than knowing.

This book investigates the relationship between ideas about childhood and the actual experience of being a child, and assesses how it has changed over the span of five hundred years. Hugh Cunningham tells an engaging story of the development of ideas about childhood from the Renaissance to the present, taking in Locke, Rousseau, Wordsworth and Freud, revealing considerable differences in the way western societies have understood and valued childhood over time. His survey of parent/child relationships uncovers evidence of parental love, care and, in the frequent cases of child death, grief throughout the period, concluding that there was as much continuity as change in the actual relations of children and

adults across these five centuries. For undergraduate courses in History of the Family, European Social History, History of Children and Gender History.

This book radically refigures the conceptual and formal significance of childhood in nineteenth-century English poetry. By theorizing infancy as a poetics as well as a space of continual beginning, Ruderman shows how it allowed poets access to inchoate, uncanny, and mutable forms of subjectivity and art. While recent historicist studies have documented the "freshness of experience" childhood confers on 19th-century poetry and culture, this book draws on new formalist and psychoanalytic perspectives to rethink familiar concepts such as immortality, the sublime, and the death drive as well as forms and genres such as the pastoral, the ode, and the ballad. Ruderman establishes that infancy emerges as a unique structure of feeling simultaneously with new theories of lyric poetry at the end of the eighteenth century. He then explores the intertwining of poetic experimentation and infancy in Wordsworth, Anna Barbauld, Blake, Coleridge, Erasmus Darwin, Sara Coleridge, Shelley, Matthew Arnold, Tennyson, and Augusta Webster. Each chapter addresses and analyzes a specific moment in a writers' work, moments of tenderness or mourning, birth or death, physical or mental illness, when infancy is analogized, eulogized, or theorized. Moving between canonical and archival materials, and combining textual and inter-textual reading, metrical and prosodic analysis, and post-Freudian psychoanalytic theory, the book shows how poetic engagements with infancy anticipate psychoanalytic and phenomenological (i.e. modern) ways of being in the world. Ultimately, Ruderman suggests that it is not so much that we return to infancy as that infancy returns (obsessively, compulsively) in us. This book shows how by tracking changing attitudes towards the idea of infancy, one might also map the emotional, political, and aesthetic terrain of nineteenth-century culture. It will be of interest to scholars in the areas of British romanticism and Victorianism, as well as 19th-century American literature and culture, histories of childhood, and representations of the child from art historical, cultural studies, and literary perspectives. "D. B. Ruderman's *The Idea of Infancy in Nineteenth-Century British Poetry: Romanticism, Subjectivity, Form* is an interesting contribution to this field, and it manages to bring a new perspective to our understanding of Romantic-era and Victorian representations of infancy and childhood. ...a supremely exciting book that will be a key work for generations of readers of nineteenth-century poetry." Isobel Armstrong, *Birkbeck, University of London Victorian Studies* (59.4)

Time transforms the way we see world politics and insinuates itself into the ways we act. In this groundbreaking volume, Agathangelou and Killian bring together scholars from a range of disciplines to tackle time and temporality in international relations. The authors – critical theorists, artists, and poets – theorize and speak from the vantage point of the anticolonial, postcolonial, and decolonial event. They investigate an array of experiences and structures of violence – oppression, neocolonization, slavery, war, poverty and exploitation – focusing on the tensions produced by histories of

slavery and colonization and disrupting dominant modes of how we understand present times. This edited volume takes IR in a new direction, defatalizing the ways in which we think about dominant narratives of violence, 'peace' and 'liberation', and renewing what it means to decolonize today's world. It challenges us to confront violence and suffering and articulates another way to think the world, arguing for an understanding of the 'present' as a vulnerable space through which radically different temporal experiences appear. And it calls for a disruption of the "everyday politics of expediency" in the guise of neoliberalism and security. This volume reorients the ethical and political assumptions that affectively, imaginatively, and practically captivate us, simultaneously unsettling the familiar, but dubious, promises of a modernity that decimates political life. Re-animating an international political, the authors evoke people's struggles and movements that are neither about redemption nor erasure, but a suspension of time for radical new beginnings.

Through case studies from diverse fields of cultural studies, this collection examines how different constructions of identity were mediated in England during the long eighteenth century. While the concept of identity has received much critical attention, the question of how identities were mediated usually remains implicit. This volume engages in a critical discussion of the connection between historically specific categories of identity determined by class, gender, nationality, religion, political factions and age, and the media available at the time, including novels, newspapers, trial reports, images and the theatre. Representative case studies are the arrival of children's literature as a genre, the creation of masculine citizenship in Defoe's novels, the performance of gendered and national identities by the actress Kitty Clive or in plays by Henry Fielding and Richard Sheridan, fashion and the public sphere, the emergence of the Whig and Tory parties, the radical culture of the 1790s, and visual representations of domestic and imperial landscape. Recognizing the proliferation of identities in the epoch, these essays explore the ways in which different media determined constructions of identity and were in turn shaped by them.

In this volume scholarly voices from diverse contexts and social locations are gathered together to bring new or unfamiliar facets of biblical texts to light, focusing on issues of intertextuality. Samuel, Kings and Chronicles I sheds light from new perspectives on themes in these so-called historical books including Asian American and Chinese readings, issues of land, genealogy and maleness. The authors challenge us to consider how we deal with cultural distances between ourselves and these ancient writings - and between one another in the contemporary world. These goal of these essays is de-centre the often homogeneous first-world orientation of much biblical scholarship and open to up new possibilities for discovery of meaning and method.

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