



# Anthropology of Children and Youth Interest Group

newsletter

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## ADVISORY BOARD UPDATE

### A New Year, A New Chapter for ACYIG

Rachael Stryker (CSU, East Bay)

Greetings from the ACYIG Advisory Board! The new year brings many new changes for ACYIG. In fall 2012, Kristen Cheney stepped down as ACYIG convener after over five years of successful leadership. Board member and former ACYIG Newsletter Editor Rachael Stryker has been appointed the next ACYIG convener beginning January, 2013, and long-time ACYIG member Aviva Sinervo has been appointed new editor of the ACYIG Newsletter. The Board extends its gratitude and appreciation to Kristen for her work envisioning, engaging, and organizing ACYIG and welcomes Aviva to the newsletter and to the Board. Everyone is looking forward to a new chapter in ACYIG's history and to ACYIG's continued success as one of the AAA's largest interest groups.

In addition, we're looking forward to ACYIG's first joint meetings with the Society for Psychological Anthropology (SPA) being held this April 4-7 in beautiful San Diego, California. With over 200 presentations and posters submitted from around the world—over a third of

them children- and youth-related—we are sure that the synchrony of the two anthropological subfields will prove fruitful for all ACYIG members. Please see more detailed information about registering for the conference in this issue of the newsletter. Also, please look soon for the joint ACYIG/SPA Meeting Program online at: [http://www.aaanet.org/sections/spa/?page\\_id=808](http://www.aaanet.org/sections/spa/?page_id=808). We hope to see everyone at the Meetings!

Finally, looking ahead to fall 2013, ACYIG is seeking ACYIG members who live in the Chicago metropolitan area to help plan for the ACYIG Business Meeting at the 113th Meetings of the American Anthropological Association. If you are local to the meeting site and would like to help make the Business Meeting and the annual Social/Book Hour possible, please contact Rachael Stryker at [rachael.stryker@csueastbay.edu](mailto:rachael.stryker@csueastbay.edu). Having someone who knows the conference site and surrounding area is always a great advantage for ensuring that our group gathering runs smoothly.

Again, on behalf of the Board, we look forward to seeing you in San Diego, and wish you a happy and prosperous new year!

## 2013 JOINT SPA- ACYIG MEETING ANNOUNCEMENT

The ACYIG and the Society for Psychological Anthropology (SPA) will hold their first joint meetings April 4-7, 2013 in San Diego, California. We hope you will join us!

The SPA Meetings are small (around 250 or so) and offer many opportunities for an engaging exchange of ideas. Many members of ACYIG are also members of SPA, so our plans to hold a meeting along with the SPA biennial meeting will bring many of us together.

The conference will take place at the Hyatt Mission Bay (please see <http://www.aaanet.org/sections/spa/> for more information). The program, which begins at 1:15 pm on Thursday, will include lively moderated discussion sessions, posters, and social events, in addition to traditional paper presentation panels. The striking degree of correspondence between the abstracts submitted for SPA review and those submitted for ACYIG review has allowed the program planning committee to construct an exciting, integrated program with extensive opportunities for SPA-ACYIG engagement and interchange. Plenary speakers include Bambi Chapin, Michael Cole, Vanessa Fong, David Lancy, Robert LeVine, Elinor Ochs, Barbara Rogoff, Thomas

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Weisner, and Carol Worthman. Other events include a banquet Saturday night where Lifetime Achievement Awards will be given to Anthony Wallace and Jean Lave. The program and meeting registration information will be available at the following website: [http://www.aaanet.org/sections/spa/?page\\_id=808](http://www.aaanet.org/sections/spa/?page_id=808).

There is a long, distinguished history in anthropology of research and public advocacy focused on children and their development in communities around the world. Robert LeVine reviewed some of this history in LeVine, R. A. (2007) *Ethnographic studies of childhood: A historical overview*. *American Anthropologist* 109(2):247-260. Psychological anthropology has been the subfield home for most of this research, though there certainly are important traditions of research on childhood and youth in medical and educational subfields, gender, all of the regional societies, and others. The intellectual projects of psychological anthropology include culture and the self, identity, cognition, social behavior, psychopathology, health and well-being, moral development, and others. There are many members working in applied, policy, clinical, and activist research involving children as well. There will be a lot of synergy and common interests at the meeting, as well as new perspectives to learn about.

This joint meeting with the SPA follows successful joint meetings with the Society for Cross-Cultural Research and the Society for Anthropological Sciences in Albuquerque (2010), Charleston (2011), and Las Vegas (2012).

We heartily encourage all ACYIG members to join us in San Diego at the meetings. In the meantime, please feel free to contact our ACYIG meeting planning committee representatives, Elisa Sobo ([esobo@mail.sdsu.edu](mailto:esobo@mail.sdsu.edu)) and Rachael Stryker ([rachael.stryker@csueastbay.edu](mailto:rachael.stryker@csueastbay.edu)).

**MEMORIES OF PHILIP KILBRIDE**

**Kristen Cheney (International Institute of Social Studies)**

The fields of anthropology, African studies, and children’s studies have lost a wonderful proponent in Philip Kilbride. His groundbreaking work on street children in Kenya paved the way for new childhood studies, and his nuanced approach to children’s experiences of cultural change informed a generation of scholars, myself included.

Though I didn’t know him personally at the time, Phil helped launch my career by wholeheartedly endorsing the publication of my first book, *Pillars of the Nation: Child Citizens and Ugandan National Development*, by the University of Chicago Press (2007). He even offered to work gratis with me on revisions, claiming that the book would be an invaluable contribution to the growing body of ethnography on children. From that moment, I knew I had a great ally in Phil, and I was humbled by how he took me under his intellectual wing. His endorsement still graces the back of my book, for which I am grateful. He also fully endorsed the establishment of the AAA Anthropology of Children & Youth Interest Group and attended our meetings from the beginning.

His warm heart is what really won people over, though. When I saw him at the AAA or African Studies Association meetings, his former students literally lined up to greet him, giving him warm hugs and wide smiles. He remembered each and every one of them, regardless of when they had graduated and how many of his classes they had taken. It became obvious to me that his enthusiasm for anthropology—and for people



others, will miss his laugh and extraordinary good humor that went along with him to the field.

Tom Weisner (UCLA)

I was so sad to learn that Phil Kilbride died in 2012. Phil participated in a research conference held in Western Kenya on African families and co-edited (with Candice Bradley) the book that came from that meeting, *African Families and the Crisis of Social Change* (1997). 45+ people attended, most were scholars and students from Kenya and Uganda, and perhaps 12 or so European and US attendees. We met in Kakamega in Western Kenya at the Golf Hotel, a story in its own right. Phil and I once took the train from Nairobi to Kisumu (when there was such a train), sharing a tiny compartment. We traveled around, among other places, to his Samia field sites in Western Kenya; we stayed at Nangina hospital/mission station in Funyula for awhile and went to the tiny port/harbor there. This region was hit very hard by HIV/AIDS. Phil and I spoke on panels at AAA, African studies, and many other venues over the years. I reviewed his work a number of times, and he probably reviewed mine. His earlier book from Uganda, with Janet Capriotti Kilbride, *Changing Family Life in East Africa* (1990), was a valuable contribution to our field. He also co-authored *Street Children in Kenya: Voices of Children in Search of a Childhood* (2001) with Suda and Njeru, an early book showing the varied situations facing these children. Phil was very forthright, intellectually fearless (his work on plural marriage customs and practices, and his support for this in the U.S. and elsewhere is an example), and he was a presence in any room he was in, as well as through his work. He was a wonderful fellow traveler with many of us, and I miss him.

generally—was infectious; his spirit lives on not only through his kindness but through his many mentees, academic or otherwise.

Jill E. Korbin (Case Western Reserve University)

Phil Kilbride will be well-remembered for his absolutely contagious enthusiasm for anthropology, in particular the anthropological study of children and families. Phil was a fine person, and among the most generous of scholars, always having time to talk about a new idea or new approach to promote better understanding of children around the world. Phil co-authored one of the first field-based articles on child abuse and neglect, then a new topic for anthropology (Fraser, Gertrude and Kilbride, Philip L. (1980) "Child abuse and neglect – rare but perhaps increasing phenomena among the Samia of Kenya." *Child Abuse and Neglect* 4(4):227-232). He leaves a lasting legacy with his many groundbreaking studies and ideas about cross-cultural human development, always ready to push the envelope to engage others in the fascinating diversity of human experience that we have had the privilege of studying. Phil conveyed with exuberance what a privilege and joy it is to do fieldwork, living among and learning from other cultures. I, along with so many

## METHODS AND ETHICS COLUMN

### Passive First-Person Recordings: A New Way to Study Children

Elise Berman (UNC, Charlotte)

Many ethnographers have noted that it is difficult to access children's perspectives on the world, a central goal of child-centered ethnography (e.g. Clark 2004). I tried to overcome this difficulty through a method that I call Passive First-Person Recordings (PFPR). As far as I know, I am the first person to use this method for anthropological research. Below I describe PFPR as well as its uses, drawbacks, and ethical implications.

#### THE METHOD

PFPR are "passive" because a child wears a small video camera on his or her head and "first-person" because they are taken from the perspective of children. Since the camera moves as the child turns his or her head, PFPR film whatever the child looks at and hears, literally capturing children's view of the world. In contrast to other methods in which children take photographs or make recordings (e.g. Hecht 1998), PFPR do not require active attention on the part of the children.

PFPR depend on a relatively new technology, the Sports Cam (I used a Contour HD; thank you to Jonathan Wang for introducing me to this technology). Most are designed to attach to a helmet as they were developed to film outdoor adventures such as skiing. I modified mine so that it would attach to a headband and had children wear it on their



heads (one at a time). The child would run off to do whatever he or she wanted to do. After around a half-hour, I found the child and retrieved the camera.

### USES AND EFFECTIVENESS

For my research purposes this method was ideal. I was interested in how Marshallese children's immaturity and ability to speak directly in ways that adults should not gave children crucial roles in the circulation of goods and information in their village. Children wore the camera while actively engaged in a variety of activities including playing baseball, gathering coconuts, gossiping, running errands, carrying goods and messages, and talking to adults who asked for information.

PFPR captured these activities in a way that other methods could not. First, the method allowed me to note what children looked at, an often important detail in determining what information children gather and what activities they consider important. Second, the camera was very easy for them to forget since making recordings did not require children's active attention. Consequently, they ended up filming many interactions that I would not have otherwise been able to collect. For example, once children stole some bracelets from my house. They spent five minutes talking about how to distribute them before they remembered that one child was wearing the camera. (They returned the bracelets.) Similarly, many of the messages that children carried or errands that they ran were supposed to be somewhat discrete. Both children and adults would probably have changed their behavior had they been thinking consciously about the recording. (I discuss ethical issues below.)

In addition, the method helped document activities that I had difficulty capturing with my traditional video camera. My tripod and I were both difficult to

ignore. Moreover, whenever I tagged along people often directed questions at me about errands, a problem since I was interested in how children talked about the goods and words that they circulated. Furthermore, many of the relevant activities involved rapid movement as children spontaneously ran or rode their bikes. I had difficulty keeping up and often reached children at the end of crucial interactions.

### DRAWBACKS AND ETHICAL IMPLICATIONS

All methods have drawbacks as well as benefits. In respect to PFPR, removing my physical presence was negative as well as positive. Ethnographies ultimately depend on our ability to become a part of a different world. In addition, my absence made interpreting the recordings challenging particularly (but not only) because they were not in English. Moreover, because I could make recordings while engaged in other pursuits this method can produce an extraordinarily large amount of data that is time consuming to sort through.

Consequently, I combined this method with other forms of data collection. My knowledge of the children from participant-observation helped me to interpret the recordings. Work with native research assistants was also necessary for interpretation. These assistants transcribed recordings independently before working with me, a method that helped speed up the transcription process and gave me an indication of which recordings were worth my time and which were not. Finally, I also sometimes had children watch and comment on the films to help me interpret their behavior.

My absence and the ease with which people forgot about the camera also presented some ethical quandaries. It is possible for children to make recordings of people who do not necessarily consent to

be filmed. It is also possible for people to not know that they are being filmed. To overcome these problems I told people in the village about the camera and its purpose, something that may not be feasible in all fieldsites (the IRB approved this approach). Adults who did not want to be filmed (the children inevitably did) told the child to go away. Nonetheless, sometimes children were out of sight. In addition, people often forgot what the camera was or failed to notice it, raising the question of whether such recordings should be used. Consequently, although my research topic presented minimal risk, other field situations may be more delicate and make this method more problematic.

### CONCLUSION

In my field situation and for my purposes, Passive First-Person Recordings offered a window into the children's world that other methods could not. It may also be helpful when studying adults (although at my site, children begged to wear the camera while adults refused). Finally, because of the way the camera tracks what children look at, this technique could be particularly helpful for researchers studying the socialization of attention.

Clark, Cindy (2004) "Visual Metaphor as Method in Interviews with Children." *Journal of Linguistic Anthropology* 14(2):171-185.

Hecht, Tobias (1998) *At Home in the Street: Street Children of Northeast Brazil*. Cambridge: Cambridge University Press.

## CHILDHOOD AND COLUMN

### Research Frontiers in the Study of Youth and Children in Africa

Cati Coe (Rutgers U)

*These comments were initially prepared as discussant remarks for a panel presented at the 2012 American Anthropological Association meetings celebrating a new book, African Childhoods, edited by Marisa Ensor (Palgrave, 2012); they have been edited for the newsletter.*

Regional literatures are like rivers which develop main channels where there is much scholarship and subsidiary streams which may even dry up for lack of interest. In this commentary, I will discuss the major streams in research in childhood and youth in African studies, in the hopes of stimulating a broader discussion about where the field of childhood studies might productively go.

Since the 1990s, there has been intense interest in youth in Africa because pathways to full maturity and adulthood—particularly to marriage and employment—were being blocked (e.g., Mains 2011, Masquelier 2005). Young people seemed to be a possible source of political instability, not only because of their discontent and visible aimlessness in public, but also because they were symbolic, to a wider public, of the failure of political leaders. This emphasis derives in part from the fact that political scientists were the first to draw attention to “the problem” of youth in Africa (e.g., Cruise O’Brien 1996).

The study of African children has a different source, and follows a narrower, but growing, stream in comparison to the wider channel on African youth. It

arises out of the sociology of childhood that has been developing since the 1980s and has historically focused on childhood in the Western middle class. As the field slowly broadens to include studies of “the Global South,” research has mainly focused on children who seem to challenge Western conceptions of childhood: street children, children who work, and child soldiers (Connolly and Ennew 1996). I’d like to suggest several ways that the insights from the two streams—on youth and on childhood—might be used to enrich one another.

First, I think we could probe further the political role of children. Like youth, children are both political actors and politically symbolic. While there has been some work on children’s political action in relation to labor activism (e.g., Liebel 2012), the symbolic aspects also loom large. The claim in Europe is that childhood is the most intensely governed sector of the lifecourse (Tyrrell 2011), and that argument can be made in many African contexts as well. This is mainly because of school: educational institutions become convenient vectors for governance and state intervention because they organize young people, schools are considered appropriate for that stage of the life course, and schools legitimate governments because they are a visible sign of the state’s concern for its people’s welfare.

While this has been the case in many African countries since independence, the United Nations’ Millennium Development Goals have heightened this focus on young people. Through this set of goals, for example, various international organizations have encouraged African governments to promote the universalization of early childhood education and maternal and young children’s health. A lot of money, relatively, is being poured into African children’s welfare. As a result, children are the pathways by which the state becomes visible on a local and

familial level. Children also function symbolically as a sign of the nation’s health and wellbeing, as “the pillars of the nation” (Cheney 2007), and stand in as a sign of the nation’s progress. Unpacking international and government policies and programs, and the meanings made by these interventions, would be useful. We need to pay attention to how the representations of children and youth in these interventions become picked up by children and young people in their social worlds, to advocate for their own educational futures, for example. If “development” obscures its own politics, as Ferguson (1994) suggests, we need to examine the politics of development that occur through and because of children.

A second point concerns the differing temporal emphases of youth and childhood studies. Youth studies are often focused on the future, to thwarted or displaced adulthoods, but not to the past, to the young people’s own childhoods. Childhood studies, in contrast, seems focused on the present, on children’s voices and experiences “now.” Yet both children and youth are persons with pasts and futures, and relate to other people who have pasts and futures. The imagined and experienced temporality of people’s lives are critical to our understanding of their social worlds. I think that we can explore both childhoods and youth temporally without privileging adulthood.

Finally, studies of young people in Africa have illuminated how they seek patrons in a complex and precarious social landscape (e.g., Vigh 2006). Street Children in Kenya (Kilbride, Suda, and Njeru 2000) provides excellent examples of similar processes among children. The tendency of childhood studies to isolate children qua children needs to be balanced with an understanding that children are active in sustaining a broad base of relations, among children and adults, that may support and/or exploit them.

There is a rich literature on children and youth in Africa, much of it coming from the African continent itself. I hope my comments here are beneficial both to those working on Africa and to those looking at the experiences and constructions of children and youth in other areas of the world, prompting your own thinking about where scholarship on children and childhoods might flow next.

Cheney, Kristen E. (2007) *The Pillars of the Nation: Child Citizens and Ugandan National Development*. Chicago: University of Chicago Press.

Connolly, Michael, and Judith Ennew (1996) "Introduction: Children Out of Place." *Childhood* 3 (2):131-145.

Cruise O'Brien, Conor (1996) "A Lost Generation? Youth Identity and State Decay in West Africa." In *Postcolonial Identities in Africa*. R. Werbner, ed. Pp. 55-74. London: Zed Books.

Ferguson, James (1994) *The Anti-Politics Machine*. Minneapolis: University of Minnesota Press.

Kilbride, Philip, Collette Suda, and Enos Njeru (2000) *Street Children in Kenya: Voices of Children in Search of a Childhood*. Westport: Bergin & Garvey.

Liebel, Manfred (2012) "Children's Work, Education and Agency: The African Movement of Working Children and Youth (AMWCY)." In *African Children at Work*. G. Spittler and M. Bourdillon, eds. Pp. 303-332. Zürich: Lit Verlag.

Mains, Daniel (2011) *Hope is Cut: Youth, Unemployment, and the Future in Urban Ethiopia*. Philadelphia: Temple University Press.

Masquelier, Adeline (2005) "The Scorpion's Sting: Youth, Marriage, and the Struggle for Social Maturity in Niger." *Journal of the Royal Anthropological Institute* 11:59-83.

Tyrrell, Naomi (2011) "Children's Agency in Family Migration Decision Making in Britain." In *Everyday Ruptures: Children, Youth and Migration in Everyday Perspective*. C. Coe, R. R. Reynolds, D. A. Boehm, J. M. Hess, and H. Rae-Espinoza, eds. Pp. 23-38. Nashville: Vanderbilt University Press.

Vigh, Henrik (2006) *Navigating Terrains of War: Youth and Soldiering in Guinea-Bissau*. New York: Berghahn Books.

## INTERDISCIPLINARY COLUMN

### Another Reason for a Holistic Approach to Childhood Studies

S. Agnes Lee (Independent Researcher)

Do cultural and epigenetic factors affect each other and can this interplay affect the development of children? I raise these questions and explore the potential role of early nurturing on epigenetic processes and, ultimately, developmental outcomes to further illustrate the necessity for more holistic studies that take biological and cultural components of development into equal consideration.

In the United States, infants are often placed in cribs, given comfort objects to self-soothe, and are bottle-fed. These all serve to physically separate the infant from the caregiver, reducing opportunities for physical touch between the caregiver and the infant, and potentially teaching the child to depend more on objects rather than contact with other people for emotional needs. Clearly the cultural study of why parents do this is of importance; yet, equally important, are further questions that can be asked about the effects of these cultural prac-

tices beyond what children learn. Such questions may best be answered by delving both into a society's culture as well as how our genes are expressed.

Most tellingly of the importance of touch for humans comes from studies of 'failure-to-thrive' children who are noted to have had less physical touch from their mothers. There is also evidence that their mothers tended to actively discourage or obstruct physical contact (see Weiss et al 2001:95). While such studies examine the extreme end, Hane and Fox (2006) contend that ordinary variations in caregiving behavior can affect stress reactivity in infants. In other words, choices such as whether or not to breastfeed can have an impact.

Children raised in cultures where they sleep with their parents, and are breastfed or receive greater physical contact, are less likely to use a comfort object (Hobara 2003, Hong and Townes 1976). This is important because there appears to be a correlation between children's temperament and their use of comfort objects. Children attached to soft objects tended to be more impulsive (Lehman et al 1995). In a cross-cultural study with infants and toddlers from Cameroon, Greece, and Costa Rica, the degree of body contact and body stimulation correlated positively with self-regulation, while the degree to which objects were used to keep an infant's attention correlated negatively with self-regulation. In the study, Keller et al used "...the ability to delay actions, and the modulation of emotions in response to contextual demands ..." (2004:1746) as markers of self-regulation.

What role does epigenetics play? Epigenetics is the study of heritable changes to gene expression. Without changing the DNA sequence, access to particular genes for transcription are regulated through mechanisms such as methylation and acetylation (Francis 2011).



Such epigenetic processes, triggered by nurturing touch, may be a factor in the production of cortisol receptors in the infant brain, which determine the effect of future stressors. It also influences the growth and development of areas of the brain, areas important for forming attachments, problem solving, and affect regulation (Cozolino 2006:221).

In studies with rats, higher levels of maternal care through physical contact tended to lower stress responses in the offspring and increased their ability to return to a normal balance faster (Caldji et al 2000). Studies with humans have found similar behavioral and physiological differences in infants and adults based on the type and degree of attachment to their mothers, as well as self-reported types of relationships with their parents (see Hane and Fox 2006). Children who had received little nurturing touch tended to be more easily stressed and also stayed stressed longer, making them more susceptible to the problems associated with chronic stress such as the impairment of cognitive and executive functions (Chrousos 2009), the cognitive abilities critical for learning and the regulation of behavior (Blair 2010).

As parenting is culturally informed, this interplay between nurturing touch and cognitive development is an example in which the holistic approach may further help our understanding of infant and childhood development. Perhaps we will find a cycle driven by an impairment of executive functions that leads, in a consumer culture, to a propensity for over-consuming goods, including toys and strollers. In any case, we are guaranteed to find ever more interesting questions about developmental plasticity through epigenetic processes and the role that cultural practices, values, and beliefs play. The ways different cultures view and respond to infectious diseases, appropriate foods, and pollutants, for example, are

areas in which an examination of this interplay may prove fruitful in furthering our understanding of development. Because changes to the epigenome are hereditary and because there is evidence that some epigenetic effects are reversible (see Champagne and Mashoodh 2009), the need for such research is more than just a question of finding novel connections.

Blair, Clancy (2010) "Stress and the Development of Self-Regulation in Context." *Child Development Perspectives* 4(3):181–188.

Caldji, Christian, Josie Diorio, and Michael J. Meaney (2000) "Variations in Maternal Care in Infancy Regulate the Development of Stress Reactivity." *Biological Psychiatry* 48(12):1164–1174.

Champagne, Frances A., and Rahia Mashoodh (2009) "Genes in Context: Gene-Environment Interplay and the Origins of Individual Differences in Behavior." *Current Directions in Psychological Science* 18:127–131.

Chrousos, George P. (2009) "Stress and Disorders of the Stress System." *Nature Reviews Endocrinology* 5(7):374–381.

Cozolino, Louis (2006) *The Neuroscience of Human Relationships: Attachment And the Developing Social Brain*. 1st edition. W. W. Norton & Company.

Francis, Richard C. (2011) *Epigenetics: The Ultimate Mystery of Inheritance*. W. W. Norton & Company.

Hane, Amie Ashley, and Nathan A. Fox (2006) "Ordinary Variations in Maternal Caregiving Influence Human Infants' Stress Reactivity." *Psychological Science* 17(6):550–556.

Hobara, Mieko (2003) "Prevalence of Transitional Objects in Young Children in Tokyo and New York." *Infant Mental Health Journal* 24(2):174–191.

Hong, K. Michael, and Brenda D. Townes (1976) "Infants' Attachment to Inanimate Objects: A Cross-cultural Study." *Journal of the American Academy of Child Psychiatry* 15(1):49–61.

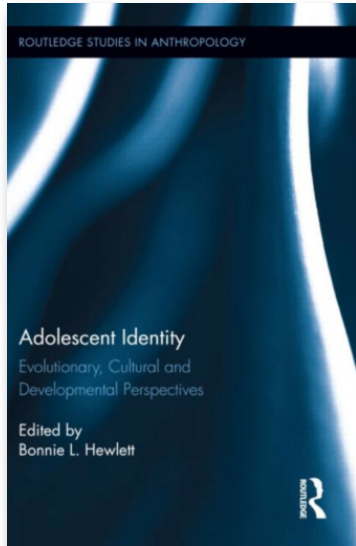
Keller, Heidi, Relindis Yovsi, and Joern Borke (2004) "Developmental Consequences of Early Parenting Experiences: Self-recognition and Self-regulation in Three Cultural Communities." *Child Development* 75(6):1745–1760.

Lehman, Brauch, Elyse Barbara, Addy Holtz, and Kelly L. Aikey (1995) "Temperament and Self-soothing Behavior in Children: Object Attachment, Thumb-sucking, and Pacifier Use." *Early Education & Development* 6(1):53–72.

Weiss, Sandra J., Peggy Wilson, Mary St. Jonn Seed, and Steven M. Paul (2001) "Early Tactile Experience of Low Birth Weight Children: Links to Later Mental Health and Social Adaptation." *Infant and Child Development* 10(3):93



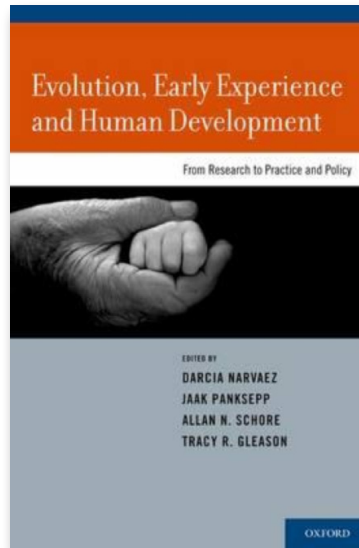
## NEW BOOK ANNOUNCEMENTS



**Adolescent Identity: Evolutionary, Cultural and Developmental Perspectives**  
*Bonnie L. Hewlett (editor)*  
 October, 2012  
 Routledge  
 \$125.00 (hardback)

As our world becomes increasingly permeable, and as human populations are rapidly converging and transitioning within a global interconnected-ness, it is vital that we look to, and learn from, those most adept at the adaptation, creation, and contesting of culture: adolescents. This text is designed to bridge critical gaps in the understanding of the daily lives, identity development, and experiences of adolescents in diverse cultures around the world. Cultural context is predictive of developmental uniqueness; comparisons provide insights into how social structures and relationships influence the manifestation of individual patterns of development and experience. In quantitative and qualitative detail, the contributors relate the nature of adolescent life to cultural, biological, ecological, demographic, and social variables.

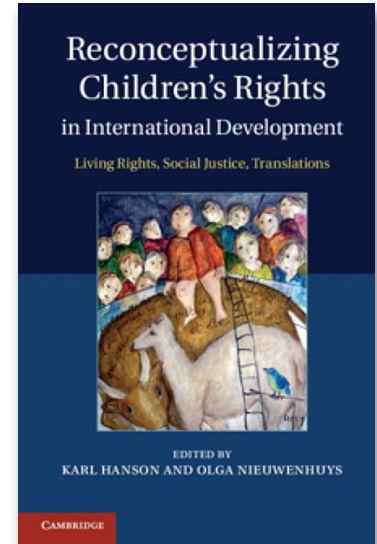
The findings of this book will be relevant not only to other social anthropologists, but also to sociologists and developmental/educational psychologists.



**Evolution, Early Experience and Human Development: From Research to Practice and Policy**  
*Darcia Narvaez, Jaak Panksepp, Allan N. Schore, and Tracy R. Gleason (editors)*  
 November, 2012  
 Oxford University Press  
 \$75.00 (hardback)

Evolution, Early Experience and Human Development asserts that human development is being misshaped by government policies, social practices, and public beliefs that fail to consider basic human needs. In this pioneering volume, scientists from a range of disciplines theorize that the increase in conditions such as depression and obesity can be partially attributed to a disparity between the environments and conditions under which our mammalian brains currently develop and our evolutionary heritage. For example, healthy brain and emotional development depends to a significant extent upon caregiver availability and quality of care. As the authors argue, without a more informed appreciation of the ideal conditions under which human brains/

minds develop and function, human beings will continue to struggle with sub-optimal mental and physical health, and as problems emerge, psychological treatments alone will not be effective. This book puts forth a logical, empirically based argument regarding human mammalian needs for optimal development, based on research from anthropology, neurobiology, animal science, and human development. The result is a unique exploration of evolutionary approaches to human behavior that will support the advancement of new policies, new attitudes towards health, and alterations in childcare practices that will better promote healthy human development.

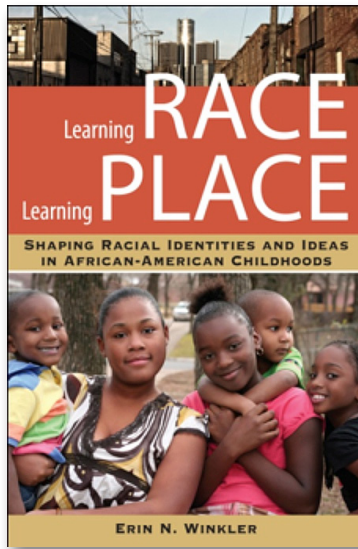


**Reconceptualizing Children's Rights in International Development: Living Rights, Social Justice, Translations**  
*Karl Hanson and Olga Nieuwenhuys (editors)*  
 November, 2012  
 Cambridge University Press  
 \$118.31 (hardback)

Building on recent human rights scholarship, childhood studies and child rights programming, this conceptual framework on children's rights proposes three key-notions: living rights, or the lived experiences in which rights take shape; social justice, or the shared normative



beliefs that make rights appear legitimate for those who struggle to get them recognized; and translations, or the complex flux between different beliefs and perspectives on rights and their codification. By exploring the relationships between these three concepts, the realities and complexities of children's rights are highlighted. The framework is critical of approaches to children as passive targets of good intentions and aims to disclose how children craft their own conceptions and practices of rights. The contributions offer important insights into new ways of thinking and research within this emerging field.



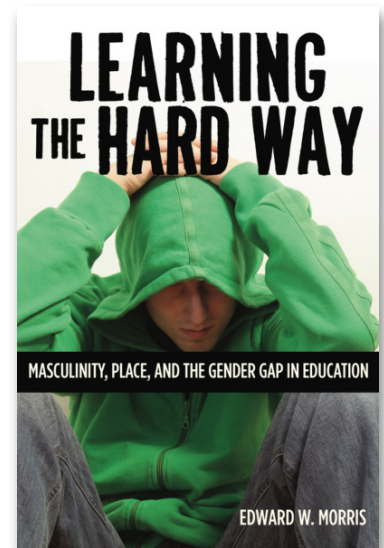
**Learning Race, Learning Place: Shaping Racial Identities and Ideas in African-American Childhoods**  
*Erin N. Winkler*  
 November, 2012  
 Rutgers University Press  
 \$27.95 (paperback)/ \$72.00 (hardback)

Through these rich narratives, Erin N. Winkler seeks to reorient the way we look at how children develop their ideas about race through the introduction of a new framework—comprehensive racial learning—that shows the importance of considering this process from children's points of view and listening to their interpretations of their experiences, which are often quite different from what the adults around them expect or intend. At the children's prompting, Winkler examines the roles of multiple actors and influences, including gender, skin tone, colorblind rhetoric, peers, family, media, school, and, especially, place. She brings to the fore the complex and understudied power of place, positing that while children's racial identities and experiences are shaped by a national construction of race, they are also specific to a particular place that exerts both direct and indirect influence on their racial identities and ideas.

"Learning Race, Learning Place goes beyond traditional studies of racial social-

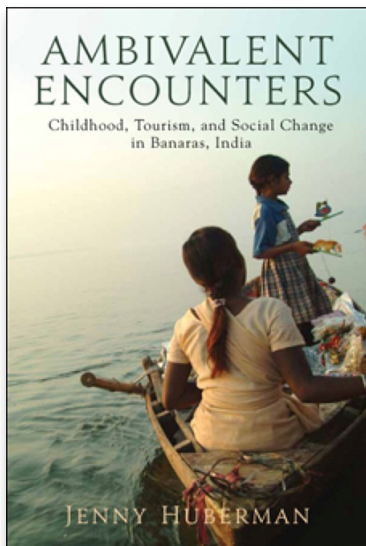
ization by bringing in the geographic contexts where young people live and travel. Winkler crafts an engaging narrative about how kids both learn and create Blackness."

-Mary Pattillo, author of *Black Picket Fences: Privilege and Peril among the Black Middle Class*



**Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education**  
*Edward W. Morris*  
 September, 2012  
 Rutgers University Press  
 \$26.95 (paperback)/ \$72.00 (hardback)

An avalanche of recent newspapers, weekly news magazines, scholarly journals, and academic books has helped to spark a heated debate by publishing warnings of a "boy crisis" in which male students at all academic levels have begun falling behind their female peers. In *Learning the Hard Way*, Edward W. Morris explores and analyzes detailed ethnographic data on this purported gender gap between boys and girls in educational achievement at two low-income high schools—one rural and predominantly white, the other urban and mostly African American. Crucial questions arose from his study of gender at these two schools. Why did boys tend to show less interest in and more defiance



**Ambivalent Encounters: Childhood, Tourism, and Social Change in Banaras, India**  
*Jenny Huberman*  
 December, 2012  
 Rutgers University Press  
 \$28.95 (paperback)/ \$65.35 (hardback)

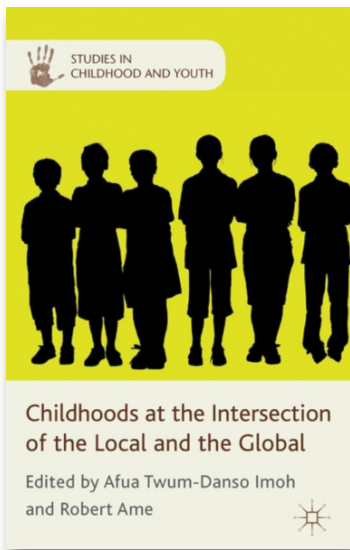
This ethnographic study brings together scholarship on the anthropology of childhood, tourism, consumption, and exchange to examine how and why children work as unlicensed peddlers and tourist guides along the waterfront of Banaras, India, and explores how the children themselves experience their work and render it meaningful.

toward school? Why did girls significantly outperform boys at both schools? Why did people at the schools still describe boys as especially “smart”?

Morris examines these questions and, in the process, illuminates connections of gender to race, class, and place. This book is not simply about the educational troubles of boys, but the troubled and complex experience of gender in school. It reveals how particular race, class, and geographical experiences shape masculinity and femininity in ways that affect academic performance. His findings add a new perspective to the “gender gap” in achievement.

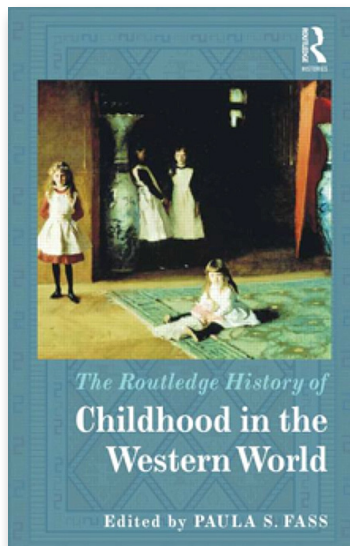
nipulation, outright rejection and acceptance. The book discusses childhoods in different regions of the world and boasts a range of contributors from several academic disciplines such as Sociology, Social Work, Education, Anthropology, Criminology and Human Rights, who are experts on the regions they discuss. The book argues against the notion of a universal childhood and illustrates that different societies around the world have different notions of childhood. This book is recommended reading for students, scholars and practitioners working with children in the Global South as well as elsewhere internationally.

this crucial field. This important collection from a leading international group of scholars presents a comprehensive survey of the current state of the field. It will be essential reading for all those interested in the history of childhood.



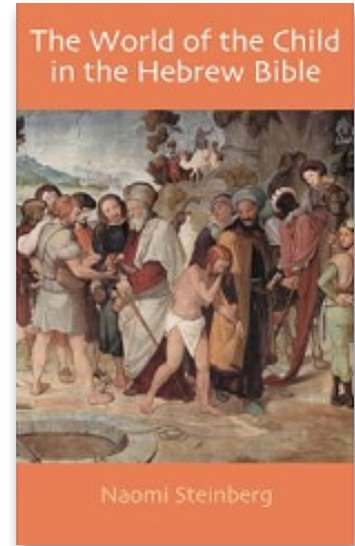
**Childhoods at the Intersection of the Local and the Global**  
*Afua Twum-Danso Imoh and Robert Ame (editors)*  
 November, 2012  
 Palgrave Macmillan  
 \$85.00 (hardback)

Childhoods at the Intersection of the Local and the Global examines the imposition of the modern Western notion of childhood, which is now deemed as universal, on other cultures and explores how local communities react to these impositions in various ways such as ma-



**The Routledge History of Childhood in the Western World**  
*Paula S. Fass (editor)*  
 November, 2012  
 Routledge  
 \$165.00 (hardback)

The Routledge History of Childhood in the Western World provides an important overview of the main themes surrounding the history of childhood in the West from antiquity to the present day. By broadly incorporating the research in the field of Childhood Studies, the book explores the major advances that have taken place in the past few decades in



**The World of the Child in the Hebrew Bible**  
*Naomi Steinberg*  
 January, 2013  
 Sheffield Phoenix Press  
 \$80.00 (hardback)

To make us aware of the multiple factors that contribute to the social construction of childhood in the Hebrew Bible, Naomi Steinberg draws on ethno-historical evidence and incorporates the insights of contemporary social studies of childhood. Through close readings of Genesis 21, 1 Samuel 1 and Exodus 21.22-25, she argues that chronological age and biological immaturity do not determine the boundaries of childhood in biblical Israel. The social constructions of childhood in the Hebrew Bible were based on what the child could do for the parent, not vice versa. She explores relevant factors in the construction of the multiplicities of childhoods including gender, birth order, and the socio-political historical contexts of ancient Israel.



Steinberg convincingly corrects the notion that childhood is a static category in the human life cycle, showing that meanings of childhood are not generic and cannot be carried over from one society to another. This fascinating study, in which the author draws fruitfully on her personal cross-cultural experience of children's lives in Guatemala, exposes the reality that childhood in the Hebrew Bible was radically different from present-day childhood.



## MEMBER NEWS

### Conference Announcements

#### *TRANSNATIONAL FAMILIES: MULTI-SITED, MIXED-METHOD AND COMPARATIVE RESEARCH APPROACHES*

Maastricht University  
Maastricht, The Netherlands  
March 26-29, 2013

The conference addresses methodological and substantive gaps in transnational family research by promoting multi-sited, mixed-method and comparative approaches. Invited scholars from different disciplines will present state-of-the-art research on transnational families, focusing on children, caregivers and migrant parents located in different parts of the world. The conference is preceded by a PhD workshop in which students will present their work and receive feedback from peers and specialists in the field. The conference opens with a policy roundtable with stakeholders from different European and African countries.

This is the final conference of the NORFACE funded 'Transnational Child Raising Arrangements between Africa and Europe (TCRAF-Eu)' project. ([www.tcra.nl](http://www.tcra.nl))

For registration for the Policy Roundtable please contact Patricia Jaspers: [p.jaspers@maastrichtuniversity.nl](mailto:p.jaspers@maastrichtuniversity.nl)

Invited speakers include: Dr. Joanna Dreby; Prof. Karen Fog Olwig; Prof. Elspeth Graham; Dr. Marzia Grassi; Prof. Valentina Mazzucato; Prof. Xin Meng; Dr. Jenna Nobles; Dr. Ninna Nyberg Sørensen; Dr. Cecilie Øien; Dr. Angela

Veale; Dr. Ming Wen; Dr. Madelaine Wong; and Dr. Víctor Aurelio Zúñiga Gonzalez.

The invitation in pdf format can be accessed at: [http://vormgeversassociatie.nl/client/maastricht\\_university/Maastricht\\_universiteit\\_emailing\\_december/newsletter\\_UMA\\_700\\_inline.html](http://vormgeversassociatie.nl/client/maastricht_university/Maastricht_universiteit_emailing_december/newsletter_UMA_700_inline.html)

#### *PHILOSOPHY AT PLAY CONFERENCE 2013*

University of Gloucestershire, Oxstalls Campus  
Gloucester, UK  
April 9-10, 2013

"Philosophy at Play" is a two-day academic conference focusing on philosophical aspects of play. Following on from a successful inaugural Philosophy at Play conference (April 2011), a second conference is being held this year.

A book, *The Philosophy of Play* (Routledge), arising from papers delivered at the 2011 event is to be published in March 2013, and will be launched at the conference.

"Philosophy at play?" Play, players, and being at, in or out of play, have been concepts for philosophical debate in the ancient, modern and contemporary eras. The significance of play within ethical, existential and metaphysical philosophies is well-established, yet rarely are the names or work of key thinkers evident in policy or practitioner discussions about play.

The event aims to build disciplinary and paradigmatic bridges between scholars of philosophy and scholars of play, particularly children's play. We have received an excellent selection of over 40 proposals for papers, from practitioners and scholars from Scandinavia, the USA, Colombia, Germany, France and England.

For all enquiries about the conference,



please email us at [philosophyatplay@glos.ac.uk](mailto:philosophyatplay@glos.ac.uk), telephone +44 (0)1242 71 4601, or visit: <http://insight.glos.ac.uk/academicschools/delth/Pages/PhilosophyatPlayConference.aspx>.

### **13TH ISPCAN EUROPEAN REGIONAL CONFERENCE ON CHILD ABUSE AND NEGLECT**

**International Society for the Prevention of Child Abuse and Neglect (ISPCAN)**

*Dublin, Ireland*

**September 15-18, 2013**

Fáilte! [welcome] It is our great pleasure to invite you to Dublin for the 13th ISPCAN European Regional Conference on Child Abuse and Neglect. We look forward to welcoming you to Dublin where we can assure you of both a full and exciting scientific programme and a venue that is rich in history, culture and heritage.

Our conference theme is "Protecting Children in a Changing World" and the sub-themes are: prevention of child abuse and neglect through early and sustained involvement; interventions and programmes for children and families experiencing adversity; addressing children's rights and participation; reforms in child protection and welfare policy; children in out of home care; building the evidence base; and contemporary issues.

To view updates and details on the conference, a list of keynote speakers and the conference programme, visit: <http://www.ispcan.org/event/Dublin2013>.

## **Conference Calls for Papers**

### **INTERNATIONAL KORCZAK CONFERENCE: SPACE FOR PLAY AND ART IN EDUCATION**

**Janusz Korczak Association  
Amsterdam, The Netherlands  
October 2-6, 2013**

The Janusz Korczak Association in the Netherlands will organise an International Korczak Conference, "Space for play and art in education: The importance of creativity for the development of children." The conference mission is to examine the meaning and importance of cultural and art education for the development of the child.

If you are interested to receive more information or the invitation with registration form, please contact: [korczakconf.2013@gmail.com](mailto:korczakconf.2013@gmail.com)

### **CHILDREN AND CHILDHOODS CONFERENCE**

**School of Applied Social Sciences  
University Campus Suffolk, Suffolk UK  
July 8, 2013**

We are very excited to announce the Call for Submissions for the "Children and Childhoods Conference" and wish to welcome a broad range of papers on any theme from a variety of disciplines reflecting the multifaceted nature of contemporary childhood and youth studies. Individuals at all stages of their career are welcome.

We are also delighted to welcome our Keynote Speaker, Professor Lucinda Platt, Director of the Millennium Cohort Study at the Institute of Education, University of London

The deadline for 250 word abstracts of 20 minute papers or any creative presentations/exhibits is February 22,

2013. Please direct enquiries about costs and registration to: Emma Gwinnutt: [e.gwinnutt@ucs.ac.uk](mailto:e.gwinnutt@ucs.ac.uk). Please direct enquiries about abstracts to: Jessica Clark: [jessica.clark@ucs.ac.uk](mailto:jessica.clark@ucs.ac.uk), Sarah Richards: [s.richards@ucs.ac.uk](mailto:s.richards@ucs.ac.uk), Allison Boggis: [a.boggis@ucs.ac.uk](mailto:a.boggis@ucs.ac.uk), or Sarah Coombs: [s.coombs@ucs.ac.uk](mailto:s.coombs@ucs.ac.uk). Website: [www.ucs.ac.uk/AppliedSocialSciences/Conferences](http://www.ucs.ac.uk/AppliedSocialSciences/Conferences).

## **Journal Calls for Papers**

### **JOURNAL OF GRADUATE RESEARCH IN YOUNG PEOPLE'S MATERIALS AND CULTURE (JGR)**

Based at the University of British Columbia the Journal of Graduate Research in Young People's Materials and Culture (JGR) is a peer-reviewed open-access e-journal publishing graduate student research in the areas of children's and young adult literature, childhood studies, and cultural studies related to children and young people.

We are currently selecting manuscripts for our winter 2013 issue. Papers on any children's or young adult genres are welcome as are papers that discuss other children's materials such as film, virtual texts, or graphic novels.

JGR accepts article submissions by current and recent graduate students. To ensure an objective peer review process, please submit identifying content (biographical sketch, contact information) as a separate document.

Submissions must be completed original manuscripts not submitted elsewhere, written in English, 5,000 – 8,000 words (including Endnotes and Works Cited), and should conform to the MLA Handbook, 7th edition. Submit essays

electronically along with a 150-word abstract and 50-word bio via Word attachments to [jgr.submission@yahoo.ca](mailto:jgr.submission@yahoo.ca) or online through the OJS system at <http://ojs.library.ubc.ca/index.php/ypmc/index>. Deadline for submissions is 15 February 2013. For more information, visit: <http://ojs.library.ubc.ca/index.php/ypmc/index>, or contact the editors: Karen Taylor [karen.taylor@alumni.ubc.ca](mailto:karen.taylor@alumni.ubc.ca) or Robert Bittner [rob1@sfu.ca](mailto:rob1@sfu.ca).

### ***SPECIAL ISSUE OF THE INTERNATIONAL JOURNAL OF PLAY***

The third issue of the International Journal of Play in 2013 will be a special issue devoted to the role of play in human well-being. This topic is broadly construed to include ways in which play is connected to biological or physical health, mental health, spiritual health, or healthy shared relationships of people of all ages. We are interested in papers that enlighten our understanding of how play adds to human resilience and functioning.

Authors may work in mono-disciplinary or interdisciplinary paradigms, from a theoretical, empirical or applied perspective. We welcome papers drawn from any cultural or social setting. Authors throughout the social sciences or from medical fields are encouraged to submit manuscripts, as well as those who work on issues of play relevant to other applied fields (sports, media, social work, or another play-related area).

Manuscripts should be 7000 words or less, written in English and submitted by email to editor Cindy Dell Clark (Visiting Associate Professor of Anthropology at Rutgers University in Camden, NJ) [cdellclark2@gmail.com](mailto:cdellclark2@gmail.com) no later than March 1, 2013. All papers will undergo a peer review process. Please conform to the instructions set forth here:

<http://www.tandfonline.com/action/authorSubmission?journalCode=rijp20&page=instructions>.

### ***CHILD STUDIES IN DIVERSE CONTEXTS***

Child Studies in Diverse Contexts (CSDC) is a multidisciplinary international journal that publishes papers on children's development in diverse social and cultural contexts in the Asia Pacific region. CSDC's paramount aim is to examine biological, emotional, cognitive, social, and cultural development of children; the role of social and cultural contexts, such as family, educare setting, school, and community, in children's development; the interaction between development and context; and its theoretical and practical implications, including social policies for children.

We publish in February and August and are now accepting papers for publication in the 2013 August issue (Deadline: May 1, 2013). To submit, please visit our homepage at [www.e-csdc.org](http://www.e-csdc.org).

### ***PRESCHOOL & PRIMARY EDUCATION***

The Laboratory of Pedagogical Research and Applications of the Department of Preschool Education of the University of Crete, Greece, is pleased to announce the launch of the online open-access journal, Preschool & Primary Education.

You can visit the journal at [www.childeducation-journal.org](http://www.childeducation-journal.org)

The journal is now accepting article submissions online. Please click on the web link "about" to see information on the scope and aims of the journal, the journal guidelines, and other policies.

### ***SPECIAL ISSUE OF CHILDHOOD: EDUCATION, CHILDHOOD AND DISABILITY IN COUNTRIES OF THE SOUTH: RE-POSITIONING THE DEBATES***

This special issue of Childhood will explore ways in which the goal of quality education for children and youth (up to 18 years) with disabilities is grounded in the normative, socio-cultural, political and economic realities of Southern countries. It aims to focus on three main questions: What assumptions inform the personal and collective philosophies of efforts shaping the education for children and youth with disabilities in Southern countries? In what ways are current educational provisions for children and young people with disabilities equitable and socially just? How do socio-cultural, political and economic factors impact the implementation of rights-based education policies in countries of the South?

We encourage contributors to be creative and reflective in their interpretation of education and Southern realities. We invite researchers and scholars from across a range of disciplines and socio-cultural contexts.

Maximum length is 7000 words, including notes and references. Final deadline May 1, 2013. For complete call for papers and guidance visit: <http://chd.sagepub.com/>. Submissions online at: <http://www.uk.sagepub.com/msg/chd>.

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## **Call for Nominations**

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### ***KLAUS J. JACOBS RESEARCH PRIZE 2013***

The Jacobs Foundation invites specialists and experts in the field of child and

adolescent research worldwide to nominate candidates for the Klaus J. Jacobs Research Prize 2013.

The Klaus J. Jacobs Research Prize awards outstanding scientific contributions of individuals from all disciplines aiming at the improvement of young people's development and perspectives worldwide. The prize is endowed with 1 M Swiss Francs, of which 900,000 Swiss Francs are for use in a research project, 100,000 Swiss Francs are for related costs, such as travel, networking, and dissemination.

The prize addresses scholars from all countries who have achieved major breakthroughs in understanding and contributing to child and youth development and at the same time have the potential to advance the field by actively conducting research.

An international jury will choose the laureate from the pool of nominated candidates. Visit the website below for the list of current jury members.

Please have your nomination submitted via email ([award@jacobsfoundation.org](mailto:award@jacobsfoundation.org)) by March 15, 2013 at the latest. Should you have any questions, please do not hesitate to contact Gelgia Fernandes (Tel: +41 44 388 61 02). To find out more about the Research Prize, visit our website: <http://jacobsfoundation.org/awards/research-prize-2012/>.

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## Program Announcement

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### *CHILDHOOD STUDIES OPPORTUNITIES AT THE UNIVERSITY OF EDINBURGH*

Over the last 10 years at the University of Edinburgh, we have developed postgraduate training in children's rights, specialising in policy analysis and advanced research methods of engaging

directly with children and young people. We have a thriving Masters programme, the MSc/Diploma in Childhood Studies -- an intensive, 1 year, interdisciplinary degree: [http://www.sps.ed.ac.uk/gradschool/prospective/taught\\_masters/a\\_g/msc\\_childhood\\_studies](http://www.sps.ed.ac.uk/gradschool/prospective/taught_masters/a_g/msc_childhood_studies).

We also welcome PhD students in the field to undertake projects on children's rights. We offer research training to a wider community through our short continuing professional development courses, combining face-to-face learning with website resources: <http://www.crf.ac.uk/cpd/cpdindex.html>.

The University of Edinburgh greatly benefits from its Childhood Studies postgraduate community, who come from countries all across the world as well as the UK. Our students tend to be excellent academically and bring along pertinent experiences from practice and policy experience on children's issues. We would very much welcome inquiries and applications.

See the social policy website for information on the MSc in Childhood Studies, other postgraduate degrees and scholarship opportunities: [http://www.socialpolicy.ed.ac.uk/studying\\_social\\_policy](http://www.socialpolicy.ed.ac.uk/studying_social_policy). There are various deadlines for funding coming up soon. If you are interested in obtaining funding, it is well worth applying soon: [http://www.sps.ed.ac.uk/gradschool/applicants/funding/list\\_of\\_awards](http://www.sps.ed.ac.uk/gradschool/applicants/funding/list_of_awards).

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## New Research Network

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### *NORDIC NETWORK OF AFRICAN CHILDHOOD AND YOUTH RESEARCH (NONACYR)*

We are pleased to inform the childhood studies community of the establishment

of a new Nordic research network focusing on the lives of African children and youth.

NoNACYR aims to enhance collaboration among scholars in Nordic countries who carry out research and teaching in childhood and youth studies focusing on the African continent. The Network comprises key research groups, and PhD and post-doctoral fellows from Denmark, Finland, Iceland, Norway, and Sweden. Specific tasks include: 1) to facilitate exchange of research findings and information on African children and youths; 2) to initiate and foster policy debates between Nordic academics and practitioners on matters affecting children's and youth's well-being in contemporary Africa; and 3) to institutionalize links between Nordic childhood and youth researchers and students on the one hand and African child researchers and research units on the other.

The network is hosted by Norwegian Centre for Child Research, Norwegian University of Sciences and Technology, and financially supported by NordForsk for the period of 2012-2014. Read more at [www.nonacyr.com](http://www.nonacyr.com). Direct questions to Dr. Tatek Abebe at [tatek.abebe@svt.ntnu.no](mailto:tatek.abebe@svt.ntnu.no), Tel: +47 73596247.





## SOLICITATIONS FOR THE OCTOBER 2013 NEWSLETTER

We are soliciting the following columns and features from ACYIG members for the next issue of the newsletter:

Columns (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 Favorite Ethnography of Childhood,” in which members review their favorite classic or contemporary ethnography of children or childhood
- “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

### FEATURES

Letters to the Editor (200 words or less)

New Book Announcements (250 words or less)

Professional Opportunities (250 words or less)

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

Member News/Professional Updates (250 words or less)

- Recent Appointments
- Grants Received
- Prizes Awarded
- Any other achievements or publications that members would like to announce

Photos from Fieldwork (with caption of 30 words or less)

Please send your submissions to the Newsletter Editor, Aviva Sinervo (asinervo@ucsc.edu), by September 15, 2013.



## ACYIG NEWSLETTER CONTRIBUTORS

Editor: Aviva Sinervo (UC Santa Cruz/SFSU)

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

Assistant to the Editor (New Book Announcements): Emily Sander (CSU Long Beach)

Assistant to the Editor (Member News): Sara Thiam (McGill U)

### ACYIG NEWSLETTER ADVISORY BOARD:

- Louis Herns Marcelin (U Miami, Dept of Anthropology)
- Jennifer Patco (Georgia State U, Dept of Anthropology)
- Susan Terrio (Georgetown U, Dept of Anthropology)
- Jen Tilton (U of Redlands, Dept of Race and Ethnic Studies)