



Anthropology of Children and Youth Interest Group

newsletter

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ADVISORY BOARD UPDATE

A New Name, A New Look: Why We Are Now Called the Anthropology of Childhood and Youth Interest Group (ACYIG)

Kristen Cheney
(Institute of Social Studies, The Hague)
Convener and Advisory Board Chair

Those of you connected to the group may have noticed a recent change to our title. This change came about as a result of the group's rapid expansion and a recent constituent consensus. Since the inception of the group in 2007, the interest group has swelled to approximately 1,300 members, providing an important forum for scholars working on a broad range of young people's issues. Together, we have raised the profile of children and youth studies within anthropology, both at the AAA meetings and at regularly co-sponsored meetings with the Society for Cross-Cultural Research, as well as through the various social networks we have created.

At the 2010 AAA annual organizational meeting in New Orleans, some members

raised the question of whether the Anthropology of Children and Childhood Interest Group welcomed scholars who also worked on youth. They felt that the group was indeed inclusive but suggested that it might not be clear to many other AAA members working in youth studies. Similar questions had been raised in the past in relation to infants and early childhood.

This gave us the opportunity to reflect on what we mean when we say 'childhood studies', and to address the issue of subfields in this emergent area of scholarship. As anthropologists studying young people, we are well aware of the random assignment of various subgroups of children, from infants and toddlers to teens and 'tweens'. The definition of childhood and youth continually shift according to cultural context and the historical moment. In this light, it would have made little sense to micro-manage the interest group in terms of these categories. The consensus was that we should be as inclusive as possible of members working on similar issues affecting young people.

At the February 2011 joint meeting with the Society for Cross-Cultural Research in Charleston, South Carolina, the advisory board also discussed the issue of the proliferation of acronyms for the group as our numbers soared and as we expanded our platforms for reaching out to membership. Some members knew us as ACCIG, others as AAACIG, and others as ACIG. We decided that, given that we had clarified with the member-

ship that the group's scope should be more inclusive, especially of the vibrant subfield of youth studies, it was a good time to reconsolidate our identity under one clear name and corresponding acronym. We decided on the Anthropology of Children & Youth Interest Group, or ACYIG.

Since we are, in fact, an interest group of the American Anthropological Association, we had to apply to the AAA Executive Committee to change the name. At their summer meeting, they approved our request. Our graphic designer and newsletter layout volunteer Alvaro Vargas has therefore recreated the logo to reflect this change, and we are working on shifting all our networking platforms – website, Facebook page, LinkedIn discussion group, and listserv – to reflect this change as well. We hope it will mirror and embody the diversity of topics scholars working with younger populations are studying.

So please join us in spreading the word about this name change, and if you're in Montreal for the AAA annual meeting this year, we hope to see you in person at our annual organizational meeting, book fair, and social hour on Saturday, November 19th, from 6:15-7:30pm. Come see the diverse interests of our members for yourself!

See you there!

Kristen Cheney
ACYIG Convener &
Advisory Board Chair

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REPORT FROM THE 2011 ACYIG MEETINGS

Jill Korbin (Case Western Reserve U)

ACYIG held its second annual meeting between February 16-19, 2011 in beautiful and historic Charleston, South Carolina. This was an outstanding opportunity to interact and exchange ideas with others interested specifically in child- and youth-related topics. For the second year in a row, the meeting was held jointly with the Society for Cross-Cultural Research (SCCR) and the Society for Anthropological Science (SaSCI).

ACYIG Members presented their cutting-edge research and stimulating ideas in eight organized panel sessions, one conversation hour, and several individually-submitted papers. These are listed below:

Coe, Catie and Terrio, Susan, Co-Chairs
Children, Migration and the State

- Coe, Cati: “What a Minor Needs: The Differing Conceptions of US Family Reunification Law and Ghanaian Labor Migrants”
- White, Jill Collins: “‘They Push You Out’: Mexican-Origin Teens Encounter the State”
- Heidbrink, Lauren: “Intersecting (Im)possibilities: Migrant Youth, Family and the State”
- Terrio, Susan: “Undocumented Child Migrants in Federal Custody: Victim or Threat?”
- Boehm, Deborah: “Out-of-Place: Youth and Deportation in the US-Mexico Transnation”

Finnan, Christine, Chair
School in the Context of Children’s Lives

- Budur, Diane: “Romani Values and their Effects on Child Development: Honor, Shame, and the Phenomenology of Marime among Brazilian Romani”
- Rae-Espinoza, Heather: “Transnational Attachment and Peer Culture at *Plaza Sesamo*: A Reaction to Maternal Neglect and Parental Emigration in Ecuador”
- Finnan, Christine: “Developing a Sense of Self within Elementary School Classrooms: Teacher Perception and Children’s ‘Sense of Self’”
- Wu, Xiaolei: “To Build the Village: An Ethnographic Study of Urban Middle-class Chinese Parents’ Family-School-Community Partnership”
- Zhang, Min: “Safety First: Increasing Value of Children and Changing Meaning of Schooling in a Rural Chinese Community”
- Hoffman, Diane: Discussant

Grimes-MacLellan, Dawn, Chair
IRB-approval Challenges for Research with Children and Youth

- Grimes-MacLellan, Dawn: “IRBs and International Research with Children and Youth”
- Callahan, Eileen: “Through the IRB Rabbit Hole, Curiouser and Curiouser”
- Grunzke, Rebecca Zellner: “The Dragon and the Butterfly: The IRB Approval Process and the Child’s Voice in Sensitive Research”

- Wander, Marla: Analysis of the Process and Outcomes of IRB Approval in Research Involving Adolescents”
- Clark, Cindy Dell: “Dear IRB’: What You Need to Know about Kids before You Can Protect Them”
- Cunningham, Sarah: “The Challenge of Upholding Agency: IRB and Rural Oregon Youth”
- White, Jill Collins: Discussant

Keller, Heidi, Chair
Children’s Views on Families in Different Cultures

- Gernhardt, Ariane: “What Children’s Drawings Reveal to us about Their Conception of Family”
- Schwarzer, Sina: “Global Impression Judgments on Family Drawings from Children with Different Cultural Backgrounds”
- Otto, Hiltrud: “Children’s Photographs of Their Family’s Daily Life”
- Thein, Seinenu and Fiske, Alan: “Children’s Embodied Food Practices and Diversity in Attachment Relationships”
- Gibbons, Judith: Discussant

Kromidas, Maria, Chair
Politics at Play: Children and the Politics of Everyday Life

- Kromidas, Maria: “Within and beyond Colorblindness: Playing with Ideologies of Race in New York City”
- Vaishali, Raval V.: “Runaway Street Youth in India: Active Players in Shaping Government Efforts towards Rehabilitation”

- Friedman, Shimi: “Who Needs Boundaries?: Jewish- Muslim Shared Childhood, Adolescence in Wilderness Landscape, Israel”
- Sinervo, Aviva: “Cops and Vendors: Children Negotiating Police in Cusco’s Plaza de Armas”

Maynard, Ashley, Chair
Children’s Agency

- Maynard, Ashley: “Anthropological and Psychological Notions of Children’s Agency”
- Lancy, David: “Cross-cultural Perspectives on Agency across the Lifespan: Infancy”
- Little, Christopher: “Children’s Agency: Reflecting on the Concept with Melanesian Data”
- Paugh, Amy: “Playing with Languages: Children’s Code-switching and Agency in Dominica, West Indies”
- Reynolds, Jennifer: Discussant

Stryker, Rachael, Chair
Rethinking Humanitarianism Involving Children

- Habashi, Janette: “Multiplicity of a Dialectic Palestinian Paradox with International NGOs”
- Cheney, Kristen: “Whose ‘Best Interests’? Revisiting African Orphan Circulation and Children’s Rights in the Age of HIV/AIDS”
- Stryker, Rachael: “You Are God’s Plan for the Orphan’: Emerging Evangelisms and United States Adoption Culture”
- Kelley, Maureen: “Should International Adoption be Part of Humanitarian Aid Efforts? Lessons from Haiti”

- Chen, Xiaobei: Discussant

Thein, Seinenu, Chair
Conversation Hour: The Art and Technology of Field Work: Research Design and Conceptualization during the Early Stages of Field Work

- Abels, Monkia
- Otto, Hiltrud
- Thein, Seinenu
- Weisner, Thomas S.: Discussant

Weisner, Thomas S. and Korbin, Jill E., Co-Chairs
Research, Practice, and Policy on Children and Youth

- Rosen, David: “Child Soldiers: The Emerging Tensions Between Research and Policy”
- Heissler, Karin: Re-thinking ‘Trafficking’ in Child Labor Migration in Bangladesh: The Role of Social Networks and Their Policy Implications”
- Weisner, Thomas: “Bringing Mixed Methods and Theory in Psychological Anthropology to Improve Research in Policy and Practice”
- Silver, Lauren: “Living in the Gap: Adolescent Mothers Negotiate Child Welfare Policies”
- Duque-Paramo, Maria Claudia: “Policies for Children Living with Parental Migration: Challenges in Colombia”
- Keller, Heidi: Discussant

Individually-Submitted Papers (in alphabetical order)

Anderson, Jeanine and Leinaweaver, Jessaca: “Movement, Mobility, and Migration as Children’s Experience in Rural Peru”

Campbell, Benjamin: “Modernization, Middle Childhood, and Attention”

Creighton, Millie: “Edutaining Korean Children: Comparing Korean and Japanese Gender, Consumer, and Nationality Messages in Marketing”

Ensor, Marisa: “Children, “Experts”, and Humanitarian Action: A Critical Analysis of Current Approaches”

Grunzke, Rebecca: “Not Just Another Brick in the Wall: Alternative Childrearing Tasks of Unschooling Parents”

Guzman, Jennifer: “The Interactional Negotiation of Weight Gain in Indigenous Mapuche Children’s Medical Care in Southern Chile”

Hoffman, Diane: “Agency and Vulnerability among Haitian Child Migrants”

Jenson, Jennifer: “Raising a Caregiver: Saraguro Babies’ Agency in Sleep Practices”

Lee, Lauren and Christianakis, Mary: “Ethnography of Imaginative Play: The Exploration of Gender Identity at the Age of Four”

Reynolds, Jennifer: “Kosher beef and Young Cuates in Postville, Iowa - Before and after the Raid”

Watters, Charles: “Refugee Children: the Moral Economy of Care”

Thank you to all who attended the Charleston conference, and we hope to see more of you at our next meeting in Las Vegas in February, 2012!

2011 ACYIG-SCCR CONFERENCE



Rachael Stryker (Mills College), Janette Habashi (U Oklahoma), and Xaiobei Chen (Carleton U) strike a pose after their panel, “Rethinking Humanitarianism Involving Children”.



Thomas Weisner (UCLA) presents on the use of mixed-method research with children.



CALL FOR PANELS AND PRESENTATIONS

2012 ACYIG Third Annual Meeting

Las Vegas, Nevada
February 22-25, 2012
Deadline for Submissions:
November 30, 2011

ACYIG will hold its third annual meeting from February 22-25, 2012 in that unique manifestation of American culture, Las Vegas, Nevada. The advantages of ACYIG holding its own meeting are the relatively small size of the group and opportunities to interact with others interested specifically in child-related topics. We will do our best to accommodate all panel and paper submissions.

Our first two meetings in Albuquerque and Charleston were great successes, bringing together cutting-edge research on a range of child issues. Our 2012 meeting will again be held in collaboration with the Society for Cross-Cultural Research (SCCR) and the Society for Anthropological Science (SASci). The conference website can soon be accessed via the SCCR Website <http://www.sccr.org> and will include information on deadlines, submission guidelines, and forms, as well as hotel and meeting registration information.

If you are interested in organizing a panel or a session, please send your ideas as soon as possible to David Rosen (rosen@fd.edu). We will circulate these ideas via the ACYIG listserv. The deadline for final submissions to SCCR is November 30, 2011, so you should plan on having papers and panels finalized by the end of the AAA meetings this year.

Childhood- and Youth-Related Sessions at the Annual Meetings of the American Anthropological Association, 2011: A Preview

Rachael Stryker (Mills College)

This year's AAA Annual Meeting includes numerous presentations and activities related to the anthropology of childhood and youth, covering a variety of topics. With at least 20 sessions focused specifically on issues related to children and youth such as "Imagining the Child: Intellectual and Moral Legacies in the Anthropology of Children and Childhood"; "Ephemeral Youth: Embodied Identity and Traces of Violence in Growing Up"; "Shifting Constructions of Race among Children in Learning Spaces"; and "Tracing Childhood: Bioarchaeological Investigations of Early Lives in Antiquity", and over 300 papers and posters directly related to children and youth, AAA attendees will have many opportunities to engage with new and recent scholarship concerning children and childhood.

In addition, don't forget to mark your calendars for the Anthropology of Childhood and Youth Interest Group organizing meeting that will be held on Saturday evening, November 19th, at 6:15 pm, and followed by a social hour and book display. The meeting, social hour, and book display will take place at the Palais de Congres (please check your meeting program for the exact room), and there will be some wine and nibbles there to share before everyone turns to their own Saturday night plans in beautiful Montreal.

For more details on specific childhood- and youth-related activities at this year's AAA Meeting, search the meeting program at <http://aaanet.org/meetings/program/index.cfm>



This year the American Anthropological Association meetings will be held in beautiful Montreal.

SOME CHILDHOOD- AND YOUTH-RELATED ACTIVITIES AT THE 2011 AAA ANNUAL MEETING

Date	Title	Event Type
Wed., 11/16 12:00PM	Imagining The Child: Intellectual And Moral Legacies In The Anthropology Of Children And Childhood	Session
Wed., 11/16 2:00 PM	Ephemeral Youth: Embodied Identity And Traces Of Violence In Growing Up	Session
Wed., 11/16 2:00 PM	Tracing School Effects: Toward A Critical Anthropology Of Education	Session
Wed., 11/16 4:00 PM	The Children Of Immigrants/Second Generation Youth: Barriers And Bridges To Citizenship And Belonging	Session
Wed., 11/16 6:00 PM	Who Can Be Bilingual: Constructions Of Language, Race, And Identity In Public Schools	Session
Thurs., 11/17 8:00 AM	Anthropology Of Parenthood And Childhood	Session
Thurs., 11/17 8:00 AM	Coming Of Age In The Digital Age: Youth Media Practices And Gendered Identities	Session
Thurs., 11/17 8:00 AM	Constructing Age Differences: Language Ideology And Language Socialization	Session
Thurs., 11/17 10:15 AM	Creating Oneville: Exploring The Network It Takes To Raise A Child	Inno-vent
Thurs., 11/17 1:45 PM	The Trouble With 'Youth At Risk': How Can Anthropology Deconstruct Pathologizing Categories While Remaining A Constructive Partner To Practitioners Working To Alleviate Social Suffering?	Session
Thurs., 11/17 4:00 PM	War And Child Soldiers: A Dialogue With Ishmael Beah, Author Of <i>A Long Way Gone</i>	Session
Fri., 11/18 8:00 AM	Legacies, Innovations, And Negotiations In Children's Multiple Places	Session
Fri., 11/18 8:00 AM	Maternal Tidemarks: Tracing The Anthropology Of Mothering	Session
Fri., 11/18 8:00 AM	Tracing Pathways Of Kinship In Assisted Reproductive Technologies (Arts) And Adoption	Session
Fri., 11/18 8:00 AM	Shifting Constructions Of Race Among Children In Learning Spaces	Session
Fri., 11/18 4:00 PM	Representation And Reproduction: Negotiating Perceptions Of Immigrant Children And Families In Everyday Life	Session
Sat., 11/19 4:00 PM	Tracing Childhood: Bioarchaeological Investigations Of Early Lives In Antiquity	Session
Sun., 11/20 8:15 AM	Feeding And Food Among Babies, Children, And Adolescents	Session
Sun., 11/20 12:15 PM	Chinese Women Choose: On Labor, Children, Marriage, And Migration	Session
Sun., 11/20 12:15 PM	Health And Healing: Children And Adolescents	Session

METHODS AND ETHICS COLUMN

Ethnography with Children through the Lens of Parenthood

Ida Fadzillah (Middle Tennessee State U)

As novice anthropologists preparing for the field, we try to arm ourselves with knowledge on the methods and theories that inform our discipline and interrogate our subjectivities – our gender, sexuality, age, and ethnicity to name but a few, and to open our eyes to our own biases and perspectives. But how is our field–experience influenced by our role as parents, especially if our research is focused on children? Once I became a mother and an active participant-observer in the life of my own child, the lens of my intellectual focus as a previously childless researcher became something to examine. I wonder: do our automatic responses and interpretations in the field change when we see other people’s children as we do our own?

In 1996, I began field research on adolescent girls in Thailand. Newly married and childless, I traveled to the northern province of Chiang Rai and focused on the girls’ daily routines, school experiences, and narratives about the future. While the research did yield interesting insights, I had to come to terms with the stereotypical and unrealistic nature of my pre-fieldwork expectations regarding adolescents. Having had little exposure to children and remembering nothing useful of my own childhood, I naively assumed that these girls would be shy, awkward, slow, illogical, and essentially my image of “childlike”. In the

field I discovered they were none of these things. Rather they were quick, articulate, thoughtful, and sometimes, quite brazen. And it took me as long to adjust to this reality as it took to adjust to Northern Thai culture.

Fast forward 15 years. I now have a 10-year-old daughter, and I still study children, although my academic focus is currently on immigrant children living in the American South. As I watch my child negotiate the rules of her culture, I find myself replaying my first foray into the field and questioning how my observations and conclusions about Thai girls might have been different if I had already been a parent in 1996.

It goes without saying that the experience would have changed. But I do not know if the difference would have made the fieldwork more or less “accurate”. I would also hesitate to assume that this adjusted focus is something specific to mothers and not fathers. What I am interrogating here is the way our participant-observer status shifts if we-- as researchers of children-- have raised children ourselves. In this situation, does the distinction between the “emic” and the “etic” perspective become more complicated if we are positioned as parents studying other parents and their children? Does the distinction actually become even more significant? Does our “holistic perspective” become enhanced or compromised? And does it become easier or harder to observe and practice ethical behavior as our emotions leak through the invisible barrier between academic observations and personal life?

The girls of my research talked about their lives and, at times, asked me to keep things in confidence. Which I did. My loyalty was to them, and I understood my main task to be to ensure that no harm came to them through our interactions. And yet now, when I look back, I realize that these girls – while not “child-

like”-- were still children, and I question my role in the field.

For example, the school these girls attended, poor and ill-equipped to begin with, had teachers who regularly failed to show up for class. This did not bother the students. In fact, they were quite happy to have free time to socialize and play. However, I wonder now if I should have reported this back to their parents, or if, as parents, they would have even wanted to know. And what about the time a teacher had caned a girl for continuously not doing her work? Should I have told the girl’s parents if she chose not to do so herself? Here are some other scenarios: if a fifteen year old told you she had a boyfriend, but her parents did not know, should you tell her parents? What if you knew this girl drank Mekong whiskey with her friends before motorcycling home in the dark? And if you could hear your neighbor as she disciplined her screaming child in the culturally-appropriate method of whipping with a belt, do you intervene?

Do children’s screams, tears, secrets, and lies appear differently if you hear, see, and feel them through the adjusted lens of parenthood? Perhaps the answers to this question are clear to some readers, but for me the influence of parenthood has revealed previously hidden complexities about the obligations of the (childless) field researcher.

If children’s experiences do seem different through the lens of parenthood, does this significantly change the field experience? I have a thousand different conflicting answers to this question too. But I know that things seemed more clearly black and white before I became a parent. Once I had a child, all children became a part-reflection of my own, and my reactions became not only “academic”, but personal. What this shift in perspective entails is up for debate, but it happened quite unwittingly, and I am not sure it is

reversible. The subjectivity that parenthood provides shapes our experience in the field with children, and with their parents. However, the way it shapes our experiences in the field deserves further introspection and study. For now, I will be content to keep asking these questions, and hopefully a dialogue will begin that will frame the positionality of parenthood within the realm of knowledge with which we arm ourselves before we enter into the field.

CHILDHOOD AND _____

Childhood and Learning: How do Children Learn without Being Taught? One Way is by Observing and Pitching in

Barbara Rogoff (UC Santa Cruz)



(Photo © Barbara Rogoff, 1975)

Decades ago, when I was doing doctoral research on cognitive development in a Mayan town in Guatemala, I was interested in understanding how children learned the complex activities of their

community, such as agriculture, making tortillas, and especially weaving. But when I asked mothers how they taught their children, they replied that they don't teach them, the children just learn.

This was a puzzle for me, for I had assumed that being taught was the only way anything complex could be learned -- so how do the children learn without being taught? My assumption may have been supported by having spent 19 years in school at that point, where teachers often try to manage children's learning through lessons and exercises largely out of the context of productive activity. I think that the Mayan mothers similarly understood my question "How do you teach...?" as asking whether they provide lengthy out-of-context explanations and quizzes to teach their children. So they answered 'no' despite the fact that they did a great deal to help their children learn.

My research since that time, over three decades ago, has revolved around trying to figure out how people learn without being "taught". After my first one-and-a-half years living in San Pedro doing cognitive developmental research and ethnographic research on childrearing practices, I have made nearly yearly trips back to San Pedro and carried out several subsequent investigations (see <http://people.ucsc.edu/~brogoff/>).

Learning through Intent Community Participation

My colleagues and I began to see a pattern in the organization of learning opportunities in San Pedro that was distinct from the organization of instruction that is common in Western schooling. The pattern involves an emphasis on the inclusion of children in most community activities, with children taking initiative to learn by observing and contributing to the shared endeavors, and with adults providing supportive guidance. This

pattern corresponds with many features of ethnographies of Mesoamerica and North America.

My colleagues and I have become interested in how general the pattern is among Indigenous and Indigenous-heritage children and communities, and how the pattern may vary across generations and centuries as people with such backgrounds become experienced with the ways of organizing learning that prevail in many European and US institutions such as Western schooling. Our efforts to understand how children learn without being taught have also included ethnographic and comparative research in Mexico and among Mexican-heritage families in the US (varying in the extent of family experience with Western schooling). Some of the comparative investigations have also included Anglo children and their families. We compare how children varying in background experience go about learning, and how their families and communities help them learn.

The pattern of learning by observing and pitching in seems to be widespread in Indigenous communities of Guatemala and Mexico and among other people with experience with practices emanating from Indigenous communities of the Americas, such as some Mexican immigrants to the US from regions of Mexico with strong Indigenous histories. This is a social organization of learning that my colleagues and I call learning through intent community participation (or learning by observing and pitching in, Rogoff et al., 2003, 2007; Paradise & Rogoff, 2009; see also <http://www.intentcommunityparticipation.com/barbara-rogoff>). We have developed the following prism to describe this way of organizing learning.

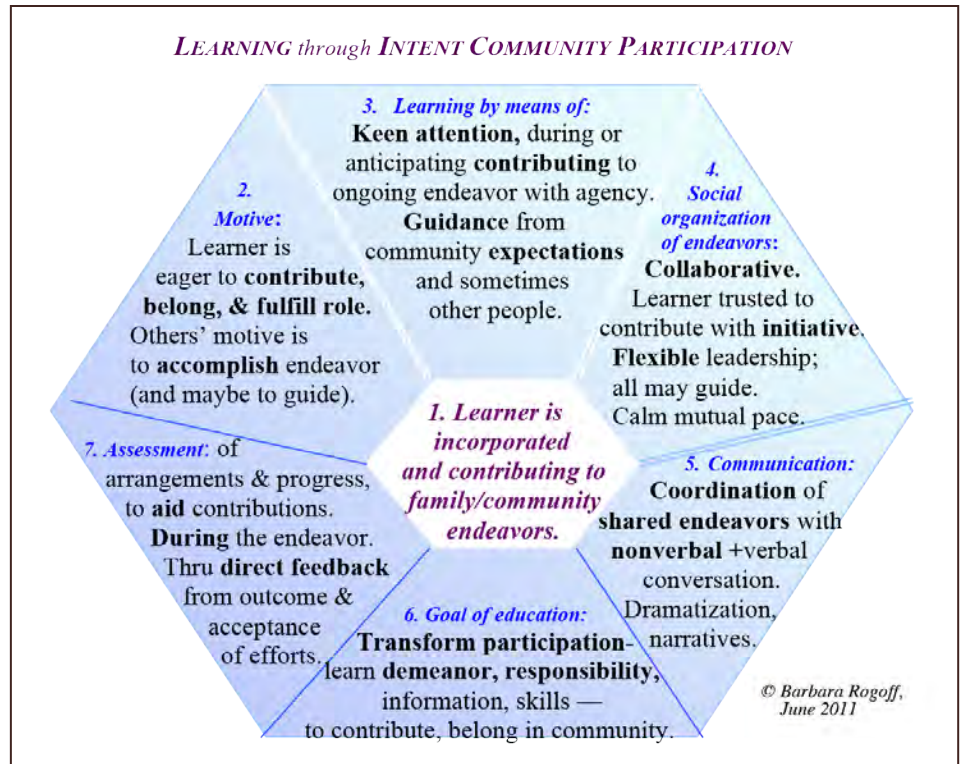
We have found that children from Indigenous and Indigenous-heritage families with little Western schooling are more likely than children with little experience

of Indigenous-heritage practices and extensive Western schooling to be:

- incorporated in a broad range of community activities, such as family work, social events, and ceremonies
- expected and eager to contribute with initiative, noticing what needs to be done and helping or taking responsibility without being asked
- supported in their efforts by others nearby who are engaging in related activities, who allow them initiative and trust their ability to contribute and sometimes provide them with pointers
- attending keenly to events surrounding them, including events that do not directly involve them
- collaborating by blending agendas with others, with initiative, and being attentive even when not directly involved
- coordinating shared endeavors with articulate nonverbal conversation (in addition to talk) that refers parsimoniously to ongoing events with gestures, postural changes, timing, and words (including explanations supporting the endeavor, as well as counsel in narrative or dramatic form)
- showing consideration (*respeto*) for the direction of the group endeavor, contributing with awareness of others' efforts and not interrupting or deflecting the shared process.

Another Puzzle: Learning without Being Taught and without Observing and Pitching in

My ethnographic research on historical changes and continuities in the lives of



children and families in this Mayan town has yielded a new puzzle regarding ways of learning without being taught. Traditional Mayan midwives in San Pedro are born with a birthsign revealing their destiny to be midwives. They report that they did not learn their spiritual healing practice by being taught or by observing and contributing to ongoing endeavors, although many of them grew up in the company of a relative who was a midwife. They say that as children they did not have the opportunity to listen in or observe anything about birth, because this is one activity from which children are excluded (as viewers of births or as participants in adult conversations about birth). Until a generation or two ago, children and youth were not supposed to know anything about birth (or conception) until they experience these as adults.

Instead, traditional Mayan midwives say that they learned by being born to this calling —through divine selection — and through dream visits of ancestor midwives who taught them both obstet-

ric and spiritual practices of midwifery during their childhood, youth, and adulthood.

In my new book, *Developing Destinies: A Mayan Midwife and Town* (Rogoff, 2011; <http://www.facebook.com/barbararogoffpublications>), I puzzled about how to understand this, along with reflecting on the widespread process of learning by observing and pitching in, by focusing on changes and continuities across more than eighty years of the life of the prominent Mayan midwife, Chona Pérez.

Developing Destinies builds on an account of Chona Pérez's life from early childhood into her eighties, and the lives of children and families in her town. The book addresses how individuals and their communities simultaneously contribute to individual human development and to changes and continuities in cultural practices (especially those surrounding childbirth and childrearing). Proceeds from the book are donated to the Taa' Pi't Learning Center and other projects in San Pedro that support children's learning.



Chona Pérez (about age 16) and her first child, about the time that Chona delivered a baby for the first time. (Photo © Lois and Ben Paul, 1941)



Chona Pérez age 86, at the formal presentation of her first book (though she does not read or write and never went to school). (Photo © Domingo Yojcom Chavajay, 2011)

children’s language and literacy development in the white working-class community of Roadville and the black working-class community of Trackton. As an educational researcher, Heath’s study is by far my favorite ethnography of childhood because of her dedication to understanding children’s language development across communities and applying that knowledge to improve how we approach language and literacy instruction. I admire and appreciate many aspects of Heath’s work; however, her ability to foreground the “cultural place” of child development, the methodological approach she takes, and the practical applicability of her findings for families and educators make *Ways with Words* stand out as a classic ethnography of childhood that should be read by anyone interested in childhood studies.

CULTURAL PLACE

With broader goals to describe language socialization processes in Roadville and Trackton and compare them to those in “mainstream” middle class communities of the region, Heath’s choice of an ethnographic approach is quite fitting. Weisner (1996) for example, argues that the “cultural place” in which one grows and learns is the most important aspect of human development and is often overlooked in developmental research (306). Uniquely, ethnographic work puts the researcher right in the middle of their question and “often involves a sustained, long-term commitment” to the study with “intense personal involvement by the researcher” (311). Heath clearly describes her position in the study as both an “ethnographer of communication focusing on child language” and as a “teacher-trainer” who wonders whether her “academic questions” could provide answers that meet “the needs of children and educators” in their particular community (5). In addition, Heath herself grew up in a rural Piedmont area

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Barbara Rogoff, Leslie Moore, Behnosh Najafi, Amy Dexter, Maricela Correa-Chávez, and Jocelyn Solís, “Children’s Development of Cultural Repertoires through Participation in Everyday Routines and Practices,” in *Handbook of Socialization*, edited by J. E. Grusec and P. D. Hastings, 490-515. New York: Guilford, 2007.

Barbara Rogoff, Ruth Paradise, Rebecca Mejía Arauz, Maricela Correa-Chávez,

and Cathy Angelillo, “Firsthand Learning through Intent Participation,” *Annual Review of Psychology* 54 (2003): 175-203.

MY FAVORITE ETHNOGRAPHY OF CHILDHOOD COLUMN

Angela Layton (U Missouri, St. Louis)

Heath, Shirley Brice. 2008. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. New York: Cambridge University Press.

Originally published in 1983, Shirley Brice Heath’s (2008) *Ways with Words: Language, Life, and Work in Communities and Classrooms* is the product of nearly ten years of ethnographic research. Located in the Piedmont region of the Southern United States, Heath studied

of the South, and was able to personally connect to the experiences of the children and families as she “lived, worked, and played” in Roadville and Trackton between 1969 and 1978 (5). Certainly, putting the “cultural place” of children at the forefront allowed Heath to discover salient patterns of communication among each community.

METHODOLOGICAL APPROACH

To interpret and justify the patterns she notices in both communities, Heath draws from multiple studies in anthropology, linguistics, and cognitive psychology. She establishes credibility and confirms emerging findings by triangulation of the data; the use of multiple methods, multiple sources, multiple investigators, and multiple theories (Merriam 2009). Heath spent time with people in homes, running errands with community members, babysitting, and, of course, observing. She observed people in open plazas, in the classrooms, and even in the mills where many of the children’s parents worked. She often wrote field notes on site, or as soon as possible after her visits. She was careful not to bring any unfamiliar objects into the community, and, once cassette players and audio recorders became noticeable in the community, she sometimes audio recorded her interactions with people. In the classrooms, Heath took field notes and had teachers take field notes as well, and videotaped classroom interactions. In addition, she gathered classroom materials and other documents related to children’s language use in the communities (9). With such a wide variety of data across cultural contexts, Heath is able to describe linguistic activities, processes, and practices of children and families in great detail.

PRACTICAL APPLICABILITY

The timing of Heath’s study is also an important piece to consider. During the

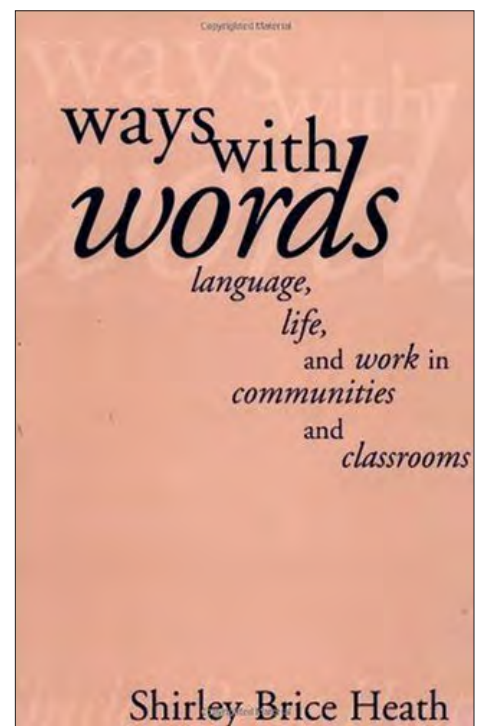
late 1960s, school desegregation created a major cultural and political impact on public institutions in the South, especially public education. After desegregation in the region, communication became “a central concern of black and white teachers, parents, and mill personnel who felt the need to know more about how others communicated” (2). As an instructor of linguistics and anthropology and a teacher-trainer at a local state university, Heath’s research questions developed from the community’s need to understand language differences and language socialization. Often “teachers, businessmen, and mill personnel” asked a key question: “What were the effects of preschool home and community environments on the learning of language structures and uses which were needed in classrooms and job settings?” Heath realized that there was a need for a “full description of the primary face-to-face interactions of children from community cultures” outside the middle class circle (3).

Heath’s narrative accounts in *Ways with Words* demonstrate that language learning is a sociocultural process. For example, children in Roadville and Trackton had very different ways of telling stories. Roadville children were encouraged by adults to report things as they occurred with factual information, whereas Trackton children were encouraged by adults to embellish and exaggerate their stories to make them interesting, lest they not be heard. In addition, we learn about the linguistic knowledge that children from these two communities bring with them into the classroom, and it reminds us of the potential resources teachers can draw from in helping students apply existing knowledge to new tasks. Heath’s description of language practices and face-to-face interactions in minority and rural communities provides educators with a much needed way to understand how values, roles, and beliefs about language and language use vary across cultures and

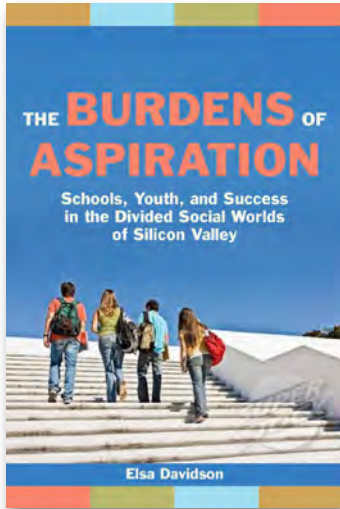
communities, even ones that are just a few miles apart.

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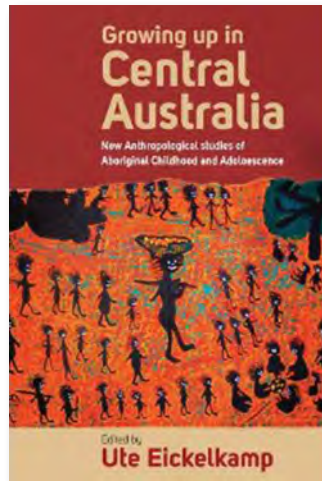
NEW BOOK ANNOUNCEMENTS



The Burdens of Aspiration: Schools, Youth, and Success in the Divided Social Worlds of Silicon Valley
Elsa Davidson
 August, 2011
 New York University Press
 \$24.00

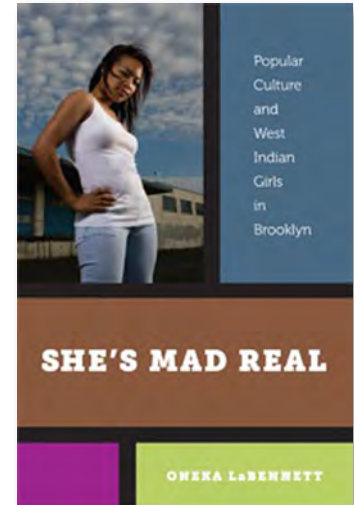
The Burdens of Aspiration explores the imprint of California's Silicon Valley's success-driven public culture, the realities of increasing social and economic insecurity, and models of success emphasized in contemporary public schools for the region's working and middle class youth. Focused on two disparate groups of students--low-income, "at-risk" Latino youth attending a specialized program exposing youth to high tech industry within an "under-performing" public high school, and middle-income white and Asian students attending a "high-performing" public school with informal connections to the tech elite--Elsa Davidson offers an in-depth look at the process of forming aspirations across lines of race and class. By analyzing the successes and sometimes unanticipated effects of the schools' attempts to shape the aspi-

rations and values of their students, she provides keen insights into the role that schooling plays in social reproduction, and how dynamics of race and class inform ideas about responsible citizenship that are instilled in America's youth.



Growing Up in Central Australia: New Anthropological Studies of Aboriginal Childhood and Adolescence
Ute Eickelkamp (Editor)
 May, 2011
 Berghahn Books
 \$47.50

Surprisingly little research has been carried out about how Australian Aboriginal children and teenagers experience life, shape their social world, and imagine the future. This volume presents recent and original studies of life experiences outside the institutional settings of childcare and education, of those growing up in contemporary Central Australia or with strong links to the region. Focusing on roughly 1,300 communities across the continent, the volume includes case studies of language and family life in remote areas, small country towns, and urban contexts. These studies expertly show that forms of consciousness have changed enormously over the last hundred years for Indigenous societies more so than for the rest of Australia, yet equally notable are the continuities across generations.



She's Mad Real: Popular Culture and West Indian Girls in Brooklyn
Oneka LaBennett
 July, 2011
 New York University Press
 \$22.00

She's Mad Real takes Black youth culture as its starting point, revealing how Brooklyn's West Indian girls' identities are mediated through a tenuous relationship between host and home countries, between adulthood and childhood, and between being Black and West Indian—all within the urban context of life in New York City. The book positions West Indian and African-American adolescents as strategic consumers, arguing that their leisure activities are transnational processes--processes within which teenage girls assert far more agency in defining race, ethnicity, and gender than academic and popular discourses acknowledge. LaBennett draws on over a decade of research with teenagers in the Flatbush and Crown Heights sections of Brooklyn, using vivid ethnographic examples including girls' negotiations of gendered and racialized space at the movies, at McDonald's, and as they fashion themselves after "mad real" musical artists, to interrogate how theoretical concepts such as authenticity and transnationalism take on fresh new mean-

ings when applied to the experiences of first- and second-generation West Indians. Grounded in the voices of teens who hang out at a museum, the book expands the current West Indian migration literature centered chiefly on adults, and problematizes prevalent popular notions of Black girls as “at risk” for teenage pregnancy, obesity, or sexually transmitted diseases, as well as helpless victims of “inner city” poverty and a violent mass media. *She’s Mad Real* challenges prevailing analyses that invoke images of passive girls, uncovering unexpected demands for independent femininity and complex portrayals of Black characters.

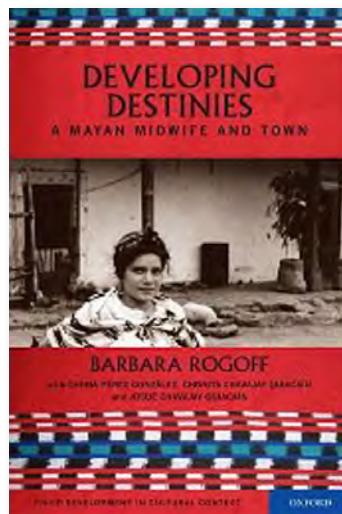


Everyday Ruptures: Children and Migration in Global Perspective
Edited by Cati Coe, Rachel R. Reynolds, Debbie Boehm, Julia Meredith Hess, and Heather Rae-Espinoza (Editors).
 April, 2011
 Vanderbilt University Press
 \$59.95 (hardback)/\$27.95 (paperback)

Everyday Ruptures is an outcome of a Wenner-Gren-funded workshop around child-centered ethnography specific to migratory contexts. The theme captures the seemingly contradictory processes shaped by disjunctures and breaks as well as the consistency that accompanies daily life. The book considers the persis-

tent and interrupted social fabric of migration through a specific focus on those who are often at this nexus of rupture and the everyday—children and youth.

An introductory discussion of theoretical intersections in the study of migration and the contemporary understanding of childhood and nine ethnographic chapters are organized around four overlapping and intersecting units: how children’s agency is affected by institutions, families, and beliefs; how families and individuals create and maintain kin ties in conditions of rupture; how emotion and affect are linked to global divisions and flows; and how the actions of states create ruptures and continuities that are often competing and contradictory. Chapters include contributions from scholars from England, Spain, Mexico, and Scandinavia and the United States, reflecting a conscious attempt to internationalize approaches and contexts of study. Essays examine a range of migratory situations across degrees of rupture, legal status, and social class levels and include studies in sending and receiving contexts.



Developing Destinies: A Mayan Midwife and Town
Barbara Rogoff
 April, 2011

Oxford University Press
 \$27.95 (Proceeds from the book are donated to the Taa’ Pi’t Learning Center in San Pedro.)

Born with the destiny of becoming a Mayan sacred midwife, Chona Pérez has carried on centuries-old traditional Indigenous American birth and healing practices over her 85 years. At the same time, Chona developed new approaches to the care of pregnancy, newborns, and mothers based on her own experience and ideas. In this way, Chona has contributed to both the cultural continuities and cultural changes of her town over the decades.

In *Developing Destinies*, Barbara Rogoff illuminates how individuals worldwide build on cultural heritage from prior generations and at the same time create new ways of living. Throughout Chona’s lifetime, her Guatemalan town has continued to use longstanding Mayan cultural practices, such as including children in a range of community activities and encouraging them to learn by observing and contributing. But the town has also transformed dramatically since the days of Chona’s own childhood. For instance, although Chona’s upbringing included no formal schooling, some of her grandchildren have gone on to attend university and earn advanced degrees. The lives of Chona and her town provide extraordinary examples of how cultural practices are preserved even as they are adapted and modified.

Developing Destinies is an engaging narrative of one remarkable person’s life and the life of her community that blends psychology, anthropology, and history to reveal the integral role that culture plays in human development. This landmark book brings theory alive with fascinating ethnographic findings that advance our understanding of childhood, culture, and change.

MEMBER NEWS

Conference Announcements

WITCHCRAFT BRANDING, SPIRIT POSSESSION, AND SAFEGUARDING AFRICAN CHILDREN

The Resource Centre, London, UK
November 8-9, 2011

Increasing numbers of African children suffer the consequences of being branded as witches or as possessed by evil spirits. This is particularly so in many parts of Africa. It is also a reality in the United Kingdom. Accusations of witchcraft within a community can lead to a litany of abuses: physical, emotional, and sexual, as well as neglect resulting in maltreatment, torture, and in some instances, death. In some African countries, it has led to children being rejected by their families, forcing children as young as five years old onto the streets where they are further exposed to other forms of abuse and exploitation. These children resort to a range of survival mechanisms, including drug abuse and theft. In the UK, there have been many recorded cases of children abused and harmed by their families in the belief that they are witches. At least two cases of children killed as a direct result of witchcraft branding are known to have occurred in the country.

The need to understand the context within which this form of abuse occurs, identify the drivers of witchcraft branding, and examine strategies to increase protection for vulnerable children has become necessary to protect children from continuous harm. This unique and timely conference attracts participants from across Europe, Asia, and Africa to a two-day conference where such

themes as theories, policy, and practice surrounding witchcraft branding will be explored through Papers, Workshops, Presentations and Posters.

The Witchcraft Branding, Spirit Possession, and Safeguarding African Children conference is being held as part of activities to mark AFRUCA's 10th anniversary. For further information about AFRUCA, visit our website at: www.afruca.org.

"CHILDREN AND YOUTH IN A CHANGING WORLD": 2012 INTER-CONGRESS OF INTERNATIONAL UNION OF ANTHROPOLOGICAL AND ETHNOLOGICAL SCIENCES (IUAES)

Bhubaneswar, India
November 26-30, 2012

The 2012 Inter-congress of International Union of Anthropological and Ethnological Sciences (IUAES) is a multi-disciplinary international conference on "Children and Youth in a Changing World". This year's conference will examine childhood cross-culturally and historically to gain the richest and best-informed perspective for looking at children in the present and moving forward. The Inter-congress is organized by the IUAES Commission on Anthropology of Children, Youth, and Childhood. The principal aim of this congress is to bring anthropologists in academia, governmental organizations, non-governmental organizations, and agencies working on and with children from different parts of the world and offer them a common platform to address various emerging issues relating to children and childhood.

To learn more about the conference, please contact Deepak Behra at: behera.dk@gmail.com or David Lancy at: david.lancy@usu.edu. You can also learn more by visiting: <http://www.kiit.ac.in/iuaes2012about.html>.

Conference Calls For Papers

VISIONS AND VOICES OF CHILDHOOD: A GRADUATE STUDENT CONFERENCE

Department of Childhood Studies,
Rutgers University – Camden
May 21-22, 2012

The Rutgers University-Camden Childhood Studies Graduate Student Organization (GSO) invites submissions for paper presentations for its second formal graduate student conference. As the field of childhood studies continues to grow, old and new debates and concepts continuously impact the study of children and childhood. Representations and interpretations of children's lives and perspectives have become central to these debates. This conference proposes an open, broad definition of children's visions and voices.

Both the theoretical debates surrounding visions and voices and the application of such concepts are encouraged. We invite proposals from all disciplines, as well as multi-disciplinary scholarly work.

Topics can include, but are not limited to: representations of children across all media (literature, film, television, internet, etc.); the theoretical concept of "the child's voice" in qualitative and quantitative research; children's development; children's rights; globalization and children; children's involvement in research; ethical and methodological considerations for the child's voice; visual literacy and children; children and religion; statistical representations of children; children's health; race, class, and gender in the study of children; and geographies and histories of childhood.

Please submit a 250-word abstract plus cover letter with name, current level of graduate study, affiliated university,

and email address to childgso@rutgers.camden.edu. Include the words “conference abstract” in subject line, and include name on the cover letter only.

The deadline is December 15, 2011. Accepted presenters will receive notification by February 1, 2012. Please contact Matthew Prickett at prickett@camden.rutgers.edu if you have questions about the conference, or visit: <http://clam.rutgers.edu/~childgso/conference2012.html>

GAME STUDIES, CULTURE, PLAY, AND PRACTICE AREA: THE 33RD ANNUAL SWITX PCA/ACA CONFERENCE

Albuquerque, New Mexico
February 8-11, 2012

The Game Studies, Culture, Play, and Practice Area welcomes paper, panel, and other proposals on games (digital and otherwise) and their study and development. The conference is international in scope and emphasizes diversity, an openness to innovative approaches and presentations, and the energetic practice of post-conference collaboration and publication. Proposals from all types of scholars and using unusual formats and technologies are encouraged.

Possible topics include, but are not limited to: alternative reality games; archiving and artifactual preservation; competitive/clan gaming; design and development; economic and industrial histories and studies; educational games and their pedagogies; foreign language games and culture; advertising (both in-game and out); game art/game-based art; haptics and interface studies; localization; machinima; MOGs, MMOGs, and other forms of online/networked gaming; performance; pornographic games; religion and games; representations of race and gender; representations of space and place; the rhetoric of games and game systems; serious games; strategy games; table-top games and gaming; technologi-

cal, aesthetic, economic, and ideological convergence; theories of play; and wireless and mobile gaming.

The deadline for submissions is December 1, 2011. To propose a paper, please submit to the conference event management site a 250-word abstract and biographical note about your connection to the topic: <http://conference2012.switx-pca.org/>. Make sure to select the Game Studies, Culture, Play, and Practice topic area. For further questions about panel and other types of proposals, please contact Judd Ruggill, Area Chair, at: [jruggill@asu.edu](mailto:jrugill@asu.edu).

YOUTH, (IMAGINARY) BORDERS, AND THE NATION STATE: A JOINT SESSION OF SCRCYP AND ACCUTE AT THE CONGRESS OF THE HUMANITIES AND SOCIAL SCIENCES

University of Waterloo and Wilfrid Laurier University, Waterloo, Ontario, Canada
May 28-31, 2012

The nation is a fractured space, constituted with various institutional and imaginary boundaries that shape experiences of belonging, identity, and childhood. Some boundaries are geographic, such as the borders between the Canadian provinces or between neighboring countries. Some are related to language – for instance, the boundary between the “two solitudes” in Canada – or relate to the passage of time – for instance, the boundaries between childhood, adolescence, and adulthood. These boundaries may be defined as limits never or hardly ever crossed, or as opportunities for youth to grow and mature. Given this, we invite papers that explore and complicate the relationship of youth to imaginary boundaries.

Possible topics may include, but are not limited to: young adult and children’s literature in translation and the process of

translating; young adult bilingual/multilingual literature; (imaginary) borders and young people’s electronic and digitally mediated texts; young people’s experiences in other countries or provinces, and volunteering abroad; and bilingual and multilingual youth experience.

The deadline for proposals is November 15, 2011. To submit a proposal, visit: www.accute.ca/generalcall.html and follow the instructions under Option # 1. Send your 700-word proposal (or an 8-10 page double-spaced paper), a Proposal Submissions Information Sheet, a 100-word abstract, and a 50-word bi-bibliographical statement as three attachments to an email addressed to admin@arcyp.ca

Please note: you must be a current member of ARCYP or ACCUTE to submit to this session. Rejected submissions will not be moved into the general “pool” of ACCUTE submissions.

Fellowships Available

FOUNDATION FOR CHILD DEVELOPMENT

The Foundation for Child Development (New York, USA) is offering three to four fellowships of up to \$150,000 for use over one to three years (and in rare cases, up to five years) as part of its Changing Faces of America’s Children - Young Scholars Program. The program seeks applications that aid in the following goals: 1) stimulates both basic and policy-relevant research about the early education, health, and well-being of immigrant children from birth to age ten, particularly those who are living in low-income families; and 2) supports the career development of young investigators—from the behavioral and social sciences or in an allied professional field—to attain tenure or who have received tenure in the last four years from a

college or university in the United States.

Eligible researchers will have earned their doctoral degrees within the last 15 years, and will be full-time, tenure-track faculty members of a college or university in the United States. Applicants must hold a Ph.D. or its equivalent in one of the behavioral and social sciences or in an allied professional field (e.g., public policy, public health, education, social work, nursing, medicine). Please note tenure equivalent positions are not eligible for the fellowship.

The application deadline is November 2, 2011. For additional information, please visit: <http://fcd-us.org/our-work/new-american-children/apply-ysp>. Further questions can be addressed to ysp@fcd-us.org.

SOUTHERN CROSS UNIVERSITY

The Centre for Children and Young People at Southern Cross University (Australia) is currently offering Ph.D. scholarships and postdoctoral fellowships for multidisciplinary research focused on improving the wellbeing of children, young people, and families. These opportunities are available for a limited time as part of the Centre's Collaborative Research Networks (CRN) program being undertaken in conjunction with the Social Policy Research Centre at UNSW. For more information on the Ph.D. scholarships please visit: www.scu.edu.au/research. For further information on the postdoctoral fellowships please visit: www.scu.edu.au/jobs.

Journal Call for Papers

GLOBAL STUDIES OF CHILDHOOD

Guest editors Keri Facer (Manchester Metropolitan U), Nick Lee (U Warwick), and Rachel Holmes (Manchester Metro-

politan U) invite proposals from scholars from a range of disciplines for papers or dialogues/colloquia for inclusion in a special issue of the journal, *Global Studies of Childhood* on the theme of "Childhood Futures: Better Childhoods?" The special issue explores aspirations and anxieties about the future that are mobilized in discussions of what constitutes "a better life" for children, and examines how these aspirations are translated into lived experiences for young people. It is particularly concerned with the diversity of future visions and material resources that are available to make better childhoods around the world and the implications of such diversity for social justice.

Some contributors may be clear that "better childhoods" are possible, may be working on that basis, and would value the opportunity to report on that work. Others might wish to raise awareness about the distribution of power to decide what is "better". They might also have fresh accounts to give of the unequal distribution of "betterment". Others still might think that the idea of 'better childhoods' is so compromised that we need to think in quite different ways. Our aim is to foster clear expression of a full range of views and of debate between them.

The deadline for paper proposals for the volume is December 1, 2011. The full Call for Papers can be found at: <http://www.worldwords.co.uk/gsch/pdf/Call-for-Papers-Better-Childhoods-GSCH.pdf>. For more information about Global Studies of Childhood, please visit: <http://www.worldwords.co.uk/gsch/>

JOURNAL OF CHILDRENS SERVICES

The *Journal of Children's Services*, a UK-based journal, is seeking on-going paper submissions for publication that improve understanding of the way that child development and applied social research can contribute to the evidence-base and increasing integration of children's services (which includes activity organized

by health, education, social care, police, youth justice, and voluntary/independent agencies). The journal publishes papers on the following topics: child development research and its implications for forward-looking services; methodological issues and developments, and their application to practice; evaluation of innovative services, using quantitative and qualitative methods; applied research relevant to common tasks in children's services, such as assessment, information-sharing, multi-agency working and prevention; analysis of the social, economic, cultural and political content for child well-being and children's services; critical discussion of the conceptual frameworks that inform service provision; promotion of initiatives to forge stronger links between research, policy, and practice; and commentary on policy, including interviews with key international, national, and local policy-makers in the field.

All submissions should be sent to the Editors, Michael Little and Nick Axford, at journal@dartington.org.uk. Submissions should be between 4,000 and 6,000 words in length, and research papers will undergo double-blind peer review. For further information, please contact Journal Publisher, Jo Sharrocks, Emerald Group Publishing, jsharrocks@emeraldinsight.com. For full author guidelines, please visit: www.emeraldinsight.com/jcs.htm.

LEARNING, MEDIA, AND TECHNOLOGY

Guest Editors Mariëtte de Haan (Utrecht University) and Kevin Leander (Vanderbilt University) invite proposals for papers for a special issue of the journal Learning, Media, and Technology titled, "Media and Migration: Learning in a Globalized World". This special issue will bring together studies located at the intersection of migration, media, and learning. The change in the mobilities of people, media, and material goods that

allow new connections between 'global' and 'local' life marks contemporary migration as well as social life more generally. From the perspective of how young people's lives are formed and develop, these developments provide differently distributed resources from which youth can draw, and different processes through which identities, social networks, and knowledge may be constructed. In this issue research is brought together that considers how learning practices of youth in migration are shaped by new media.

The deadline for abstract submissions for proposed papers is December 15, 2011. To see the full Call for Papers, please visit: <http://www.tandf.co.uk/journals/cfp/cjemcfp3.pdf>.

NETWORKING KNOWLEDGE

Guest Editor Melanie Kennedy (U East Anglia) invites papers of between 6,000-8,000 words from postgraduate students and early career researchers across the humanities and social sciences for a special edition of the journal, *Networking Knowledge: Journal of the MeCCSA-PGN*.

Possible topics might include, but are not limited to: representations of girls and girlhood(s) in popular media texts; feminism(s) and girlhood in mainstream media; sexuality/sexualization and girlhood in mainstream media; girlhood and stardom and celebrity; age demographics within girlhood (e.g. the 'tweens, extended adolescence); genre and girlhood; girl-centered cross-media adaptations (e.g. from novel to film, from film to television); girl-centered media franchises; and girlhood and branding.

Completed articles should be directed to the issue's guest editor Melanie Kennedy at melanie.kennedy@uea.ac.uk. The deadline for submissions is November 4, 2011. For further information, please contact Melanie Kennedy or *Networking*

Knowledge general editor Tom Phillips at: knowledge.networking257@gmail.com.

SOCIOLOGICAL STUDIES OF CHILDREN AND YOUTH

Guest editors Sandi Kawecka Nenga (Southwestern U) and Jessica K. Taft (Davidson College) invite the submission of completed papers focused on children and youth's civic and political engagement, broadly conceived, for inclusion in a special issue of *Sociological Studies of Children and Youth* titled, "Youth Engagement: The Civic-Political Lives of Children and Youth". This is an annual volume published by Emerald Publishing.

Possible questions and theoretical concerns of papers might include: How are youth actively participating in civic and political socialization projects? How do young people and the adults who work with them define terms like "citizenship", "democracy", and "community"? How do youth react to adults' understandings of what it means to be a citizen or community member? What institutions and structures facilitate or hinder youth participation and engagement? How do youth respond and relate to the various institutions and organizations designed to encourage their engagement? And how do the dynamics of race, class, gender, and ability shape young people's opportunities for and approaches to engagement?

The deadline for submissions is January 20, 2012. Please submit papers electronically (less than 30 manuscript pages in length) to co-editor Sandi Nenga at: nengas@southwestern.edu, or in hard-copy to: Sandi Nenga, SU Box 7421, Southwestern University, 1001 E. University Avenue, Georgetown, TX 78626. Contributions will be peer-reviewed. The anticipated publication date is spring 2013.

POSTSCRIPT

Postscript: A Journal of Graduate Criticism and Theory is an interdisciplinary journal published biannually through the Department of English at Memorial University of Newfoundland. The journal currently invites articles for consideration for our spring 2012 issue, a special edition titled "Children in Theory". This issue will examine childhood from a multitude of perspectives. We welcome submissions in English from scholars enrolled in graduate or post-graduate programs and recent graduates from any humanities discipline on any aspect of children and childhood.

Possible topics include, but are not limited to: literature or art for children; representations of children; care and discipline of children; the education or instruction of children; violence toward children; the perspectives of children themselves; the displacement of children; childhood and class; childhood and gender; and childhood and race.

The deadline for consideration in this issue is November 1, 2011. Submissions will be subjected to a blind peer review. Articles should be between 3000 and 5000 words; reviews should be approximately 1000 words. Please send a Word file, with no identifying details, to the editor at postscript@mun.ca. Please also include in a separate document a brief (300 word) abstract, as well as your contact information.

Also, if you would like to have your book, which has been published in the last two years and concerns aspects or representations of childhood, considered for review, please send an email to Alexandra Gilbert, Review Editor, at: alexandra.gilbert@mun.ca.



Position Announcement

Open-rank Position, Early Childhood Education and Development, School of Education, University of Massachusetts, Amherst

The Department of Teacher Education and Curriculum Studies (TECS) in the School of Education at the University of Massachusetts Amherst is seeking candidates to join a dedicated and accomplished community of faculty, students, and staff as a faculty member (open rank) in Early Childhood Education and Development (birth-8 years). This is a full-time tenure-track position beginning in 2012.

Qualifications: earned doctorate in Early Childhood Education, Special Education or closely related social science field; expertise in early childhood/inclusion curriculum, typical and atypical child development across birth-8 years old, and early intervention; demonstrated potential for scholarship, grant development, research, and publication with a sophisticated understanding of multiple methods of research in the areas of early childhood education and/or child and family studies; potential or demonstrated ability to teach at the university level.

Responsibilities: Teach, advise, and direct students in undergraduate and graduate programs; participate in the pre-service and in-service licensure programs, including working closely with colleagues to develop clinical/professional development sites in schools and/or community organizations; continue an active research agenda, including seeking funding from competitive federal and private agencies and participate actively in shared governance of the department and School.

Interested applicants should send a curriculum vita, letter of application, contact information for three references,

transcripts, and samples of written work to: Search Committee Chair, (R40886) c/o Cindy Hamel, chamel@educ.umass.edu. Electronic submission of applications preferred; paper applications can be mailed to School of Education, 124 Furcolo Hall, University of Massachusetts, Amherst, MA 01003. For more information about the School of Education at the University of Massachusetts, Amherst, please visit our website at www.umass.edu/education.

Review of candidates will begin October 7, 2011 and will continue until a qualified candidate is identified. Salary and rank are commensurate with qualifications. Final appointment is contingent upon the availability of funds.

Assistant Professor, Education, Culture & Society, Graduate School of Education, University of Pennsylvania

The Graduate School of Education at the University of Pennsylvania invites applications for a tenure-track position at the Assistant Professor level in the Education, Culture, and Society program. We are looking for an anthropologist or a scholar in a related field who has conducted long-term ethnographic research on educational processes and settings, either inside or outside schools. The successful candidate will be broadly trained in social theory and will have made or promise to make conceptual as well as empirical contributions to educational scholarship. We would prefer someone who conducts ethnographic research outside the US, but we will consider strong candidates who work domestically. The ideal candidate would have an interest in teaching masters and doctoral level courses in social theory, anthropology, and education and ethnographic research methods. We seek a highly promising early career scholar with a strong commitment to research, publishing, and graduate teaching and mentoring, with a commitment to securing external

support for his or her research. Successful candidates will have their Ph.D. in hand by June 2012. We will begin reviewing applications on October 3, 2011, but will continue to consider new applications until the position is filled.

Please apply at http://www.gse.upenn.edu/faculty_research/positions/apply-ECS. Address all correspondence to Chair, Search Committee, ECS.

Professional Announcements

Anna Beresin's (U of the Arts) book, *Recess Battles: Playing, Fighting, and Storytelling* (2010), is now available in paperback from University Press of Mississippi.

David Lancy (Utah State U) is the 2011 recipient of the D. Wynne Thorne Career Research Award, Utah State University's most prestigious faculty research accolade. Lancy received the award March 28, 2011 at the faculty research awards luncheon, part of Utah State University's annual Research Week.

Yael Warshel's (UCLA) dissertation, "How Do You Convince Children that the 'Army', 'Terrorists', and the 'Police' Can Live Together Peacefully?: A Peace Communication Assessment Model" has been awarded the National Communication Association's International and Intercultural Division's Distinguished Scholarship Award in the Category of the Dissertation. The dissertation previously received the International Communication Association's Global Communication and Social Change Top Dissertation Award and the Central New York Peace Studies Consortium Peace Studies Dissertation of the Year Award. It describes Israeli and Palestinian children's daily practices within a zone of conflict and how those practices serve to alter their reactions to the peace-promoting television series, Palestinian and Israeli Sesame Street.

SOLICITATIONS FOR THE FEBRUARY 2012 NEWSLETTER

We are soliciting the following Columns/Features from ACYIG members for the February 2012 Newsletter:

Columns (1000 words or less)

- “Methods and Ethics in the Anthropology of Childhood”, in which members explore the methods and ethics associated with doing research on, or with, children
- A “Childhood and _____” column (you fill in the blank!), in which members discuss a topic of interest to their research
- “My Favorite Ethnography of Childhood”, in which members discuss their favorite classic or contemporary ethnography of children or childhood and why
- “My Experiences/Intersections with Interdisciplinary Research on Children”, in which members investigate the value, pitfalls, and lessons associated with combining anthropological research with that of other disciplines to study children

Additional 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)

January 15, 2012 is the deadline for all submissions.

ACYIG NEWSLETTER CONTRIBUTORS

Editor: Rachael Stryker (Mills College)

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

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- Janice Newberry (U Lethbridge, Dept of Anthropology)
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