A quick glance at the AAA Annual Meeting preliminary program reveals the extent to which anthropologists are turning a lens toward child and youth issues. A search for these terms yields 380 matches for papers and panels. ACCIG is proud to have organized many of these. We thank members for their contributions to the group, and for all they have done to promote the anthropology of children and childhood in their respective departments. We still have some way to go before children and childhood are taken as relevant research topics on par with other social groups, so we will continue to raise the profile of child studies within the AAA. This year’s meeting theme is “circulation”, so we encourage you to circulate and spread the word!

On a personal note, I have moved to the Netherlands to take up a position as Senior Lecturer and Convener of the Children & Youth Studies program at the International Institute of Social Studies in The Hague, but I still plan to remain active with AAA and ACCIG. I also hope to help build relations between ACCIG and European childhood studies associations.

If you would like to join the interest group, please go to the AAA website Interest Groups page and fill out an application: http://aaanet.org/sections/upload/Interactive-Interest-Group-Form2009.pdf. It’s free to all AAA members! You may also join our active listserv by sending an email to listserv@listserv.american.edu with the subject header “subscribe ACCIG-L (your first and last name)”.

We hope to continue to grow and serve our members.

Finally, there are many opportunities to get involved in ACCIG’s projects. We are particularly keen to have people help make the website more user-friendly, and to plan the spring meeting with SCCR in February 2010 in Charleston, SC. Please contact the following activities chairs to express your interest:

- 2011 joint SCCR meeting planning committee: Jill Korbin (jill.korbin@case.edu)
- Leadership: Tom Weisner (tweisner@ucla.edu)
- Newsletter: Rachael Stryker (rstryker@mills.edu)
- Website: David Lancy (david.lancy@usu.edu)
Children and Childhood-Related Sessions at the Annual Meetings of the American Anthropological Association, 2010: A Preview

Rachael Stryker (Mills College)

This year’s AAA Annual Meeting includes numerous presentations and activities related to the anthropology of children and childhood, covering a variety of topics. With at least 15 sessions focused specifically on issues related to children and youth such as The Circulation of Children: Moral Panics, Children’s Rights and Anthropological Responses; Opportunity Circulation, 21st Century Style: Networking our Neighborhoods and Nation to Better Serve Young People; and The Spaces in Between: Movement in the Face of Enclosures in the African Diaspora, and over 300 papers, posters and films directly related to children and youth, AAA attendees will have many opportunities to engage with new and recent scholarship concerning children and childhood.

In addition, don’t forget to mark your calendars for the Anthropology of Children and Childhood Interest Group organizing meeting that will be held on Friday evening, November 19th, at 6:45 pm, and followed by a social hour and book display.

For more details on specific child and childhood-related activities at this year’s AAA Meeting, search the meeting program at http://www.aaanet.org/mtgs/dev/index.cfm.
## Some Children and Childhood - Related Activities at the 2010 AAA Annual Meeting

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Event Type</th>
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<tbody>
<tr>
<td>Wed., 11/17 2:00 PM</td>
<td>Circulations Of Children And Family</td>
<td>Session</td>
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<tr>
<td>Wed., 11/17 4:00 PM</td>
<td>Contextualizing Social Identification And Youth Formation In Schools</td>
<td>Session</td>
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<tr>
<td>Wed., 11/17 4:00 PM</td>
<td>Opportunity Circulation, 21St Century Style: Networking Our Neighborhoods And Nation To Better Serve Young People</td>
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<tr>
<td>Wed., 11/17 4:00 PM</td>
<td>Youth In Flux: Exploring Youth Mental Health In Times Of Change</td>
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<tr>
<td>Wed., 11/17 6:00 PM</td>
<td>Child Development In Context: Exploring Family And Teacher Perspective Through Case Study Research</td>
<td>Session</td>
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<tr>
<td>Wed., 11/17 6:00 PM</td>
<td>Circulations, Children, And Childhood</td>
<td>Session</td>
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<tr>
<td>Wed., 11/17 6:00 PM</td>
<td>Circulating Discourses: Immigrant Youth And The Contradictions They Encounter</td>
<td>Session</td>
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<tr>
<td>Thu., 11/18 8:00 AM</td>
<td>The Circulation Of Children: Moral Panics, Children's Rights And Anthropological Responses, Organized By The Anthropology Of Children &amp; Childhood Interest Group</td>
<td>Session</td>
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<tr>
<td>Fri., 11/19 12:30 PM</td>
<td>Children Under Observation In India</td>
<td>Film Screening</td>
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<td>Fri., 11/19 1:45 PM</td>
<td>Beginning Ethnographers: Circulating In Compelling Dilemmas And Sites</td>
<td>Session</td>
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<tr>
<td>Fri., 11/19 5:00 PM</td>
<td>Napa Occupational Therapy &amp; Occupational Science Interdisciplinary Special Interest Group Business Meeting</td>
<td>Special Event - Organizing Meeting</td>
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<tr>
<td>Fri., 11/19 6:45 PM</td>
<td>Anthropology Of Children &amp; Childhood Interest Group Organizational Meeting, Book Fair &amp; Social Hour Business Meeting</td>
<td>Special Event - Organizing Meeting</td>
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<tr>
<td>Sat., 11/20 10:15 AM</td>
<td>Multilingual Practices, Stance, And Language Ideology In Children’s Peer And Sibling-Kin Group Interactions</td>
<td>Session</td>
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<tr>
<td>Sat., 11/20 10:15 AM</td>
<td>Circulating Discourses, Disciplines, And Dilemmas In Education Policy Research And Praxis – Anthropology “Of” And “In” Policy</td>
<td>Session</td>
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<tr>
<td>Sat., 11/20 1:45 PM</td>
<td>The Spaces In Between: Movement In The Face Of Enclosures In The African Diaspora</td>
<td>Invited Session</td>
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<tr>
<td>Sat., 11/20 4:00 PM</td>
<td>Mobilizing Media: Constructing Social Identities In Youth Diasporas</td>
<td>Session</td>
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<tr>
<td>Sun., 11/21 8:00 AM</td>
<td>Centering Youth: Negotiating Intersections, Borders, And Identities, Organized By The Anthropology Of Children &amp; Childhood Interest Group</td>
<td>Session</td>
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<td>Sun., 11/21 8:00 AM</td>
<td>Youth In The Margins</td>
<td>Session</td>
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<tr>
<td>Sun., 11/21 8:00 AM</td>
<td>Ethnographies Of Childhood In School: Implications For Policy In Early Childhood Education</td>
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Anthropologists use citizenship as a rubric to consider the close connections between rights, resources and membership in modern nation-states (e.g., Ong 2003, Holston 2008). Such analyses of citizenship invigorate ethnographic research on the role of the state in children’s lives. One virtue of this line of inquiry is that it draws connections between a variety of seemingly disparate contexts, including the realms of welfare provision, healthcare, law enforcement, housing, public schooling and the larger public cultures that mediate children’s positioning within the nation and the body politic. All of these domains offer valuable insights into the ways that young people’s claims to rights, resources and membership are staked, contested and transformed.

For example, my own ethnographic research in Berlin points to the significant role of public schooling in the construction and enactment of children’s citizenship. In fact, the Federal Republic of Germany offers a particularly instructive venue to consider the political stakes of education. In the aftermath of the Third Reich and the Holocaust, state and federal authorities have consistently required the nation’s schools to instill in their young charges specifically liberal democratic sensibilities as well as a critical attitude toward the Nazi past. In addition, schools have emerged as one of the state’s primary zones of engagement with postwar immigrant populations, including those from Turkey and other Muslim-majority countries (Schiffauer et al. 2004). These efforts have gained even greater urgency in the aftermath of 9/11, when schools were mobilized as part of the state’s broader effort to combat Islamic militancy and terrorism.

Many of the anxieties currently surrounding Islam are evident in the debates that have accompanied the arrival of German-language Islamic religious instruction in the nation’s public schools. Most of Germany’s primary and secondary schools already incorporate some combination of Catholic, Lutheran, Jewish and secular humanist education into their curricula, but since the late 1990s efforts to introduce Islamic equivalents have met with resistance from both state officials and civil society organizations. In Berlin, this opposition has been compounded by the fact that religious instruction is monitored but not implemented by local educational authorities; the actual instruction is delegated to legally recognized “religious and world-view communities” (Religions- und Weltanschauungsgemeinschaften) like the Christian churches and, in the case of Islam, the Islamic Federation of Berlin-Brandenburg. Although it secured the right to provide religious instruction in the city’s schools through a 2000 Constitutional Court ruling, the Islamic Federation continues to provoke public anxiety because of its affiliations with the National View (Milli Görüş), an offshoot of several Turkish Islamic political parties that the German government has long regarded as an extremist association.

Berlin educational authorities have repeatedly objected to the Islamic Federation’s curriculum on the grounds that it does not demonstrate sufficient fidelity to the principles of secularity and gender equity. Since the launch of its classes in 2001, however, the Islamic Federation has managed to answer at least some of these concerns by overtly aligning itself with public schools’ commitments to liberal democracy and immigrant integration. According to Islamic Federation Vice President Burhan Kesici, the organization helps students to “learn that the values held in high esteem in German society can also be represented as Islamic”. Indeed, many of these “values” can be readily connected to liberal notions of equality, dignity and tolerance. As Kesici noted in my interview with him in the summer of 2006:

“We try to make clear that all people are created by God, and that all people are equal (gleich). The result is that each person has a special position before God that we cannot dismiss. For this reason we must show respect . . . These are rather normal things, but one has to consider the children’s world: what they see on television, what they see on the street. Above all it is difficult because they are relatively frequent victims of discrimination. We’ve had many conversations where children say, “Yes, but Hans or Franz, he has no respect for me. Why should I have respect for him?” Because you are obligated by God as a Muslim.

By relating religiosity to students’ lives in this way, the Islamic Federation aims to interpret and communicate the Islamic tradition so that it can be effectively put to work in the formation of tolerant and liberal German citizens (Starrett 1998).

This effort to promote appropriate forms of political engagement, however, does not always proceed smoothly or predictably. In January 2009, for example, the Islamic Federation’s teachers noted that many of their students were concerned about the recent Israeli incursion into Gaza, and they designed a classroom activity that encouraged fifth and sixth graders to write letters that candidly expressed their feelings. Most of the letters called for peace in Gaza and throughout the world, and many condemned the destruction of schools and the deaths.
of children and the poor without attributing responsibility to any particular group. A few students, however, offered pointed criticisms of Israeli actions, called on Palestinians to defend themselves, or promised divine retribution: “the Israelis are super, super, super mean,” one child wrote, “but I know that God will someday impose a punishment on Israel.” Thus, even as the teachers had designed the letter-writing exercise as a forum for free discussion, a few of the children’s viewpoints seemed—at least superficially—to confirm public anxieties about Islamic illiberalism. (Indeed, when the Islamic Federation posted some of the letters on its website, critics accused the organization of condoning Palestinian militancy, anti-Semitism, and other extremist sensibilities). This outcome suggests that the students were not the passive recipients of the Islamic Federation’s pedagogy; they too were actively involved in constructing and contesting the terms of suitable political involvement.

Islamic religious instruction offers only one example of the cultural struggles surrounding public education as a key site in the formation of citizenship. Precisely because schools are dedicated to the education of future citizens, they reveal the competing notions of appropriate membership espoused by policymakers, educators, activists and other (adult) observers. Moreover, they constitute an important venue in which to observe how children themselves engage with citizenship norms and practices. In the end, my brief treatment can only hint at the research that might be conducted at this intersection of childhood and the state. But it nevertheless suggests that anthropological attention to childhood can draw insights from young people’s lives in ways that speak to larger disciplinary and interdisciplinary concerns (Cole and Durham 2008:21-22).

**Works Cited**


**Correction Notices**


**New Book Announcements**

Recess Battles: Playing, Fighting, and Storytelling

Anna Beresin

October, 2010

University Press of Mississippi

$50.00

As children wrestle with culture through their games, recess has become a battleground for the control of children’s time. Based on dozens of interviews and the observation of over a thousand children in a racially integrated, working-class public school, *Recess Battles* is a moving reflection of urban childhood at the turn of the millennium. The book debunks myths about recess violence and challenges the notion that schoolyard play is a waste of time. The author videotaped and recorded children of the Mill School in Philadelphia from 1991 to 2004 and asked them to offer comments as they watched themselves at play. These sessions in *Recess Battles* raise questions about adult power and the changing frames of class, race, ethnicity and gender. The grown-ups’ clear misunderstanding of the complexity of children’s play is contrasted with the richness of the children’s folk traditions.
Being Young and Muslim: New Cultural Politics in the Global South and North
Linda Herrera and Asef Bayat (editors)
July, 2010
Oxford University Press
$29.95

In recent years, there has been a proliferation of interest in youth issues and Muslim youth in particular. Young Muslims have been thrust into the global spotlight in relation to questions about security and extremism, work and migration and rights and citizenship. This book interrogates the cultures and politics of Muslim youth in the global South and North to understand their trajectories, conditions and choices. Drawing on wide-ranging research from Indonesia to Iran and Germany to the U.S., it shows that while the majority of young Muslims share many common social, political and economic challenges, they exhibit remarkably diverse responses to them. Far from being “exceptional”, young Muslims often have as much in common with their non-Muslim global generational counterparts as they share among themselves. As they migrate, forge networks, innovate in the arts, master the tools of new media and assert themselves in the public sphere, Muslim youth have emerged as important cultural and political actors on a world stage.

Recess Battles is an ethnographic study of lighthearted games, a celebratory presentation of children’s folklore and its conflicts and a philosophical text concerning the ironies of everyday childhood. Rooted in video micro-ethnography and the traditions of theorists such as Bourdieu, Willis and Bateson, *Recess Battles* is written for a lay audience with extensive academic footnotes. International scholar Dr. Brian Sutton-Smith contributes a foreword, and the children themselves illustrate the text with black and white paintings.

Girlhood: A Global History
Jennifer Helgren and Colleen Vasconcellos (Editors)
April, 2010
Rutgers University Press
(Series in Childhood Studies)
$70.00

*Girlhood,* interdisciplinary and global in source, scope and methodology, examines the centrality of girlhood in shaping women’s lives. Scholars study how age and gender, along with a multitude of other identities, work together to influence the historical experience.

Spanning a broad time frame from 1750 to the present, essays illuminate the various continuities and differences in girls’ lives across culture and region—girls on all continents except Antarctica are represented. Case studies and essays are arranged thematically to encourage comparisons between girls’ experiences in diverse locales, and to assess how girls were affected by historical developments such as colonialism, political repression, war, modernization, shifts in labor markets, migrations and the rise of consumer culture.

The Road to Evergreen: Adoption, Attachment Therapy, and the Promise of Family
Rachael Stryker
July, 2010
Cornell University Press
$59.95 (hard cover) / $19.95 (paperback)

Reactive attachment disorder (RAD) is a psychiatric condition affecting children that is characterized by inappropriate and sometimes disturbing ways of relating socially to others, including parents. In *The Road to Evergreen,* Rachael Stryker provides an in-depth exploration of the theory, implementation and culture of attachment therapy as it is practiced in Evergreen, Colorado, the center of RAD treatment in the United States. To understand RAD and the Evergreen model, Stryker conducted interviews with client families at an attachment clinic in Evergreen.
The late 1990s and early 2000s witnessed a surge in the publication and popularity of autobiographical writings about childhood. Linking literary and cultural studies, *Contesting Childhood* draws on a varied selection of works from a diverse range of authors—from first-time to experienced writers. Kate Douglas explores Australian accounts of the Stolen Generation, contemporary American and British narratives of abuse, the bestselling memoirs of Andrea Ashworth, Augusten Burroughs, Robert Drewe, Mary Karr, Frank McCourt, Dave Pelzer and Lorna Sage, among many others.

Drawing on trauma and memory studies and theories of authorship and readership, *Contesting Childhood* offers commentary on the triumphs, trials, and tribulations that have shaped this genre. Douglas examines the content of the narratives and the limits of their representations, as well as some of the ways in which autobiographies of youth have become politically important and influential. This study enables readers to discover how stories configure childhood within cultural memory and the public sphere.

Dr. Seuss’s classic character the Lorax has delighted children for decades while passing along a powerful message about environmental responsibility. The book’s young readers, and their parents, would likely be surprised by the emergence of a new character, Truax, a kindly logger created by a longtime employee of the wood products industry, who, not surprisingly, has a far different viewpoint to share. Yet the Truax character, and the book of the same name, is just one example of a growing genre of conservative-themed narratives for young readers spawned by the continuing strength of the American political right.

Highlighting the works of William Bennett, Lynne Cheney, Bill O’Reilly and others, Michelle Ann Abate brings together such diverse fields as cultural studies, literary criticism, political science, childhood studies, brand marketing and the cult of celebrity. *Raising Your Kids Right* dispels lingering societal attitudes that narratives for young readers are unworthy of serious political study by examining a variety of texts that offer information, ideology and even instructions on how to raise kids right, not just figuratively but politically.
As a field, childhood studies has flourished in large part because scholars have recognized the necessity of moving between and beyond traditional academic disciplines and have resisted the idea that there exists one normative version of childhood common to all. Indeed, Multiple Childhoods/Multidisciplinary Perspectives seeks participation from those who work to counter the presumption or invocation of an unproblematically normative childhood by making visible how varied material and institutional circumstances, ideologies, beliefs and daily practices serve to shape the unfolding lives and experiences of children.

In this spirit, participants are encouraged to interrogate practices and discourses surrounding childhood and childhood studies, asking, for instance: What forms do childhoods take in various social arrangements? How do the dynamics of social class, ethnicity, race, nationality, gender, sexuality, sexual orientation and religion configure notions of “appropriate” and “inappropriate” childhoods? How do children understand various kinds of social difference and inequalities? What about the understandings of researchers, and those who care for or otherwise attend to children? In what ways do conceptualizations of “the child” and of presumed normative childhoods—in research, in the commercial world, in institutional and everyday settings, in literature and discourse—inform the kinds of actions undertaken by and on behalf of children?

The full Call for Papers is now available at: http://www.camden.rutgers.edu/multiple-childhoods

Deadline for Submissions:
November 30, 2010

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The full Call for Papers is now available at: http://www.camden.rutgers.edu/multiple-childhoods

Deadline for Submissions:
November 30, 2010
Cultural Studies, courses, projects and meetings on the theme multiply, we propose a critical overview of anthropological accounts on childhood and children. The conference will present how this field developed in social and human sciences according to different academic traditions.

Recent and numerous studies on ‘children’s cultures’ and on the social role of children are rooted in the concepts of ‘the child as an actor’ and of ‘agency’. They break up with the perception of the child as an ‘adultbe’ and a passive recipient; they are also embedded in its recognition, as an active and creative subject, initiated by the promulgation of its rights and the evolution of its status.

Papers should question the connection between social and symbolic construction of childhood and the construction of the ‘child-actor’: how is the child shaped and how does it construct itself; what is its position in society and how can its voice be taken into account?

For more information, go to: http://www.icyrn.net/index.php?page=events&id=201&lang=en

Journal Calls for Papers

JEUNESSE: YOUNG PEOPLE, TEXTS, CULTURES

This interdisciplinary, refereed academic journal’s mandate is to publish research on ‘and to provide a forum for’ discussion about cultural productions for, by and about young people.

The focus of the journal is on the cultural functions and representations of “the child”. This can include children’s and young adult’s literature and media; young people’s material culture, including toys; digital culture and young people; historical and contemporary constructions, functions, and roles of “the child” and adolescents and literature, art and films by children and young adults. We welcome articles in both English and French, and although the focus is on Canada, we welcome submissions from all areas and cultures.

More information on how to submit papers and how to subscribe can be found on our website: http://jeunessejournal.ca.

CHILDHOODS TODAY

Childhoods Today is an externally reviewed bi-annual e-journal published by the Centre for the Study of Childhood and Youth at the University of Sheffield (UK), and supported by the World Universities Network.

The aim of the journal is to provide an international forum designed exclusively for the publication of articles by postgraduate students (i.e. those studying for the MA, M.Phil. or PhD), as well as those who have recently completed their PhDs in the field of childhood studies, which can then be accessed by other postgraduates and academics working in the field.

First published in 2007, the journal has already achieved a high level of international recognition and received an endorsement from Childwatch International.

For further information, please contact: Dr. Afua Twum-Danso- a.twum-danso@sheffield.ac.uk or Mrs. Dawn Lessels-d.j.lessels@sheffield.ac.uk

Anyone wishing to submit material for publication can access the ‘Notes for Authors’ page on the journal’s website: http://www.childhoodstoday.org.

New Journal Announcements

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 re-configure 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 Announcements

Postdoctoral Fellowship in Interdisciplinary Studies for the Culture & Disability Project: Autism Spectrum Disorder in India & the United States, UCLA.
The Foundation for Psychocultural Research (FPR) announces the new FPR-UCLA Culture, Brain, Development, and Mental Health Program, Thomas S. Weisner, Director; Tamara Daley, Co-PI.

Applicants must have a doctoral or M.D. degree and have a background in one or more of the following areas: ASD, family and human development research, social sciences (Anthropology, Psychology, Sociology), neuroscience and/or public health. The project will be conducted with families with a child with ASD in the New Delhi, India area, and families in the Los Angeles area. Candidates who have cultural, linguistic or other familiarity with Indian families, and/or families with children with disabilities would fit well with this program but familiarity is not required. Experience with both qualitative and quantitative methods preferred.

Please address questions to Leanna Hernandez, cbd@ucla.edu.

Interested applicants can find more information about the CBDMH program and application instructions at: http://www.cbd.ucla.edu/CBDMH/Culture_Disability/Culture_Disability.html.

**Publication Announcements**

**Jennifer Keys Adair** (UT-Austin) announces the release of a policy brief titled “Ethnographic Knowledge and Early Childhood”. The brief was generated by a genuine interest within the ethnographic research community, led by educational anthropologists and other educational researchers, to be more informative about the research they do. It is a comprehensive look at what ethnographic research over the last five years tells us about early learning through the experiences and perspectives of young children, parents and teachers.

Highlights include:

1. An explanation of why ethnographic research should inform early childhood programs and policy
2. Findings from the last five years of ethnographic research that focus on children, parents and teachers, early childhood programs and early childhood policies
3. Recommendations for including more ethnographic research in program requirements, policy guidance and federal early childhood forums
4. Examples of key ethnographic studies and publications on early childhood

This brief was sponsored by the Council on Anthropology and Education in collaboration with the Anthropology of Children and Childhood Interest Group, both part of the American Anthropological Association. In addition, researchers conducting ethnographies were included from Critical Perspectives on Early Childhood Education, a special interest group within the American Educational Research Association.

The entire brief can be found on the CAE website: http://www.aaanet.org/sections/cae/policy.html The document can also be found after November 1, 2010 in the ERIC Collection as ED511898 the ERIC Web site: http://www.eric.ed.gov

For more information, contact Jennifer Keys Adair at jenniferadair@mail.utexas.edu

**Jónína Einarsdóttir** (U Iceland) would like to announce the recent publication of the UNICEF report, “Child Trafficking in Guinea-Bissau: An Exploratory Study”, published by Jónína Einarsdóttir, Hamadou Boiro (INEP-Instituto Nacional de Estudos e Pesquisa), Gunnlaugur Geirsson (U Iceland), and Geir Gunnlaugsson (Reykjavík U).

To read the report, go to: http://www.unicef.is/files/file/Mansal_isl.skyrsla.pdf
SOLICITATIONS FOR THE FEBRUARY 2011 NEWSLETTER

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

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

- “Methods & Ethics in the Anthropology of Childhood”, in which members explore the methods and ethics associated with doing research on, or with, children
- A “Childhood & _____________” 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

If you plan on submitting to the ACCIG Newsletter, be sure to visit the ACCIG website at http://www.aaACCIG.org/ starting November 1, 2010, for all submission guidelines.

ACCIG NEWSLETTER CONTRIBUTORS

Editor and Book Announcements Coordinator: Rachael Stryker (Mills College, Dept of Sociology and Anthropology)

Layout Editor: Alvaro Vargas (Think & Co., Canada)

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