



# Anthropology of Children and Youth Interest Group

newsletter

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## ADVISORY BOARD UPDATE

### Are You Ready for Long Beach?

Rachael Stryker (CSU, East Bay;  
ACYIG Convener)

Happy New Year from the ACYIG Advisory Board! Today's Advisory Board Update must be brief, because all ACYIG Board members, including myself, are hard at work organizing the 2015 ACYIG Conference! As many of you know, this year's ACYIG Conference will take place in Long Beach, California between March 12 -15. This will be ACYIG's first solo meeting, and if the enthusiasm and collaboration that ACYIG members have demonstrated so far is any indication, the 2015 ACYIG Conference is truly going to be a success.

Here are some things that our membership and friends of ACYIG can look forward to in Long Beach:

Approximately 60 scholars, practitioners, and students of the anthropology of children and youth have already submitted papers for the conference, and we still expect more to come! Invited and organized panels will be held on topics as diverse as youth and contemporary race politics; children's perspectives on play; globalization and orphanage care;

and the role of the anthropology of children and youth in advancing theories of culture. With these types of numbers and foci, the conference promises to be a rigorous, yet friendly and welcoming opportunity for exchange of ideas and networking.

In addition, ACYIG is honored that Dr. Susan Terrio (Georgetown U) will present the 2015 ACYIG Conference Keynote Address. Dr. Terrio will present on her widely-touted research among Central American child refugees in U.S. Immigration custody, in advance of her new book, *Whose Child Am I?* (U California Press, In press). Dr. Terrio's Keynote Address will take place on the afternoon of Friday, March 13th.

It is also worth mentioning that our conference location this year will be very conducive to both work and play. California State University, Long Beach has generously offered its campus to ACYIG for our conference site. This has allowed us the opportunity to plan a high-quality and well-paced, yet cost-conscious event for attendees.

Registration costs \$100 for non-students and \$60 for students.

To register for the conference, please visit <https://acyig2015.eventbrite.com>. The cost of registration includes: opening night reception at Ayres Hotel Seal Beach, early morning/late afternoon shuttle bus rides from the Ayres Hotel Seal Beach to campus, conference sessions at CSU Long Beach, Friday/Satur-

day lunches, coffee breaks, and processing fees.

Ayres Hotel Seal Beach (approximately 10 minutes from CSU Long Beach) is also offering a bloc of reduced room rates (\$135/night) for those attending the ACYIG Conference. To reserve, call (855) 283-8215 and mention the registration code, "ACYIG." This rate includes breakfast at the hotel. Roommate/shared room matching is available by contacting Cindy Dell Clark at [cdellclark2@gmail.com](mailto:cdellclark2@gmail.com).

And the beautiful city of Long Beach has allowed us to plan some fun and unique activities to complement conferencing time. On Saturday, March 14th, there will be an off-site Saturday night Japanese Banquet at Kobe Steakhouse and Lounge for \$44 (<http://www.kobebistro.com/5/index.html#>). On Sunday, you can enjoy an afternoon post-conference Whale Watching Trip for \$38 (<http://2seewhales.com/>).

## SHARE!

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**In This Issue...**

*Advisory Board Update* ..... 1

*Newsletter Update* ..... 2

*2015 ACYIG Annual Meeting* ..... 3

*Social Media Update* ..... 3

*Childhood and \_\_\_\_\_ Column* ..... 4

*Methods and Ethics in the Anthropology of Childhood Column* ..... 8

*Photos From the Field* ..... 11

*New Book Announcements* ..... 12

*Member News* ..... 13

*Solicitations for the October 2015 Newsletter* ..... 19

*ACYIG Newsletter Contributors* ..... 19



Registrants should reserve spaces for the Japanese Banquet and/or Whale Watching Trip events when you register for the conference at <https://acyig2015.eventbrite.com>.

Again, on behalf of the Board, thank you for your contributions so far to the 2015 ACYIG Conference. If you have any event questions, please email Cindy Dell Clark at [cdellclark2@gmail.com](mailto:cdellclark2@gmail.com). We look forward to seeing you in Long Beach in March!

**Welcome to New Appointees**

The ACYIG Advisory Board is pleased to announce that Ashley Crawford has been appointed to serve as ACYIG’s Student Representative for 2015-2017. Ashley is a Ph.D. student in the Applied Anthropology program at Oregon State University. Her current research focuses on children who migrate transnationally and reside with kin other than their own parents. During her term as Student Representative, Ashley will primarily be responsible for liaising with ACYIG graduate student and undergraduate student members to communicate ideas, policies, and concerns between members and the ACYIG Advisory Board. The Board encourages anyone who has ideas about increasing and/or improving offerings for ACYIG’s graduate and undergraduate membership, to please contact Ashley at: [crawfoas@onid.orst.edu](mailto:crawfoas@onid.orst.edu)

ACYIG welcomes Emily Sander as the Assistant Membership Coordinator. Emily is pursuing a Masters in Occupational Therapy specializing in serving children with sensory processing and emotional disorders. As an anthropology undergraduate at California State University Long Beach, Emily served as the Newsletter Assistant to the Editor. As Assistant Membership Coordinator, Emily will assist the Advisory Board in launching a

series of member-focused initiatives to encourage networking, communication, and inter-disciplinary research.

**NEWSLETTER UPDATE**

**Seeking New Title Suggestions for the ACYIG Newsletter**

In response to member feedback, we are enlisting suggestions for a new name for the ACYIG Newsletter. We are looking for a unique name that would be followed by the tagline, “A publication of the Anthropology of Children and Youth Interest Group.” Our intent is to professionalize the publication with a title that better reflects the peer-reviewed nature and high caliber of our authors’ work. We hope that the new name will embody the spirit and future direction of ACYIG, be indicative of our membership’s common goals, and provide name-recognition. We encourage submissions that are descriptive, memorable, and intuitive.

If your suggestion is selected, we will award you a \$100 gift certificate to a local or online bookstore of your choice. Please submit your entry at <http://www.aaanet.org/sections/acyig/survey-name-acyigs-newsletter/> by **March 6th**. The new title will be announced at the 2015 ACYIG Annual Meeting on March 12-15, and implemented in our October 2015 issue.

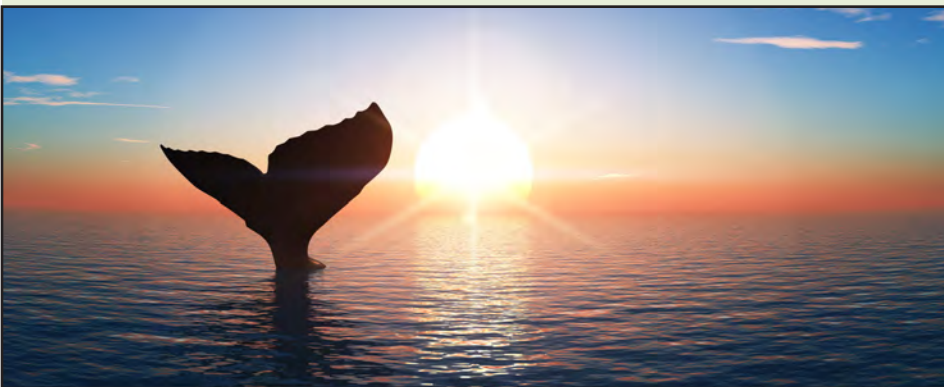


## 2015 ACYIG ANNUAL MEETING

Cindy Dell Clark (Rutgers U, Camden)

Come one, come all to the ACYIG's first solo conference, to be held March 12-15, 2015 at California State University Long Beach. Register online at <https://acyig2015.eventbrite.com>. Contact Cindy Dell Clark with questions at [cdellclark2@gmail.com](mailto:cdellclark2@gmail.com). Here's half a dozen reasons you should register now:

1. **Inspiring, stimulating papers.** The topics span an intriguing range of subjects and ages from child well being to youth political mobilization. The studies represent a global swath of regions such as China, Korea, Israel, Peru, Britain, United States and more. These papers will be food for thought, and discussions will be lively in a small conference setting.
2. **Networking.** There will be lots of opportunity to link and mingle. Who knows what important bonds will form in a focused group of scholars of culture with shared interests in kids?
3. **Hospitality and setting.** The sun-kissed, coastal setting of Long Beach California couldn't be more conducive to a pleasant time. The campus community of California State University Long Beach is ramping up to welcome us, with complementary coffee breaks and warm hospitality.
4. **Affordability.** Conference fees are too low to pass up (\$60 for students, \$100 for professionals). Even the conference hotel is less expensive than at many meetings, \$135 a night including breakfast and taxes. Cost sharing options on hotel are available by room sharing – we will find you a roommate! Check out Jet Blue for affordable air fares to Long Beach airport, available from some locations.
5. **History.** It's our first solo conference. How can you pass up a chance to be there?
6. **Extras.** Saturday night banquet and whale watching trip. Both are bound to be festive and fun. See you there!



## SOCIAL MEDIA UPDATE

Patrick Alexander (Oxford Brookes U;  
ACYIG Social Media Coordinator)

After our very successful ACYIG meeting at AAA 2014, the social media profile of our group continues to expand. Our number of Twitter followers has increased by more than 100% since December 2014 and we have attracted favorites and retweets on the CAE and AAA twitter feeds, among others. Our Facebook content now regularly reaches more than 800 people.

This is encouraging and we want to make sure that we continue to make the very most of these resources for sharing information about our common research interests. We plan to develop further links between our social media output and our web and newsletter content in the new year, with a particular focus on extending the public profile of the ACYIG. If you would like us to publicize your recent publications or achievements, calls for papers, or any other pieces of ACYIG-related news, please follow us on Twitter (@ACYIG\_AAA) or email [patrickgalexander@gmail.com](mailto:patrickgalexander@gmail.com) with your information.



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

### Childhood and Deafness

Anne E. Pfister (U of South Florida)

#### INTRODUCTION

The 1989 United Nations Convention on the Rights of the Child has promoted children's autonomy on a global scale, including what some call "adult-style civil rights" (Hafen and Hafen 1996:5). Nonetheless, the pervasiveness of adult decisions affecting children often escapes critical attention. Studies have shown chronically-ill children do not believe they are involved in the decisions surrounding their enduring medical care (Angst and Deatrack 1996). Likewise, "not being allowed to participate in decisions made about them... [was] the single most important issue to children" in a comprehensive study in Northern Ireland (Kilkelly et al. 2005:xxii). Authors call for "the increased involvement of children and young people in decision making in education" (Lundy 2007:939), yet academic and mainstream dialogue seldom confronts the impact of adult decisions on children's social lives and children's perspectives are regularly omitted from the conversation. Instead of taking adult decision-making roles for granted, anthropological research is well suited to examine and problematize this evolving dynamic. This column traces the connections between community, language, and socialization by drawing attention to decisions surrounding language socialization for deaf children.



Figure 1 – "Aprendiendo, apoyando, y escribiendo / Learning, supporting, and writing" by Bladimir (Photo submitted by Anne E. Pfister)

#### DEAF YOUTH AND LANGUAGE SOCIALIZATION

Language socialization theory posits that language learning and socialization take place simultaneously "as novices recurrently engage in these practices with more expert members of society [to] develop an understanding of ... socio-cultural phenomena" (Ochs 1996:408). Language socialization, spontaneous in most families, transpires differently for deaf children born to hearing parents who cannot fully access the spoken languages of their families and hearing society. Complex decisions surrounding whether these children should be socialized in a speaking or signing community arise because these children "cannot fully participate in the spoken language socialization environment their parents naturally provide" (Erting and Kuntze 2008:287). My research among deaf youth and their families in Mexico City investigates how families access sign language and signing

communities.

Participants revealed that sign-based communities facilitated language socialization for deaf youth, yet families spent years in clinical environments that favored oral language and medical interventions before pursuing sign language options. Adults (most of them hearing) habitually made decisions on behalf of deaf children that impacted language acquisition and socialization. I used a method called "photovoice" with deaf students who responded to research questions through digital photography and narratives surrounding the images they produced. This visual data-elicitation strategy revealed how the signing environment of their deaf primary school, Instituto Pedagógico para Problemas de Lenguaje (IPPLIAP), served as an important language socialization site. Participants selected the images here to represent one of the project's themes, "School and Learning," for a collaborative exposi-

tion called “Proyecto Fotovoz.”<sup>1</sup>

Participants’ images and titles echo the importance of language and community at IPPLIAP. Bladimir used the title “Learning, Supporting, and Writing” to accompany a photo of his school uniform hung out to dry (fig. 1). Bladimir connected learning with apoyo (support), a theme that emerged frequently among deaf youth participants in reference to their IPPLIAP experiences. The significance of apoyo is meaningful when contrasted with the isolating experiences participants described in the hearing schools they previously attended and in environments where sign language was not available. Ricardo’s photo, “Togetherness at IPPLIAP” (fig. 2), captured another characteristic many participants valued: the sense of community at IPPLIAP. The opportunity to socialize among other deaf people is crucial for sign language development and is one reason deaf schools are thought to offer much more than a basic education (Senghas and Monaghan 2002). Like the vast majority of deaf children, most of these participants were born into hearing families (90.5%) and most did not learn sign language until they enrolled at IPPLIAP. Ángel Omar photographed a teacher signing “We Understand” (fig. 3) to convey his comprehension through visual language. The signing community at IPPLIAP included deaf teachers, classroom assistants, deaf peers, and family members who served as sign language models. Photovoice methodology elucidated deaf youths’ perspectives, revealing the unique sign-based language socialization environment their school provided.



Figure 2 – “Conviviendo en IPPLIAP / Togetherness at IPPLIAP” by Ricardo (Photo submitted by Anne E. Pfister)



Figure 3 – “¡Entendemos! / We Understand” by Ángel Omar (Photo submitted by Anne E. Pfister)

1. These images also appeared in the Recycled Minds Picture Show on September 6, 2013 (see <http://www.recycledminds.com/2013/09/Proyecto.Fotovoz.Pfister.html>).

## CONCLUSIONS

This column highlights how adult decisions regarding language use and community membership had profound effects on deaf children's socialization. Participant-generated data exposed what deaf youth valued most about their language socialization experiences and these insights could inform decisions made in their interest. By illuminating the connectivity of these issues, my goal is to promote disciplinary thinking about the impact of adults' decisions surrounding young people's access to communities and language, and how this shapes socialization more broadly. I also hope for more methodological discussion on how anthropologists can connect the outcomes of our research among children with the decision makers who influence varied aspects of young people's lives.

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- and fostering supportive, meaningful relationships. Durand and Lykes (2006) argue that a positive youth development framework avoids paternalistic attitudes toward youth and reinforces a sense of youth agency (see also Amit-Talai 1995 and Bucholtz 2002).
- I conducted my Masters research in León, Nicaragua for three months in 2013, interviewing 16 MCN volunteers and observing their organization in action. MCN was born out of the Revolution in 1978, a year before its 1979 victory. Some of my informants were previously MCN beneficiaries, while others joined as volunteers, and some were youth in 1978, while others are currently youth.
- Taking a positive youth development approach, MCN educates youth in occupational and life skills. One instructor of MCN's nursing course argued that such education helps divert youth from more destructive paths. A volunteer recalled, "I remember at the age of 15...with the MCN, we began to give talks about contraceptive methods with these...kids at risk, because...some of them were already parents...at 15-16 years old they wanted to experiment with things like alcohol abuse, sniffing glue sticks." When volunteers educate youth on themes of contraceptive methods, STIs, drug abuse, cultural and recreational activities, social skills and human rights, youth are empowered to make their own well-informed decisions. This education provides them with tools to be critical of and debate their own reality, thus helping them to form a social consciousness. Durand and Lykes argue that adults should empower youth by standing in solidarity with them -- supporting and working with them, but never telling them what to do. This idea is reinforced by MCN's national director, who explained, "What we do, it's more to accompany [youth] in that decision process and to suggest, but the decision is theirs...The will of Movimiento is to contribute space to find,

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## Childhood and Positive Youth Development: A Case Study of Movimiento Comunal Nicaragüense

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Jenny Edwards (U of Guelph)

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My research with Nicaragua's nationwide grassroots organization, Movimiento Comunal Nicaragüense (MCN) reveals an overall inclination toward prevention-oriented strategies that focus on youth's strengths and capabilities (Edwards 2014). Numerous reports have shown that Nicaragua is an exception to regional trends of youth violence in Central America (e.g. Rocha 2011, World Bank 2011), and my research examines how the positive youth development orientation of MCN might contribute to this exceptionalism. The literature on positive youth development emphasizes youth's assets, rather than flaws. According to Granger (2002), strengths and assets considered important cross-culturally include formal and informal education

debate, and make collective decisions.” While volunteers educate and support youth, they also strive to give them confidence to act independently and pursue personal interests.

My informants addressed the cyclical nature of violence, asserting that harsh punishment often exacerbates the problem, and reinforcing the need for preventative approaches. In fact, Terrio (2015) discusses the challenges of unaccompanied child immigrants in the U.S., revealing their extreme vulnerability to joining gangs or being detained as juvenile delinquents. Once in the federal system, accessing resources to help gain freedom or legal status is exceptionally difficult. Terrio argues that their inability to work makes youth vulnerable to joining gangs, and that the focus should not be placed on youth detention, but on preventative measures protecting youth from risk. If families or police abuse youth, they will likely rebel, or look for support elsewhere. On this point, MCN’s national director expressed that with a gang, youth feel they have an identity; while without it, nobody knows them, and they lack self-esteem. Santos, a former beneficiary of MCN, revealed, “Humans...are always going to look for the company of someone, and often, these...are youth who have been abused... So what they usually do is run away from home to live on the streets...What they do is join a gang”. With this gang, they feel “part of a family...feel loved, comforted, feel they belong to someone”. This exemplifies both a need to belong and the youth’s agency, as those not being acknowledged find ways to make their identities known, simultaneously negotiating that identity in the process.

Santos provided a story of a younger MCN beneficiary, initially a shy and isolated child who became excited to take part in workshops. The child expressed, “I want to be here in the leather workshop with you, I want to work

with you”....[Santos] asked him, “Why do you want to be here?” “It’s because I feel good.” At MCN, the child felt acknowledgement and belonging. For youth in Nicaragua who do not have a support system, MCN strives to fill that void. By giving them a place to go, learn, feel accepted, respected and empowered, MCN is giving youth a chance to develop confidence and agency, rendering them conscious, capable members of society. While more research is required to determine direct impacts of MCN’s prevention-oriented strategies, my research with MCN reveals an orientation toward positive youth development, which might contribute to Nicaragua’s comparatively fewer instances of youth violence, in juxtaposition with other Central American countries. Furthermore, the literature suggests that MCN’s strategies are cross-culturally applicable. Regardless of location, preventing violent behaviour requires educating, supporting, and empowering youth.

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## METHODS AND ETHICS IN THE ANTHROPOLOGY OF CHILDHOOD COLUMN

### Do We Hold a Double Standard for Childhood Learning?

Elisa (EJ) Sobo (San Diego State U)

In which contexts is it acceptable for anthropologists to cast a culture's childhood learning system as inferior? This question arises particularly for those of us who take schools as their central site of inquiry.

Many working in this arena seek to promote a just approach to indigenous education—one that honors native or pre-colonial knowledge systems, suspending judgment upon them even when they prioritize topics not on our own curricula, or entail 'non-educational' practices such as blessing a new schoolroom or designing a dress code around the cosmic meanings of certain colors—practices that might seem quaint or kooky beyond the indigenous education context.

School itself is, of course, a recent invention and one often used to impose acculturation: some cultures would just as soon avoid it, or least they would avoid its state-run manifestation.

The group that hosts my own learning research certainly sees things this way. It has long shunned public schooling, both to preserve its own integrity and because its cultural understandings about learning are not accommodated there.

Among other things, this community's elders argue that academic instruction comes too early in state schools. This

leads, they say, to mental 'stunting' in children, which manifests as inflexible thinking in adulthood. It also is said to cause other forms of concrete injury to the growing child, such as in ways that can affect adult cardio-pulmonary or metabolic health. This is because early academic instruction interferes with the healthful circulation of various cosmic forces within the developing child's body and blocks full absorption of said forces by immobilizing the child (e.g., through seated confinement indoors). Moreover, by ossifying students' minds and sapping other life ("soul") forces, mainstream education is seen to damage society at large—at least in this culture's view. So, among other things, they prefer to hold off on academics until after the age of about seven (Glöckler 2002; Sobo 2014a; Sobo 2014b). In US public schools, of course, we start academic training as early as the age of four.

Now, if my host community were 'indigenous' or lived at far remove and spoke no English, anthropologists would no doubt already have figured out how to accommodate it at least somewhat in mainstream contexts. Its precepts would be met with respect and perhaps even the same eagerness-to-appropriate bestowed on certain other traditions. But the ideas I've outlined come from Waldorf Education, an independent, private alternative to U.S. public schooling that offers a curriculum rich in the arts, heavy on experiential learning, light on summative testing and, as noted, in no rush so far as academics are concerned. Unlike most native knowledge systems, however, Waldorf education is frequently met with ridicule, not respect.

Indeed, many anthropologists seem to find it hard to remember to take a relativist perspective toward Waldorf Education. In sessions where I've presented my work, they feel free not only to giggle from their seats but to speak out in disdain. One expert tasked with discussing

my work at a recent AAA conference commented on how it "got up some people's noses," implicitly condoning their snickers. At an earlier, learning-focused conference, another expert discussant was so bothered that she called the practices I described "quaint" in her remarks, and went on to denigrate them as half-baked and ill-aimed.

In the past, I've tried getting in front of scorn and mockery, for example by labeling certain understandings 'wacky' myself prior to having to hear this from the crowd, and then preempting negative responses by showing how these understandings make excellent sense in context (cf. Sobo 2014a). I also have deployed what I term the 'shield of science,' for example in referring to studies that show that physical activity in the classroom, which Waldorf education fosters, does indeed correlate with higher academic achievement (Sobo 2014b).

These defensive strategies do elicit reverent nods and considered questions. But I wonder: could they also reaffirm prejudice, by sidestepping it? What might it mean that judgment is suspended automatically by many anthropologists for non-Western, indigenous, or otherwise 'truly other' peoples but not for ourselves (or at least not for those within our society who can afford private schooling)? Is relativism really a form of patronization, contingent on 'the other' being poorer than us, or belonging to the Global South? Concurrently, could it be that nonconforming knowledge systems merit 'respect' only when they do not threaten the academic achievement of our own children or the children of 'people like us'? Or is it just that opting out of public education is seen as insulting to or dismissive of those who stay in it?

I used to work at a pediatric hospital. Western groups applying non-biomedical health knowledge and practices such as spiritual or herbal treatments (e.g.,



Christian Scientists, New Age believers) were readily faulted by some employees for ‘ignorance.’ Sometimes, they were seen as uppity too, for not following doctor’s orders. In contrast, many employees were ready to defend similar practices as ‘cultural’ when non-Western groups promoted them, calling for ‘sensitivity’ or invoking various other platitudes of the ‘cultural competence’ movement.

I do not doubt the good intentions of others. Nor do I suggest that integrative efforts are ineffective. What I question is whether everything is alright when ‘cultural’ traditions are good enough for ‘them’ but not for our society.

Before we laugh off upper middle-class alternative education, we might do well to consider more consciously the various bases of our amusement, which may include racism, classism, or a combination thereof. As a backdrop to this, we might also critically consider the cultural bases of our own pedagogic preferences. Those that we assume to be best for children may in fact be based only in our own cultural values or traditions, and related marketing hype (cf. Gabriel and Richtel 2011).

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## Accompanied Fieldwork with an Exceptional Child

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Anonymous (Ph.D. in Anthropology)

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*Editor’s Note: The author has withheld her name and identifying information in order to protect the identity of her son. If you would like to contact the author, please email the editor at kgrimfe2@illinois.edu.*

As a young female anthropology graduate student, I remember watching with admiration as older graduate students took their children ‘to the field.’ “What an incredible opportunity this child has!” I thought. And I somewhat consciously dreamed of the day when I too could be an anthropologist-parent doing fieldwork, accompanied by my own children, who would emerge fluent in another language and confident in their interactions with children from another place.

I married early in my graduate school career, then embarked on a collaborative research project in a country in Asia. Looking at forms of learning in four villages, and following villagers who had moved to cities, I developed close friendships and quasi-familial relationships.

Once pregnant, I sadly realized that the rudimentary rural health care and tortuous roads to the villages would make returning with a baby unwise. The realities of accompanied fieldwork thus collided with the (perceived) responsibilities of middle-class American parenting, despite my fantasies about combining the two. I stayed away from my fieldsite until my son was nearly two.

I had read about ‘families in the field’ (Flinn et al. 1998), which sounded lovely, but the financial realities of life as a graduate student precluded the purchase of two plane tickets. So without his father, I took my toddler son to two cities where many villagers now lived. It was not an ambitious research trip, just a chance to reconnect and keep collaborative projects alive.

The next trip was very different. In the intervening years my son had been diagnosed with autism. My marriage began crumbling under the stress of parenting a ‘high-needs’ child. And some endearing quirks of my toddler were recast as deficiencies. (Ethnographies of autism are starting to emerge that reinterpret these labels—see Grinker [2008], Silverman [2011], and de Wolfe [2013]—but the sting of the recasting still smarts.) Nonetheless, I was intent on continuing ahead with my fantasy of fieldwork-with-child. With a small grant, I planned a two-month trip that included four weeks in the village area bracketed by a week each in the two cities.

Traveling with a four-and-a-half-year-old, my plans were more ambitious, yet still realistic. I would present at a conference, interview some officials, work on the collaborative project, and do a lot of deep hanging out with my son in tow. I allocated twice as long as I would have needed without a little research-accomplish.

How did it go? I won’t lie: the summer was very challenging. Visiting close friends and quasi-family members with my son in tow felt like having “autism under glass” (Schlosser n.d.: 17): his behaviors and my reactions were in full view. We both had moments of extreme frustration. We also had a lot of fun. My son amazed me with his ability to compel children to play tag with him across a language barrier through grins, dashes across open space, and mimicry. Hide-and-seek and tag must be nearly univer-

sal languages of childhood.

The waters of my fieldsite also fascinated my son. He loved getting close to water, watching it trickle, or wading into it even if the cool temperatures might cause bystanders to voice alarm. To avoid rushing an incalitrant child prone to meltdowns, I adjusted my morning planning to accommodate the obligatory water-fixation sessions. I began using anything water-related, like boat rides, as incentives.

The memories and experiences were unforgettable, and three years later, we still speak of them often. I learned lessons about local child-rearing philosophies that I never would have learned without my son. However, not every trip is appropriate for a young child. In subsequent summers I found a great day camp with an inclusion program. My son participated in fun, well-supported activities while I engaged in more intensive fieldwork compressed into a shorter time.

Meanwhile, I plotted out a future, months-long visit that my son and I could experience together.

For other parents of exceptional children who want their children to accompany them to fieldsites, I offer the following suggestions.

- Implement visual schedules and other familiar strategies. Prepare for the trip by looking at images of your destination(s) and discussing what will happen there.
- Create calendars to help children anticipate upcoming plans. Discuss these constantly.
- Bring sensory objects and comfort items from home.
- Maintain as much of a morning and evening routine as possible, and attempt to replicate weekly routines. In our case we kept Sat-

urdays as a 'day off' for fun activities unrelated to my research.

- Build in as much flexibility and extra time as you can manage.
- Limit the total number of destinations: establishing a base early will help the child feel secure.
- Think very carefully about what you can accomplish with a child in tow. Make a long-term plan: which topics can your child's presence help with, and which topics would be better addressed solo?
- Line up childcare: consider hiring a college student who can get to know the child prior to the trip to join you, or look for help locally.
- Thicken your skin, if you have not already done so—you will inevitably get reproachful looks and scolding from people with different cultural norms. Advocating for your child may require you disregard their disapproval.

In the end, I am glad I fulfilled my dream of having my son with me during field-

work, but I wish I had been better prepared psychologically. Hopefully these suggestions will help others navigate accompanied fieldwork.

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Silverman, Chloe. 2011. *Understanding autism: Parents, doctors, and the history of a disorder*. Princeton, NJ: Princeton University Press.

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## PHOTOS FROM THE FIELD

Bonnie Richard (UCLA)

Leh, Ladakh, India, 2012. Teenage boys walking towards the market after the end of the school day. Children from this school and the one mentioned below participated in my research on childhood and social change in Ladakh.



Ladakh, India, 2012. Children who board at a government residential school in Ladakh's vast ChangThang region joke around while washing their school uniforms on a Sunday.



## NEW BOOK ANNOUNCEMENTS



**Children and Borders**  
*Spyros Spyrou and Miranda Christou, eds.*  
 October, 2014  
 Palgrave Macmillan  
 £65.00 - \$100.00 (hardcover)

Children and Borders is an edited collection bringing together scholars whose work explores the entangled relationship between children and borders with richly-documented ethnographic studies from around the world. The book provides a penetrating account of how borders affect children's lives and how, in turn, children play a constitutive role in the social life of borders. Providing situated accounts which offer critical perspectives on children's engagements with borders, contributors explore both the institutional power of borders as well as children's ability to impact borders through their own activity and agency. They show how borders and the borderlands surrounding them are active zones of engagements where notions of identity, citizenship, and belonging are negotiated in ways that empower or disempower children, offer possibilities and hope, or, alternatively, deprive them of both. With innovative cross-fertilization between Border Studies and Childhood Studies, this volume illustrates the value of bringing children and borders together.



**System Kids: Adolescent Mothers and the Politics of Regulation**  
*Lauren J. Silver*  
 March, 2015  
 University of North Carolina Press  
 \$29.95 (paperback)

System Kids considers the daily lives of adolescent mothers as they negotiate the child welfare system to meet the needs of their children and themselves. Often categorized as dependent and delinquent, these young women routinely become wards of the state as they move across the legal and social borders of a fragmented urban bureaucracy. Combining critical policy study and ethnography, and drawing on current scholarship as well as her own experience as a welfare program manager, Silver demonstrates how social welfare "silos" construct the lives of youth as disconnected, reinforcing unforgiving policies and imposing demands on women the system was intended to help. As clients of a supervised independent living program, they are expected to make the transition into independent adulthood, but Silver finds a vast divide between these expectations and the young women's lived reality. Silver digs beneath the bureaucratic layers of urban America and brings to light the daily experiences of young mothers and the caseworkers who assist them. Emphasizing the importance of empathy in research and in the formation of welfare policies, System Kids illuminates the ignored work and personal ingenuity of clients and caseworkers alike.



## MEMBER NEWS

### Opportunities

#### FUNDED PHD OPPORTUNITY – BLOOMSBURY SCHOLARSHIPS (UK)

The Food Practices of Young Children at Home and in Daycare: A Cross Context Approach in a Multiethnic London Region (<http://www.bloomsbury.ac.uk/studentships/studentships-2015/westocconnell>)

Principal Supervisor: Professor Harry West (SOAS)

Co-Supervisor: Dr Rebecca O'Connell (UCL IOE)

The successful candidate will take a multi-sited approach to the study of young children's food practices in nurseries and in the home that takes account of children's agency. Adopting a sociological/ anthropological/ social policy perspective, this study will complement current and recently completed research by the supervisors. For a complete description and application instructions, see: <http://www.bloomsbury.ac.uk/studentships/studentships-2015/westocconnell>

The studentship is for 3 years and will cover course fees (at the usual level for UK and EU studentships) and a student stipend. Applicants from non-EU countries may apply for this project but will be required to meet the additional costs of overseas fees. For any queries regarding the studentship application procedure, please email [scholarships@soas.ac.uk](mailto:scholarships@soas.ac.uk). Closing date for applications is 17:00 (UK time), Monday, February 23, 2015.

#### PHD PROJECT IN CHILDREN'S GEOGRAPHIES UNIVERSITY OF OTAGO

Applications are invited from potential PhD students with an interest in the topic: Children, families and belonging in an urbanising world.

Supervisors: Dr Christina Ergler & Associate Professor Claire Freeman (Department of Geography, University of Otago, New Zealand)

We are seeking a student willing to embark on a PhD and interested in working on a mixed-methods project on 'Place attachment and social connection in urbanising societies'. Whilst place attachment is an area that is of established interest to geographers the role of children in forging place attachment for families is less well understood (Weller & Bruegel, 2009, Gordon, 2012). The research can be conducted in New Zealand or internationally- depending on available funding.

For more information contact Christina Ergler ([christina.ergler@geography.otago.ac.nz](mailto:christina.ergler@geography.otago.ac.nz)) or Claire Freeman ([cf@geography.otago.ac.nz](mailto:cf@geography.otago.ac.nz)). Please send a CV (including academic transcripts) and a one page cover letter outlining why you consider that you are a suitable candidate (including what skills/knowledge you bring, what aspects you find particularly interesting, and any ideas you may have on how the project could be developed).

Information on the Otago University Geography Department and the supervisors for this project is available on <http://www.geography.otago.ac.nz/>.

### Call for Publication Contributions

#### GIRLS' ECONOMIES: WORK & PLAY CULTURES (EDITED VOLUME)

Call for papers: This anthology sets out to provide historical, international, and interdisciplinary perspectives on the socio-cultural and economic nature of work in girls' lived realities and in representations. To that end, we seek previously unpublished essays that examine girls' often invisible economies (e.g., informal, formal, domestic, household, underground (black economy), plantation, sexual, and sharing economies, etc.) by investigating the distinctive nature of girls' work patterns that often complicate the lines between manual, domestic, unremunerated play practices, and monetary rewards (e.g., handicrafts; household toys); manifest unique "work cultures" (e.g., DIY participatory cultures) and; employ specific forms of labor, such as the "emotional labor" of Girl Scouts and the "reproductive labor" of girls' household chores that help to sustain households and enables other family members to engage in paid, productive labor.

Please send 300-word abstracts to [Forman-BrunellM@umkc.edu](mailto:Forman-BrunellM@umkc.edu) and [danselmo@uci.edu](mailto:danselmo@uci.edu) by February 15, 2015. Full essays (8,000 words) will be due July 1, 2015. This anthology will be edited by Drs. Miriam Forman-Brunell and Diana Anselmo-Sequeira, include a foreword by Dr. Eileen Boris, and be published by a leading academic press.

## ANTHROPOLOGY & AGING: AGING THE TECHNOSCAPE

CFP: Special issue for Fall (November) 2015. Commentaries, field reports, articles, portfolios or other ideas about aging and technology are more than welcome!

The technoscape, as described by Appadurai (1990) in his seminal work on globalization, refers to the “global configuration, ever fluid, of technology,” as well as the permeations of technology through other domains of economic and social life. Over the last 25 years, the technoscape has become dominated by an array of digital technologies, virtual worlds, and forms of mobile connectedness that are no longer used or designed by or for younger cohorts alone.

This special issue seeks to explore not only the impact of new technologies on the lives of older people around the world, but also how theories arising out of socio-cultural anthropology and gerontology can reveal new dimensions of the technoscape that may go unnoticed in youth-dominated popular discourse. We seek submissions grounded in empirical evidence that goes beyond simple juxtapositions of technologies and aging, but finds ways in which they blend, combine, and (re)shape each other.

Deadline for submissions is June 1, 2015. Contact the editor if you have any questions: anthro-age@mail.pitt.edu

## BOYHOOD STUDIES: AN INTERDISCIPLINARY JOURNAL

Boyhood Studies: An Interdisciplinary Journal is a peer-reviewed journal providing a forum for the discussion of boyhood, young masculinities, and boys' lives by exploring the full scale of intricacies, challenges, and legacies that inform male and masculine developments. Boyhood Studies is committed to a critical and international scope and solicits both

articles and special issue proposals from a variety of research fields including, but not limited to, the social and psychological sciences, historical and cultural studies, philosophy, social policy studies, and social health studies.

Boyhood Studies will be published semi-annually by Berghahn Journals as of Spring 2015.

One of the core missions of the journal is to initiate conversation among disciplines, research angles, and intellectual viewpoints. Both theoretical and empirical contributions fit the journal's scope with critical literature reviews and review essays also welcomed.

**Article Submissions:** Articles should generally be approximately 6,500 words including notes and references. Authors should submit articles by email attachment, formatted as Microsoft Word files. E-mail submissions, special issue or special section proposals, and inquiries to the editor, Diederik F. Janssen: boyhoodstudies@gmail.com

Visit BHS online for further details, including submission guidelines:

<http://journals.berghahnbooks.com/bhs/>

Follow Boyhood Studies on Twitter:

<https://twitter.com/BoyhoodStudies>

## SPECIAL ISSUE OF \*JEUNESSE\* ON MOBILITY

Jeunesse: Young People, Texts, Cultures invites essay submissions for a special issue addressing mobility in relation to youth texts and culture(s). We welcome essays that consider registers of race, class, gender, and disability. Essays should be between 6,000 and 9,000 words in length and prepared for blind peer-review.

Mobility invites us to think about bod-

ies, identities, and agency from diverse disciplinary and methodological perspectives. Im/mobility can be many things: geographic, physical, ideological, imaginative, temporal, social. What are some of the ways that we might analyze this amorphous—in fact, mobile—topic in light of young people, their texts, and their cultures? Submissions are requested by: 30 June 2015.

Topics may include: Dancing children; border crossings and home(land) security systems; movement as performance/choreography; narratives of upward/downward mobility; transformations through mobility/mobilizing transformations; mobile audiences and audiences of mobility; movement as affect and affect as “being moved”; planes, trains, and automobiles; immigration and generations; ability and impairment; kinesthetics or kin-aesthetics; mobilizing youth politics; digital movement and mobile communication; play and playgrounds; and containment and freedom of movement.

Inquiries may be directed to Larissa Wodtke, Managing Editor: [l.wodtke@uwinnipeg.ca](mailto:l.wodtke@uwinnipeg.ca)

Further information about submission guidelines is available at: <http://jeunesse-journal.ca>

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## Conference Calls for Papers

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### CHILD AND TEEN CONSUMPTION: CULTURAL CONTEXTS, RELATIONS AND PRACTICES

Aalborg University  
Aalborg, Denmark  
April 27-29, 2016

Aalborg University, Denmark, is happy to host the 7th Child and Teen Consumption Conference on April 27-29, 2016. A PhD workshop will also take

place on April 26, 2016. The 2016 conference theme is: 'Child and Teen Consumption: Cultural Contexts, Relations and Practices.' The conference is interdisciplinary, inviting contributions from anthropology, cultural studies, history, consumer studies, marketing, media, policy, sociology, economy, psychology, childhood studies, tourism studies, etc. We look forward to seeing you in Aalborg.

You will find all the information you need to submit an abstract and attend the conference on the CTC 2016 website: [www.ctc2016.aau.dk](http://www.ctc2016.aau.dk). Deadline for submission of abstracts: September 1, 2015.

### **CHILDREN AND CHILDHOODS CONFERENCE 2015 – UK**

Unit for the Study of Children and Childhoods, UCS  
*University Campus Suffolk, Ipswich, UK*  
July 14-15, 2015

We are excited to announce that the call for papers for our biennial international Children and Childhoods Conference is open. We invite papers that theoretically and empirically engage with a broad range of disciplines reflecting the diverse nature of contemporary childhood studies. The conference aims to bring together established academics, early career researchers, doctoral candidates and students.

Topics covered by this call could include but are not limited to: Identity, Culture and Belonging; Methodologies; Disabilities; Sex and Sexualities; Family Formations; Health, Embodiment and Well-being; Education; Young People; and Rights, Advocacy and Participation.

We welcome traditional presentations of 20 minutes with additional time for questions, pre-formed panels of speakers and posters; as well as alternative modes of presentation. Please send 250 word abstracts for a 20 minute presentation,

500 word abstracts for panels and 150 word abstracts for posters to: [ucschildhoodpapers@ucs.ac.uk](mailto:ucschildhoodpapers@ucs.ac.uk). Questions regarding submission should also be sent to that address. The deadline for submissions is Friday February 27, 2015. Direct any other conference queries to: [ucschildhoodsinfo@ucs.ac.uk](mailto:ucschildhoodsinfo@ucs.ac.uk). See the conference website at: <http://www.ucs.ac.uk/Faculties-and-Centres/Faculty-of-Arts,-Business-and-Applied-Social-Science/iSEED/Children-and-Childhoods-Conference-2015.aspx>

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## **Conference Announcements**

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### **3<sup>RD</sup> INTERNATIONAL CONFERENCE OF THE INTERNATIONAL CHILDHOOD AND YOUTH RESEARCH NETWORK**

Center for the Study of Childhood and Adolescence  
European University Cyprus  
*Nicosia, Cyprus*  
June 10-12, 2015

We are pleased to announce the 3<sup>rd</sup> international conference of the International Childhood and Youth Research Network (ICYRNet) which is organized by the Center for the Study of Childhood and Adolescence and the Department of Social and Behavioral Sciences, European University Cyprus.

Confirmed keynote speakers:

- Jo Boyden, Professor and Director of Young Lives, Oxford University
- Dan Cook, Professor of Childhood Studies, Rutgers University

The Network's mission is to promote, internationally, the inter-disciplinary study of children and young people in order to

further raise awareness and understanding of issues that affect their well-being. In this 3<sup>rd</sup> international conference of the ICYRNet, we focus explicitly on theory and method in child and youth research using a critical lens to examine the epistemological frameworks which have guided so far the production of knowledge about children and youth and to reflect on the new, emerging possibilities for producing knowledge in the future.

For information about how to register, please go to: <http://www.icyrnet.net/icyrnet2015>. For any questions, please contact Spyros Spyrou at [s.spyrou@euc.ac.cy](mailto:s.spyrou@euc.ac.cy)

### **"SCHOOL MEMORIES" INTERNATIONAL SYMPOSIUM IN SPAIN**

University of Seville  
*Seville, Spain*

We are pleased to announce the International Standing Conference on the History of Education, "School Memories" New Trends in Historical Research into Education: Heuristic Perspectives and Methodological Issues," organized by Grupo de Investigación "Historia de las Enseñanzas," at the University of Seville. The symposium will be organized in three working sessions, which will serve to explore school memory in its three basic forms (individual, collective and public) from multiple points of view, basically coinciding with the wide collection of sources that can be used to define it in all its complexity (such as oral sources, ego-documents, autobiographies, objects, photographs, literature, films, etc.). The ultimate goal is to qualify school memory as an historiographical object and to define its epistemological contribution. For more information about the conference and registration, see the conference website: <http://memoriaescolares/inscripcion.html>

## **EXTENDING PLAY: THE SEQUEL**

Rutgers University  
New Brunswick, NJ  
April 17-18, 2015

We invite scholars, students, tinkerers, artists, visionaries, and players to the second iteration of the Rutgers Media Studies Conference: Extending Play, to be held April 17th and 18th, 2015 on the Rutgers University campus in New Brunswick, NJ.

Extending Play: The Sequel asks how conceptions of repetition, iteration, mimesis, chronography and sequence emerge through the dynamics and modalities of play in an increasingly repetitive, yet always playful world. We aim to continue the mission of the previous Extending Play conference, to entertain all approaches to the traditions, roles, and contexts of play that extend its definition and incorporation into far-flung and unexpected arenas. With The Sequel, we hope to focus on how play is culturally reproduced, repeated, continued, remixed, recycled, resequenced, and reimagined, and how play re-orders issues of power, affect, labor, identity, and privacy. For more information, visit our website at: [mediacon.rutgers.edu](http://mediacon.rutgers.edu).

## **MAPPING THE LANDSCAPES OF CHILDHOOD II**

Institute for Child and Youth Studies  
(I-CYS)  
University of Lethbridge, Lethbridge,  
Alberta, Canada  
May 8-10, 2015

We take great pleasure in announcing the second Mapping the Landscapes of Childhood conference, and look forward to continuing the conversations begun at the first conference in 2011, which drew together an international group of 125 scholars. We aim to build on the success

of our first conference, and to exploit the synergies within the U of L's newly established multidisciplinary Institute for Child and Youth Studies (I-CYS). We therefore invite scholars and practitioners from a wide variety of academic disciplines (including the sciences, arts, humanities, social sciences, policy studies, social work, and education) to consider the state of child and youth studies, a vibrant and rapidly evolving field of inquiry.

Conference Format: Three days of multidisciplinary panels with scholarly presentations on conference themes; poster sessions; several keynote events; practitioner sessions; and a film screening.

### **Keynote Speakers:**

- Tim Gill, <http://rethinkingchildhood.com/>
- Katie Hinde, Department of Human Evolutionary Biology, Harvard University
- Jane Humphries, Professor of Economic History, All Souls College, Oxford
- Karen Wells, Department of Geography, Environment and Development Studies, Birkbeck University of London

For registration information, see: <https://www.uleth.ca/conreg/icys/registration>

## **NEW WORLDS OF ADOPTION: LAUNCHING INTO ADULTHOOD**

University of Massachusetts, Amherst  
Amherst, MA  
Friday April 17th, 2015, 8:00am-5:00pm

This year's "New Worlds of Adoption" Conference highlights the strengths and resilience of adopted persons as they move into adulthood.

### **Keynote**

Ann Masten, Ph.D., University of Minnesota, will highlight research on resilience in development with a focus on transitions to adulthood. Dr. Masten will be joined by three adult adoptees who are now in significant professional positions serving the adoption community:

- Astrid Dabbeni, Executive Director of Adoption Mosaic, Portland, OR
- Judith Eckerle, M.D., Pediatrician and Director of the Adoption Medicine Program at the University of Minnesota
- Nathan Ross, Project Coordinator for the Community Champions Network at the North American Council on Adoptable Children (NACAC)

Afternoon Presenters include:

Katy Andres, Susan Branco Alvarado, Amanda Baden, Kathleen Belanger, Astrid Castro (Dabbeni), Judith Eckerle, Rachel Farr, Chris Langelier, Thomas May, Ruth McRoy, Mentors from the Adoption Mentoring Partnership, Joyce Maguire Pavao, Dawn Post, Nathan Ross, Deborah Siegel, Amy Walkner and Samantha Wilson.

Confence will also include:

Panel Discussions, Topical Concurrent Sessions, and Posters Displaying Research and Programs. Social Work CEU's & Psychology CE's will be available. For registration information, visit: <http://psych.umass.edu/ruddchair/annualconference/>





**SOCIETY FOR THE HISTORY OF CHILDREN AND YOUTH CONFERENCE, "IN RELATION: CHILDREN, YOUTH, AND BELONGING"**

University of British Columbia  
Vancouver, Canada  
June 24-26, 2015

Relationships are foundational to human lives and to children's experience of the world. They might involve coercion and suffering, or agency and liberation.

Domestic relationships with parents, caregivers, siblings, relatives, and pets shape young people's sense of self, their experiences and their place in the world. Wider relationship circles likewise affect young people's position in the world in diverse ways.

The complex effects of large-scale events and phenomena including colonization, imperialism, war, industrialization, urbanization, and disease epidemics, among others, have both direct and indirect effects on young peoples' relationships that vary across time and cultural context.

Virtual relationships provide young people with a distinctive window onto international connections and cross-cultural influences.

Relations of power, often uneven and always nuanced by gender, race, class, sexuality, and (dis)ability, flow through all relationships that young people forge and encounter.

Historical research that explores the varied meanings attached to the range of relationships young people experience usefully expands our understanding of both the past and present.

See the conference website at: <http://shcyhome.org/conference/>

## Prize Announcement

### JEAN HUNLETH AWARDED SMA POLGAR PRIZE

Jean Hunleth received the 2014 Polgar Prize from the Society for Medical Anthropology for her article "Children's Roles in Tuberculosis Treatment Regimes: Constructing Childhood and Kinship in Urban Zambia" (*Medical Anthropology Quarterly*, Volume 7, Issue 2, pages 292-311).

## Events

### ART EXHIBIT: 'WE ARE ALL THE SAME' CHILDREN, WAR, AND HUMANITY IN NORTHERN UGANDA

An art exhibit by Liu Scholar and PhD candidate (Institute for Gender, Race, Sexuality, and Social Justice at UBC) Beth W. Stewart, called 'We are all the Same' Children, War, and Humanity in Northern Uganda, is currently on display at the Liu Institute for Global Issues, Vancouver, BC through March 2015. The event poster and institute information can be found at: <http://www.ligi.ubc.ca/?p2=modules/liu/events/view.jsp&id=1290>.

For 20 years, the conflict between the rebel group the Lord's Resistance Army (LRA) and the Ugandan government forces destroyed the landscape, economy, communities, culture, relationships, and lives. And while the active conflict moved out of Northern Uganda by 2007, the legacy of war lives on in people's everyday lives even as they actively reconstruct their world. The collection seeks to challenge assumptions about war-affected people, and children especially, while also inviting the viewer to bear witness to their stories and experiences.

Most of the paintings are collaborations with the child participants in the artist's PhD research project. These are children who were born into the captivity of the LRA.

Questions: [bethwstew@gmail.com](mailto:bethwstew@gmail.com)

## Publications

### CHILDREN, YOUTH AND ENVIRONMENTS: NEW PAPERS JUST PUBLISHED

The new issue of *CYE* is available at: <http://www.jstor.org/action/showPublication?journalCode=chilyoutenvi>

It contains a special section on Greening Early Childhood Education, which continues the 2014(2) special issue on this theme, and additional papers on environmental health, sense of place, and neighborhood perceptions. The issue also includes field reports with lessons from practice and book reviews.

Children, Youth and Environments accepts fewer than 40% of submissions for publication after a double-blind peer-review process. It has readers in more than 150 countries, who last year made more than 35,000 requests for full-text downloads.

### ANTHROPOLOGY & AGING: NEW ISSUE

Check out the latest issue of *Anthropology & Aging* (<http://anthro-age.pitt.edu/ojs/index.php/anthro-age/issue/view/17>)!

Published just before the New Year, *Anthropology & Aging* Vol. 35 No.1 is the first issue completely managed using the OJS digital journal platform. This issue features photographic essays, two extended length articles, and seven book reviews.

Table of Contents found at: <http://anthro-age.pitt.edu/ojs/index.php/anthro-age/issue/view/17/showToc>

***JOURNAL OF PLAYWORK  
PRACTICE 2ND ISSUE NOW  
OUT!***

The second issue of JPP has now been published with a themed practitioner section on adventure playgrounds – see [http://www.policypress.co.uk/journals\\_jpp.asp](http://www.policypress.co.uk/journals_jpp.asp).

JPP encourages submissions from researchers outside the playwork field working in a wide range of areas relevant to the practice of playwork. For more information please see the JPP website ([http://www.policypress.co.uk/journals\\_jpp.asp](http://www.policypress.co.uk/journals_jpp.asp)) or email the Editors at [jpp@commonthreads.org.uk](mailto:jpp@commonthreads.org.uk).

Follow JPP on Twitter: @JPP\_Journal



## SOLICITATIONS FOR THE OCTOBER 2015 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)

**Photos from the Field** (with caption of 30 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

Please send your submission to the Newsletter Editor, Kate Grim-Feinberg (kgrimfe2@illinois.edu), between August 15th and September 5th, 2015. To expedite and enhance the review and revision process, please notify the Editor of your intent to submit by the beginning of the rolling submission deadline (August 15th).



## STAY IN TOUCH

### Website and Blog

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

### Facebook

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

### Twitter

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

### Newsletter Editor

asinervo@ucsc.edu (outgoing),  
kgrimfe2@illinois.edu (incoming)

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- Caroline Compretta (U Mississippi Medical Center)
- Gina Crivello (U of Oxford, Young Lives Project)
- Rebecca Grunzke (Mercer U, College of Education)
- Jennifer Patico (Georgia State U, Dept of Anthropology)
- Jen Tilton (U of Redlands, Dept of Race and Ethnic Studies)

