

Anthropology of Children and Childhood Interest Group

newsletter

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ADVISORY BOARD UPDATE

Why ACCIG is not an American Anthropological Association Section

Kristen Cheney
(Institute of Social Studies, The Hague)
Convener and Advisory Board Chair

In earlier newsletter updates, I've highlighted ACCIG's tremendous growth and its central role in promoting child and youth studies within the American Anthropological Association. This has led some members to ask why we don't try to become an official AAA section. Speaking with members at past business meetings, the consensus has been that it would be better – at least for the time being – to remain an interest group. There are some key reasons for this, and I'd like to take a moment to enumerate them here for the broader membership.

1. As an AAA interest group, ACCIG has grown to 1,000 members since its establishment in 2007. This number indicates enough interest to possibly sustain a section, which requires a minimum of 250 members. While joining an interest group

is free, however, joining a section requires AAA members to pay dues (usually in the \$10-\$68 range). As a section, we would be able to charge dues to be used for events and publications, but those dues would not become available to us for a one-year probationary period.

2. Sections can also sponsor panels at the AAA annual meetings. But there are currently 38 sections in the AAA, and they are each allocated only one panel per 250 members. If we became a section, we would likely lose current members who are not willing to pay dues to remain in the group. But even if we maintained our current membership of 1,000 for the entire probation year, we would only get four panels at the AAA. While having panels at a meeting is always a good thing, ACCIG has managed to be represented on panels through a different strategy. ACCIG encourages its members to use the group as a resource for organizing panels and provides advice on submitting them to appropriate sections for approval. For the past few meetings, we have managed to organize about a dozen panels per meeting in this manner, mainstreaming childhood and youth studies in the AAA, while also making important linkages

to relevant sections. ACCIG has also organized two separate joint meetings with the Society for Cross Cultural Research – the first, which took place in Albuquerque, NM in 2010, and the second, which will be held Feb. 16-19, 2011 in Charleston, SC (many thanks to David Lancy and Jill Korbin for coordinating these, respectively). Given the success of these meetings, we intend to continue to hold separate conferences every other year, and we welcome collaboration with like-minded organizations.

3. Interest groups may not issue public advocacy statements like sections can, but we can still recommend them to the AAA Executive Board.
4. Of course, section-hood would allow us to publish journals, reviews, or books, but that process would also require more labor-intensive participation from members than has been the case thus far. In addition, as an interest group, our ACCIG network has become a successful clearinghouse and primary source for members on the many already existing journals and publishers seeking work on children and youth, and people continue to send calls for papers and conferences through our communication networks.

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5. Other section benefits would include space in *Anthropology News* (although we've already published several articles about our group activities in *AN*, as well as the ACCIG newsletter); mailing lists and broadcast e-mail services (although we already have a listserv, a LinkedIn group, a Facebook page, and a Google Group for communication and networking [thanks to our new membership coordinators Rebecca Zellner Grunzke and Jan Newberry for the latter two initiatives]); and website hosting and services (although we already have a website, and we would still be responsible for development, design, and content management. We are still looking for a webmaster, by the way).

In the final analysis, it appears that the only thing we can really do as a section that we can't do currently as an interest group is collect dues. As mentioned earlier, however, that action would likely drive down our membership numbers. Members of the ACCIG Advisory Board are therefore looking into nonprofit status to handle donations and funds for specific services, such as general meetings and conferences.

Turning ACCIG into a section would also bind us to a much more bureaucratic structure of AAA regulations. The group would be subject to many more regulations with little or no actual benefit for our membership – and this might stall the incredible momentum of the group. Remaining an interest group therefore provides us with the flexibility to grow in the directions we've found most useful. Members have so far opted to take our time developing leadership, networking, and generating broader participation.

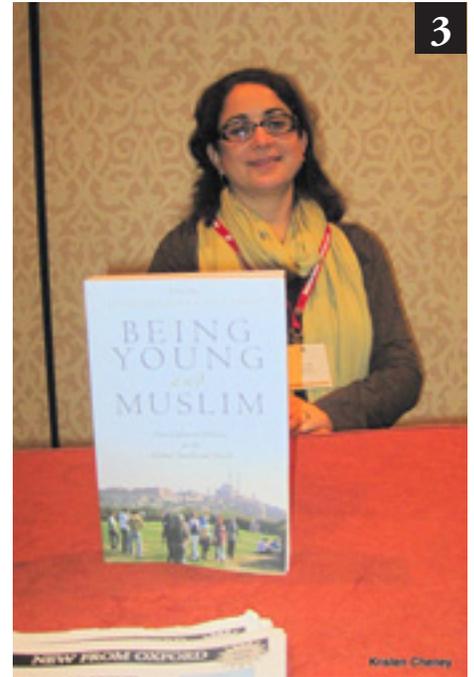
But what do others think? ACCIG encourages active member involvement so

that we may revisit this issue in the coming years as membership grows. We hope that if this issue is of interest to you, you will learn more about AAA interest groups and sections at aaanet.org. We also hope that you will visit any of our many forums for generating discussion on this and other issues.

WAYS TO ACCESS ACCIG

- Facebook (Social Networking): <http://www.facebook.com/pages/AAA-Anthropology-of-Children-Childhood-Interest-Group/168676703169431>
- Google Group (Forum for 'Official' AAA members): <http://groups.google.com/group/accig>
- LinkedIn (Discussion Forum): http://www.linkedin.com/groups?mostPopular=&gid=3107699&trk=my_ugrp_ovr
- Listserv (Announcements): Subscribing: <http://www.american.edu/oit/software/Listserv-Info.cfm> (group name ACIG-L)
- Posting: acig-l@listserv.american.edu

AAA MEETING PHOTOS



Photos 1 and 2. Members enjoy the ACCIG Social Hour and Book Fair

Photo 3. Linda Herrera introduces her new book, *Being Young and Muslim*

Photo 4. Members Gina Crivello and Jill White chat at the ACCIG Social Hour

INTERDISCIPLINARY COLUMN

A Report on the Deportation of Salvadorans Who Immigrated to the United States as Children

Susan Bibler Coutin (UC Irvine)

Among the estimated 2.5 million Salvadorans living outside of El Salvador are members of the so-called “1.5 generation,” or individuals who emigrated as children and who came of age in their new country of residence. The experiences of emigrant children differ from those of adults in a number of respects. In the case of children, the decision about whether and how they emigrate is often in the hands of an adult rather than the child. Children frequently experience a dual separation, first from parents who may immigrate earlier when children are quite young, and second, from the relative who cared for them before they emigrate and who may be the only parental figure they can remember. Children who are particularly young when they emigrate might not even remember their lives in their country of origin, and may lack information about the social and historical conditions that shaped their own family’s trajectories.

In collaboration with *CARECEN Internacional*, a San Salvadorean non-governmental organization with expertise regarding immigration and immigrants, and with the support of other local NGOs, I conducted interviews in El Salvador in July 2008 with forty-one 1.5 generation Salvadorans who were

deported to El Salvador after having grown up in the United States, and for whom the disjuncture between their pre- and post-deportation lives was particularly stark. I made available a report summarizing the results of these interviews to Salvadoran collaborators, including members of a coalition that was monitoring the degree to which deportees’ human rights were respected. They were able to disseminate the results publicly during the annual *Semana del Migrante*, a week dedicated to promoting public awareness in El Salvador regarding the phenomenon of migration.

This report addresses three questions:

- What factors contribute to the deportation of 1.5 generation migrants?
- What challenges do 1.5 generation migrants experience upon being deported?
- What sources of support do these migrants draw on to counter the effects of deportation?

To address these questions, I used multiple entry points to produce a sample that varied according to geographical location, economic conditions, and prior experiences in the United States. Interviewees were asked to describe their lives in El Salvador prior to emigration, their journeys to the United States, their lives in the United States, their efforts to obtain permanent legal status in the United States, their school and work experiences, any return visits to El Salvador, how and why they were deported, their experiences in El Salvador after being deported, any attempts to reenter the United States, and their future plans.

A preliminary analysis of the interview data suggests that factors contributing to the deportation of 1.5 generation migrants cluster around (1) the social

traumas associated with emigration; (2) youth’s social location in marginalized US communities; (3) a broader criminalization of many aspects of youth culture; (4) the particular legal (immigration) histories of these youth; (5) a poor understanding of the relationship between criminal and immigration law; and (6) pressure to accept plea bargains and to sign removal orders. Exposure to violence in El Salvador, deprivation during the journey to the United States, and separation from key relatives and caregivers were traumas that, in some cases, made youth vulnerable to recruitment into delinquent activities. Youth were also made vulnerable to deportation by their age (youth’s parents frequently were in charge of applying for immigration status for them), their lack of economic and legal resources, and popular misconceptions regarding US immigration law and its connections to US criminal law. Post-1996 changes in US immigration laws and policies, such as mandatory detention policies, also made it difficult for youth to secure or retain legal permanent residency or a temporary legal status in the United States.

Preliminary results also suggest that, although deportation most likely is a difficult process for all deportees, the challenges that deportation poses for 1.5 generation migrants, who may have lived much of their lives outside of their country of origin, are more severe. These challenges are (1) psychological; (2) emotional; (3) cultural; (4) social; (5) economic; and (6) legal or institutional in nature. Psychologically, for these immigrants, deportation is much more like exile than a homecoming, as it separates individuals from family members, possessions, and the place that they consider home. Within El Salvador, widespread suspicion of deportees, particularly those who are young, male, and who have lived many years outside of El Salvador, makes it difficult for 1.5 generation migrants to

find work or to develop ties within Salvadoran communities. The risk of being presumed to be gang members by security guards, police, or even existing gangs within El Salvador is ever present, making daily life a challenge. Confusion over their legal options in the United States adds to deportees' sense of uncertainty.

Finally, the study suggests that sources of support available to deported 1.5 generation migrants were largely informal rather than formal, as at the time of the study there were few formal programs focusing on the reintegration of deportees within El Salvador. Interviewees reported that they had received emotional, moral, social, or financial support from relatives in El Salvador or in the United States, families that they formed in El Salvador, their jobs, their faith, and their connections to particular institutions. Given their informal nature, these sources of support were insufficient to address the particular needs of 1.5 generation migrants who were deported. Individuals whose family members were not in a position to assist them, who lacked relatives in El Salvador, and who were unemployed had few options. There is therefore a great need for programs designed to reintegrate deportees, particularly those who emigrated as children and who lived outside of El Salvador for lengthy periods. It is also important for such programs to include rather than exclude individuals who have previous criminal convictions within the United States.

The report makes six recommendations designed to reduce the social hardship that 1.5 generation migrants who are deported experience:

1. In the United States, develop naturalization campaigns directed toward naturalizing youth and children.
2. In the United States, launch educational campaigns and create and distribute informational materi-

als in easily understood terms to people facing criminal charges.

3. In the United States, adopt immigration policies that take into account the particular needs of 1.5 generation migrants.
4. In El Salvador, launch a public information campaign to counter stigmatization of deportees.
5. In El Salvador, provide assistance with job placement and with meeting deportees' immediate needs, such as food, shelter, and medical and psychological care.
6. In El Salvador, create and distribute informational resources regarding US immigration and criminal law, focusing particularly on the consequences of immigrating to the United States illegally after having been deported, and on any avenues through which deportees might reenter the United States legally.

To see the full report please visit: http://www.cgpac.sci.edu/files/cgpacs/docs/2010/Coutin_WorkingPaper.doc



CHILDHOOD AND _____

Childhood and the Practice of Mothering

Bambi L. Chapin (U Maryland, Baltimore County) and Kathleen Barlow (Central Washington U)

Children around the world require people to care for them – to feed, clean, protect, and teach them. Mothers often – although not exclusively – provide this care. Yet, how they provide this care, and how mothering is defined and distributed among people in a child's life, varies significantly across cultural contexts. The improvisational but culturally patterned actions that mothers and others undertake shape the physical and relational world in which children act, experience, and grow.

Exactly what happens in these dynamic daily interactions has seldom been the focus of investigation. Instead, theories about mothering often depict children as passive recipients of care and instruction or, conversely, assume mothers simply to be responding to some universally unfolding path of child development. It is essential to recognize that both mothers and children are active agents, attuned and responsive in co-crafting their interaction rather than just enacting biological and cultural scripts. To better understand these dynamic and emergent processes, we need to pay close attention to everyday, ordinary interactions between children and their caretakers.

The value of this approach became especially clear to us during the writing and editing of a recent special issue of *Ethos*, the journal of the Society of Psychological Anthropology (December, 2010). The volume, which is titled, "Mothering as Everyday Practice," presents six case

studies examining encounters between mothers and their children in particular cultural contexts. Long-term researchers in the field, Naomi Quinn, Susan Seymour, and Robert LeVine, also provide commentary on these case studies, developing theories about universals in childrearing, the dynamic relationship of mothering to cultural context, and cultural variation in pathways of child development. The analyses in this volume extend lines of research within psychological anthropology, ones that are grounded in cultural models and schema theory, an appreciation for psychodynamic and inter-subjective processes, and a person-centered approach to ethnography. They also attend to the interpenetrations of political economies and domestic relations, feminist perspectives, and women and children's agency.

For example, Kathleen Barlow examines how Murik mothers in Papua New Guinea manage sometimes scarce food resources in a prestige economy in which mothering is a culturally complex and central category defined by giving food. She observes that "good" mothers seldom refuse or restrict their own children's requests for food, but rely on others (male and female maternal kin who are also considered mothers) to take that role. A child's own mother then empathically supports her child in the face of reprimand or criticism by others. The cast of mothers and their handling of specific situations are complex orchestrations of relatedness, seniority, and situational factors, communicating the tenor of these relationships to children.

Bambi Chapin takes up the theme of maternal indulgence in response to children's requests, this time in Sri Lanka, focusing on observations of one Sinhala mother's acquiescent responses to her demanding two-year-old child. Guided by the exegesis of this behavior offered by other mothers in the village, Chapin recognizes the importance of attending

to the complex emotional communications mothers offer children when the children make demands. Through these emotional exchanges, Chapin argues, Sinhala children are motivated to disavow their own desires, a dynamic that, in turn, may contribute to reproducing this pattern of maternal behavior in the next generation.

In her examination of mothers' responses to children's behavior in urban Ecuador, Heather Rae-Espinoza explores themes of discipline and indulgence in a social field that includes more than just the mother-child dyad. She argues that the mothers she observed corrected children's behavior by withholding the treats that usually come along with group participation. By rewarding group membership as an everyday experience, mothers try to prevent the development of an "antisocial" disposition and sensitize their children to the pleasures of social inclusion.

Karen Sirota looks at ways that mothers in the United States entice their children into culturally valued forms of participation, in this case through play. Drawing on videotaped interaction between mothers and children in middle-class households, Sirota argues that play constitutes a salient aspect of "relational work" through which mothers mitigate tensions between instrumental and affiliative tasks in everyday family life. Within these play episodes, children are challenged to navigate multilayered roles as autonomous individuals and cooperative participants. This mother-child play communicates and inculcates key cultural values central to moral personhood in the contemporary US middle class.

Jianfeng Zhu examines how interrelated generations of mothers in China, having experienced different political-economic environments, try to fulfill their responsibilities to subsequent generations. Conflicts about how best to nourish a growing fetus emerge between mothers-

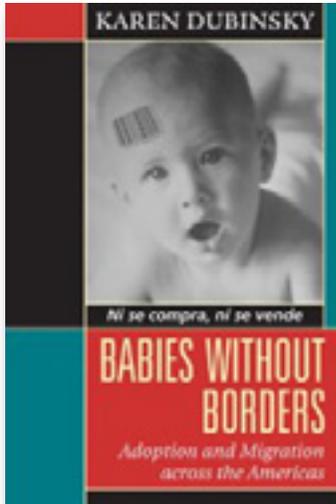
to-be and their own mothers and mothers-in-law in daily interactions around the nutrition of the pregnant woman. Anxieties fueled by state-supported messages about the importance of bearing a "quality baby" lead to conflict between these two generations, yet bring them closer as the older mothers continue to care for their daughters.

In a final case study, Suzanne Pelka examines how mothers in one US lesbian-led family work to defy, preserve, and adapt cultural patterns of mothering to shape the behavior and character of their children. In her close observation of their everyday family routines, we see co-mothers orchestrate and parse these practices as they deliberately enact selected cultural models they believe will inculcate deeply held values that members of the mothering pair share. Their goal is to raise "good children" and demonstrate the success of their unusual family configuration in the face of public skepticism.

As these case studies demonstrate, mothering is a complex process that is both psychodynamic and inter-subjective. Although it often appears "natural" and "practical" to participants and observers, it is richly produced. By examining mothering in practice, we are afforded a view of the ways that it shapes children's behavior, understandings, emotional orientations, and necessarily-cultural selves – and how children themselves participate in these processes. This kind of data, we argue, is essential for developing a picture of the variability and potential universals of human development, one less constrained by purportedly universal models built on and reinforcing particular psychologies in the West.



NEW BOOK ANNOUNCEMENTS



Babies Without Borders - Adoption and Migration across the Americas

Karen Dubinsky

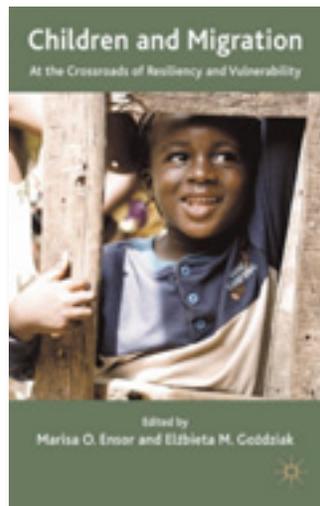
June, 2010

University of Toronto Press and New York University Press

\$20.00

Babies without Borders is about children, adoption, and migration controversies in Guatemala, Cuba, and North America. This book neither celebrates nor condemns adoption. Rather, Dubinsky analyzes the political symbolism of children through the phenomenon of adoption. Adoption and migration conflicts highlight the cultural and political work performed by children in different parts of the world. This transnational study tells three separate but related stories: Cuban children caught in Operation Peter Pan, a Cold War saga of international politics and cloak-and-dagger intrigue; adopted North American Black and First Nations children who became icons of the Sixties; and Guatemalan children, whose 'disappearance' today in transnational adoption networks echoes their fate during the country's recent brutal civil war.

Drawing from extensive research in Guatemala, Cuba, Canada, and the U.S., as well as from her critical observations as an adoptive parent, Dubinsky aims to move adoption debates beyond discourses about 'kidnap' versus 'rescue' and encourage clear thinking on children and the stories we tell about them. Integrating the scholarly with the personal, *Babies without Borders* exposes what happens when children bear the weight of adult political conflicts.



Children and Migration: At the Crossroads of Resiliency and Vulnerability

Marisa O. Ensor and Elżbieta M. Goździak (Editors)

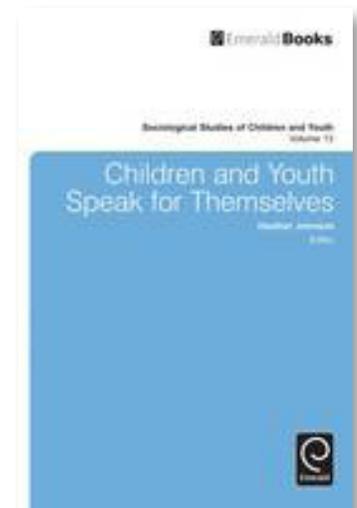
October, 2010

Palgrave Macmillan

\$90.00

Children and Migration offers a comprehensive analysis of the increasingly common phenomenon of child migration from the perspective of children themselves. Situating child migration at the nexus of resiliency and vulnerability, the volume focuses on the local conditions that frame child migrants' lives as well as analyzes the broader issues of poverty, (under)development, conflict, and displacement that mark the movement of children within and across national borders.

Acknowledging that migrant children do not speak with one single voice, this volume bears testimony to the enormous diversity and multifaceted character of child migration. Drawing on rich ethnographic data as well as quantitative surveys, the book examines the experiences of children in a wide variety of migratory circumstances, including economic child migrants, transnational students, and trafficked, stateless, fostered, unaccompanied, and undocumented children. This collection addresses theoretical, methodological, and ethical considerations of research with migrant children, and analyzes aspects of health, education, work, kinship, and gender issues, as well as the special circumstances presented by forced migration.



Children and Youth Speak for Themselves

Heather Beth Johnson (Editor)

April, 2010

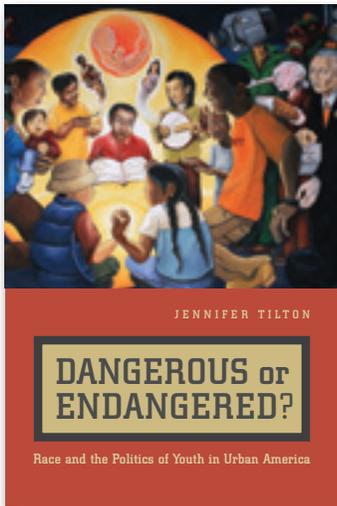
Emerald Group Publishing Ltd.

(Sociological Studies of Children and Youth)

£87.95

The theme of this volume is an outgrowth of one of the section-sponsored sessions at the 2006 ASA meetings in Montreal titled, "Children and Youth Speak for Themselves." The volume is a collection of articles from scholars who pay particular attention to children's and/or

adolescents' voices, interpretations, perspectives, and experiences within specific social and cultural contexts. Contributions include research that stems from a broad spectrum of methodological and theoretical orientations. This is a cutting-edge compilation of the most current child-centered scholarship on the sociology of children and childhood.



Dangerous or Endangered? Race and the Politics of Youth in Urban America

Jennifer Tilton

October, 2010

New York University Press

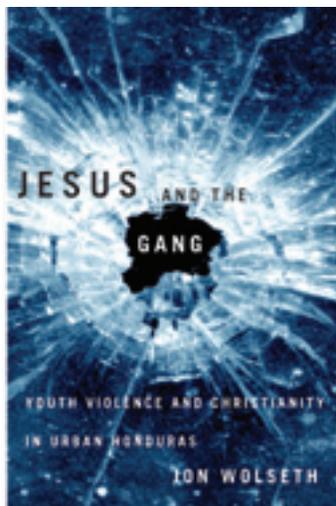
\$25.00

How do you tell the difference between a “good kid” and a “potential thug”? In *Dangerous or Endangered?*, Jennifer Tilton considers the ways in which children are increasingly viewed as dangerous and yet, simultaneously, as endangered and in need of protection by the state.

Drawing on three years of ethnographic research in Oakland, California, Tilton shows how debates over the nature and needs of young people have fundamentally reshaped politics, transforming ideas of citizenship and the state in contemporary America. As parents and neighborhood activists have worked to save and discipline young people, they have often inadvertently reinforced privatized

models of childhood and urban space, clearing the streets of children, who are encouraged in supervised after-school programs. Youth activists protest these attempts, demanding a right to the city and expanded rights of citizenship.

Dangerous or Endangered? pays careful attention to the intricate connections between fears of other people's kids and fears for our own kids to explore the complex racial, class, and gender divides in contemporary American cities. The stories and struggles of activists in the city of Oakland shed light on broad questions that face America: Why does the US tolerate such substantial inequalities in children's lives? What kind of politics would be required to create equal opportunity childhoods? And what ideas about childhood and the state stand in the way? *Dangerous or Endangered?* is written in an accessible language that makes it suitable for undergraduate or graduate courses in childhood, youth, or urban studies.



Jesus and the Gang: Youth Violence and Christianity in Urban Honduras

Jon Wolseth

February, 2011

University of Arizona Press

\$24.95

In urban Honduras, gun violence and assault form the pulsing backdrop

of everyday life. This book examines the ways that young men and women in working-class neighborhoods of El Progreso, Honduras understand and respond to gang and gun violence in their communities. Because residents rely on both gangs and Catholic and Evangelical Protestant churches to mediate violence in their neighborhoods, these institutions form the fabric of society.

While only a small fraction of youth in a neighborhood are active members of a gang, most young men must learn the styles, ways of communicating, and local geography of gangs to survive. Due to the absence of gang prevention programs sponsored by the government or outside non-governmental organizations, Catholic and Pentecostal churches have developed their own ways to confront gang violence in their communities. Youths who participate in church organizations do so not only to alter and improve their communities, but also to gain emotional and institutional support.

Offering firsthand accounts of these youths and how they make use of religious discourse, narrative practices, or the inscription of tattooed images and words on the body to navigate dangerous social settings, *Jesus and the Gang* is an unflinching look at how these young men turn away from perpetuating the cycle of violence and how Christianity serves a society where belonging is surviving.

To pre-order this book: <http://www.uapress.arizona.edu/BOOKS/bid2286.htm>

MEMBER NEWS

Conference Calls For Papers

“COPENHAGEN COLLOQUIUM ON CHILDREN AND RELIGION”

Danish School of Education, Aarhus
University (Copenhagen Campus)
Copenhagen, Denmark
May 18-19, 2011

Deadline for Submissions:
March 1, 2011

The purpose of this colloquium is to bring together international scholars to engage in a common discussion about the relationship between children and religion and the ways in which scholars study this relationship. Which understandings of children are informing contemporary studies of religion, spirituality, and cognition? And which understandings of ‘religion’ are informing contemporary studies of children and youth in diverse settings?

The colloquium will address the following themes:

1. Religious ideas and practices pertaining to children, and how these serve to shape children’s lives
2. The ways in which children—as social actors, learners, and symbols of collective futurity—shape religion
3. Understandings of ‘children’ and ‘religion’ brought into play in research on children and religion and how these feed back into understandings and practices discussed above

Invited speakers for the colloquium currently include Christina Toren, Professor of Anthropology, St. Andrews University; and Marcia J. Bunge, Professor of Humanities and Theology, Valparaiso University.

The colloquium will comprise a combination of keynotes, panel discussion, and workshops. We welcome papers that discuss one or several of the mentioned issues. Please send an abstract of your proposed paper (up to 500 words) to saan@dpu.dk or aalckh@hum.au.dk

For more general information about the colloquium please visit: <http://www.observatoire-religion.com/?p=511>

“OPPORTUNITIES AND CHALLENGES: IMPLEMENTING THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD”

Queen’s University, Belfast
Belfast, Ireland
June 1-2, 2011

Deadline for Submissions:
March 1, 2011

The Research Forum for the Child at Queen’s University, Belfast welcomes the submission of abstracts for its annual seminar on the theme of “Implementing the UN Convention on the Rights of the Child.” Scholars from any discipline whose work relates to the Convention on the Rights of the Child and/or children’s rights more generally are warmly welcomed.

The opening address will be given by Professor Michael Freeman, Professor of English Law at University College London and Founding Editor of the *International Journal on Children’s Rights*. Guest speakers also include Professor David Archard, Professor of Philosophy and Public Policy at the University of Lan-

caster; Dr. Asher Ben-Arieh, from Hebrew University, Jerusalem, an international expert on social indicators; Dr. Ursula Kilkelly, expert on children’s rights litigation and Director of the Child Law Clinic, University College Cork; Gerison Lansdown, International Children’s Rights Consultant and a Forum visiting scholar in 2011; and Professor Audrey Osler, University of Leeds, a leading expert on children’s rights education.

For further information please visit: <http://www.qub.ac.uk/child> or contact Dr. Bronagh Byrne at: b.byrne@qub.ac.uk

Conference Announcement

“7TH GLOBAL CONFERENCE: CREATIVE ENGAGEMENTS – THINKING WITH CHILDREN”

July 4-6, 2011
Mansfield College
Oxford, United Kingdom

The seventh meeting of this global research project will explore the many facets of creative engagements with children. Grounded in an interdisciplinary perspective and with reference to historical and contemporary representations of childhood, this project will examine the complex issues that surround the notion and practices of creative engagement in the context of pedagogy and the curriculum, and in the face of frequently instrumental institutional imperatives. More generally, our work will also address the role of creativity in social interaction, with particular reference to children’s development of life skills, autonomy, and independence in an increasingly complex and demanding world. Papers, presentations, reports, and workshops will focus on the following five areas:

1. Creativity and Divergent Thinking
2. Creativity, Engagement, and Education
3. Creativity, Pedagogy, and Curriculum
4. Critical and Cultural Thinking and Children
5. Engagement, Skills, and Life Issues

The conference is part of the “At the Interface” series of research projects run by ID.Net. It aims to bring together people from different areas and interests to share ideas and to explore various discussions that are innovative and challenging.

For further details about the conference please visit: <http://www.inter-disciplinary.net/at-the-interface/education/creative-engagements-thinking-with-children/call-for-papers/>

For further details about the project please visit: <http://www.inter-disciplinary.net/at-the-interface/education/creative-engagements-thinking-with-children/>

Journal Call for Papers

GLOBAL STUDIES OF CHILDHOOD

In contemporary times the impact of global imperatives on the lives of children has been significant. *Global Studies of Childhood*, a new on-line journal, is a space for research and discussion about issues that pertain to children in a world context. Experiences of childhood that take place within the situated spaces of geographic locales and culturally specific frames of reference are subject to global forces that complicate, disrupt, and reconfigure the meanings associated with childhood(s) on the local and global stage.

Here we use “childhood” when referring to a socially constructed category whose parameters are not necessarily fixed by factors such as biological development or chronological age. *GSC* is therefore interested in issues that pertain to childhood, here broadly conceived, and the challenges these pose to children’s lives and futures in an increasingly complex world. Issues around what constitutes childhood are therefore fundamental to discussions, as are ways in which we need to ensure that all children have basic human rights and are protected from exploitation.

The first issue of *GSC* will be published in March, 2011. For more general information or to learn about submitting to the journal, please visit: www.wwords.co.uk/gsch/

Position Announcement

Tenure-Track Position in Early Childhood Education, Department of Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona

The University of Arizona, College of Education, is searching for individuals with a strong, active research program that focuses on the learning and teaching of students from racially, linguistically, and culturally diverse backgrounds in the context of Early Childhood Education. The appointment is to a tenure-track position at the Assistant Professor level, effective August, 2011. The Early Childhood Education specialist we seek should demonstrate competence in Child Development, Family and Community, and Language and Literacy education. Teaching responsibilities include introductory and advanced undergraduate course work in Early Childhood and in Early Childhood Education methods, as well as in Reading, Language and Literature, Math, Science, or other related areas with emphasis from birth to early

grades. The candidate will be expected to contribute to graduate level programs addressing issues of diversity and community-based education. Applicants should demonstrate strong grounding in early childhood settings (i.e., have engaged in field-based research), and teaching experience at the early childhood or elementary school level is required. A record of university-level teaching preferred. The College of Education at the University of Arizona fosters collaboration among faculty. Participation in research with undergraduates is a College priority and is likewise encouraged. Commitment to high-quality instruction in a student-centered environment with emphasis in linguistic and culturally-diverse populations is essential. Appointees are also expected to develop an externally funded program of research leading to recognition as a nationally known early childhood educator. Enthusiasm for working in a multidisciplinary and community environment, interest in active and collaborative learning, the instructional use of innovative technology, and hybrid and online learning are advantageous.

To apply, please complete the electronic application form (Job 46559) and attach a letter of interest, a statement of research and teaching interests, and your curriculum vitae on-line at: <http://www.hr.arizona.edu>

Candidates for the position should also submit two representative publications or papers, and names and contact information for three professional references to: Dr. Walter Doyle, Search Committee Chair; Department of Teaching, Learning, and Sociocultural Studies; P. O. Box 210069; College of Education, University of Arizona; Tucson, AZ 85721-0069

Applications will be reviewed starting on January 10, 2011 until position is filled. Review will continue until the position is filled. For further information please call (520) 621-2928.

The University of Arizona is an EEO/AA Employer. Women and minorities are strongly urged to apply.

Publication Announcements

Leslie Moore (Ohio State U) announces the release of the K12 Teachers Workshop on Somali History, Language, and Culture Selected Clips DVD and the K12 Teachers Workshop on Somali History, Language, and Culture 12-DVD complete workshop archive. The workshop and the DVDs were designed in collaboration with Somali Studies scholars, local school district teachers and administrators, and local Somali artists, educators, students, and community organizers. The project was sponsored by the US Department of Education and the Ohio Humanities Council/National Endowment for the Humanities. For more information about the DVDs please visit: <http://somali.wikidot.com/> (before March 1, 2011) or: somalistudies.ehe.osu.edu (after March 1, 2011).

Véronique Pache Huber (U Fribourg) announces the publication of a special issue of *Paedagogica Historica (International Journal of the History of Education)*: Pache Huber, V and V. Dasen (eds). 2010. "Politics of Child Care in Historical Perspective. From the World of Wet Nurses to the Networks of Family Child Care Providers," *Paedagogica Historica* 46(6): 673-848.

For more information about the volume please visit: <http://www.informaworld.com/smpp/title-db=all-content=g931133747>

The American Academy of Political and Social Science announces that it has opened online free access to its January, 2011 issue of *The ANNALS*, "The Child as Citizen." We hope that many members of ACCIG will find this collec-

tion of articles written by several seminal Childhood Studies scholars to be useful and interesting.

To access the issue please visit: <http://ann.sagepub.com/content/633/1.toc-which>

Specialization Program Announcement

International Institute for Social Studies of Erasmus University Rotterdam
Specialization in Children and Youth Studies
September 5, 2011 - December, 14 2012

A specialization in Children and Youth Studies responds to the emerging importance of children and youth in international development policy. It investigates how contemporary social, political-economic, and cultural processes are changing the lives of young people in novel ways and how the young actively shape their society's future.

This specialization provides participants with an understanding of how children and youth are involved in development processes at the global and local levels. It explores issues of poverty, equity, rights, and social development of the young from an interdisciplinary perspective that draws on sociology, political economy, anthropology, law, and social history. It similarly investigates organizations, movements, and interventions that have shaped, or have attempted to shape, childhood and youth in different contexts. Participants will become familiar with the works of key classic and contemporary thinkers whose ideas have informed policies relating to childhood and youth, and develop an in-depth understanding of rights-based approaches. They will also gain a grasp of changing policy perspectives in selected areas including crime, abuse and neglect, education and work, health and sexuality,

media and new communications technologies, and participation.

After completing the specialization, participants will be familiar with the major theoretical perspectives and policy debates on children and youth. They will be able to place individual problems within their broader analytical and policy contexts and participate with confidence in debates, research, and analysis on key issues in the field of children, youth, and international development.

This specialization program is for young and mid-career professionals whose work involves them in the many issues and uncertainties facing today's young people in the fields of education, work/employment, health, sexuality, gender equity, human rights, and media. It is also for academics planning for careers in this field. Program staff include: Karin Arts, Kristen Cheney, Loes Keysers, and Auma Okwany.

You can apply on-line or download an application form on the ISS website: www.iss.nl

We can also send you an application form if you send an email to the student office at: student.office@iss.nl, or send us a letter or fax.

Our application deadline is July 1, 2011. Tuition Fees are € 12,500. Please check our website for fellowship possibilities.



SOLICITATIONS FOR THE OCTOBER 2011 NEWSLETTER

We are soliciting the following Columns/Features from ACCIG members for the October 2011 Newsletter:

Columns

(1000 words or less, including references; send to Rachael Stryker at rstryker@mills.edu)

- “Methods and Ethics in the Anthropology of Childhood,” in which members explore the methods and ethics associated with doing research on, or with, children
- A “Childhood and _____” column (you fill in the blank!), in which members discuss a topic of interest to their research
- “My Favorite Ethnography of Childhood,” in which members discuss their favorite classic or contemporary ethnography of children or childhood and why
- “My Experiences/Intersections with Interdisciplinary Research on Children,” in which members investigate the value, pitfalls, and lessons associated with combining anthropological research with that of other disciplines to study children

Additional Features

Letters to the Editor (200 words or less;

please send to Rachael Stryker at: rstryker@mills.edu)

New Book Announcements (please send to Rachael Stryker at: rstryker@mills.edu)

Professional Opportunities (please send to Genevieve Okada at: gokada@gmail.com)

- Job announcements
- Research Opportunities
- Grants/Prizes Available
- Calls for Papers/Abstracts
- Conference Announcements

**Member News/
Professional Updates**
(please send to Genevieve Okada at: gokada@gmail.com)

- Recent Appointments
- Grants Received
- Prizes Awarded
- Any other achievements or publications that members would like to announce
- Photos from Fieldwork (with caption of 30 words or less)

September 15, 2011 is the deadline for all submissions.

ACCIG NEWSLETTER CONTRIBUTORS

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