

# NEOS

A PUBLICATION OF THE ANTHROPOLOGY OF CHILDREN AND YOUTH INTEREST GROUP

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## ADVISORY BOARD UPDATE

### ACYIG First Solo Conference A Success! Looking Ahead

Rachael Stryker (CSU, East Bay;  
ACYIG Convener)

On March 13-15, 2015, ACYIG held its first solo conference on the California State University, Long Beach campus. We are happy to report that it was one of the most successful ACYIG conferences to date! Over 90 presenters provided papers and workshops to about 120 attendees. Our presenters came from six countries and over thirty universities, colleges, and worksites. They included practitioners and scholars from more than ten disciplines, with an excellent mix of professionals and graduate students (about 3:2).

I'd like to offer deep gratitude to several people who made the ACYIG Conference so special. First, a huge shout-out to ACYIG Board Members Heather Rae-Espinoza and Cindy Dell Clark for all of their hard work. They set an example of how to run an intellectually-rigorous, yet

fun and affordable conference that our group will attempt to replicate for years to come for our solo conferences. I'd also like to thank the CSU Long Beach campus for hosting us. About twenty CSULB departments, offices, and student groups pulled together to generously offer their space, money, and time, setting a true example of how a campus can come together to encourage fine scholarship. Finally, I'd like to thank Dr. Susan Terrio for her wonderful Keynote Address, "Undocumented, Unaccompanied Children and the Politics of Culture." It was standing room only, with approximately 130 attendees.

With such a successful conference under our belts, the Board is excitedly looking ahead to future meetings. Based on last summer's Membership Survey results (2014), the Board voted to move to biennial ACYIG Meetings, which puts our next conference in 2017. We also voted to conduct joint meetings every four years, starting in 2017. The Board is



*Whale watching in Long Beach – Even the dolphins came to the ACYIG Conference. Photo by Bill Clark.*

looking to expand our options for joint conferences, and we are currently in negotiations with AAA Sections and with campuses that house strong programs in the Anthropology of Children and Youth or Childhood Studies in North America. If you, your department, or your campus would like to help sponsor a joint ACYIG Conference in your city, town, or campus, please email Rachael Stryker at: rachael.stryker@csueastbay.edu.

In the nearer future, please be sure to attend the ACYIG Organizational Meeting at this year's AAA Meeting in Denver. It will take place on Saturday, November 21, between 12:15 - 1:30 pm. This year's meeting will be a brown-bag lunch, so please bring food and drink. Our agenda includes continuing to build Collaborative Research

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Networks within ACYIG and expanding ACYIG’s presence to Europe and South America, among other issues.

We’d also like to remind everyone to please check out ACYIG’s content on Twitter, Facebook, YouTube, and our website and blog. ACYIG’s new YouTube channel features great film resources for teaching about childhood! Our latest blog entry by Stephanie L. Canizales discusses Guatemalan youth in Los Angeles. Check it out at <http://acyig.americananthro.org/category/acyig-blog/>.

Finally, I’d also like to take this opportunity to announce that after three years as Convener, I will be stepping down. It has been a great experience to see the Anthropology of Children and Youth grow to such a successful sub-discipline within the AAA in a short period of time. The Board is pleased to say that Dr. Lauren Heidbrink will begin a two-year term as Convener on January 15, 2015. We invite members to apply for several open

Board positions announced in our Call for Applications in this issue of *Neos*. We look forward to working with new colleagues on continuing to create a solid future for ACYIG!

CALL FOR BLOG SUBMISSIONS

Have something to say? Write for ACYIG’s blog! Please email Bonnie Richard at [brichard@ucla.edu](mailto:brichard@ucla.edu) for more info. The ACYIG blog is a great forum for brief essays intended for a broader public audience, and there’s plenty of space for visuals as well!



Conference organizers Cindy Dell Clark and Heather Rae-Espinoza with Convenor Rachael Stryker. Photo by Bill Clark.



The ACYIG Board meets on the hotel patio. Photo by Bill Clark.

## SOCIAL MEDIA UPDATE

Patrick Alexander (Oxford Brookes University; Social Media Coordinator)

The social media outputs of the ACYIG continue to grow at a fast pace. The purpose of our social media is to promote the activities of our members, create links with key stakeholders across our field, and celebrate excellent research in the anthropology of childhood and youth.

We now have more than a thousand followers on Facebook, with our posts regularly reaching hundreds of individuals across the world. Our followers on Twitter have more than tripled in recent months and now include accounts for key organizations and individuals in the field (follow us @ACYIG\_AAA). Our most recent development is the establishment of a dedicated ACYIG YouTube channel which provides free access to a growing collection of audiovisual material (lectures, documentary films, etc.) that are valuable for both teaching and research.

Check out the channel here: <https://www.youtube.com/playlist?list=PLAJWMx-D8EYn3orNjsCy9k3F2atP31hrZ>

Finally: we're always looking for publications to promote, interesting articles to share, events to publicize, and videos to add to our channel. Please contact [patrickgalexander@gmail.com](mailto:patrickgalexander@gmail.com) or get in touch via Facebook or Twitter to share your thoughts, activities and research successes!

## MEMBERSHIP UPDATE

### ACYIG Collaborative Research Networks are LIVE!

Lauren Heidbrink (National Louis University)

The Anthropology of Children and Youth Interest Group (ACYIG) is pleased to announce the launch of a new Collaborative Research Network (CRN): CRN\_Mobilities. CRNs provide an opportunity for ACYIG members to develop and lead inter-disciplinary groups of scholars, practitioners, and students around specific thematic interests. Collaborative Research Networks may involve activities such as email groups, listservs, calls to action, op-eds, organizing conference panels, or other activities and communications contributing to scholarly issues relevant to ACYIG membership. We strongly encourage inter-disciplinary and international membership. Membership within CRNs is free and open to the public.

The focus of ACYIG's first CRN is Global Mobilities. CRN\_Mobilities examines the actual and imagined movement of global children and youth, broadly conceived. We invite scholars, students and practitioners to share resources, links, and information that considers young people as agents of mobility and movements, and/or that examines the mobility of ideas about global childhood and youth. Potential topics include but are not limited to: migration and transnational identities; social media and social movements; young people's influence on global flows of people, capital, ideas, and values; and popular discourse and representations of global children and youth.

Want to join? It's easy... sign up here: [https://lists.capalon.com/lists/listinfo/acyig\\_mobilities](https://lists.capalon.com/lists/listinfo/acyig_mobilities). You must be a listserv member to send and receive emails.

We hope you will consider actively participating and proposing your own CRN today. For more information, visit the [www.aaanet.org/sections/acyig/crns/](http://www.aaanet.org/sections/acyig/crns/).

## PUBLICATION UPDATE

Kate Grim-Feinberg (*Neos* Editor)

ACYIG is pleased to publish our first issue of *Neos*, formerly known as the ACYIG Newsletter. We have renamed our publication to better reflect the professional and peer-reviewed nature of our authors' work. The winning title was provided by Elisa Sobo of San Diego State University. *Neos* means young, new, or fresh, aptly reflecting both our subject matter of children and youth and our focus on the latest news among our members.

I would like to acknowledge *Neos* staff, reviewers, and authors for making this a smooth transition, with a special thanks to Layout Editor Álvaro Vargas. We've received a record number of article submissions and volunteer reviewers for this issue, and I hope to build on this momentum to continue taking the publication in new directions.

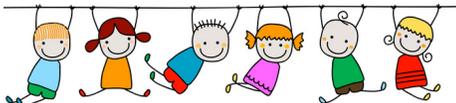
Please send reactions to this issue and comments on the publication as a whole to [ACYIG.Editor@gmail.com](mailto:ACYIG.Editor@gmail.com) to include in our "Letters to the Editor" section of the February 2016 issue.

## CONFERENCE UPDATE

### SOME CHILDHOOD AND YOUTH-RELATED ACTIVITIES AT THE 2015 AAA ANNUAL MEETING

Date	Title	Event Type
Wed, 11/18, 12-1:45PM	Migrant Youth Navigating The Terms Of Reception In The United States	Session
Wed, 11/18, 4-5:45PM	Proper Births, Proper Parents	Session
Wed, 11/18, 4-5:45PM	Exhausting Education: Belonging, Abandonment And Sacrifice In Late Liberal Education	Session
Wed, 11/18, 4-5:45PM	Children's Learning As Contextually Familiar And Institutionally Strange: Insights From The Learning By Observing And Pitching In (Lopi) Framework	Session
Thurs, 11/19, 8-9:45AM	Beyond The Familiarity Of Agency: Theorizing Young People's Creativity In Negotiating Difficult Global Contexts	Session
Thurs, 11/19, 10:15AM-Noon	Prearious Lives: Immigrant And Refugee Youth Negotiating The Politics Of Precarity In The Everyday	Session
Thurs, 11/19, 1:45-3:30PM	Digital Media And Reconsidering The Boundaries Of Youth In Japan And South Korea	Session
Thurs, 11/19, 1:45-3:30PM	The Absent Child And Transnational Families: Hidden Engagements, Familiar Facades	Session
Thurs, 11/19, 4:00-5:45PM	Making The Familia(R) Strange: Understanding Kinship Networks, Citizenship And The State In The Age Of Migrant Deportability	Session
Thurs, 11/19, 4:00-5:45PM	Qualia, Emotion, And Social Structure: Exploring The Roles Of Ritual And Routine In Children's Cultural Learning	Session
Fri, 11/20, 8-9:45AM	Denaturalizing 'Youth': Politics, Citizenship, And Representation Across The Indian Ocean	Session
Fri, 11/20, 8AM-9:30AM	Experiments In Ethnographies Of Child Development: Theoretical And Methodological Entanglements Between Anthropology And Psychology	Session
Fri, 11/20, 10:15-Noon	Grappling With The Familiar/Strange In Ethnographic Studies Of Young People Doing Science And Technology	Session
Fri, 11/20, 1:45-3:30PM	Autism Spectrum Disorder And The Manifold Ethnomethodologies Of Engagement	Session
Fri, 11/20, 1:45-3:30PM	Negotiating Motherhood: Roles, Identities, And Expectations In Conflict	Session
Fri, 11/20, 4-5:45PM	Encountering Culture: Imaginaries Of And By Global Youth	Session
Fri, 11/20, 4-5:45PM	The Path To Sustainable Livelihoods: How Youth Leverage Connected Learning Opportunities	Session
Sat, 11/21, 10:15AM-Noon	From The Streets To The Asylum: Medicalizing Vulnerable Children	ACYIG-Sponsored Session
Sat, 11/21, 10:45-11AM	Classic And Emerging Themes In The Anthropology Of Children And Youth	AAA-Invited Paper on the State of the Anthropology of Children and Youth
Sat, 11/21, 12:15-1:30PM	Anthropology Of Children And Youth Interest Group Organization Meeting	ACYIG-Organization Meeting
Sat, 11/21, 1:45-3:30PM	"Breaking The Rules?": The Politics Of Deviance Among Children And Youth	Session
Sat, 11/21, 3:00-3:15PM	Earth's Children	Film
Sun, 11/22, 8-9:45AM	Youth Agency, Citizenship, And Cultural Production	Session

## MEMORIES OF BRIAN SUTTON- SMITH



### Brian Sutton-Smith (1924-2015): Play's Trickster

Helen B. Schwartzman (Northwestern U)

My favorite memories of Brian come from his participation in the very early meetings of The Association for the Anthropological Study of Play (TAASP, now The Association for the Study of Play) in the 1970s. TAASP meetings were always my favorite to attend because they were both intellectually challenging and amazingly fun events. At the center of the challenges and the fun was Brian. Everyone always looked forward to his presentations, which really were performances. One of my favorites was a 1976 collaboration with his students at Teachers College, Columbia University on a study of children's "folkstories" at a private preschool and public elementary school in New York City (Sutton-Smith 1981). The stories were imaginative, often wild and transgressive, and it was clear that Brian loved to perform them. I particularly enjoyed hearing the "burping Nixon" and "the crazy flying baby and Nixon's impeachment" stories.

There is so much to say about Brian as a researcher, as a friend, and most importantly, as a player. I believe that researchers who play with play (as Brian always did) are tricksters who are invariably led to mock and defy accepted realities, to challenge or invert unquestioned assumptions, and to tease and offer reor-

dered conceptions of the world. Victor Turner (1983) suggested some time ago that "play is a light-winged, light-fingered skeptic, putting into question cherished assumptions" (p. 223). He could just as easily have been defining the work and the play of Brian Sutton-Smith.

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Sutton-Smith, Brian (1981) *The Folkstories of Children*. Philadelphia, PA: University of Pennsylvania Press.

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### Reflections about My Teacher, Dr. Brian Sutton-Smith, After His Memorial at The Strong Museum of Play in Rochester, NY

Anna Beresin (The University of the Arts)

Although these words were written by French scholar Denis Saurat as an introduction to Rabelais's *Gargantua and Pantagruel*, every word rings true for Brian:

As for his mind, there is none better: he can argue with the subtlest. . . . On education, we still go to him; and his criticism of the education of his day still largely holds good against ours today. Against useless erudition he is splendid. . . . His enthusiasm for science is still an inspiration. . . . Look at the absurdity of things and of men: and do not take it seriously: laugh. (1945: iv)

Brian particularly loved Rabelais, that 500 year-old writer of *Gargantua and*

*Pantagruel*, or as I like to think of Rabelais, the precursor of Jonathan Swift and the inventor of Cookie Monster.

What Rabelais was for the adult carnival, Brian was for the festival of children's folklore in all its complexity, in all its grotesquery, in all its variation. Laugh with children in their folklore. Shake your head at the absurdity of the adult world.

A privilege to have studied with him, to have dueled with his brain, I have come to think of Brian as the most intelligent 11 year-old that ever lived.

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Saurat, Denise (1945) Introduction to Rabelais' *Gargantua and Pantagruel*. London: Westhouse.

### Brian Sutton-Smith: An Influential Mentor

Jean-Pierre Rossie (Centre for Philosophical and Humanistic Studies of the Catholic University of Portugal)

As an ethnographer of Saharan, North African, and Amazigh (Berber) children's play and toy-making activities, I first met Professor Brian Sutton-Smith during the congresses of the International Council for Children's Play (ICCP) in the second half of the 1980s. His interest in my early work opened doors for me as a young scholar within the world of play and toys. In 1993, Brian invited me to be a founding member of the International Toy Research Association (ITRA), and years later, he nominated me for the 2004 BRIO Prize of the Lennart Ivarsson Scholarship Foundation. I was truly honored when he agreed in 2005 to write a preface to my book *Toys, Play, Culture and Society: An Anthropological Approach with Reference to North Africa and the Sahara*.

No doubt, I am much indebted to Brian

Sutton-Smith. I will always remember him for what I learned through his publications, especially *Toys as Culture* (1986) and *The Ambiguity of Play* (1997), but even more for his kindness as a remarkable person.

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Rossie, Jean-Pierre (2005) *Toys, Play, Culture and Society: An Anthropological Approach with Reference to North Africa and the Sahara*. Foreword by Brian Sutton-Smith. Stockholm: Stockholm International Toy Research Centre, KTH.

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Sutton-Smith, Brian (1997) *The Ambiguity of Play*. Cambridge: Harvard University Press.

## Brian Sutton-Smith— He Helped us Find Our Way on the Playground

Scott Eberle (*The Strong National Museum of Play*)

For another great memory of Brian Sutton-Smith, please see Scott Eberle's blog at <http://www.museumofplay.org/blog/replay/2015/03/brian-sutton-smith-he-helped-us-find-our-way-on-the-playground/>.



## CHILDHOOD AND \_\_\_\_\_ COLUMN

### Childhood and Migration: “There’s No Place Like Home?” Rural Students’ Perspectives on Leaving Home to Study in Oaxaca, Mexico

Jayne Howell (California State U,  
Long Beach)

In recent years, Mexico has made tremendous advances toward meeting the UN Millennial Goal of universal education by 2015. For nearly a century, the federal government has promoted schooling as critical for national prosperity and personal mobility, including for rural residents living in poverty. Currently, there is near universal attendance amongst Mexican youth aged 6-15. However, place of residence and socio-economic status remain critical determinants of educational access, with rural and poor students those least likely to study. This pattern is accentuated in the southeastern state of Oaxaca (population 3.8 million), where both the 6.9 years of schooling attainment and 16 percent illiteracy rate for Oaxaqueños aged 15 and older lag 40 years behind national averages (INEGI 2010). Over 70 percent of the 10,000-plus communities in the state lack schools at mandatory elementary and secondary levels, and fewer still offer chances for higher education. Consequently, migration for educational purposes remains an all too familiar pattern in the rural landscape.

Surprisingly, the otherwise rich ethnographic record for Oaxaca that includes numerous studies of US-bound and cityward migrants is relatively silent about young Oaxacans who leave home to study. Hence, little is known about how their experiences of living away from home coincide with complex experiences reported for child and youth migrants, including “parachute children,” in other nations. The nature of students’ adjustments to new surroundings and complicated long-distance relationships with parents are recurring themes in this scholarship (e.g. Newman and Newman 2009; Tsong and Liu 2008).

The narratives of hundreds of former and current rural-born Oaxacan students (translated into English here) collected over the past 25 years provide insight into all of these nuanced aspects of the migratory experience. The majority come from economically marginalized households, and most began by explaining that they studied so that they would be able “to defend myself” economically and socially. They identified a number of obstacles they faced, including the limited number of scholarships, absence of student loan programs, and lack of dormitories at schools in the state capital (population 280,000) where institutions of higher education are concentrated. The living arrangements made after migrating are shaped by factors including place of origin and destination, financial constraints, and the age at which the student leaves home.

In keeping with locals’ assertions that ideally students should live with their parents, households who can, adopt a strategy where one or both parents relocates with the child(ren). In addition to maintaining an intact family unit, this practice routinely opens up new income-generating opportunities – frequently in vending – and saves on expenses of meals, housing and transportation. Typical arrangements made by students whose

families remain in the village include living in a *casa hogar* (a communal residence sponsored by an NGO or religious group) or working as a live-in domestic servant in exchange for room and board. By far the most common strategy entails tapping into a network of relatives – typically elder siblings, aunts and uncles or godparents – who are already established in a larger community. Doing so can simultaneously reduce expenses and provide peace of mind for parents. This practice is widespread enough that Arturo, a lawyer who relocated to Oaxaca City at age 14 to study upper secondary, remarked, “If you ask them, your aunts and uncles have no choice but to say, ‘Welcome to our home.’” Indeed, two of Arturo’s nephews now live with him in the capital while they study at this level.

Although the latter type of arrangement makes parents more comfortable, students who have lived with relatives expressed mixed feelings. From a positive perspective, living with someone they know intimately provides students with a sense of security. Interviewees often began a discussion of their experiences with the words “Thank goodness for my elder...” sister, brother, or grandparents. However, in more difficult situations, frictions can occur if a student does not get along with extended family members, including a host sibling’s in-laws. Distress is intensified for students who witnessed physical or verbal abuse that was typically directed toward their sisters, nieces and nephews. Some informants (both male and female) also spoke of being sexually abused.

Another concern parents and students related involved tensions created when relatives’ rules are stricter than those of parents. Albeit casting a watchful eye on young children may be desirable, students in their mid- to late teens often resented this. In other cases, parents and students spoke of situations in which a student lodger was treated as an unpaid



household worker. Accountant Naomi recalled that when she lived with her married sister’s family at age 17, “My brother-in-law demanded that I babysit their kids whenever they needed me, regardless of my schedule. Finally the pressure became too much, and I moved out.”

In contrast, students who had lived alone consistently spoke of enduring loneliness and homesickness. Depending on birth order and the age at which they left home, some had never lived with their siblings. Despite this, most did not consider this to be detrimental to family life. University administrator Simona, who began studying outside her village at age 15, asserted that “[it] may look strange from the outside, but it’s just part of Oaxacan life. We know where our home and family [are].”

## CONCLUSION

The experiences – at times painful, precarious, or triumphant – of Oaxaqueños who overcame financial and social obstacles reify Ensor and Gozdzia’s (2010) notion of young migrants’ “resilience” that belies the “vulnerability” of their youth. Ultimately, the narratives under-

score why it is imperative for anthropologists to give voice to the growing numbers of young national and international migrants whose realities are too often lost in aggregate statistical analyses.

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## METHODS AND ETHICS IN THE ANTHROPOLOGY OF CHILDHOOD COLUMN

### Children in Transition: Visual Methods for Capturing Impressions of Food Landscapes, Family, and Life among Homeless Youth

Preety Gadhoke and Barrett P. Brenton (St. John's University)

Children living in homelessness and displacement have been exhibiting an elegance of resiliency that has been palpable from the first day of our weekly after-school program workshops at a New York City transitional shelter over the last year. Our research takes the perspective that children have a unique capacity to express their knowledge and impressions about the everyday violence of poverty, displacement, family, identity, and the urban food landscape as active participatory agents. In our research, it is evident that visual anthropology methods are relevant, creative, and transformative tools that children can use for their agentic and hopeful expressions living in marginalized interactive spaces.

Historically, much of the research on childhood diet, health and nutrition to date has relied heavily upon quantitative methods. For instance, 24-hour dietary recalls and food frequency question-

naires provide mere “snapshots” of food landscapes, knowledge, and behaviors. With children undergoing marked developmental stages of language, cognition, and agency, we as anthropologists can develop more relevant and sensitive methods to allow children to express themselves in ways that are otherwise difficult only through verbalizations and observed actions.

Visual methods such as photovoice, photo-narratives, or photo-elicitation (Greene et al. 2014; Johnson et al. 2012; Pfister et al. 2014), can be used to go beyond a monolithic, static misperception of homelessness in America and begin to reveal the diversity of lived experiences, resiliency and coping strategies of those children in their own voices. This includes their use in community-based participatory research (Wang 2006). The primary strength of these techniques is to bring attention to the need for the inclusion of children as active participants and co-creators of knowledge in anthropological research on childhood through

the use of visual methods to document their experiences. As part of our pilot public health and nutritional anthropology research project, 18 children (9 boys and 9 girls, ages 10-15) living in transitional housing are expressing their voices and are contributing to the creation of policies and interventions designed to more effectively respond to their unique needs (during weekly workshops led by trained MPH student Kamran Daravi).

Given that most homeless children face vulnerabilities and challenges, our project takes a strengths- and rights-based approach to co-creating engaging and enlivening techniques and incentives that build upon children's resiliency and sensitivity to their social vulnerabilities. Our after-school project began with a workshop on basic photography, followed by directions on the use of disposable cameras (we are now using digital cameras). Children were instructed to select and frame subjects that could be linked via theme-based prompts to issues related to their life in transitional spaces.



Figure 1. Pot of beans photographed by a 15-year-old boy. “That’s healthy...it’s relatively easy to get because they’re at every store. Beans... It’s cheaper. Relatively cheaper” (13-year-old brother of the photographer).

These issues included patterns of food access, healthy eating, and conveyances of vulnerability, resiliency and coping strategies. This participatory, collaborative anthropology project, which started out with children taking disposable camera photos, has metamorphosed into an experiential, personal methodology where children are taking digital photos, making videos, and taking part in creating writing workshops to articulate their daily lived experiences.

Moreover, we deem it critical to highlight the ethics of such research. Child participation in public health and nutritional anthropology research in the US has been largely excluded for several reasons, including issues of privacy and legality. Particular care has been taken to protect not only the anonymity of the participants' narratives but also the identification of all subjects and contexts documented in each visual image linked to the narratives. The sensitivity to this issue is especially heightened when working with such highly vulnerable displaced populations.

As an example, one narrative was in response to a photo taken by a 15-year-old male of a pot of beans that his mother was making (Figure 1). His 13-year-old brother said, "That's healthy...it's relatively easy to get because they're at every store. Beans... It's cheaper. Relatively cheaper." Another photo taken by the same individual of an apple pie made together with his mother and brother (Figure 2) elicited the following narrative from him: "That was apple pie we made with fresh apples and dough that we made, we made ourselves." His brother stated, "Cooking together helps the family bond more. And the fact that the camera is there shows that we have a hobby that can distract us."

These short food, cooking, and family vignettes demonstrate how visual methodologies that incorporate voice and narratives provide an enhanced inclusive



Figure 2. Apple pie and camera by the same 15-year-old boy. "That was apple pie we made with fresh apples and dough that we made, we made ourselves" (Photographer).

understanding of experiences and challenges of children. They provide opportunities for youth to present their counter-narratives of vulnerability, resiliency, health challenges, and the complex sociocultural, environmental and political contexts of their local food landscapes. Children can thus re-imagine places and spaces in their own voices, using cameras and the creative writing process. Overall, the use of visual methods can be a platform for their empowerment and right to contribute to the development of their community and themselves.

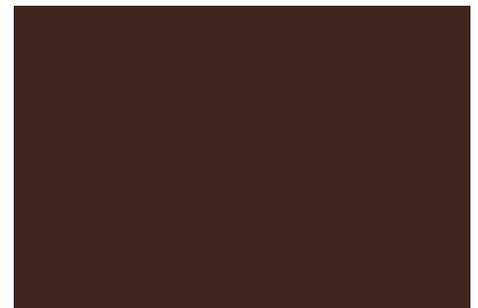
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## AN ETHNOGRAPHY OF CHILDREN OR YOUTH THAT HAS IMPACTED MY WORK

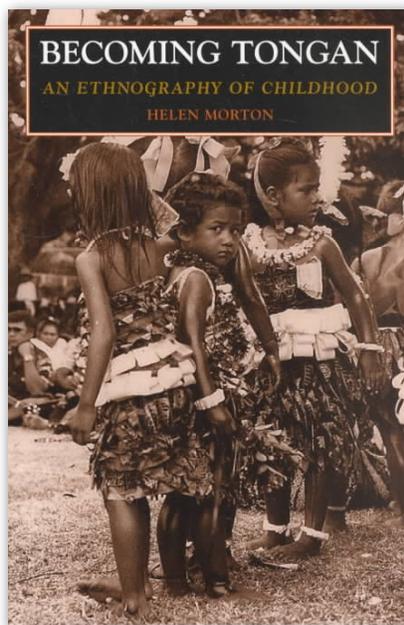
### *Becoming Tongan and Playing on the Mother-Ground in the Classroom*

Robyn M. Holmes (Monmouth U)

There are so many wonderful ethnographies on childhood and children that span across decades and continents. When I was in graduate school in the late 1980s, my doctoral mentor Professor Warren Shapiro recommended that I read as much material on children across disciplines as possible. For that counsel alone, I am forever grateful. I began with the classic studies on childhood including Whiting and Whiting's (1975) *Six Cultures Project* and Mead's (1928; 1954) work in Samoa. These works shaped an early understanding of children and inspired future ethnographers to explore the connection between children's development and culture. More recent works expanded our understanding. These include *The Anthropology of Childhood: Cherubs, Chattel, and Changelings* (Lancy 2015) and *Anthropology and Child Development: A Cross Cultural Reader* (LeVine & New 2008).

Two ethnographies in particular are indispensable to my teaching. The first, Lee's (1996) *Becoming Tongan: An Ethnography of Childhood*, describes how socialization practices and parental beliefs shape the process by which Tongan children construct their cultural identi-

ties. The second, Lancy's (1996) *Playing on the Mother-Ground: Cultural Routines for Children's Development*, illuminates how Kpelle cultural routines and practices shape children's developmental outcomes. I initially read both texts for pleasure and then reread them later to inform my own fieldwork with children in the Pacific Rim. I also realized how relevant they were to my teaching. They are my cultural tool kit and I frequently use them in my classes either alone or in combination.



In my child development and cultural psychology courses, I always include Lancy's and Lee's work on cultural routines and their connection to developmental outcomes. This sets the foundation for topical discussions. I combine Lancy with Lee's material on disciplinary practices and physical punishment, which always leads to a lively dialogue on how culture shapes childrearing practices. Many of my students find foreign the Tongan connection between physical punishment and love, especially when they've read that parents don't teach alternatives for inappropriate behavior. This helps facilitate a discussion on universal and culturally situated definitions of child maltreatment. Using their

personal experiences, students identify with the disciplinary practices their own caregivers used and this moves the conversation in the direction of how these practices reinforce cultural values.

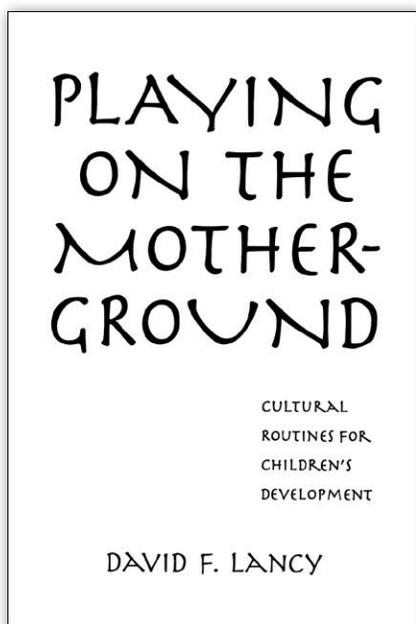
For example, physical punishment is a typical Tongan disciplinary practice. Many students question why Tongan children are obedient when they receive punishment yet behave aggressively with their own peers. This carves a path to Tongan views of children, what 'becoming Tongan' means, and how socialization processes help produce competent Tongan adults. Obedience, respect, and self-regulation of behavior and emotions are core Tongan cultural values, and punishment practices reinforce these values. In my classroom, we draw connections among these values and daily interactions, such as babies receiving encouragement for behaving aggressively, and children participating in the punishment of other children.

We also discuss how parental behaviors and everyday child care practices connect to the preferential treatment of children. Students compare their family dynamics to those in Tonga. They recognize common patterns such as family favorites and differences in that Tongan children who become *pele*, or the favorite, might be given special food or clothes. My students find it interesting that the favorite child is often a girl, as they connect with material learned in other courses that reinforces the preferential treatment of boys in many cultures. They find it difficult to reconcile girls as favored, yet likely to suffer a beating from a husband.

Additionally, I combine Lancy's and Lee's works in my children's play and folklore courses. We discuss how playgroups and play forms reflect and reinforce cultural values. For example, Kpelle children typically play outdoors in mixed aged groups and near but not with adults. My students note how play in contemporary

America has moved indoors as a result of technology, lack of play space, and safety concerns. They draw upon their own childhood experiences in which they played outdoor games in large groups, and note that many children today play by themselves or with just one child in a formal play date.

Lancy's *Playing on the Mother Ground* has generated more dialogue than most any other work I assign. Students identify with the power of observational learning and can relate their own play experiences to why Kpelle children imitate adult activities in their make-believe play. This concept makes students think critically about how people socialize their children to become competent adults, either through informal or direct means. The conversation almost always moves to parental attitudes toward play and how these shape children's play behaviors and routines. Most students are surprised to learn that parents in many cultural groups neither play with their children nor support play. This takes us full circle to discussions about how culture on many different levels shapes children's activities and development.



With the growing interest in childhood studies, increasing globalization, and

the importance placed upon acquiring cultural competency for contemporary students as a work (and life) skill, ethnographic works on children and childhood such as Lee's and Lancy's answer the call to help students think critically about children's social realities and lived experiences.

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## Mary Ellen Goodman's Race Awareness in Young Children and Its Effect on My Work

Richard Zimmer (Sonoma State U)

In the aftermath of World War II, many academicians asked the question: Could Nazi Germany have happened in the United States? They focused on racist attitudes and submission to authority. Their answer was simple: Yes. Looking at Arendt's *The Origins of Totalitarianism* (2004[1951]), Adorno et al.'s *The Authoritarian Personality* (1950), and Allport's *The Nature of Prejudice* (1949), it was clear that tolerance of diversity was and is a fragile thing, easily swept away by economic hardship and political expediency. Moreover, racial prejudice and racism started early, as Goodman found in *Race Awareness in Young Children* (1952).

I ran across Goodman's work when I attended university in the 1960s. I was concerned about when racial prejudice first developed among children. Goodman, a cultural anthropologist of childhood, had wanted to know when children became aware of racial differences, so she asked four-year-olds whom they would invite to their houses and with whom they felt comfortable. In her initial research, she found that her informants had very clear ideas about racial awareness and racial preference.

I was startled. Idealistically, I had always thought that one was taught to be racist. The song from the musical *South Pacific* sums it up well: "You've got to be taught to love and hate..." And the song mentions that you had to be taught "...from six or seven or eight." Now Goodman was telling me that all this started earlier. To add to my astonishment, she wrote in a later forward (1964) that her sub-

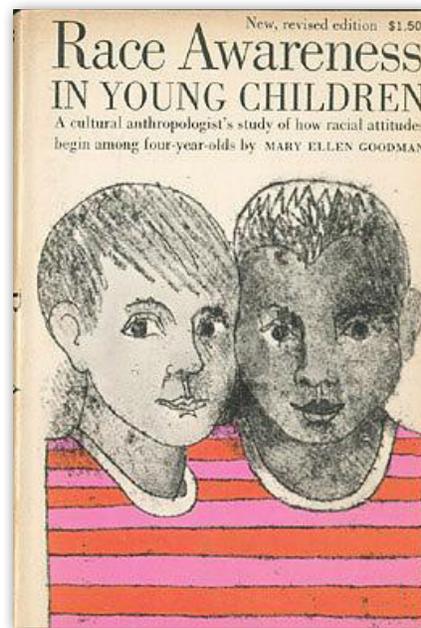
sequent research showed racial awareness and preferences started at age two. Later research showed significant racial awareness in babies as young as nine months (Mayer 2012).

Goodman had given her young informants magazine cutouts of people of different colors and asked them who they would have over to their houses and as friends. She found that the white students clearly preferred white people and had clearly defined negative attitudes toward people of color. Furthermore, she found that they held these attitudes even when their parents did not. People—in this case children—developed their own opinions, sometimes in opposition to larger values.

What was I to do with these findings as a teacher? The fact that children so young could be prejudiced meant that I had to get my students to accept those findings as well. My students could not deny that they had clear ideas about what to think and how to act with people who looked different from them. During much of the 1960s and 1970s, there was an attitude in many elementary schools and universities that one shouldn't notice visible racial differences. Tolerance and understanding often meant racial and ethnic blindness.

I could help address early racism, at least in part, by working with university students, many of whom were parents and many of whom were going to be teachers. I was fortunate to teach in an interdisciplinary program, the Hutchins School of Liberal Studies, where I was the “house” anthropologist with a background in social and psychological anthropology. I taught Child Development as well as Schools and Society, the gateway class for the School of Education within my own program, and, on occasion, in the School of Education.

I decided to implement some of Goodman's methods and findings in my



classes. In my class on prejudice, I had students make it safe to talk about prejudice by taking away the bite of loaded words. I had them list all the racist words they knew on butcher paper and left it up throughout the semester. People were then able to speak more freely. I had them write, exchange, and discuss anonymous autobiographical statements about how they were taught racial attitudes and how they acted on them. I gave students some easy tests on how they thought about and categorized events, and then had them exchange these categories with each other to see how it felt to be seen and judged through someone else's categories. In my education classes, I had students read selections from Goodman's book, and then discuss their own experiences and how they would address racial attitudes in their classrooms.

During the 1980s, I returned to school to become a psychologist. I had hoped to be able to put in practice what I had learned as an anthropologist regarding attitudes towards race, gender, and disability. I chose to work with many kinds of clients, and decided that I needed to know how the client—whether child or adult—thought about her/his identity. So I began to ask these questions on the intake session: What race or ethnic-

ity do you see yourself as having? What religion/spiritual practice do you follow? I found that many children and adults knew what “they were.” Others did not, and thought about it for the first time. Many families had as one of their presenting problems issues about racial and/or ethnic identity. How, in effect, would I help them negotiate issues of identity and difference?

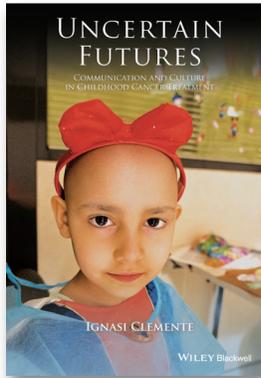
Goodman's pioneering work opened the door for all of us dealing with racial, gender, and ability/(dis)ability issues to confront attitudes of children and adults directly. School-based activities such as Green Circle, which visibly has children act in terms of inclusiveness, the American Anthropological Association's teaching materials on Race, and workplace training on diversity are among the practical consequences of their research.

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## NEW BOOK ANNOUNCEMENTS

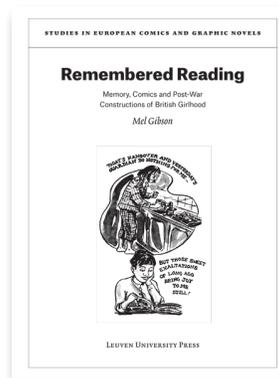


**Uncertain Futures: Communication and Culture in Childhood Cancer Treatment**  
 Ignasi Clemente  
 October, 2015  
 Wiley Blackwell  
 \$95.95 (hardcover)

Uncertain Futures examines children and young people's attempts to participate in conversations about their own treatment throughout uncertain cancer trajectories, including the events leading up to diagnosis, treatment, remission, relapse, and cure or death. Focusing on one hospital in Barcelona, Spain, Clemente examines the cat-and-mouse game between the children and young people who persistently ask questions, and the adults who attempt to protect them from potentially distressing news.

Clemente relies on a new multi-layered method to identify six cancer communication strategies. Doctors and parents use these six strategies that are often contradictory—including deception, complete non-disclosure, and partial disclosure—to regulate communication according to the changing circumstances of a specific child's cancer trajectory. A fundamental objective of this communication regulation is to prevent the multiple uncertainties associated with cancer and its treatment from becoming the central

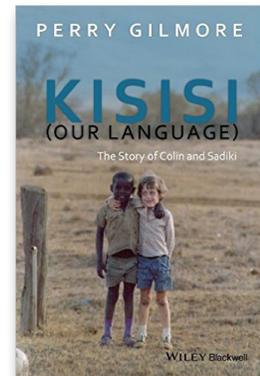
focus of talk and social life. Clemente also highlights that containing these uncertainties requires an institutional mandate to practice hope and optimism, to hide negative emotions, and to curtail talk about the future. Clearly and compellingly written, Clemente illustrates that communication is central to how children, parents, and doctors constitute, influence, and make sense of the social worlds they inhabit—or that they want to inhabit.



**Remembered Reading: Memory, Comics and Post-War Constructions of British Girlhood**  
 Mel Gibson  
 June, 2015  
 Leuven University Press  
 € 55,00 (paperback)

Girls' comics were a major genre from the 1950s onwards in Britain. The most popular titles sold between 800,000 and a million copies a week. However, this genre was slowly replaced by magazines which now dominate publishing for girls. Remembered Reading is a readers' history which explores the genre, and memories of those comics, looking at how and why this rich history has been forgotten. The research is based around both analysis of what the titles contained and interviews with women about their childhood comic reading. In addition, it also looks at the other comic books that British girls engaged with, including humor comics and superhero titles. In do-

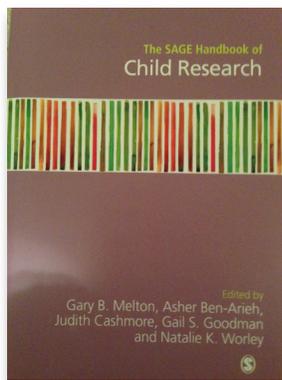
ing so it looks at intersections of class, girlhood, and genre, and puts comic reading into historical, cultural, and educational context.



**Kisisi (Our Language): The Story of Colin and Sadiki**  
 Perry Gilmore  
 Wiley Blackwell  
 \$62.95(hardcover)/\$24.95 (paperback)

In 1975, on a remote hillside in post-colonial Up-Country Kenya, two five-year-old boys, one American and one Samburu, met and became inseparable friends for a period of 15 months. Colin and Sadiki's controversial postcolonial friendship was created through and marked by their invention of Kisisi, an original Swahili pidgin language that was understood and shared by just the two of them. Moving gracefully between intimacy and colonial relations, this unique study documents a rare case of child language invention that demonstrates striking linguistic and sociolinguistic competencies of young children. As the boys negotiate diverse linguistic ecologies and cultural spaces, they display their abilities as highly effective language innovators and independent social activists. Part historic ethnography, part linguistic case study, and part a mother's memoir, Kisisi is a human story of irrepressible agentive expressive creativity as the boys' quest for language equality creates a place for their friendship that resists and transcends the hegemonic language ideologies, marked

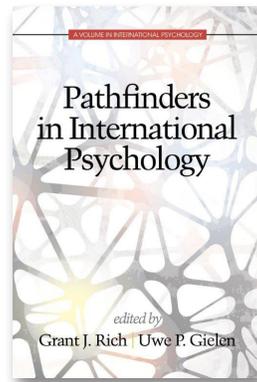
colonial borders, and harsh inequities of economics, race and culture that engulfed all aspects of their daily lives. Michelle Fine (2016) writes, “Gilmore offers stunning scholarship contesting child language theories” and “compelling critical ethnography” describing “the dynamics of stark Kenya colonialism.” Kisisi provides significant insights for the study of children in today’s increasingly diverse and disturbingly unequal world.



**The SAGE Handbook of Child Research**  
Gary B. Melton; Asher Ben-Arieh; Judith Cashmore; Gail S. Goodman; Natalie K. Worley (eds.)  
January, 2014  
SAGE Publications Ltd.  
\$152.00 (hardcover)/\$88.00 (electronic)

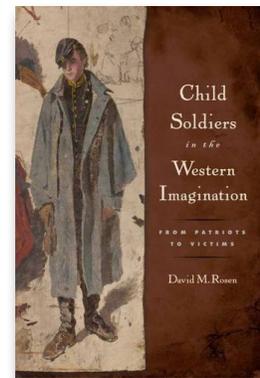
In keeping with global changes in children’s social and legal status, The SAGE Handbook of Child Research includes examination of children as family members, friends, learners, consumers, people of faith, and participants in law and politics. The contributors also discuss the methodological and ethical requirements for research that occurs in natural settings and that enables children themselves to describe their perspective. This handbook is divided into three parts: Setting-Specific Issues in Child Research; Population-Specific Issues in Child Research; and Methods in Research on Children and Childhood. Jonathan Bradshaw of the University of York claims this Handbook is “A really scintillating collection

that will provide a lasting perspective on child studies—stimulating and comprehensive!”



**Pathfinders in International Psychology**  
Grant J. Rich and Uwe P. Gielen (eds.)  
2015  
Information Age Publishing  
\$85.99 (hardcover)/ \$45.99 (paperback)

This book provides a global overview of pioneers in international psychology with contributions from distinguished authors from representative nations around the world. Chapters offer biographical profiles describing the personal histories and professional contributions of leading figures in psychology from across the globe that represent the diversity of psychology. This volume can serve as a core or supplemental text for a broad range of courses in Psychology, International Studies, and Education, with particular interest to those teaching international psychology, cross-cultural psychology, and history of psychology.



**Child Soldiers in the Western Imagination: From Patriots to Victims**  
David M. Rosen  
June, 2015  
Rutgers Press  
\$90.00 (cloth)/ \$28.95 (paperback)

When we hear the term “child soldiers,” most Americans imagine innocent victims roped into bloody conflicts in distant war-torn lands like Sudan and Sierra Leone. Yet our own history is filled with examples of children involved in warfare—from adolescent prisoner of war Andrew Jackson to Civil War drummer boys—who were once viewed as symbols of national pride rather than signs of human degradation.

In this daring new study, anthropologist David M. Rosen investigates why our cultural perception of the child soldier has changed so radically over the past two centuries. *Child Soldiers in the Western Imagination* reveals how Western conceptions of childhood as a uniquely vulnerable and innocent state are a relatively recent invention. Furthermore, Rosen offers an illuminating history of how human rights organizations drew upon these sentiments to create the very term “child soldier,” which they presented as the embodiment of war’s human cost.

Filled with shocking historical accounts and facts—and revealing the reasons why one cannot spell “infantry” without “infant”—*Child Soldiers in the Western Imagination* seeks to shake us out of

our pervasive historical amnesia. It challenges us to stop looking at child soldiers through a biased set of idealized assumptions about childhood, so that we can better address the realities of adolescents and pre-adolescents in combat. Presenting informative facts while examining fictional representations of the child soldier in popular culture, this book is both eye-opening and thought-provoking.



Saharan-North African-Amazigh Children's Toy Catalogs: Donation to Centro per la Cultura Ludica in Turi

and

Saharan-North African-Amazigh Children's Toy Catalogs: Donation to Musée du Jouet de Moirans-en-Montagne

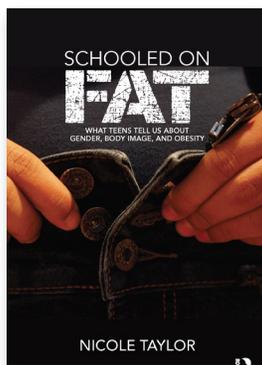
Jean-Pierre Rossie

2015

Centre for Philosophical and Humanistic Studies, Faculty of Philosophy, Catholic University of Portugal  
(free access)

The Centre for Philosophical and Humanistic Studies at the Catholic University of Portugal published this series of catalogs to provide access to about 1250 toys collected in the Tunisian Sahara in 1975-1977 and in Morocco since 1992. All toys were donated to various organizations including museums and socio-

cultural associations in order to preserve, disseminate, and promote these children's heritage. The series of catalogs on North African, Saharan and Amazigh (Berber) children's predominantly self-created toys contains five volumes, the first two published in 2015. These eBooks are freely available in English and French on: Academia.edu: <https://independent.academia.edu/JeanPierreRossie>; Scribd: [https://www.scribd.com/jean\\_pierre\\_rossie](https://www.scribd.com/jean_pierre_rossie); Sanatoyplay: <http://www.sanatoyplay.org>.



Schooled on Fat: What Teens Tell Us About Gender, Body Image, and Obesity

Nicole Taylor

December 2015

Routledge

\$130.00 (hardcover)/ \$35.95 (paperback)

Obesity has dominated popular media as one of the most pressing issues of the new millennium. In the US, high rates of obesity, and by extension, fat people are often blamed for rising health-care costs and a weakening of national security. What does it mean to be considered fat during a time when obesity is framed as a threat? When body fat is the enemy, how does the line between "acceptable" and "too fat" get defined moment-to-moment as people make value judgments about each other's bodies in the course of everyday life?

Nicole Taylor explores how teens navigated the fraught realities of body image within a high school culture that

reinforced widespread beliefs about body size as a matter of personal responsibility while offering limited opportunity to exercise and an abundance of fattening junk foods. Drawing on daily observations, interviews, and focus groups, *Schooled on Fat* takes the reader into the lives of teens to show how they managed their body size, social status, and identities as body-conscious individuals. Taylor also traces policy efforts to illustrate where the United States is as a nation in addressing childhood obesity, and offers practical strategies schools and parents can use to promote teen wellness.



## MEMBER NEWS

### Grants Received

#### RESEARCH GRANT ON YOUTH'S EXPOSURE TO SEXUALLY EXPLICIT MEDIA

Dr. Kristen Cheney has been awarded a one-year research grant from the Share-Net Netherlands network on sexual and reproductive health and AIDS for her proposal "Exploring Youth Explicit Media Usage to Improve the Responsiveness of CSE Programs in the Great Lakes Region."

The research project aims to explore young people's exposure to sexually explicit media in Ethiopia and Uganda. The findings will help to create Comprehensive Sexuality Education (CSE) programming that is better equipped to respond to the realities in their local contexts.

CSE programs in developing countries tend to discount the increasing presence of explicit media as a mode of sexual information that influences young people's sexual decision making – especially in the absence of comprehensive sexual and reproductive health (SRH) information. Formative research findings indicate that sexually explicit materials like violent and misogynist hardcore pornography are in fact widespread in urban and rural project areas in Ethiopia and Uganda.

Dr. Cheney's study will also provide a basis for strengthening local capacity relating to knowledge management about sexually explicit media in existing CSE programs and ASRH information sources. For more information, please visit: [http://www.iss.nl/news\\_events/iss\\_news/detail/article/71000-research-grant-on-youths-exposure-to-sexually-explicit-media/](http://www.iss.nl/news_events/iss_news/detail/article/71000-research-grant-on-youths-exposure-to-sexually-explicit-media/)

### Grants/Prizes Available

#### CALL FOR SUBMISSIONS: SPA'S 2016 STIRLING PRIZE COMPETITION

The Society for Psychological Anthropology (SPA) welcomes submissions for the 2016 Stirling Prize for Best Published Book. The Stirling Prize is awarded to a published work that makes an outstanding contribution to any area of psychological anthropology, including works exploring childhood, adolescence and aspects of human development. All books published within the last six years (2011-2016), including ones scheduled for publication later in 2016, are eligible for consideration.

To nominate your work or the work of another scholar, please make arrangements to forward a copy of the work and a cover letter describing the work's contribution to the field to the three members of the review committee. You do not need to be a member of the SPA or the American Anthropological Association to submit your book for review. All materials should be postmarked no later than **January 15, 2016**. Please see the SPA Stirling Prize website for more information: [http://spa.americananthro.org/?page\\_id=61](http://spa.americananthro.org/?page_id=61).

### Program Announcement

Rutgers-Camden Childhood Studies PhD and MA applications for graduate study are now being accepted. Funding is available.

The Department of Childhood Studies at Rutgers University in Camden, New Jersey USA (<http://childhood.camden.rutgers.edu/>), opened its doors in Sep-

tember 2007 as the first Ph.D. granting program in Childhood Studies in North America. In addition to the Ph.D., the multidisciplinary program offers BA and MA degrees. Graduate students in the program (<http://childhood.camden.rutgers.edu/graduate-program/graduate-students/>), come from a variety of backgrounds and bring with them an impressive array of educational and life experience. Department faculty (<http://childhood.camden.rutgers.edu/faculty/>) represent diverse areas of scholarship—including psychology, literature, sociology, history, geography, education, media studies, critical race and post-colonial studies and methods.

The Department of Childhood Studies is excited to announce the recent publication of two books by recent PhD graduates, based on their dissertation research, and two by department faculty. Applications are now being accepted for PhD and MA programs. The PhD application deadline is January 10, 2016, and applications for the MA program are accepted year-round. Apply at <http://childhood.camden.rutgers.edu/graduate-program/for-prospective-graduate-students/>. Up to 5 years' funding is available for PhD students. Visit the Graduate Admissions website at <http://gradstudy.rutgers.edu/>.



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## Conference Announcements

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### *EDUCATION AND ARMED CONFLICT IN SUB-SAHARAN AFRICA: ARNHOLD SYMPOSIUM 2015*

German Center for Research and Innovation  
The New School for Social Research  
New York, NY  
October 29 - 30, 2015

The Georg Eckert Institute for International Textbook Research, the German Center for Research and Innovation and The New School for Social Research are pleased to invite all interested parties to the Arnhold Symposium on Education for Sustainable Peace 2015, at which critical scholars from a broad spectrum of disciplines working on the complex relationship between education and armed conflict in sub-Saharan Africa will gather in New York City to present their research. The Symposium will explore how education may help produce and reproduce unjust or structurally violent political systems and how it may act to create more just and peaceful social and economic prospects for sub-Saharan Africa. See the following URL for a complete listing of expert participants: <http://acyig.americananthro.org/2015/09/11/education-and-armed-conflict-in-sub-saharan-africa/#more-2307>.

There is no registration fee. Please email Martina Schulze at [arnhold@gei.de](mailto:arnhold@gei.de) to receive an invitation and schedule information. Note that numbers are limited and attendance is on a first-come-first-served basis. For information and updates, consult [www.gei.de/en/fellowships/georg-arnhold-program/arnhold-symposium.html](http://www.gei.de/en/fellowships/georg-arnhold-program/arnhold-symposium.html).

### *WORKSHOP: HISTORY OF CHILDREN AND CHILDHOOD – CURRENT STATE OF KNOWLEDGE, FUTURE CHALLENGES*

Child Studies (Tema Barn), Department of Thematic Studies  
Linköping University  
Linköping, Sweden  
November 6, 2015

The overall aim of the workshop is to map out the current research field of the history of children and childhood and to identify the key issues that engage childhood historians today. Moreover, the workshop sets out to identify and examine the kind of challenges the future holds for childhood history. Historiographic discussions will be encouraged, as will discussions of the role of theoretical perspectives in historical studies of children and childhood. Furthermore, the interdisciplinary dimension of history of children and childhood will be highlighted and reflected on.

The workshop is organized as a part of a search process for a new professor, and a call for a new professor at Child studies, with a historical bearing, will be announced during the fall of 2015.

For more information visit: <http://www.tema.liu.se/tema-b?l=sv>

The registration deadline to attend as an audience member is October 23. Please



*Jan Newberry (U Leithbridge) talks on photo elicitation methods with youth at the 2015 ACYIG Conference. Photo by Bill Clark.*

contact Karin Zetterqvist Nelson ([Karin.zetterqvist.nelson@liu.se](mailto:Karin.zetterqvist.nelson@liu.se)) or Josefin Frilund ([josefin.frilund@liu.se](mailto:josefin.frilund@liu.se)). Places at the workshop are limited, so the quicker the better!

### *2016 CHILDREN'S LITERATURE ASSOCIATION CONFERENCE: "ANIMATION"*

Department of Teaching and Learning, College of Education and Human Ecology  
Ohio State University  
Columbus, OH  
June 9-11, 2016

The theme for ChLA 2016 is "Animation." This concept reflects new developments in both the aesthetic creation and the critical analysis of children's and YA literature. The idea of "Animation" has a special significance for OSU, given the campus' well-known comics collection and cartoon museum, its Wexner Center for the Arts, and its Advanced Computing Center for Art and Design (ACCAD). Moreover, we feel that the theme "Animation"—defined variously as "inspiration, vivacity and liveliness" as well as "continuous motion or shape change"—will inspire a wide variety of possible paper topics. See the conference website for more details: <http://www.childlitassn.org/2016>.

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## Journal Calls for Papers

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### *CALL FOR PAPERS: CHILDREN'S GEOGRAPHIES*

Children's Geographies, a truly interdisciplinary and international journal, publishes on the intersections of space and place in children's and families lives. We encourage submissions from researchers whose work addresses these intersections

in the fields of anthropology, geography, sociology, child, youth and family studies, and education. We publish empirical, theoretical and methodological articles (including the use of visual media).

Early career scholars are especially encouraged to take a look at the journal's website: [www.tandfonline.com/loi/cchg20#.UvbkZEJdV7E](http://www.tandfonline.com/loi/cchg20#.UvbkZEJdV7E)

Children's Geographies is published by Taylor & Francis and has an impact factor of .86. The manuscript should not exceed 8000 words, including tables, references, captions, visuals, and footnotes/endnotes. If you are interested in submitting to Children's Geographies and have any questions please email: K. Milam Brooks, Editorial Assistant, [kbrook4@uic.edu](mailto:kbrook4@uic.edu)

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## Conference Calls for Papers

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change"—will inspire a wide variety of possible paper topics. See the conference website for more details: <http://www.childlitassn.org/2016>.

### EXPLORING CHILDHOOD STUDIES IN THE GLOBAL SOUTH

The University of Sheffield  
January 19-21, 2016

The "Exploring Childhood Studies in the Global South" project seeks to bring together researchers exploring childhood and children's lives in diverse contexts in the Global South to engage in theory development using the various empirical studies that have been produced on Southern childhoods as a starting point for dialogue and action.

The project will organize a three-day workshop in January 2016 for childhood academics and researchers with various levels of experience working within diverse Southern contexts including those based within institutions in the South. For more information, see: <http://www.southernchildhoods.org/jan2016>. In addition, the project will develop and host a website as a virtual network of childhood scholars, policy-makers and practitioners to facilitate dialogue, action and collaboration. It will contain a database of researchers as well as open access articles and webinars of interest. Visit: [www.southernchildhoods.org](http://www.southernchildhoods.org).

The project is managed by Dr. Afua Twum-Danso Imoh at the University of Sheffield, hosted by the Centre for the Study of Childhood and Youth and funded by the British Academy Rising Star Scheme. Please direct questions to [southernchildhoods@gmail.com](mailto:southernchildhoods@gmail.com) or to Project Administrator Tuyet Ngo at [tngothuyanh@sheffield.ac.uk](mailto:tngothuyanh@sheffield.ac.uk).

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## Job Announcements

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### FACULTY POSITION ANNOUNCEMENT—ASSISTANT PROFESSOR TT CHILDHOOD STUDIES, RUTGERS-CAMDEN

The Department of Childhood Studies, Rutgers University—Camden, New Jersey (<http://childhood.camden.rutgers.edu/>), invites applications for an Assistant Professor (Tenure-Track) to commence on September 1, 2016. Applications received by November 6, 2015 will receive full consideration.

Building on the strengths of its established, internationally recognized program, the Department seeks an outstanding scholar whose interests and projects address the lives or contexts of children and childhood using quantitative research methods. The disciplinary affiliation of an applicant is of less importance than the quality of his/her research and the demonstrated appreciation for multidisciplinary approaches to the study of children and childhood. We are particularly interested in receiving applications from those whose areas of interest may include but need not be limited to health, children's or youth's sexualities, media and communication, under-served populations and both national and international contexts. We seek applicants eager to supervise doctoral students and interested in contributing to service roles within the department.

Download the announcement for more information: <http://www.aaanet.org/sections/acyig/wp-content/uploads/2015/09/Childhood-Studies-Job-Ad-Fall-2015-FINAL.pdf>

## *TT ASST PROF POSITION – UNIV OF CHICAGO/COMP HUMAN DEV*

The Department of Comparative Human Development at the University of Chicago invites applications for a tenure-track Assistant Professor position. We seek an anthropologist (Ph.D. in hand) who specializes in social, cultural, psychological, and/or linguistic approaches. We especially welcome applications from candidates who conduct ethnographically grounded, person-centered research (i.e. psychological, medical, gender and sexuality, developmental or life-course related topics) in non-US settings, and whose work bridges one or more of the different disciplines represented in the department.

Review of applications will begin on **November 1, 2015**; submission by this date is strongly encouraged for full consideration. Applicants should upload, through the University of Chicago's Academic Career Opportunities website (<http://tinyurl.com/o7lg4gp>) the following: 1) a brief cover letter; 2) a current curriculum vitae; 3) a research statement addressing current and future research plans; 4) a teaching statement addressing teaching experience and philosophy; 5) one sample of scholarly writing (a published article or unpublished paper or chapter), and 6) the names and contact information of three referees. See complete announcement at: <http://tinyurl.com/o7lg4gp>. Affirmative Action / Equal Opportunity / Disabled / Veterans Employer. For reasonable accommodation to complete the application process, call 773-702-5671 or email [ACOppAdministrator@uchicago.edu](mailto:ACOppAdministrator@uchicago.edu).

## Publication Announcements

### *CFP – NEW BOOK SERIES: “WORLDS IN MOTION”*

Berghahn Books are excited to announce the launch of a brand new series, *Worlds in Motion*, edited by Noel B. Salazar, University of Leuven, in collaboration with ANTHROMOB, the EASA Anthropology and Mobility Network.

We invite new proposals for this interdisciplinary book series that aims to feature empirically grounded studies from around the world, exploring how people, objects and ideas move across the planet. With a special focus on theory as well as methodology, the series will consider movement as both an object and a method of study.

If you are interested in submitting your work for consideration, please take a look at the proposal submission guide on our website: [http://www.berghahnbooks.com/index.php?pg=author\\_info](http://www.berghahnbooks.com/index.php?pg=author_info)



## ACYIG BOARD CALL FOR APPLICATIONS

At the end of 2015, three ACYIG colleagues – Cindy Dell Clark, Elisa Sobo, and Rachael Stryker – will be finishing their terms on the ACYIG Board.

In addition, the ACYIG Board is seeking a new Graduate Student Representative to the Board.

With these departures, there are now four open Board positions to be filled.

ACYIG conducts open Board appointments whenever possible. All Board appointments are two-year positions, with an option to renew for a third year, and typically require attendance at the annual meeting of the AAA and one biennial ACYIG joint conference during one's tenure.

ACYIG Board member duties include: maintaining official interest group status with AAA; optimizing professional opportunities for members available via AAA; overseeing and growing professional presence within and outside AAA; and organizing the biennial ACYIG joint conference.

The ACYIG Board is looking for colleagues to apply for the following Board positions:

1. Membership Coordinator [communicates with AAA to keep membership data up to date, solicits appropriate data from the membership, and manages the CRNs]
2. AAA Liaison [coordinates with AAA to ensure ACYIG acts within AAA parameters and rules]
3. Conference Co-coordinator for

2017 [works with conference partners to advertise conference and review/coordinate ACYIG panels]

4. Graduate Student Representative [solicits and represents ideas/concerns of graduate student members of ACYIG]

If you would like to be considered for one of the four open positions above, please email one to two paragraphs to Dr. Rachael Stryker at [rachael.stryker@csueastbay.edu](mailto:rachael.stryker@csueastbay.edu) by Sunday, November 1, 2015 stating why you would like to become a Board member and what you feel you can bring to the position. Please be sure to include your name, title, affiliation (academic or otherwise) and email/phone number so that we can respond to you, and clearly list the position that you are interested in.

The ACYIG Board will make decisions by November 15, 2015, and notify applicants soon after. If selected, your duties as an ACYIG Board Member begin on January 4, 2016.

If you have any questions about ACYIG Board member duties or the open Board appointment process, please contact Rachael Stryker at: [rachael.stryker@csueastbay.edu](mailto:rachael.stryker@csueastbay.edu)

Thank you to all Board members present and future who make the difference for ACYIG!



## SOLICITATIONS FOR FEBRUARY 2016

We are soliciting the following articles and features from ACYIG members for the next issue of *Neos*:

### ARTICLES (1000 WORDS OR LESS, INCLUDING REFERENCES)

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

“Childhood and \_\_\_\_\_” (you fill in the blank!), in which members discuss a topic of interest to their research

**My Experiences/Intersections with Interdisciplinary Research on Children and Youth**, in which members investigate the value, pitfalls, and lessons associated with combining anthropological research with that of other disciplines to study children and youth.

**An Ethnography of Children or Youth that has Impacted My Work**, in which members discuss their favorite classic or contemporary ethnography of children or youth. Note that this should NOT be written as a book review, but rather as an account of how a particular ethnography has impacted your theoretical or methodological approach, or how it might be used in your teaching.

**Children and Youth in Our Lives and Our Work**, in which members discuss the challenges and triumphs of balancing their own lives with their research, focusing particularly on the field work stage.

## FEATURES

**Letters to the Editor** (250 words or less), in which members comment on *Neos* and/or its contents.

**Photos from the Field**, which should be accompanied by a caption of 30 words or less explaining the context of the photo.

**New Book Announcements** (250 words or less), which must include the title, author, publisher (and the book series, if applicable), date of publication, and listing price of the book, in addition to a description of the contents. If possible, please send, as a separate attachment, a digital image of the book cover.

**Member News** (200 words or less), in which members may submit job announcements and research opportunities; grants/prizes available; calls for papers and conference announcements; recent appointments; grants received and/or prizes awarded; publication announcements; and other professional achievements.

**Correction Notices** may be submitted to the editor if *Neos* has printed an error in a previous issue.

Please refer to the General Submission Guidelines on our website at <http://www.aaanet.org/sections/acyig/neos/neos-submission-guidelines/> for more detailed information. All material should be sent to [ACYIG.Editor@gmail.com](mailto:ACYIG.Editor@gmail.com).

## NEOS CONTRIBUTORS

Editor: Kate Grim-Feinberg

Layout Editor: Álvaro Vargas (Workisplay.com, Canada)

Assistant Editor for New Book Announcements: Anne Pfister (U of North Florida)

Assistant Editor for Member News: Sara Thiam (McGill U)

### *Neos* Advisory Board:

- Caroline Compretta (U Mississippi Medical Center)
- Gina Crivello (U of Oxford, Young Lives Project)
- Rebecca Grunzke (Mercer U)
- Jennifer Patico (Georgia State U)
- Jen Tilton (U of Redlands)



## STAY IN TOUCH

### Website and Blog

<http://www.aaanet.org/sections/acyig/>

### Facebook

<https://www.facebook.com/ACYIG>

### Twitter

[https://twitter.com/acyig\\_aaa](https://twitter.com/acyig_aaa)

### *Neos* Editor

[ACYIG.Editor@gmail.com](mailto:ACYIG.Editor@gmail.com)