



Bank Street

Occasional Paper Series

Occasional
Paper
Series

Volume 2014
Number 32 *Living a Philosophy of Early
Childhood Education: A Festschrift for Harriet
Cuffaro*

Article 10


October 2014

Selected Works by Harriet Cuffaro

Miriam Raider-Roth
University of Cincinnati

Jonathan Silin
University of Toronto

Follow this and additional works at: <https://educate.bankstreet.edu/occasional-paper-series>

 Part of the Curriculum and Instruction Commons, Curriculum and Social Inquiry Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, and the Teacher Education and Professional Development Commons

Recommended Citation

Raider-Roth, M., & Silin, J. (2014). Selected Works by Harriet Cuffaro. *Occasional Paper Series, 2014* (32). Retrieved from <https://educate.bankstreet.edu/occasional-paper-series/vol2014/iss32/10>

This Article is brought to you for free and open access by Educate. It has been accepted for inclusion in Occasional Paper Series by an authorized editor of Educate. For more information, please contact kfreda@bankstreet.edu.

educate

Selected Works by Harriet Cuffaro

Cuffaro, H. K. (1995). *Experimenting with the world: John Dewey and the early childhood classroom*. New York, NY: Teachers College Press.

Cuffaro, H. K. (1964). Reaction of preschool children to the assassination of President Kennedy. *Young Children*, 20(4), 100–105.

Cuffaro, H. K. (1969). *The mutual growth of twelve- and four-year-olds through a shared human experience* (Unpublished master's thesis). Bank Street College of Education, New York: NY.

Cuffaro, H. K. (1975). Reevaluating basic premises: Curricula free of sexism. *Young Children*, 30(6), 469–479.

Cuffaro, H. K. (1982). *Unfolding and connecting Dewey's thought from a teacher's perspective* (Unpublished doctoral dissertation). Teachers College, Columbia University, New York, NY.

Cuffaro, H. K. (1984). Dramatic play: The experience of block building. In E. S. Hirsch (Ed.), *The block book* (pp. 62-78). Washington, DC: NAEYC.

Cuffaro, H. K. (1984). Microcomputers in education: Why is earlier better? In D. Sloan (Ed.), *The computer in education: A critical perspective* (pp. 21–30). New York, NY: Teachers College Press.

Cuffaro, H. K. (1991). A view of materials as the texts of the early childhood curriculum. In B. Spodek & O. Saracho (Eds.), *Yearbook in Early Childhood Education: Vol. 2. Issues in early childhood curriculum* (pp. 64–85). New York, NY: Teachers College Press.

Cuffaro, H. K. (2000). *Educational standards in a democratic society: Questioning process and consequences*. Occasional Paper 4. Child Development Institute, Sarah Lawrence College. Retrieved from ERIC database. (ED 446393)

Casper, V., Cuffaro, H. K., Schultz, S., Silin, J. G., & Wickens, E. (1996). Toward a most thorough understanding of the world: Sexual orientation and early childhood education. *Harvard Educational Review*, 66 (2), 271–294.

Cuffaro, H. K., Nager, N., & Shapiro, E. K. (2005). The developmental-interaction approach at Bank Street College of Education. In J. Roopnarine & J. E. Johnson (Eds.), *Approaches to early childhood education (4th ed., pp. 280–295)*. Upper Saddle River NJ: Pearson Education.

Foote, M., Stafford, P., & Cuffaro, H. K. (1992). Linking curriculum and assessment in preschool and kindergarten. In C. Genishi (Ed.), *Ways of assessing children and curriculum: Stories of early childhood practice*. New York, NY: Teachers College Press.