

Constructing And Reconstructing Childhood Contemporary Issues In The Sociological Study Of Childhood

The Invention of Childhood will paint a vivid picture of the lives of children in Britain from pagan Anglo-Saxon times to the present day. Drawing heavily on primary sources, such as diaries, autobiographies, paintings, photographs and letters, the book will present a complete chronological history of the experience of children in Britain during the past 1500 years. We will learn the key elements that have shaped their lives down the ages and how this has differed as a result of gender, geography and ethnicity. The book will also relate children's lives to larger events in national and international history. Written by Hugh Cunningham the Professor of History at the University of Kent at Canterbury, and an expert on childhood history - the book will accompany the Radio 4 series presented by the highly respected children's author Michael Morpurgo. Michael is contributing a lengthy foreword to the book. 'The Invention of Childhood' will expand on a number of key themes from the radio series, including the idea of childhood as a distinct stage of life. Opinions on when childhood should start and end, and how it differs from adulthood have changed considerably down the centuries. And these inventions and reinventions of childhood (hence the title) have had a profound effect on

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children's lives. The prolonged childhood we enjoy in Britain today was a luxury few could afford in the past. This fascinating study will draw attention to the ways in which we may find childhood and children in the past quite similar to the present and to ways in which children's lives from the past seem to differ sharply from the lives children lead today.

The classic work that redefined the sociology of knowledge and has inspired a generation of philosophers and thinkers. In this seminal book, Peter L. Berger and Thomas Luckmann examine how knowledge forms and how it is preserved and altered within a society. Unlike earlier theorists and philosophers, Berger and Luckmann go beyond intellectual history and focus on commonsense, everyday knowledge—the proverbs, morals, values, and beliefs shared among ordinary people. When first published in 1966, this systematic, theoretical treatise introduced the term social construction, effectively creating a new thought and transforming Western philosophy. This text presents a cross-cultural look at cities and suburbs around the world. It offers an overview of the changing urban scene, covering evolving patterns and the changing nature of urban life. It provides coverage of women in metropolitan areas.

Creating Sanctuary is a description of a hospital-based program to treat adults who had been abused as children and the revolutionary knowledge about trauma and adversity that the program was based upon. This book focuses on the biological, psychological, and social aspects of trauma. Fifteen years later, Dr. Sandra Bloom has updated this

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classic work to include the groundbreaking Adverse Childhood Experiences Study that came out in 1998, information about Epigenetics, and new material about what we know about the brain and violence. This book is for courses in counseling, social work, and clinical psychology on mental health, trauma, and trauma theory.

Introduces major works and debates in children's literature within the framework of China's revolution and modernization. Discusses literature born out the May Fourth period cultural renaissance in the early 20th century, and looks at the work of Lu Xun and his brother Zhou Zhuren, founding fathers of this new literature which swept major urban centers in the 1920s and 1930s. Shows how this literature began as an anti-Confucian attack on tradition, using social Darwinism as the framework for national survival and its application to education, then chronicles how Darwinism gave way to Marxism in the post-war period. Farquhar teaches China studies and Asian law at Griffith University in Brisbane, Australia. Annotation copyrighted by Book News, Inc., Portland, OR.

What is childhood and why, and how, did psychology come to be the arbiter of 'correct' or 'normal' development? How do actual lived childhoods connect with theories about child development? In this completely revised and updated edition, *Deconstructing Developmental Psychology* interrogates the assumptions and practices surrounding the psychology of child development, providing a critical evaluation of the role and contribution of developmental psychology within social practice. In the decade

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since the first edition was published, there have been many major changes. The role accorded childcare experts and the power of the 'psy complex' have, if anything, intensified. This book addresses how shifts in advanced capitalism have produced new understandings of children, and a new (and more punitive) range of institutional responses to children. It engages with the paradoxes of childhood in an era when young adults are increasingly economically dependent on their families, and in a political context of heightened insecurity. The new edition includes an updated review of developments in psychological theory (in attachment, evolutionary psychology, theory of mind, cultural-historical approaches), as well as updating and reflecting upon the changed focus on fathers and fathering. It offers new perspectives on the connections between Piaget and Vygotsky and now connects much more closely with discussions from the sociology of childhood and critical educational research. Coverage has been expanded to include more material on child rights debates, and a new chapter addresses practice dilemmas around child protection, which engages even more with the "raced" and gendered effects of current policies involving children. This engaging and accessible text provides key resources to inform better professional practice in social work, education and health contexts. It offers critical insights into the politics and procedures that have shaped developmental psychological knowledge. It will be essential reading for anyone working with children, or concerned with policies around children and families. It was also be of interest to students at undergraduate and

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postgraduate levels across a range of professional and practitioner groups, as well as parents and policy makers.

(Willis). Designed for budding songwriters of any age, this workbook requires only a minimal knowledge of the piano. Written so it is easy to use with or without a teacher, singer/songwriter Allison James carefully guides the beginning songwriter through the process of writing a complete song with chords, melody, and lyrics using a keyboard. All one needs is creativity and a pencil! A notation chapter is also included, as well as a glossary. Learn to write your first song today!

The Routledge Handbook of Migration and Development provides an interdisciplinary, agenda-setting survey of the fields of migration and development, bringing together over 60 expert contributors from around the world to chart current and future trends in research on this topic. The links between migration and development can be traced back to the post-war period, if not further, yet it is only in the last 20 years that the 'migration–development nexus' has risen to prominence for academics and policymakers. Starting by mapping the different theoretical approaches to migration and development, this book goes on to present cutting edge research in poverty and inequality, displacement, climate change, health, family, social policy, interventions, and the key challenges surrounding migration and development. While much of the migration literature continues to be dominated by US and British perspectives, this volume includes original contributions from most regions of the world to offer alternative

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non-Anglophone perspectives. Given the increasing importance of migration in both international development and current affairs, the Routledge Handbook of Migration and Development will be of interest both to policymakers and to students and researchers of geography, development studies, political science, sociology, demography, and development economics.

Written as part of a training pack for practitioners working in children's services and child protection, and bringing together leading figures from a range of disciplines, this important text shows how the latest child development theories can be applied to professionals' working practice. Considering theories of development throughout the lifespan from the early years through to adolescence, and transitions to adulthood, this resource is essential reading for a range of professionals including social workers, teachers, and health and mental health professionals. The authors build up an integrated picture of the developing world of the child, looking at genetic and biological influences alongside individual psychological, interpersonal, familial, educational and wider community domains. The final part of the book looks specifically at issues for practice, including chapters on communicating with children exercising professional judgement, and planning, interventions and outcomes in children's services.

In this ground-breaking book, Alan Prout discusses the place of children and

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childhood in modern society. He critically examines 'the new social studies of childhood', reconsidering some of its key assumptions and positions and arguing that childhood is heterogeneous and complex. The study of childhood requires a broad set of intellectual resources and an interdisciplinary approach. Chapters include: the changing social and cultural character of contemporary childhood and the weakening boundary between adulthood and childhood a look back at the emergence of childhood studies in the nineteenth and twentieth centuries the nature/culture dichotomy the role of material artefacts and technologies in the construction of contemporary childhood. This book is essential reading for students and academics in the field of childhood studies, sociology and education.

Outlining sociology's distinctive contribution to childhood studies and our understanding of contemporary children and childhood, *The Sociology of Children, Childhood and Generation* provides a thought provoking and comprehensive account of the connections between the macro worlds of childhood and the micro worlds of children's everyday lives. Examining children's involvement in areas such as the labour market, family life, education, play and leisure, the book provides an effective balance between understanding childhood as a structural phenomenon, and recognising children as meaning

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makers actively involved in constructing, co-constructing and reconstructing their everyday lives. Through the concept of 'generagency' Madeleine Leonard offers a model for examining and illuminating how structure and agency are activated within interdependent relationships influenced by generational positioning. This framework provides a conceptual tool for thinking about the continuities, challenges and changes that impact on how childhood is lived and experienced. More than ever before, children are apparently being recognised as social actors and citizens. Yet public policy often involves increased control and surveillance of children. This book explores the contradiction. It shows how different ways of thinking about children produce different childhoods, different public provisions for children (including schools) and different ways of working with children. It argues that how we understand children and make public provision for them involves political and ethical choices. Through case studies and the analysis of policy and practice drawn from a number of countries, the authors describe an approach to public provision for children which they term 'children's services'. They then propose an alternative approach named 'children's spaces', and go on to consider an alternative theory, practice and profession of work with children: pedagogy and the pedagogue. This ground breaking book will be essential reading for tutors and students on higher education or in-service courses in early

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childhood, education, play, social work and social policy, as well as practitioners and policy makers in these areas.

Grounded in the Foucauldian literature on governmentality and drawing on a broad range of disciplines, this book examines the government of childhood in the West from the early modern period to the present. The book deals with three key time-periods and examines shifts in the conceptualization and regulation of childhood and child-rearing.

Bringing together two topics of wide and growing sociological interest, *The Body, Childhood and Society* examines how children's bodies are constructed in schools, families, courts, hospitals and in film. Recognising that children's bodies are a target for adult practices of social regulation, the contributors show that children are also active in their construction, employ them in resistance and social action, and generate their own meanings about them. The editor, a leading sociologist of childhood, draws out the theoretical implications of this work, indicates the limits of social constructionism, and suggests new ways of thinking about the hybrid of material, discursive and collective processes involved. It will be a valuable text for social scientists interested in the body, childhood, schooling, the law, medicine and health.

Children in Culture is one of the first fully multi- and interdisciplinary collections of

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essays on theoretical approaches to childhood and formulates and presents new and exciting ideas about the construction of childhood as a cultural identity. The ten original chapters have been written especially for this volume by some of the most eminent writers on childhood in their fields: psychology (Valerie Walkerdine; Rex and Wendy Stainton Rogers), history (Jenny Bourne Taylor; Kimberly Reynolds; Paul Yates), critical theory (Erica Burman), literary criticism (Margarida Morgado; Sara Thornton), children's literature criticism (Karin Lesnik-Oberstein; Stephen Thomson), and film and drama theory (Joe Kelleher).

`An excellent reader. It contains all the basic ingredients of a superb teaching book with the qualities of a thought-provoking text.... Should be required reading for all students of criminal justice policy and it will be a valuable teaching resource for all those involved in the delivery of courses on young people, justice and punishment' - *Punishment and Society* `This is a valuable student text; carefully collated and with an abundant array of material... and will surely become a widely used course reader. For the practitioner and general reader it is a book to dip into, a means to access debates and remind oneself of the ebb and flow of policy' - *Youth Justice* Youth Justice brings together for the first time the most influential international contributors to the emergent field of youth justice studies. Youth Justice provides: - a critical introduction to the intellectual reframing of the

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history, theory, policy and practice of youth justice. - an essential resource of key debates and controversies from across the range of disciplines engaged in the study of youth in the social sciences - editorial essays at the beginning of each substantive section of the volume - specially commissioned chapters at the end of each section, which place the readings in their theoretical and historical context. The Reader is the set text for The Open University course, Youth Justice, Penalty and Social Control (D864).

In this book Chris Jenks looks at what the ways in which we construct our image of childhood can tell us about ourselves. After a general discussion of the social construction of childhood, the book is structured around three examples of the way the image of the child is played out in society: the history of childhood from medieval times through the enlightenment 'discovery' of childhood to the present the mythology and reality of child abuse and society's response to it the 'death' of childhood in cases such as the James Bulger murder in which the child itself becomes the perpetrator of evil. Part of the highly successful Key Ideas series, this book gives students a concise, provocative insight into some of the controlling concepts of our culture.

This text offers a picture of eighteenth-century England. It ranges from princes to paupers, and from the metropolis to smallest hamlet. It offers vivid images of the

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thought, politics, work and recreation of Englishmen at his time.

America is a corporatized society defined by a culture of consumerism, and the youth market is one of the groups that corporations target most. By marketing directly to children, through television, movies, radio, video games, toys, books, and fast food, advertisers have produced a 'kinderculture'. In this eye-opening book, editor Shirley R. Steinberg reveals the profound impact that our purchasing-obsessed culture has on our children and argues that the experience of childhood has been reshaped into something that is prefabricated. Analyzing the pervasive influence of these corporate productions, top experts in the fields of education, sociology, communications, and cultural studies contribute incisive essays that students, parents, educators, and general readers will find insightful and entertaining. Including seven new chapters, this third edition is thoroughly updated with examinations of the icons that shape the values and consciousness of today's children, including Twilight, True Blood, and vampires, hip hop, Hannah Montana, Disney, and others.

This book introduces the inter-disciplinary study of childhood and youth and the multi-agency practice of professionals who serve the needs of children, young people and their families. Exploring key theories and central ideas, research methodology, policy and practice, it takes a holistic, contextual approach that

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values difference and diversity. It examines concepts such as identity, representation, creativity and discourse and issues such as ethnicity, gender and the 'childhood in crisis' thesis. Furthermore, it challenges opinion by exploring complex and controversial modern-day issues, and by engaging with a range of perspectives to highlight debates within the field.

This book sheds light on new research related to welfare state, child care policies, and small children's everyday lives in institutions in Europe. In uniting recent social childhood research, welfare perspectives and historical and comparative approaches, the book explores institutionalization as a feature of the modern child's life.

The fifth edition of the Feminist Theory Reader assembles readings that present key aspects of the conversations within intersectional US and transnational feminisms and continues to challenge readers to rethink the ways in which gender and its multiple intersections are configured by complex, overlapping, and asymmetrical global–local configurations of power. The feminist theoretical debates in this anthology are anchored by five foundational concepts—gender, difference, women's experiences, the personal is political, and especially intersectionality—which are integral to contemporary feminist critiques. The anthology continues to center the voices of transnational feminist scholars with

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new essays giving it a sharper focus on the materiality of gender injustices, racisms, ableisms, colonialisms, and especially global capitalisms. Theoretical discussions of translation politics, cross-border solidarity building, ecofeminism, reproductive justice, #MeToo, indigenous feminisms, and disability studies have been incorporated throughout the volume. With the new essays and the addition of a new editor, the Feminist Theory Reader has been brought fully up-to-date and will continue to be a touchstone for women's and gender studies students, as well as academics in the field, for many years to come.

In the summer of 1785, in the city of Venice, a wealthy 60-year-old man was arrested and accused of a scandalous offense: having sexual relations with the 8-year-old daughter of an impoverished laundress. Although the sexual abuse of children was probably not uncommon in early modern Europe, it is largely undocumented, and the concept of "child abuse" did not yet exist. The case of Paolina Lozaro and Gaetano Franceschini came before Venice's unusual blasphemy tribunal, the Bestemmia, which heard testimony from an entire neighborhood—from the parish priest to the madam of the local brothel. Paolina's Innocence considers Franceschini's conduct in the context of the libertinism of Casanova and also employs other prominent contemporaries—Jean-Jacques Rousseau, Carlo Goldoni, Lorenzo Da Ponte, Cesare Beccaria, and the Marquis

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de Sade—as points of reference for understanding the case and broader issues of libertinism, sexual crime, childhood, and child abuse in the 18th century.

First published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

First published in 1990. Routledge is an imprint of Taylor & Francis, an informa company.

First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Innocence, Knowledge and the Construction of Childhood provides a critical examination of the way we regulate children's access to certain knowledge and explores how this regulation contributes to the construction of childhood, to children's vulnerability and to the constitution of the 'good' future citizen in developed countries. Through this controversial analysis, Kerry H. Robinson critically engages with the relationships between childhood, sexuality, innocence, moral panic, censorship and notions of citizenship. This book highlights how the strict regulation of children's knowledge, often in the name of protection or in the child's best interest, can ironically, increase children's prejudice around difference, increase their vulnerability to exploitation and abuse, and undermine their abilities to become competent adolescents and adults. Within her work Robinson draws upon empirical research to: provide an overview of the regulation and governance of children's access to 'difficult knowledge', particularly knowledge of sexuality explore and develop Foucault's work on the relationship between childhood and sexuality identify the impact of these discourses on adults' understanding of childhood, and the tension that exists between their own perceptions of sexual knowledge, and the perceptions of children reconceptualise children's education

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around sexuality. Innocence, Knowledge and the Construction of Childhood is essential reading for both undergraduate and postgraduate students undertaking courses in education, particularly with a focus on early childhood or primary teaching, as well as in other disciplines such as sociology, gender and sexuality studies, and cultural studies.

The United Nations Convention of the Rights of the Child resulted in even greater global awareness of the significance of children's rights and perspectives. The contributors to this book explore the extent to which children's interests are finding expression in different societies in Western Europe.

Childhood has become central to socio-political debates and policy initiatives both nationally and globally. Despite the privileges afforded to children in the West, Western childhoods are no longer seen as the 'ideal' to which all should aspire. Recent reports and policy concerns suggest that growing up in the West may be marked by the commercialisation of childhood, leading to unhappiness, poor health, loss of innocence and a general lack of wellbeing among children themselves. Understanding childhood is a fresh look at how childhood has changed in recent years and reveals how children's needs and experiences have achieved a new visibility. It introduces readers to the cross-disciplinary field of Childhood Studies and offers an exciting and unique exploration of childhood as a concept, in the process engaging with a range of contemporary issues that shape our ideas of childhood as an ideal and a lived experience. The diverse nature of childhood is a key theme, explored here from different research perspectives and academic traditions. A range of anthropological, developmental and sociocultural approaches are also discussed. This volume is the first in a series of four books, written by experts in the field, which provides an introduction to childhood degree programmes and

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related modules. The series features international case studies, examples and readings to supplement the chapters, and is illustrated in full colour. Other books in the series are: - Children and young people's cultural worlds - Childhoods in context - Local childhoods, global issues

Recent decades have seen a growing emphasis, in a number of professional contexts, on acknowledging and acting on the views of children. This trend was given added weight by the UN Convention on the Rights of the Child, ratified in 1990. Today, seeking the perspective of the child has become an essential process in all sorts of tasks, from framing new legislation to regulating professions. This book answers the fundamental question of what it is that constitutes a 'child perspective', and how this might differ from the perspectives of children themselves. The answers to such questions have important implications for building progressive and developmental adult-child relationships. However, theoretical and empirical treatments of child perspectives and children's perspectives are very diverse and idiosyncratic, and the standard reference work has yet to be written. Thus, this work is an attempt to fill the gap in the literature by searching for and defining key formulations of potential child perspectives within parts of the so-called 'new child paradigm'. This has been derived from childhood sociology, contextual-relational developmental psychology, interpretative humanistic psychology and developmental pedagogy. The highly experienced authors develop a comprehensive professional child perspective paradigm that integrates recent theory and empirical child research. With its clear presentation of underlying theories and suggested applications, this book illustrates a child-oriented understanding of specific relevance to both child-care and preschool educational practice.

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William A. Corsaro's groundbreaking text, *The Sociology of Childhood*, discusses children and childhood from a sociological perspective. Corsaro provides in-depth coverage of the social theories of childhood, the peer cultures and social issues of children and youth, children and childhood within the frameworks of culture and history, and social problems and the future of childhood. The Fifth Edition has been thoroughly updated to incorporate the latest research and the most pertinent information so readers can engage in powerful discussions on a wide array of topics.

This book offers a critical and comprehensive analysis of children's mobilities by focusing on its interdependent, imagined and relational aspects. In doing so, it challenges existing literature, which, in mobilities studies, tends to overlook the mobilities of marginalised social groups; in social science more generally, tends to immobilize children's studies; and in children's mobility studies has mainly focused on the 'independent' and corporeal travel of children. The book situates children's mobilities in wider contexts, offering an interdisciplinary and critical perspective throughout and drawing on scholarship at the confluence of childhood and mobilities and a range of research to offer new insights that inform the field of mobilities and studies of childhood. In this way, the book aims at widening the perspective on children's mobility towards the inclusion of diverse age groups and of the manifold forms of mobilities that are part of children's lives, from an interdependent and relational point of view.

Humanitarianism: Keywords is a comprehensive dictionary designed as a compass for navigating the conceptual universe of humanitarianism.

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Sociological Study of Childhood Routledge

Disclosing Childhoods offers a critical account of knowledge production in childhood studies. The book argues for the need to be reflexive about the knowledge practices of the field and to scrutinize the role of researchers in disclosing certain childhoods rather than others. A relational lens is used to critique the ongoing fixation of childhood studies with the unitary child-agent and to re-introduce the question of ontology in knowledge production. The author provides a critical account of childhood studies' trajectory, as well as exploring the key concepts of voice, agency and participation, illustrating the potential of a reflexive stance towards knowledge production. Drawing on poststructuralist and posthumanist thinking, each of these concepts is critiqued for its conceptual limits while productive avenues are offered to reconfigure their utility. Spyrou also addresses the ethics and politics of knowledge production and considers key emerging insights which can contribute towards the development of a more reflexive and critical childhood studies. Students and scholars across a range of disciplines, including childhood studies, anthropology, sociology and geography, will find this book of interest, as well as those interested in qualitative research methodology and social theory.

By regarding children as actors and conducting empirical research on children's

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agency, Childhood Studies have gained significant influence on a wide range of different academic disciplines. This has made agency one of the key concepts of Childhood Studies, with articles on the subject featured in handbooks and encyclopaedias. *Reconceptualising Agency and Childhood* is the first collection devoted to the central concept of agency in Childhood Studies. With contributions from experts in the field, the chapters cover theoretical, practical, historical, transnational and institutional dimensions of agency, rekindling discussion and introducing fundamental and contemporary sociological perspectives to the field of research. Particular attention is paid to connecting agency in the social sciences with Childhood Studies, considering both the theoretical foundations and the practice of research into agency. Empirical case studies are also explored, which focus upon child protection, schools and childcare at a variety of institutions worldwide. This book is an essential reference for students and scholars of Childhood Studies, and is also relevant to Sociology, Social Work, Education, Early Childhood Education and Care (ECEC) and Geography. The new edition of this established core textbook continues to give an insightful, authoritative and accessible overview of competing theoretical positions on the sociological study of childhood. The book explores the ways these theories inform key themes, including education, work, identity and agency. The study of

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childhood has taken on an increasingly global focus in recent years, honing in on how issues of rights, protection and development shape the lives of children and those around them at political, social and institutional levels across the world. As a result, this book guides students through the theories and research on childhood in both local and global contexts. Author Michael Wyness clearly illustrates how a study of childhood can inform sociological thinking on social crises, changes and problems such as globalisation, criminality and disruption of the social order. Written for students exploring childhood from a sociological perspective, this is the essential introduction to the topic. New to this Edition: - A broadened global focus throughout every chapter, including more on the developing world. - A revised chapter on researching children and childhood. - An updated critical appraisal of children's rights, as well as new data on child protection and schooling. - The introduction of new key readings and 'Academic Insights' boxes that explore research on important topics in more detail.

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