



Anthropology of Children and Childhood Interest Group

newsletter

VOLUME 2, ISSUE 2

OCTOBER 2010

ADVISORY BOARD UPDATE

ACCIG Coming of Age

Kristen Cheney
(International Institute of Social Studies)
ACCIG Convener & Advisory Board Chair

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 that note, we invite you to join us for our annual meeting at the AAAs in New Orleans on Friday, November 19th from 6:45-7:45 pm in the Sheraton Rhythms Ballroom I, 2nd floor. The advisory board will update members on our ac-

tivities and discuss plans for the coming year. We will also appoint a new board member, so please submit nominations to me at anthprofkcc@gmail.com.

The meeting will be followed from 7:45-8:45pm with our second annual book fair and social hour. Mingle with other members over drinks and hors d'oeuvres as our members display their recent child-focused publications. Authors interested in participating, please contact Frayda Cohen (FRCST5@pitt.edu) or Genevieve Okada (gokada@ucsd.edu).

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
([twisner@ucla.edu](mailto:tweisner@ucla.edu))
- Newsletter: Rachael Stryker
(rstryker@mills.edu)
- Website: David Lancy
(david.lancy@usu.edu)



The AAA Children & Childhood Interest Group partnered with the Society for Cross Cultural Research to hold their first meeting outside the AAA in Albuquerque, February 2010. Pictured: Mary Christianakis and Elizabeth Chin presenting.

IN THIS ISSUE...

Advisory Board
Update: ACCIG
Coming Of Age 1

AAA Child-Related
Panels..... 2

Children And
Childhood-Related
Sessions At The
Annual Meetings of
The American
Anthropological
Association, 2010:
A Preview 3

Childhood
And:
Childhood
And Citizenship:
Tracing The
Political Stakes
Of Public Schooling..... 4

Correction Notices..... 5

New Book
Announcements..... 5

Member News 8

Conference
Calls For Papers..... 8

Conference
Announcements..... 8

Journal Calls
For Papers 9

New Journal
Announcements 9

Position
Announcement 9

Publication
Announcements..... 10

Solicitations
For The February
2011 Newsletter..... 11

ACCIG
Newsletter
Contributors..... 11



AAA CHILD-RELATED PANELS



**THIS YEAR'S
AAA MEETINGS
WILL BE HELD IN
BEAUTIFUL
NEW ORLEANS,
LOUISIANA.**

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

	<i>TITLE</i>	<i>EVENT TYPE</i>
Wed., 11/17 2:00 PM	Circulations Of Children And Family	Session
Wed., 11/17 4:00 PM	Contextualizing Social Identification And Youth Formation In Schools	Session
Wed., 11/17 4:00 PM	Opportunity Circulation, 21St Century Style: Networking Our Neighborhoods And Nation To Better Serve Young People	Session
Wed., 11/17 4:00 PM	Youth In Flux: Exploring Youth Mental Health In Times Of Change	Session
Wed., 11/17 6:00 PM	Child Development In Context: Exploring Family And Teacher Perspective Through Case Study Research	Session
Wed., 11/17 6:00 PM	Circulations, Children, And Childhood	Session
Wed., 11/17 6:00 PM	Circulating Discourses: Immigrant Youth And The Contradictions They Encounter	Session
Thu., 11/18 8:00 AM	The Circulation Of Children: Moral Panics, Children's Rights And Anthropological Responses, Organized By The Anthropology Of Children & Childhood Interest Group	Session
Fri., 11/19 12:30 PM	Children Under Observation In India	Film Screening
Fri., 11/19 1:45 PM	Beginning Ethnographers: Circulating In Compelling Dilemmas And Sites	Session
Fri., 11/19 5:00 PM	Napa Occupational Therapy & Occupational Science Interdisciplinary Special Interest Group Business Meeting	Special Event - Organizing Meeting
Fri., 11/19 6:45 PM	Anthropology Of Children & Childhood Interest Group Organizational Meeting, Book Fair & Social Hour Business Meeting	Special Event - Organizing Meeting
Sat., 11/20 10:15 AM	Multilingual Practices, Stance, And Language Ideology In Children's Peer And Sibling-Kin Group Interactions	Session
Sat., 11/20 10:15 AM	Circulating Discourses, Disciplines, And Dilemmas In Education Policy Research And Praxis – Anthropology “Of” And “In” Policy	Session
Sat., 11/20 1:45 PM	The Spaces In Between: Movement In The Face Of Enclosures In The African Diaspora	Invited Session
Sat., 11/20 4:00 PM	Mobilizing Media: Constructing Social Identities In Youth Diasporas	Session
Sun., 11/21 8:00 AM	Centering Youth: Negotiating Intersections, Borders, And Identities, Organized By The Anthropology Of Children & Childhood Interest Group	Session
Sun., 11/21 8:00 AM	Youth In The Margins	Session
Sun., 11/21 8:00 AM	Ethnographies Of Childhood In School: Implications For Policy In Early Childhood Education	Session

CHILDHOOD AND _____

Childhood and Citizenship: Tracing the Political Stakes of Public Schooling

Jeffrey Jurgens (Bard College)

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, health care, 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 been 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 worldview 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

Cole, Jennifer, and Deborah Durham. 2008. Introduction: Globalization and the Temporality of Children and Youth. In *Figuring the Future: Globalization and the Temporalities of Children and Youth*. Jennifer Cole and Deborah Durham (eds). Santa Fe: School for Advanced Research Press. 3-22.

Holston, James. 2008. *Insurgent Citizenship: Disjunctions of Democracy and Modernity in Brazil*. Princeton: Princeton University Press.

Ong, Aihwa. 2003. *Buddha is Hiding: Refugees, Citizenship, the New America*. Berkeley: University of California Press.

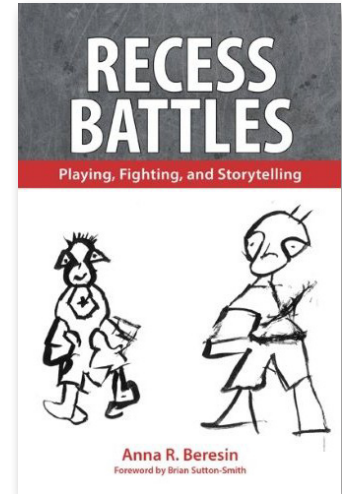
Schiffauer, Werner, Gerd Baumann, Riva Kastoryano, and Steven Vertovec (eds). 2004. *Civil Enculturation: Nation-State, Schools and Ethnic Difference in Four European Countries*. New York and Oxford: Berghahn.

Starrett, Gregory. 1998. *Putting Islam to Work: Education, Politics, and Religious Transformation in Egypt*. Berkeley: University of California Press.

CORRECTION NOTICES

In the February/March 2010 Interdisciplinary Column authored by Shanti George, a reference was incorrectly printed as: George, S., 2010, “Why are Children Invisible in Household Ethnographies?” In *Understanding Indian Society: Past and Present*, B.S. Baviskar and T. Patel. India: Orient Black Swan. It should have read: George, S., 2010, “Why Are Children’s Voices Largely Unheard in Household Ethnographies?” In *Understanding Indian Society: Past and Present*, B.S. Baviskar and T. Patel. India: Orient Black Swan.

NEW BOOK ANNOUNCEMENTS



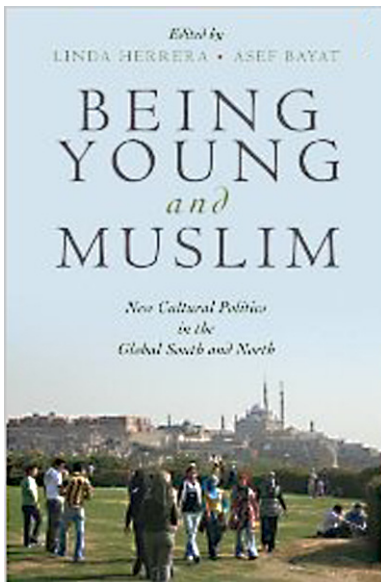
Recess Battles: Playing, Fighting, and Storytelling
Anna Beresin
 October, 2010
 University Press of Mississippi
 \$50.00

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.

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.

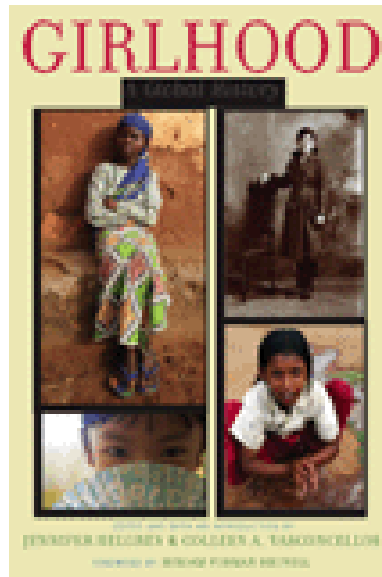
many to the U.S., it shows that while the majority of young Muslims share many common social, political and economic challenges, they exhibit remarkably diverse responses to them. Far from being "exceptional", young Muslims often have as much in common with their non-Muslim global generational counterparts 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.

ous 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.



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

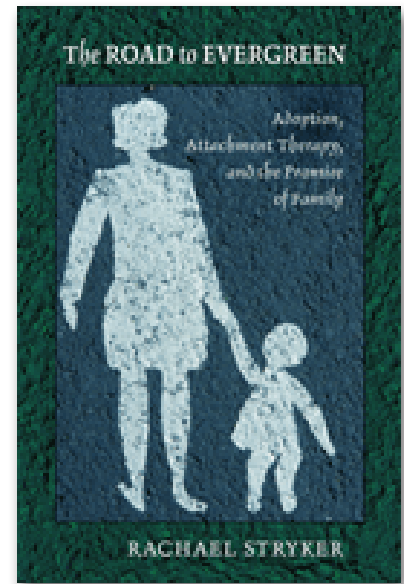
In recent years, there has been a proliferation of interest in youth issues and Muslim youth in particular. Young Muslims have been thrust into the global spotlight in relation to questions about security and extremism, work and migration and rights and citizenship. This book interrogates the cultures 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 Ger-



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 vari-



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 Ever-

green, other American adoptive families, participants in the Denver foster care system and personnel at international adoption agencies and orphanages. At the center of Stryker's analysis is the disjuncture between the ideal of family life and the reality of caring for formerly institutionalized children. American parents who have pledged to offer unconditional love are at a loss when children offer indifference, hostility, destructiveness or outright violence in return.

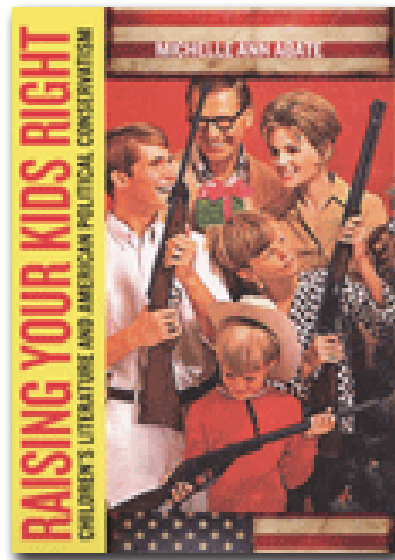
Stryker demonstrates that the Evergreen model, with its goal of emotionally rehabilitating adoptees to prevent their eventual exile from families, is an important component of a cultural logic for preserving adoptive family in the United States. However, the therapy does not always deliver the promised happy ending. Stryker's clear and balanced account of attachment therapy will be useful in informing and reforming both adoption practice and pediatric psychology.



Contesting Childhood:
Autobiography,
Trauma, and Memory
Kate Douglas
January, 2010
Rutgers University Press (Series in Childhood Studies)
\$23.95

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.



Raising Your Kids Right:
Children's Literature and
American Political Conservatism
Michelle Ann Abate
September, 2010

Rutgers University Press,
Series in Childhood Studies
\$44.95

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.



MEMBER NEWS

Conference Calls For Papers

2011 AAACCIG SECOND ANNUAL MEETING - CALL FOR PANELS AND PRESENTATIONS

Charleston, South Carolina, USA
February 16-19, 2011

Deadline for Submissions:
November 30, 2010

Our 2011 meeting will again be held in collaboration with the Society for Cross-Cultural Research (SCCR) and the Society for Anthropological Science (SASci) in beautiful and historic Charleston. The relatively small size of the group provides opportunities to interact with others interested specifically in child-related topics. We will do our best to accommodate all panel and paper submissions.

If you are interested in organizing a panel or a session, please send your ideas as soon as possible to Jill Korbin (jill.korbin@case.edu). We will circulate these ideas via the AAACCIG listserv.

Visit the website for details on deadlines, submission guidelines and forms, as well as hotel and meeting registration:

<http://psych.wfu.edu/admin/scct/>

*"MULTIPLE CHILDHOODS/
MULTIDISCIPLINARY PERSPECTIVES:
INTERROGATING NORMATIVITY IN
CHILDHOOD STUDIES"*

Department of Childhood Studies
Rutgers-Camden, New Jersey, USA
May 20-21, 2011

Deadline for Submissions:

November 30, 2010

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>



Conference Announcements

*"MAPPING THE LANDSCAPES OF
CHILDHOOD"*

University of Lethbridge,
Lethbridge, Alberta, Canada
May 5 - May 7, 2011

This multidisciplinary conference will engage scholars and practitioners from a wide variety of academic disciplines (including the sciences, arts, humanities, social sciences, policy studies and education) in a consideration of the state of child studies which has changed significantly in recent decades. Bringing together divergent networks of expertise, this conference offers the opportunity for new research collaborations and the scholarly dissemination of innovative research. Conference themes include: definitions of childhood, gender and childhood, globalization, technology and empowerment.

For more information, go to:
<https://www.uleth.ca/conreg/childhoods/>

*"TOWARDS AN ANTHROPOLOGY OF
CHILDHOOD AND CHILDREN:
ETHNOGRAPHIC FIELDWORK DIVERSITY
AND CONSTRUCTION OF A FIELD"*

Institute of Human and
Social Sciences
University of Liege, Belgium
March 9-11, 2011

For decades, childhood and children were considered as a 'small subject' (Lallemant and Le Moal 1981). It is thus justified to wonder: 'where have all the babies gone?' (Gottlieb 2000) or: 'why don't anthropologists like children?' (Hirschfeld 2003). Whereas interdisciplinary research centers and networks,

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.icyrnet.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 Explorative 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)

Member News/Professional Opportunities/Professional Updates Coordinator: Genevieve Okada (UC San Diego, Dept of Anthropology)

ACCIG NEWSLETTER ADVISORY BOARD

Elizabeth Dunn (CU Boulder, Dept of Geography and International Affairs)

Jill Korbin (Case Western Reserve U, Dept of Anthropology and Schubert Center for Child Studies)

Janice Newberry (U Lethbridge, Dept of Anthropology)

Susan Shepler (America U, School of International Service)

Aviva Sinervo (UC Santa Cruz, Dept of Anthropology)

