Anthropology of Children *and* Youth Interest Group

newsletter

ADVISORY BOARD UPDATE

ACYIG Initiatives for 2014-2015

Rachael Stryker (CSU, East Bay; ACYIG Convener)

Greetings from the ACYIG Advisory Board! We hope that everyone's fall is off to a wonderful start. It has been a very busy summer for the ACYIG Board. All new members have hit the ground running, and everyone has been preparing to introduce some new, exciting efforts to the ACYIG Membership.

First, during spring 2014, our Membership Coordinator Lauren Heidbrink invited all ACYIG members to fill out a brief online Membership Survey to help us determine the extent to which ACYIG has served membership needs to date and to solicit ideas for improving ACYIG's offerings for the future. Thank you to all who responded to this invitation, and took the time to lend your information, thoughts, and creative ideas. These survey results have already proved invaluable to organizing the 2015 ACYIG conference, to advocating for ACYIG and other interest groups within the AAA, and to instituting some new programs that will make ACYIG more inviting and inclusive of graduate students.

To see a summary of the results of the survey—including a link for accessing the full version on our website—please read Lauren Heidbrink's column in this issue of the newsletter.

In addition, we're very excited to announce that, based on survey results, ACYIG will hold its first solo-sponsored meeting in 2015! Our conference will be held this March 12-15 in beautiful Long Beach, CA. After this, ACYIG will move to a biennial meeting model. We know that many who attempted valiantly to attend the 2014 Joint Meeting with the Society for Cross-Cultural Research (SCCR) last February in South Carolina were thwarted by inclement weather. We hope that our venue choice for next year in sunny California will decrease the likelihood of this happening again. Conference organizers Cindy Dell Clark and Heather Rae-Espinoza promise a range of fun activities (a Japanese Banquet, and a Whale Watching Tour, for example) in addition to many excellent opportunities to collaborate and network with colleagues. The Call for Papers and registration information are available in this issue of the newsletter and on our website; we highly encourage ACYIG members to submit organized panels and individual papers, and to send abstracts for consideration for six Board-organized panels on a variety of topics. We hope to see you there!

Second, we are extremely pleased to announce the inauguration of an annual ACYIG Graduate Student Paper Prize and an annual ACYIG Best New Book on Children and Youth Prize. Funds for these prizes are being provided by two anonymous friends of ACYIG, and the Board wishes to express its deep appreciation to them for making possible this exciting addition to ACYIG's offerings. Details for criteria, application, deadlines, and selection of these two prizes are currently being finalized by the Board, and will be announced via the ACYIG website, listserv, and social media channels by the end of October, 2014.

Finally, looking ahead to late fall 2014, we are excited to see everyone at the 113th Meetings of the American Anthropological Association in Washington, D.C. between December 3-7. The ACYIG Organization Meeting and Book/Social Hour will be held on Saturday, December 6, 2014, between 6:30-8:15 pm. Highlights on the agenda include discussions about the ACYIG Membership Survey Results and possible venues for a 2017 ACYIG Conference.

Again, on behalf of the Board, thank you for contributing to the ACYIG Membership Survey this past spring. Your participation in the survey helps the Board maintain its mission of inclusiveness and transparency as we work to make ACYIG a premiere professional hub for scholars of children and youth. We look forward to seeing you in D.C. in December, and Long Beach in March!

2015 ACYIG ANNUAL MEETING

March 12-15, 2015
*California State University at Long Beach
Conference Hotel: Ayres Hotel Seal Beach*

*ACYIG CONFERENCE CALL
FOR PAPERS*

Submissions due January 10, 2015 (Send abstracts to cdellclark2@gmail.com)

SESSION OPTIONS

We welcome papers and panels from all four fields of anthropology that deal with children and youth.

There are three ways you can submit a paper.

A. Individual Volunteered Paper: Submit title and abstract for your presentation. Papers will be grouped into organized sessions of related papers.

   NOTE: Paper abstracts should not exceed 500 words. Be sure to include your name and the paper title.

B. Volunteered Panel Session: This is a group of papers (no more than 5) submitted jointly for a single session. Submit a brief description and title for the panel, accompanied by abstract, title, and author name *for each paper* in the panel.

C. Individual Paper for an ACYIG-Hosted Panel Session:

   In addition to welcoming volunteered panels, ACYIG is serving as host and organizer for panels

on the topics listed below. Each panel has an ACYIG board member as organizer. If you have a paper that would be suitable for one of these 5 panels, you may list the panel number and title, along with your paper title and abstract, and we will direct your paper accordingly.

#1. Understanding Culture Better via Child Research.
Organizer: Cindy Dell Clark.

Papers showing the value of considering culture through all its members, children and youth included. How do children's cultural activity or their perspectives on cultural activity help to expand our understanding of cultural dynamics as a whole?

#2. Children/Youth & Migration.
Organizer: Lauren Heidbrink.

Papers on migration as an experience of young people.

#3. Cultural Perspectives on Children's Health & Well-Being.
Organizer: Elisa Sobo.

Papers that discuss issues of well-being, illness, or disability in children and/or teens, as framed by a cultural perspective on children's experience.

#4. Orphanages & Children's Geographies.
Organizer: Rachael Stryker.

Papers that locate children's circumstances of orphanages or fostering as an issue at the intersection between culture and geography.

#5. Children Learning, Playing, & Working. Organizer: Aviva Sinervo.

Papers on the ways children learn through participation in play or work, either formally or informally. This includes themes related to schooling, work or labor, play, language, or other forms of learning by participation.

Other Session Formats: If you would like to propose a session in another format, we welcome discussing other possibilities. Send your idea to cdellclark2@gmail.com.

KEYNOTE SPEAKER

Susan Terrio (Georgetown University)

Susan will speak about her widely touted research chronicling the experiences of undocumented children and youth in U.S. immigration custody, in advance of her new book *Whose Child Am I? Unaccompanied, Undocumented Children in U.S. Immigration Custody*, to be published by the University of California Press in May 2015.

HOTEL

Rooms can be reserved at Ayres Hotel Seal Beach ($135/night, including breakfast/taxes).

To reserve, call +(562) 596-8330 and mention registration code ACYIG.

REGISTRATION

The registration cost of $100 ($60 for students) includes opening night reception at Ayres Hotel Seal Beach, shuttle bus rides from the hotel to campus, conference sessions at CSU Long Beach, lunches and coffee breaks, and processing fees. Please visit https://acyig2015.eventbrite.com to register.

BANQUET

To attend the Saturday night banquet at Kobe Teriyaki Grill, add $44 (includes processing fee) to your registration.

OPTIONAL OUTING

Whale watching, on Sunday, requires an additional $38 (includes processing fee).

SOME CHILDHOOD- AND YOUTH-RELATED ACTIVITIES AT THE 2014 AAA ANNUAL MEETING

Date	Title	Event Type
Wed, 12/3, 12-1:45PM	Building Relatedness: Kinship, Care, And Latin America (Part I).	Session
Wed, 12/3, 12-1:45PM	Education And Youth Life Aspirations In Asia-Pacific	Session
Wed, 12/3, 12-1:45PM	Regulating Subjects: (Neo)Liberalisms And Governmentalities In The Education Of Im/Migrant Youth	Session
Wed, 12/3, 2-3:45PM	Anthropology Of Childhood And Religious Education	Session
Wed, 12/3, 2-3:45PM	Building Relatedness: Kinship, Care, And Latin America. (Part II)	Session
Wed, 12/3, 2-3:45PM	Ethnography And Discourse In The Socialization Of School Subjectivities	Session
Wed, 12/3, 2-3:45PM	What Good Is Education Under Extreme Conditions?: Producing Anthropology Of Youth, Education, And Conflict	Session
Thurs, 12/4, 9-10:45AM	On The Battlefield Of Women And Children's Bodies: Bioarchaeological Approaches To Warfare (Part I)	Session
Thurs, 12/4, 9-10:45AM	Biocultural Perspectives On Play Behavior	Session
Thurs, 12/4, 11AM-12:45AM	Negotiating The Old And The New: Ethnographic Work With Contemporary Youth In A Changing World	Session Organized by ACYIG
Thurs, 12/4, 11AM-12:45AM	How Children And Youth Deal With Education And Stratification In China	Session
Thurs, 12/4, 11AM-12:45AM	On The Battlefield Of Women And Children's Bodies: Bioarchaeological Approaches To Warfare (Part II)	Session
Thurs, 12/4, 2:30-4:15PM	Visions Of Space: Place And Social Justice In The Education Of Indigenous Youth	Session
Thurs, 12/4, 2:30-4:15PM	Reconsidering Visual Methods In The Anthropology Of Child Feeding	Session
Thurs, 12/4, 6:30-8:15PM	High School Anthropology: The International Baccalaureate, Teaching Anthropology And Global Mindeness To Secondary School Students	Session
Thurs, 12/4, 6:30-8:15PM	Latino/A Children's And Teacher Candidates' Mathematical And Scientific Literacies And Technology Use In Multiple Contexts	Session
Fri, 12/5, 11AM-12:45PM	Evolutionary Perspectives On Attachment: How Anthropology Can Inform Contemporary Parenting Models	Session
Thurs, 12/4, 6:30-8:15PM	Migrant Children, Education And Structural Violence In China, Malaysia, Russia, Turkey And The US	Session
Thurs, 12/4, 6:30-8:15PM	What Are Youth To Think?: Comparative Perspectives On Education Reform, Justice, And Values In The National Space	Session
Thurs, 12/4, 6:30-8:15PM	Youth Identities And Aspirations From Secondary To Post-Secondary Education: Comparative Perspectives	Session
Sat, 12/6, 9-10:45AM	US Latino And Migrant Youth Experiences And Engagements	Session
Sat, 12/6, 11AM-12:45PM	Producing An Anthropology Of Displaced Childhoods	Session

SOME CHILDHOOD- AND YOUTH-RELATED ACTIVITIES AT THE 2014 AAA ANNUAL MEETING (CONTINUED)

Date	Title	Event Type
Sat, 12/6, 11AM-12:45PM	The Quality Of Youth: Socio-Semiotic Categories And Shifting Meanings Of Youth	Session
Sat, 12/6, 6:30-8:15PM	Negotiating "Recommended Guidelines" In Cross-Cultural Infant Care	Session
Sat, 12/6, 6:30-8:15PM	Between Politics And Socialization: Children, Youth, Parents And Education	Session
Sat, 12/6, 6:30-8:15PM	Global Youth, Education, And Culture	Session
Sat, 12/6, 6:30-7:15 pm	Anthropology Of Children And Youth Interest Group Organization Meeting	Organization Meeting ORGANIZED BY ACYIG
Sat, 12/6, 7:15-8:15 pm	ACYIG Social/Book Hour	Social Hour ORGANIZED BY ACYIG
Sun, 12/7, 8-9:45AM	Gender, Age And Identity In Africa And The Diaspora	Session
Sun, 12/7, 12-1:45PM	Biocultural Perspectives On Life History Strategies And Stages	Session

ACYIG MEMBERSHIP UPDATE

The Results are in! The ACYIG Member Survey

Lauren Heidbrink (National Louis U)

To learn more about the member needs of our Interest Group, the ACYIG Advisory Board invited our nearly 1100 members to participate in a survey during spring 2014. Over 13 percent of our membership responded! We wish to share some of the key findings that have informed the board's efforts over the summer, as well as encourage you to explore the responses[1] on your own.

MEMBERSHIP DEMOGRAPHICS

ACYIG members hold a variety of professional positions, including full-time academics (52.9%), graduate students (21%), adjunct or part time academics (13%), applied researchers (5.8%), self-employed consultants/practitioners (4.4%), undergraduate students (2.9%), and other (15.9%). Members belong to a wide-range of AAA sections and organizations, the most prevalent include the Council on Anthropology and Education (24.3%), the Society for Medical Anthropology (22.1%), the Society for Psychological Anthropology (19.9%), the American Ethnological Society (16.2%), and the Association for Feminist Anthropology (16.2%). In response, ACYIG's leadership has begun exploring partnerships with several of these AAA Sections to host a biennial conference

1. http://www.aaanet.org/sections/acyig/2014/09/11/acyig-member-survey/

and to co-sponsor panels at the AAA annual meetings.

PARTICIPATION

An assessment of participation indicates that members primarily engage through the listserv (70.9%), newsletter readership (43.3%), and attending ACYIG events (33.6%). Many of you welcomed the opportunity to diversify your participation and suggested enhancements to ACYIG activities such as: additional website features, opportunities for mentorship of graduate students, and greater publicity of ACYIG activities. We invite you to follow these developments, as our extraordinary Webmaster, Bonnie Richard, incorporates member input to include pedagogical materials, links to resources, bibliographies, board biographies, and a new ACYIG blog. Opportunities for graduate students will include our new Paper Prize (see the Advisory Board Update in this issue of the newsletter), among other initiatives under consideration. Our new Social Media Coordinator, Patrick Alexander, is also spearheading efforts to increase our public visibility and internal communication channels. If you are interested in getting involved in ACYIG's new endeavors, please contact me (lheidbrink@nl.edu); we welcome your contributions!

CONFERENCES

ACYIG members who responded to the survey overwhelmingly supported ACYIG hosting a biennial (69.7%) rather than a yearly conference (30.3%). Of the conference locations suggested for 2015, respondents (60%) indicated that Long Beach, CA would be a desirable location. (See further information about our upcoming conference in this issue of the newsletter.) Following 2015, ACYIG will transition to an every-other year conference model, exploring opportunities to co-host conferences with oth-

er organizations and AAA Sections that maintain shared interests with ACYIG's membership.

STATUS AS AN INTEREST GROUP

The survey asked ACYIG members to consider transitioning from an Interest Group to a Section of the American Anthropological Association (AAA). Interest groups are informal mechanisms to create networks of AAA members with shared interests, and have a limited range of activities (e.g. listservs, newsletters, conferences, and business meetings). A Section is a more formal mechanism to create affiliations and allows for a broader range of activities (e.g. journal publications, panel sponsorships, and workshops). In response, 56.5% of the respondents indicated a preference for becoming a Section while 43.5% preferred remaining an Interest Group. If ACYIG becomes a Section, members responded they would be willing to contribute $1-5 (15.5%), $6-10 (25.6%), $11-20 (36.4%), or $21-50 (14%) in dues. Responses articulated a broad number of reasons for each alternative, all of which the ACYIG Advisory Board are carefully considering. We invite you to attend the ACYIG Organization Meeting and Book/Social Hour on Saturday, December 6th from 6:30-8:15 pm at the AAA's annual meeting in Washington, D.C. to continue to this important discussion.

Thank you to those members who contributed this valuable feedback so that we may work with you to continue growing our organization.

ACYIG SOCIAL MEDIA UPDATE

Follow ACYIG on Twitter!

Patrick Alexander (U of Oxford)

As the new Social Media Coordinator for the ACYIG, I'm happy to inform you that we have been making good progress over the summer to improve and extend the ways in which we share information as a group online. In addition to the sharing of resources, opinion, and information through the listserv, we continue to have a vibrant feed of information on Facebook[1] and LinkedIn[2] (thanks to Kristen Cheney), and more recently on Twitter[3] (@ACYIG_AAA). For those new to Twitter in particular, this is an excellent way to stay informed about the activities of both the ACYIG and a wide range of related groups and organizations interested in the anthropology of childhood and youth. Please take the time to like or follow ACYIG on these social media platforms so that you can make the most of the extensive resources on offer. We are always very happy to receive suggestions for postings and links, so please do get in touch via the above platforms, or email me directly (patrickgalexander@gmail.com). As we move into the next academic year we hope to further extend the scope of our social media activity to include other platforms (such as Pinterest and Flickr) to make sharing resources and information even easier. Please let us know if there are other particular kinds of social media that you think would help improve our community, and stay tuned for more updates!

1. https://www.facebook.com/ACYIG
2. http://www.linkedin.com/groups/Anthropology-Children-Youth-Interest-Group-3107699?home=&gid=3107699&trk=groups_guest_item_detail-h-logo
3. https://twitter.com/ACYIG_AAA

ACYIG WEBSITE UPDATE

Announcing the ACYIG Blog

Bonnie O. Richard (UCLA)

ACYIG has started a blog, and you're invited! Last month, the ACYIG website began featuring blog posts from our members. Please check out our submission ideas[1], and be sure to also read our inaugural post[2]. The blog offers an informal and timely opportunity for scholars in our community to contribute expertise on current issues in the popular media, to share experiences related to research both in and out of academia, and to discuss ideas that are important to the discipline. Please visit our website regularly, and keep up with us through our social media channels to stay apprised of new postings and updates. We also encourage your contributions! I invite you to contact me (brichard@g.ucla.edu) for more information.

1. http://www.aaanet.org/sections/acyig/2014/09/21/acyig-blog-needs-you/
2. http://www.aaanet.org/sections/acyig/2014/09/15/widening-the-frame-unaccompanied-youth/

CHILDHOOD AND _____ COLUMN

Childhood and Military Families

Heather Rae-Espinoza (CSU, Long Beach)

As geopolitical tensions continue to escalate, the successive departure of military personnel to far-off locales has become a way of life for military families. However, it is a way of life we still know relatively little about. The term "military culture" is well known, but unfortunately the cultural practices that define this culture are not. In my initial explorations of military families in Southern California, I have been surprised both by the depth and breadth of complications they experience, as well as the lack of research on their coping strategies and resilience as family units.

Families can display resilience, humor, and acceptance in the face of obstacles. When facing her husband's redeployment after a relocation to Southern California, one mother mentioned aligning her stress to "east coast time;" she postponed thinking about the troubling details for his departure until friends in North Carolina would be awake to help her cope. Another discussed that she was now earthquake ready because she had to secure the computer monitor better, as the younger children were knocking it down trying to hug their dad on skype. The experiences of military families can tell us further about children's experiences learning, internalizing, and innovating culture. Over a decade ago, Lutz (2001) distinguished anthropology of the military from anthropology for the military. Still, anthropologists continue to question the morality of "military anthropol-

ogy" (cf. Lucas 2008), and have yet to fully engage with its cultural systems.

Connecting existing research on developmental difficulties to the case of military families—instead of gathering independent data (Gorman 2010)—may underestimate the difficulties faced by these families. Military families experience frequent geographic mobility, periodic and unpredictable familial separations, and intense psychological strain. Relocating in training, between installations, and during deployments can limit helpful support networks, knowledge of community resources, healthcare access, and spousal career success. For example, a couple military wives with bachelors' degrees reported that their disjointed employment history scared employers off. Further straining families, households transition from a two-parent household to a single-parent household and back again, altering rules, routines, and responsibilities (Andres and Moelker 2011). These everyday ruptures affect the entire family.

The psychological impact of military service is well documented. Deployment, war-related injuries, and reunification present significant challenges to military families. Heightened reactivity, emotional numbness, and anger and aggression from invisible injuries such as traumatic brain injury (TBI) and post-traumatic stress disorder (PTSD) hinder service-members' positive affective expression (Dyer et al. 2006; Lauterbach et al. 2007; Ruscio et al. 2002). Emotional anguish may transfer to others through vicarious traumatic stress (Davidson and Mellor 2001), expanding a child's exposure to affective dysregulation. The stress of military service can make parents less responsive and less emotionally involved with their children (Ben Azri et al. 2000; Dirkzwager et al. 2005).

We need to integrate developmental perspectives to further understand the

impact of military service on families. The chronic or recurrent dimensions of mental distress can exacerbate infants' developmental difficulties (Grace et al. 2003), and these dimensions characterize the depression and anxiety of military parents. For several infants in our study, the stress military families face prevented time for culturally-appropriate "bridging interactions." Fogel (2011) defines such bridging as meaningful opportunities for parents to help infants transition to new forms of social interaction and play. In one case, a mother discussing her anxieties about an upcoming move missed several cues from her infant to reach closer with a caterpillar toy rattle. Toddlers, modeling behavior after caregivers, may display sleep disturbances and resist daily activities (Hall 2008). In middle childhood, restricted models of mind can constrain children's understanding. One child adapted better to his father's amputation than the brain injury the child could not see. He said he feels sad and doesn't know why Daddy won't read to him anymore. Some adolescents look to join the military themselves, viewing the intergenerational transmission of service as the path to independence and adulthood.

Existing studies can miss the intricacies of military children's experiences. Retrospective reports, rather than the use of observational methods, mischaracterize the data, and the few longitudinal assessments are often short-term with observation intervals limited to only pre-, during-, and post-deployment. Systematic ethnographic attention to experiences with service-related separations and injuries can clarify contrasts in theoretical approaches to the study of children in military families. Those who work with clinical samples confirm LaGrone's "military family syndrome" (1978), arguing that military families experience more psychological difficulties, whereas others argue that military families are no more at risk (Cozza et al. 2005), or can

even evince "surprising resilience" (Mac-Dermid 2010). In a child-centered approach, my research is oriented around children's development, rather than adult deployment. Children come to know themselves and their worlds within this context of experience as children. Developmental, child-centered approaches can consider children's cultural knowledge, psychic needs, and personal experiences to understand their experiences in military families.

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Childhood and 25 Years of the United Nations Convention on the Rights of the Child

Marisa O. Ensor (U of Tennessee)

The year 2014 marks the 25th anniversary of the adoption of the UN Convention on the Rights of the Child (CRC). The CRC elevated children to the status of independent rights-holders, placing children's issues at the center of the mainstream human rights agenda. At the same time, the past two and a half decades have underscored the fact that progress on children's well-being does not automatically follow from the adoption of legal provisions. In this column I briefly examine some of the most salient achievements of this Convention, which, challenges and dilemmas notwithstanding, now forms an indelible part of our legal, political, and moral zeitgeist.

THE EVOLUTION OF CHILDREN'S RIGHTS

The first International Declaration on the Rights of the Child was adopted by the League of Nations in 1924. Emerging from the realities of World War I, this document emphasized the provision of children's primary needs (e.g. health, education). A fuller draft was adopted in 1959 as the UN Declaration on the Rights of the Child, which also conceptualized children as objects rather than subjects of international law. The proclamation of 1979 as the International Year of the Child provided the impetus for the drafting of the CRC and, at the regional level, the 1990 African Charter on the Rights and Welfare of the Child (ACRWC) and the 1995 European Convention on the Exercise of Children's Rights (ECECR).

The CRC remains the most extensively ratified human rights treaty in history. To date, only three countries are not party to it: Somalia, South Sudan, and the United States. Of note, however, is the fact that South Sudan's National Legislative Assembly passed a bill to ratify the CRC on November 20, 2013. If acted upon, South Sudan, which gained its independence on July 9, 2011, will become the latest country to ratify this Convention (UNICEF 2013). "The very fact that the CRC has been almost universally ratified indicates a consensus surrounding at least the spirit if not always the letter of its provisions" (Ensor 2014:69).

FROM STANDARDS SETTING TO IMPLEMENTATION

The CRC is the first legally binding international instrument to incorporate the full range of human rights: civil, cultural, economic, political, and social. It outlines obligations borne by State parties, underpinned by the principles of non-discrimination; the best interests of the child; the right to life, survival, and development; and respect for the views of the child (UNICEF 2014). Enforcement of its provisions, however, faces numerous challenges. These include the large number of far-reaching reservations made by a considerable proportion of States (Schabas 1996)—for example, concerning the minimum age for recruitment and participation in armed conflict; limitations on the right of convicted juveniles to appeal; curtailing the rights of adopted children—and the weak implementation system which largely relies on States submitting periodic reports. The Third Optional Protocol to the CRC on a Communications Procedure (OP3 CRC), which entered into force in April 2014, is an effort to address these challenges.

OP3 CRC establishes a procedure allowing children to bring complaints about violations of their rights directly to the Committee on the Rights of the Child if they have not found a solution at the national level. Making the Committee competent to receive communications constitutes an essential element in translating children's rights from principles to practice (Ensor 2014:75). It is, however, worth noting that currently only eleven States have ratified OP3 CRC (United Nations Treaty Coalition 2014). Its provisions thus remain inaccessible for most children around the world.

Effective implementation clearly depends on children's rights becoming articulated within locally-meaningful social practices. "There is also growing awareness of the inadequacy of legal mechanisms alone to deal with many issues and there has consequently been an exploration of other means of achieving effective realization of the rights of the child" (Fottrell 2000:13). Expanding human and financial resources for child-inclusive programing; establishing child governance bodies; improving juvenile justice systems; protecting children against violations, armed conflict, and sexual exploitation; instituting adequate birth registration mechanisms; and providing basic health and education services are among the numerous requirements intrinsic to the realization of children's rights and the protection of their wellbeing. Anthropologists are ideally situated to investigate the local complexities in which normative frameworks like the CRC are being applied. Without attention to this contextualized understanding, global approaches to the advancement of children's rights would be of limited use.

CONCLUSIONS

The effective implementation of the CRC is a long-term objective, linked not only to evolving perceptions of children's rights, but also to the mainstreaming of children's issues into all levels of social, aid, and development policy and practice. There is much to celebrate as we mark the 25th anniversary of the Convention, from declining infant mortality to rising school enrollment. A wide range of actors, from human rights activists to scholars and humanitarians, have become increasingly vocal in their efforts to promote children's rights at both local and global levels. Furthermore, the CRC has opened new possibilities in child research by creating a demand for more nuanced understanding of children and childhood.

This historic milestone must also serve as a reminder that the reality of children's rights is far too complex and multifaceted to be adequately reflected solely by the adoption of legal instruments. In spite of remarkable legal and institutional advances, it is evident that child-friendly legal mechanisms, on their own, are insufficient to bring about significant, effective, and sustained change in the lives of children whose rights continue to be violated. Anthropological studies informing current interdisciplinary advocacy for children's issues have drawn attention to the broad spectrum of issues and role players whose actions affect children. As UNICEF (2014) recently acknowledged, "much remains to be done."

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Kampala, Uganda: Children participate in the celebration of the 2013 Universal Children's Day. The date—20 November—marks the adoption, in 1989, of the Convention on the Rights of the Child. Photograph by Marisa O. Ensor.

Yei, South Sudan: The rights of South Sudanese children—like these students in Central Equatoria State—while protected by progressive child-friendly national legislation, are being violated in the context of the violent conflict that has recently engulfed their country. Photograph by Marisa O. Ensor.

METHODS AND ETHICS IN THE ANTHROPOLOGY OF CHILDHOOD COLUMN

A Complex Method Under a Child-Friendly Veil: Methodological and Ethical Issues to Consider when Using Drawings to Gather Children's Lived Experiences

Pauline Duncan (U of Edinburgh)

In the past, authors have argued that there are "few attempts to understand children's lives 'in their own terms'" (Morrow and Richards 1996:97). Researchers have sought to rectify this by engaging in critical discussion about methodological and ethical issues pertaining to research with children (Einarsdottir et al. 2009; Mitchell 2006). Despite these efforts, researchers often assume that certain tools, such as drawing, automatically open the door for children's participation (Waller and Bitou 2011).

Drawing is often used as a default method with young children because it is easy to administer and is not overly dependent on verbal language. Nevertheless, the method is not always easy for children with little schooling experience (Camfield 2010), nor is it always welcomed as a positive experience (Einarsdottir et al. 2009). Accordingly, the ways in which methods facilitate or hamper children's participation warrant closer examination (Mitchell 2006).

Photographs from fieldwork which involved drawing activities (top), indoor and outdoor play (bottom), and conversations with children in their homes. Photographs by P. Duncan.

THE STUDY

This UK Economic and Social Research Council-funded research examined the use of drawing as a method for accessing young children's perspectives, considering its communicative potential for gathering more nuanced and in-depth idiosyncratic views and experiences. The study involved visits to the homes of eight children, aged four, who were invited to express their thoughts on play through prompted drawing activities. Supplementary data were collected through observation, video, photographs, spontaneous drawings, and engaging in play and conversation with children. A total of 98 drawings were gathered and then

analyzed using a four-step social semiotic approach to interpretation (author, forthcoming).

The study identified issues around the approaches researchers adopt when collecting and eliciting children's drawings in order to access their perspectives and experiences. A discussion of these methodological approaches follows, along with associated ethical issues.

APPROACHES TO DATA COLLECTION

The research elucidated two distinct approaches to data collection: (i) in situ approaches whereby the researcher is directly involved in, or present during, data elicitation and collection, and (ii) by proxy approaches where the researcher is not present or actively involved in eliciting drawings from the child, so drawings are (typically) gathered using a method such as scrapbooks. Of the two, in situ approaches offer a unique benefit in that they provide the researcher with insight into what children do during drawing. This valuable data can later inform analysis and interpretation, and is based on three important aspects of children's drawings. Firstly, we must remember that young children's representations

exist far beyond the edges of the page. Song, gesture, narrative, and sound effects are all part of a child's multimodal drawing process but are invisible to the researcher if the image-making process has not be witnessed first-hand. Secondly, drawings are revisited, refined, and revised. Each "version" may hold different meanings and possibly belong to a sequence of extended storylines. Finally, children's meaning systems can differ significantly from those recognized and used by adults, so our interpretations are markedly dependent on the information we obtain during their creation.

PROMPTING CHILDREN TO DRAW

A researcher's framing of a drawing activity can greatly impact what and how children draw. Findings revealed that, by prompting children to draw, the activity alters from the informality of free drawing to a social situation potentially wrought with social pressures and issues of power. For instance, the child's perception of the researcher may change whereby, in response to an adult's request, the child may feel obliged to "perform" for the researcher and provide a "correct" response to the prescribed question.

DRAWING WITH CHILDREN

Initially, I saw no great methodological innovation when sitting down on the floor with children and taking part in the drawing activities. Yet, the more studies I examined, the more I realized that researchers simply do not do this. This social arrangement of drawing with the child (if suggested or agreed to by the child) offered valuable benefits pertaining to common ethical issues surrounding research with young children. It challenged traditional adult-child roles and reworked the power dynamic between the researcher and the researched. I found that sitting on the floor at the same physical level as the child not only removed focus from the child as object of inquiry—observed by a researcher—but it also strengthened the rapport between the adult and the child on account of both parties engaging in an activity together. The research activity is thus completed by the researcher and the child. On a side note, if researchers feel conscious that their drawing skills are not that of an "expert," then this can be beneficial in the research context where we look toward children as experts in their everyday lives and daily practices.
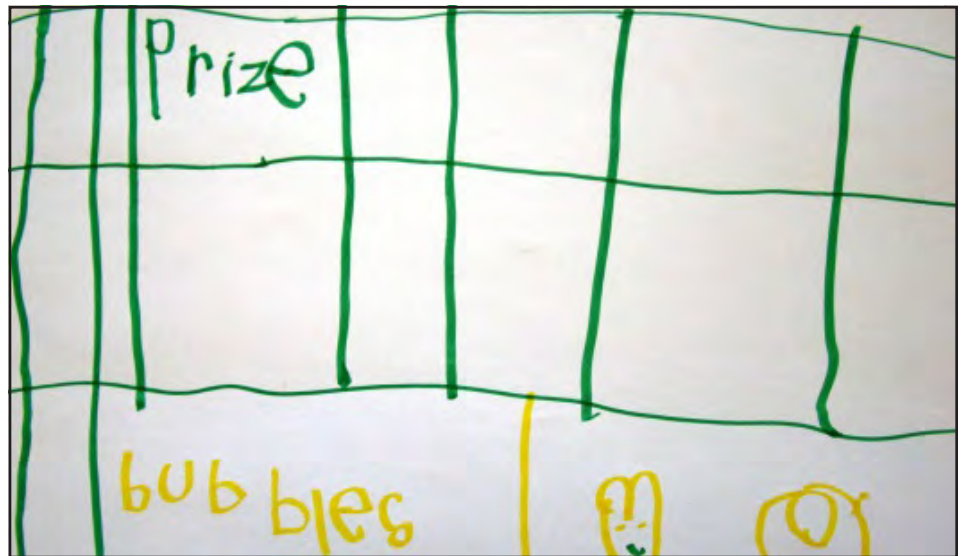
Children's drawings: Eva's rich spontaneous drawing (left), and in contrast, her more distilled prompted drawing produced in response to the researcher's questioning (right), suggest that the ways in which researchers elicit children's drawings may influence what is produced on paper, and in turn, shape our constructions of children's perspectives as revealed by their drawings. Photographs by P. Duncan.

Conclusion

The findings suggest that we, as researchers, should be mindful of the ways in which particular methodological factors shape children's drawings so as not to silence or misrepresent children's views and experiences. I would suggest, where and when possible, the use of discussion and spontaneous drawings, as well as the collection of drawings in situ. This will foster richer information and allow researchers to privilege and preserve children's meanings during analysis. In the absence of adequate reflexivity, accessing and constructing children's lived experiences through drawings may not acknowledge the complexity of children's image-making and, in doing so, researchers may gather only superficial glimpses of children's worlds.

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MY EXPERIENCES/ INTERSECTIONS WITH INTERDISCIPLINARY RESEARCH ON CHILDREN COLUMN

The Challenge of Combining Critical Frameworks

Marianne Modica (U of Valley Forge)

Hume and Mulcock (2004) describe the feelings of confusion or self-doubt that ethnographers may experience regarding their positioning in fieldwork. For me, this self-doubt occurred as I attempted to reconcile two different theoretical approaches within my dissertation project: childhood studies and critical race theory (CRT). Through participant observation, interviews, and analysis of students' written work, I studied a racially diverse (but majority white) group of high school students as they responded to multicultural literature. My goal was to understand how students construct and express ideas about race as they read literature that explores the experiences of racially oppressed people, and to find ways that reading such literature might help broaden students' understandings of racism. My personal journey as a graduate student researcher involved negotiating the uncertainty of balancing theoretical traditions that, in hindsight, do not seem so at odds. The following reflection discusses my process of sifting through those analytic tensions that initially hampered my investigation. I share my experience in hope that the lessons I learned might be useful to other schol-ars of childhood who must reconcile the theoretical baggage of diverse fields of study.

I first sensed the potential for tension within my research during a dissertation critique session sponsored by my graduate program. As we discussed the tendency of white students at my field site to cling to a limited definition of racism, a group member said, "It sounds like you're saying the students should define racism in a particular way." I felt the expectation to clarify that, of course, I would never presume to tell students what to think. Such behavior, I worried, would conflict with ideas promoted by an influential branch of childhood studies (associated with the "new" sociology of childhood) that emphasizes giving voice to children's ideas and opinions, not telling children what those ideas and opinions should be.

Instead, I answered, "Yes, that's exactly what I'm saying."

A brief but awkward silence followed. Though uncomfortable, this interaction helped me realize the need to balance the different agendas of childhood studies and CRT within my project. Generally speaking, these two approaches are not in opposition. Both fields of study are broad in scope and include many branches, disciplines, and methodologies. However, my analysis depended on aspects of childhood studies and CRT that differ in their approach to the role of human development.

On the one hand, I sought to discover how youth's conceptions of race and racism might contribute to an understanding of race relations in our country. As Allison James explains, children's perspectives deepen "our understanding of and theorizing about the social world" (2007:262). If the white students at my field site, many of whom sustained close friendships with youth of color, insisted that racism is no longer a salient social issue, does that mean that U.S. society truly is edging toward post racial status? If I claim to value the ideas and opinions of children and youth, perhaps when white students insist that they no longer wish to talk about race, I, along with other teachers and researchers, should respect their wishes and stop talking about race. On the other hand, social justice, the ultimate goal of CRT, depends on individuals becoming aware of racism and adopting antiracist beliefs. While my study incorporated a broad spectrum of CRT scholarship, the notion of racial identity as a developmental process during which people pass through levels of awareness (sometimes referred to as racial identity statuses) was imbedded in my analysis. I worried that this developmental view was somehow in opposition to my position as an emerging childhood studies scholar.

My feelings of uncertainty were ultimately productive because they required me to think more deeply about how my project combined these differing theoretical frameworks into a unified whole. While the goal of CRT is to move policy and practice toward social justice, the facets of CRT that rely on a developmental framework do not suggest that adults are necessarily more deeply enlightened regarding antiracist thinking than youth, nor do they insist on a set time frame in which individuals progress through levels of racial identity (Tatum 1997). Likewise, in its call to respect children and youth as complete human "beings" (rather than as incomplete persons in the process of "becoming" adults), children's rights scholars and advocates do not reject the idea that people of all ages experience transformative processes in many areas throughout life.

The field of childhood studies is comprised of many disciplines, and while anthropologists have been debating questions of moral relativism for centuries,

my background as an early childhood teacher educator did not prepare me to sort through these issues when they arose in my research. I found guidance in Forsey's (2009) warning against the danger of conflating cultural and moral relativism. The former seeks to understand participants' perspectives through the lens of their cultural beliefs, while the latter claims that there is no objective right or wrong. My aim was to understand students' ideas about race by analyzing their responses within the context of their cultural location. Thus, I listened closely to students' opinions, and observed their interactions with each other and with adults carefully. Throughout my analysis I respected and valued the complexity of students' ideas. However, I came to understand that respecting students' viewpoints about race did not require me to succumb to moral relativism, and give up either my antiracist stance or my belief that education should encourage students to incorporate antiracism into their perspectives.

Graduate work is often a time of growth through cognitive dissonance. Ultimately, I found that combining dissimilar critical frameworks within my work proved to be a productive and enriching challenge.

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PHOTOS FROM THE FIELD

Kristen Cheney
(International Institute of Social Studies)

Kampala, Uganda, July 2014: Kristen Cheney with young adults whose childhood experiences she described in her book, Pillars of the Nation[1]. They reflected on their research roles, first as children and later as youth research assistants (Childhood 2011[2]).

© *Kristen Cheney*

Edward G. J. Stevenson
(Durham U)

Correction Notice: The following photo was printed on page 6 in the February 2014 ACYIG Newsletter without caption or photographer credit. It accompanies the column, "Dealing with Unforeseen Consequences: Methods and Ethics in an Ethiopian Primary School."

Jimma, Ethiopia: Teacher Hannah and the children of Bareedina Primary School's first grade class. Still from a video by Edward G. J. Stevenson.

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1. http://www.press.uchicago.edu/ucp/books/book/chicago/P/bo5417886.html
2. http://www.academia.edu/526485/Children_as_ethnographers_Reflections_on_the_importance_of_participatory_research_in_assessing_orphans_needs

NEW BOOK ANNOUNCEMENTS
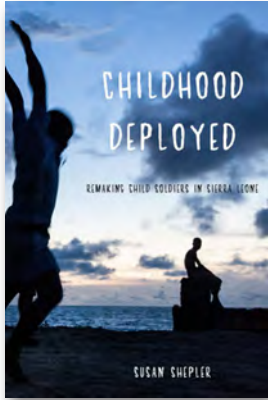
Childhood Deployed: Remaking Child Soldiers in Sierra Leone
Susan Shepler
**June, 2014**
NYU Press
$26.00 (paperback)

Childhood Deployed examines the reintegration of former child soldiers in Sierra Leone. Based on eighteen months of participant-observer ethnographic fieldwork and ten years of follow-up research, the book argues that there is a fundamental disconnect between the Western idea of the child soldier and the individual lived experiences of the child soldiers of Sierra Leone. Susan Shepler contends that the reintegration of former child soldiers is a political process having to do with changing notions of childhood as one of the central structures of society.

For most Westerners the tragedy of the idea of "child soldier" centers around perceptions of lost and violated innocence. In contrast, Shepler finds that for most Sierra Leoneans, the problem is not lost innocence but the horror of being separated from one's family and the resulting generational break in youth education. Further, Shepler argues that Sierra Leonean former child soldiers find themselves forced to strategically per-

form (or refuse to perform) as the "child soldier" Western human rights initiatives expect in order to most effectively gain access to the resources available for their social reintegration. The strategies don't always work—in some cases, Shepler finds Western human rights initiatives do more harm than good.

While this volume focuses on the well-known case of child soldiers in Sierra Leone, it speaks to the larger concerns of childhood studies with a detailed ethnography of people struggling over the situated meaning of the categories of childhood. It offers an example of the cultural politics of childhood in action, in which the very definition of childhood is at stake and an important site of political contestation.
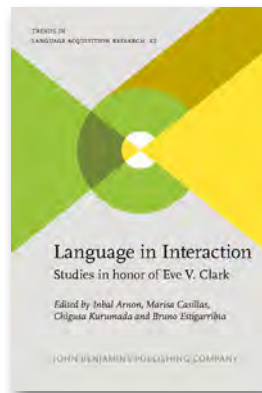
Language in Interaction: Studies in Honor of Eve V. Clark
*Inbal Arnon, Marisa Casillas, Chigusa Kurumada & Bruno Estigarribia (editors)*
July, 2014
John Benjamins Publishing Company
$149.00 (hardback)

Understanding how communicative goals impact and drive the learning process has been a long-standing issue in the field of language acquisition. Recent years have seen renewed interest in the social and pragmatic aspects of language learning: the way interaction shapes what and how children learn. In this volume, we bring together researchers working on interaction in different domains to pres-

ent a cohesive overview of ongoing interactional research. The studies address the diversity of the environments children learn in; the role of para-linguistic information; the pragmatic forces driving language learning; and the way communicative pressures impact language use and change. Using observational, empirical and computational findings, this volume highlights the effect of interpersonal communication on what children hear and what they learn. This anthology is inspired by and dedicated to Prof. Eve V. Clark – a pioneer in all matters related to language acquisition – and a major force in establishing interaction and communication as crucial aspects of language learning.
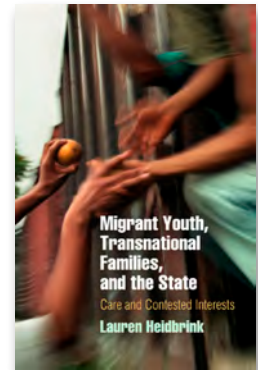
Migrant Youth, Transnational Families, and the State: Care and Contested Interests
*Lauren Heidbrink*
May, 2014
University of Pennsylvania Press
$49.95 (ebook/hardback)

Each year, more than half a million migrant children journey from countries around the globe and enter the United States with no lawful immigration status; many of them have no parent or legal guardian to provide care and custody. Yet little is known about their experiences in a nation that may simultaneously shelter children while initiating proceedings to deport them, nor about their safety or well-being if repatriated. Migrant Youth, Transnational Families, and the State examines the draconian immigration policies that detain unaccompanied migrant

children and draws on U.S. historical, political, legal, and institutional practices to contextualize the lives of children and youth as they move through federal detention facilities, immigration and family courts, federal foster care, and their communities across the United States and Central America.
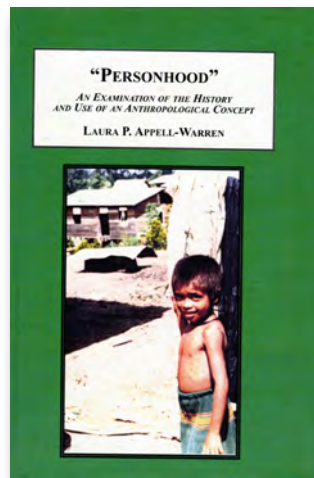
Through interviews with children and their families, attorneys, social workers, policy-makers, law enforcement, and diplomats, anthropologist Lauren Heidbrink foregrounds the voices of migrant children and youth who must navigate the legal and emotional terrain of U.S. immigration policy. Cast as victims by humanitarian organizations and delinquents by law enforcement, migrant youth challenge Western constructions of child dependence and family structure. Heidbrink illuminates the enduring effects of immigration enforcement on its young charges, questioning whose interests drive decisions about their care and custody.
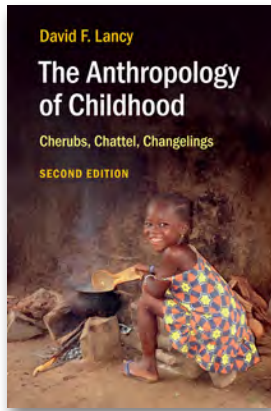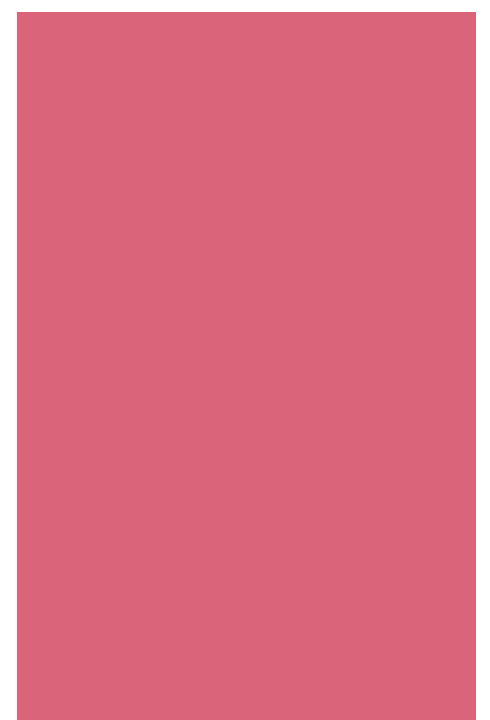
structured around them? Now available in a revised edition, this book sets out to answer these questions, and argues that our common understandings about children are narrowly culture-bound. Enriched with anecdotes from ethnography and the daily media, the book examines family structure, reproduction, profiles of children's caretakers within family or community, their treatment at different ages, their play, work, schooling, and transition to adulthood. The result is a nuanced and credible picture of childhood in different cultures, past and present. Organized developmentally, moving from infancy through to adolescence and early adulthood, this new edition reviews and catalogues the findings of over 100 years of anthropological scholarship dealing with childhood and adolescence, drawing on over 750 newly added sources, and engaging with newly emerging issues relevant to the world of childhood today.

Despite sustained interest in, and the use of, "personhood," there is not a coherent understanding of the concept in the literature. In addition "personhood" is often conflated and confused with the concepts of "person," "self" and "identity." Personhood: An Examination of the History and Use of an Anthropological Concept is a meta-analysis of the emergence of the concept of personhood in the anthropological literature. Through an in-depth analysis Laura Appell-Warren traces the history of the concept of personhood and examines how its use has changed over the years. The book also discusses the domains of analysis used in studies of personhood and offers a definition of the term based on her research of the literature and in the field. In conclusion, the question of why the study of "personhood" (and of the related concepts of "person," "self," and "identity") is a minefield is answered. Blame is placed on: evolutionary thinking; ethnocentrism; inappropriate application of Western terms; lack of coherent cross-field discussion between anthropologists and psychologists; and, finally, sloppy and casual work done by anthropologists.

The Anthropology of Childhood: Cherubs, Chattel, Changelings
2nd Edition
David F. Lancy
December, 2014
Cambridge University Press
$45 (paperback)/ $99 (hardback)

How are children raised in different cultures? What is the role of children in society? How are families and communities

Personhood: An Examination of the History and Use of an Anthropological Concept
Laura P. Appell-Warren
March, 2014
Edwin Mellen Press
$139.95 (hardback/ebook)

Researchers and writers in the field of anthropology have used the concept of "personhood" for the last four decades.

Childhood in a Sri Lankan Village: Shaping Hierarchy and Desire
Bambi L. Chapin
June, 2014
Rutgers University Press
$27.95 (ebook/paperback)

Like toddlers all over the world, Sri Lankan children go through a period that in the U.S. is referred to as the "terrible twos." Yet once they reach elementary school age, they appear uncannily passive, compliant, and undemanding compared to their Western counterparts. Clearly, these children have undergone some process of socialization, but what?

Over ten years ago, anthropologist Bambi Chapin traveled to a rural Sri Lankan village to begin answering this question, getting to know the toddlers in the village, then returning to track their development over the course of the following decade. Childhood in a Sri Lankan Village offers an intimate look at how these children, raised on the tenets of Buddhism, are trained to set aside selfish desires for the good of their families and the community. Chapin reveals how this cultural conditioning is carried out through small everyday practices, including eating and sleeping arrangements, yet she also explores how the village's attitudes and customs continue to evolve with each new generation.

Combining penetrating psychological insights with a rigorous observation of larger social structures, Chapin enables us to see the world through the eyes of Sri Lankan children searching for a place within their families and communities. Childhood in a Sri Lankan Village offers a fresh, global perspective on child development and the transmission of culture.

MEMBER NEWS

Job Announcements

U OF ARIZONA ANNOUNCES A TENURE-TRACK POSITION IN EARLY CHILDHOOD EDUCATION

The University of Arizona, College of Education is searching for an Early Childhood Education specialist for appointment to a tenure-track position at the Assistant Professor level effective August 2015. This position offers an opportunity to join the internationally recognized department of Teaching, Learning and Sociocultural Studies (TLS) comprised of two outstanding graduate programs: Language Reading and Culture (LRC) and Teaching and Teacher Education (TTE), and undergraduate programs in early childhood education, elementary education, and literacy, learning & leadership.

Applicants must have: a Ph.D. or Ed.D. in Early Childhood Education or a related field; a commitment to linguistically and culturally diverse populations; an enthusiasm for working in a multidisciplinary and community environment; and experience in and commitment to securing extramural funding for research and program development. Teaching experience at the early childhood or elementary school level is preferred, as well as a record of university-level teaching.

Please complete the electronic application form (Job 56478) and attach a letter of interest, a statement of research and teaching interests, your CV, three representative publications/papers, and contact information for three professional references on-line at: http://www.hr.arizona.edu. For further information call (520) 621-2928. EEO/AA Employer.

Research Opportunities

PROGRAM ANNOUNCEMENTS

DEPARTMENT OF CHILDHOOD STUDIES AT RUTGERS UNIVERSITY IN CAMDEN, PH.D. AND MA PROGRAMS

The Department of Childhood Studies at Rutgers University in Camden, New Jersey USA (http://childhood.camden.rutgers.edu/), opened its doors in September 2007 as the first Ph.D. granting program in Childhood Studies in North America. In addition to the Ph.D., the multidisciplinary program offers BA and MA degrees. Graduate students in the program (http://childhood.camden.rutgers.edu/graduate-program/graduate-students/), come from a variety of backgrounds and bring with them an impressive array of educational and life experience. The Masters of Art program continues to grow and produce new and innovative leaders in their field.

With three new full-time faculty joining the Department in Fall 2014 (http://childhood.camden.rutgers.edu/2014/03/24/new-faculty-members/), the program is poised to bring innovation and growth to the already vibrant department and field of childhood studies (http://childhood.camden.rutgers.edu/faculty/).

Applications are now being accepted for the Fall 2015 entering doctoral class; applications for the Masters of Arts program are accepted year-round. Deadline for applications for doctoral study is January 5, 2014. Funding is available on a competitive basis for qualified applicants. Visit the Graduate Admissions website http://gradstudy.rutgers.edu/.

Calls for Papers/ Abstracts

JOURNAL/PUBLICATION CALLS FOR PAPERS

AMERICAN CHILDHOOD CULTURE IN 25 ARTIFACTS

The Children and Childhood Studies (CCS) Area of the Mid-Atlantic Popular and American Culture Association (MAPACA) is soliciting contributions for an online archive titled "American Childhood Culture in 25 Artifacts." We're looking for any cultural production notable for its influence on American Childhood or that has been an important feature in the landscape of American Children's Culture. These might include toys, documents, TV shows, movies, everyday items, books or magazines, art work, architecture, policy, electronics or electronic games, clothing, food items… They may come from any moment in American history. The collection will be permanently archived online at (https://networks.h-net.org/h-pcaaca) least two weeks before the annual MAPACA conference in November (http://mapaca.net/) as the centerpiece of some (hopefully) lively pre-conference online discussion. It will coincide with a special roundtable at the conference featuring some of the contributors and curators of the collection.

To propose an artifact, please send an image of it and a 250-500 word explanation of the importance of the object to American Childhood to Patrick Cox at patrick.cox@rutgers.edu by October 17, 2014.

Attending the conference is not required to have your object included in this collection.

SPECIAL CALL FOR PAPERS: CHILD RIGHTS IN THE CARIBBEAN

The Institute of International Relations (IIR) at the University of the West Indies, home of the Caribbean Journal of International Relations & Diplomacy and the regional hub of the Caribbean Child Rights Observatory Network (CCRON), would like to issue a special call for papers on the question of Child Rights in the Caribbean. This issue is a reflective commemoration of the 25th anniversary of the Convention on the Rights of the Child.

Papers that deal with any aspect of the issue, whether longer and more theoretically informed academic pieces, or shorter policy-focused articles, are welcomed. We are especially interested in empirical work—both in the Caribbean and beyond—which sheds new light and provides new evidence that advances pre-existing and emerging debates about issues relating to children's rights.

The special issue will be published in early 2015. It will be a joint endeavor between the CCRON, the United Nations International Children's Emergency Fund (UNICEF) and the Caribbean Community (CARICOM).

Direct further enquiries to cjird@sta.uwi.edu. All submissions must conform the journal's standard author guidelines. For these, and any further information, please visit our website at http://journals.sta.uwi.edu/iir/.

Deadline for Submissions: January 15th 2015.

CHILDHOOD AND PETHOOD: REPRESENTATION, SUBJECTIVITY, AND THE CULTURAL POLITICS OF POWER

While scholars of children's literature and childhood studies frequently discuss representations of animals in children's texts, there is little discussion of the often parallel ways in which these texts construct animal and child subjectivity. This collection of essays will investigate the political implications of understanding pets as children and children as pets, specifically in the ideological construction of both as subordinate to and dependent on adults, and examine the cultural connections between domesticated animals and children.

We will draw on recent work in childhood studies, animal studies, and cultural studies to examine how together these disciplines can productively interrogate the cultural politics of power over subjects that society collectively views as needing to be trained and schooled. We hope to gather a diverse range of essays that examine cultural and historical constructions and alignments of the child and the pet, theoretical understandings of childhood and pethood, and literary representations of children and pets.

Please send abstracts of up to 500 words, or any questions, to Anna Feuerstein and Carmen Nolte-Odhiambo at childhoodandpethood@gmail.com by November 1, 2014. Full essays (5,000-7,000 words) will be due July 1, 2015.

JEUNESSE - YOUNG PEOPLE, TEXTS, CULTURES

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 and prepared for blind peer-review.

Mobility invites us to think about bodies, identities, and agency from diverse disciplinary and methodological perspectives. Im/mobility can be many things: geographic, physical, ideological, imaginative, temporal, social. How might we analyze this amorphous—in fact, mobile—topic in light of young people, their texts, and their cultures?

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 polities; digital movement and mobile communication; play and playgrounds; containment and freedom of movement.

Direct inquiries to Larissa Wodtke, Managing Editor (l.wodtke@uwinnipeg.ca).

Submission deadline: June 30, 2015. Further information at: http://jeunesse-journal.ca.

GIRLHOOD STUDIES: AN INTERDISCIPLINARY JOURNAL SPECIAL ISSUE - INDIGENOUS GIRLS

The special issue of Girlhood Studies: An Interdisciplinary Journal, "Indigenous Girls", is open to diverse forms of expressions on the theme. These forms can include academic articles, short stories, personal essays, digital and other art media, and book reviews. We are interested in academic papers that take a strengths-based approach to thinking about the

lives of Indigenous girls and girlhood.

Academic articles should be no more than 6,500 words in length (including bios and abstracts). We also welcome short stories and narratives, which while scholarly in nature, employ a format allowing for reflexivity and storytelling across multiple disciplines. We invite visual essays, and other works of art or personal essays from self-identified Indigenous young women and girls including trans, Two Spirit and gender non-conforming grlz. We also welcome book reviews (1500 words) that focus on Indigenous Girls.

Deadline for submissions: January 30, 2015

Inquiries and submissions may be sent to: Girlhood Studies (girlhood.studies@mcgill.ca); Kirsten Lindquist (lindkirs@gmail.com); or Sarah Flicker (sarflick@gmail.com)

Girlhood Studies: An Interdisciplinary Journal is published and distributed in print and online by Berghahn Journals. Visit GHS online for further details, including submission guidelines: www.journals.berghahnbooks.com/ghs

CHILD STUDIES IN ASIA-PACIFIC CONTEXTS

Child Studies in Asia-Pacific Contexts (CSAC, ISSN: 2288-601X) is a multi-disciplinary international journal that publishes papers on children's development in diverse social and cultural contexts in Asia Pacific region. CSAC's paramount aim is to examine the biological, emotional, cognitive, social, and cultural development of children; the role of social and cultural contexts, such as family, educare setting, school, and community, in children's development; the interaction between development and context; and its theoretical and practical implications, including social policies for children.

We publish in February and August and are accepting papers for publication in the August 2014 issue until February 28, 2015.

One of the most important features of CSAC is speedy review and rapid publication.

For all submitted manuscripts, we strive to complete the first round review within 3 weeks and publish and accepted manuscript within 6 months of initial submission.

Authors' Guidelines (http://www.e-csac.org/html/sub03_01.asp):

- All manuscripts must be prepared in English;

- Review papers are warmly welcomed;

- Submit your paper through the CSAC website (http://www.e-csac.org/);

- To expedite the review process, please format your reference according to the guideline;

- Please visit journal homepage for more information or email: email. csac@gmail.com.

NEW SERIES: CHILDREN AND YOUTH IN POPULAR CULTURE

The Lexington Books series Children and Youth in Popular Culture, edited by Debbie Olson (University of Texas at Arlington), features works that interrogate the various representations of children and youth in popular culture, as well as the reception of these representations. The scope of the series ranges from such subjects as gender, race, class, and economic conditions and their global intersections with issues relevant to children and youth and their representation in global popular culture: children and youth at play, geographies and spaces

(including World Wide Web), material cultures, adultification, sexuality, children of/in war, religion, children of diaspora, youth and the law, and more.

To submit a manuscript for consideration by Lexington Books, you will need to send a prospectus, one or two sample chapters, and your curriculum vitae to Debbie Olson (debbieo@okstate.edu). If you are proposing a contributed volume, please include titles, affiliations, and brief resumes for each of the contributors. In lieu of sample chapters for an edited collection, we would prefer abstracts of each chapter. Please e-mail Debbie Olson for more detailed information of what to include in the prospectus, and visit www.lexingtonbooks.com.

Conference Calls for Papers

4TH INTERNATIONAL CONFERENCE ON THE GEOGRAPHIES OF CHILDREN, YOUTH AND FAMILIES

San Diego, California, USA
January 12-15, 2015

Taking inspiration from its location on the US/Mexico border, the fourth international conference will be organized around the theme of young people, borders and well-being. We encourage presenters and participants to explore the bordered contexts of children and young people's lives, including (but not limited to) childhood/adulthood, intergenerational relations, politics, (im)mobilities, ethnicities, citizenship, education, labor, play, engagement, activism, etc. Each session is 100 minutes, which can be divided according to a variety of different formats.

To propose a panel, paper, poster, or other type of session, please send a session

abstract of no more than 250 words to therman@mail.sdsu.edu. Include affiliation and contact information of all participants and request that participants submit their abstracts individually on the conference website: http://icgcsandiego.wix.com/ypbw. Students and unwaged participants receive a 50% reduction in fees. **Deadline: October 15 for individual abstracts and proposals for organized sessions.**

The conference will be hosted at the Wyndham San Diego Bayside located on the city's waterfront. To book a conference rate, please visit: https://aws.passkey.com/event/11058696/owner/55596/home.

1ST NEW ZEALAND CHILDHOOD STUDIES COLLOQUIUM

Faculty of Education, The University of *Auckland, New Zealand*
November 14, 2014

The aim of this colloquium is to bring researchers from across the social sciences, humanities and education together to begin a critical conversation about the past, present and future of childhood studies in Aotearoa, New Zealand. It coincides with the 25th anniversary of UNCRC and critically reflects on its trials and tribulations. The organizers welcome contributions from any disciplinary perspective and encourage postgraduate students to participate.

We invite 5-10 minute theoretically-informed presentations. All presentations will be delivered to the entire audience to facilitate an interdisciplinary exchange of ideas. We encourage work-in-progress, and critical thinking about children and childhood in light of 25 years of UNCRC, in order to foster new ideas and to mobilize innovative interdisciplinary research in Aotearoa.

Abstracts should be emailed to the or-

ganizers (Dr. Christina Ergler, University of Otago christina.ergler@otago.ac.nz and Dr. Marek Tesar, University of Auckland m.tesar@auckland.ac.nz) by October 20, 2014. Please include your name, email, affiliation, paper title and abstract of no more than 150 words, and a very brief biographical note outlining your disciplinary relationship with childhood studies. Acceptance will be notified by October 30, 2014.

MAPPING THE LANDSCAPES OF CHILDHOOD II

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

We look forward to continuing the conversations begun at the first Mapping the Landscapes of Childhood conference in 2011, which drew together an international group of 125 scholars. We invite scholars and practitioners from a wide variety of academic disciplines to consider the state of child and youth studies, a vibrant and rapidly evolving field of inquiry.

Conference themes include: 1) Appropriations of childhood; 2) Is work the opposite of play; and 3) Does humanitarian aid help or harm children? Proposals on additional themes will also be welcomed.

Keynote speakers include Tim Gill (http://rethinkingchildhood.com/), Katie Hinde (Harvard University), Karen Wells, (Birkbeck University of London), and Jane Humphries (All Souls College, Oxford).

We encourage single paper submissions to facilitate multidisciplinary panels. Proposals for multidisciplinary panels are also welcome. A prize will be awarded for the best student poster. Abstracts of 300

words for single papers and posters and of 500 words for panels can be uploaded to the conference website (https://www.uleth.ca/conreg/icys) after October 1, 2014. **Deadline: October 31, 2014.** Presentations limited to 20 minutes.

Conference Announcements

SHCY EIGHTH BIENNIAL CONFERENCE - "IN RELATION: CHILDREN, YOUTH, AND BELONGING"

University of British Columbia
Vancouver, British Columbia, 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, including those with peers and adult professionals such as teachers, doctors, police, and social workers, 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 facilitated by letter writing and, more recently, digital technology, 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.

Direct queries to Mona Gleason, mona.gleason@ubc.ca, University of British Columbia

WORKSHOP: CHILD DISPLACEMENT, APPROPRIATION AND CIRCULATION - 1ª BIENAL LATINOAMERICANA DE INFANCIAS Y JUVENTUDES

Manizales, Colombia
November 17-21, 2014

In Latin America, as elsewhere, armed conflicts, dictatorships, political repression, the devastation produced by wars and the development of diverse mechanisms of reproductive government (Morgan and Roberts 2012) have resulted in the displacement of numerous children from their birth families. Either through adoption, foster care, and institutionalization or through the appropriation and substitution of their identities, many children have been placed in changed family, cultural or national environments.

This Workshop aims to:

- Contribute to the knowledge of the proceedings, explanations, moral values and legal procedures used in order to carry out and justify the displacement of children through diverse forms of violence (wars, practices of social engineering or reproductive governmentality);

- Deploy a comparative approach that combines theoretical discussions from the field of childhood, family and reproductive governmentality studies with ethnographic findings from diverse spatio-temporal contexts;

- Analyze the transnational dimension of such practices; and

- Analyze the diversity of actors, organizations and organisms that take part in one way or another in the deployment of these techniques.

To attend, contact Carla Villalta (carlavillalta@hotmail.com) or Diana Marre (diana.marre@uab.es).

PUBLIC SPACES AND PRIVATE LIVES IN THE CONTEMPORARY CITY: URBAN SOCIOLOGY MID-TERM CONFERENCE

European Sociological Association, Research Network 37 "Urban Sociology"
Universidade Nova de Lisboa
Lisbon, Portugal
November 19-21, 2014

Urban Sociology's history is as old as Sociology itself, with classic works from Durkheim, Weber and Simmel. Today, there is a renewed interest in urban issues and urban questions have gained a new focus in public policies and public debate. Themes such as public spaces, suburbs, urban security, urban violence, ways of inhabiting, transitions from rural to urban, neighborhood and proximity, urban inequalities, etc.; returned to the sociological debate with an unexpected force in globalization times.

Conference tracks include: culture and mega events in contemporary cities; networks and sociabilities; public and private tensions in urban places, lives and meanings; and territories of exclusion and (in)security.

Registration deadline November 1, 2014: ESA members and students (30€); other participants (40€). Payments by bank transfer to FCSH-UNL (Refer the conference name ESA RN37), IBAN PT50 0781 0112 00000006399 80, BIC/Swift IGCPPTPL

Please send inquiries and payment receipts to: esarn37@fcsh.unl.pt.

Midterm Conference coordinators: João Teixeira Lopes (RN Coordinator, FLUP), Luís Baptista (FCSH-UNL).

Grants Received

GRANT AWARDED FOR RESEARCH ON UNDOCUMENTED CHILDREN

Susan Terrio received a $30,000 reflective engagement grant from Georgetown University to assemble a collaborative team of academics, both anthropologists and sociologists, attorneys, and social workers to study the experiences of 1) undocumented children who are released from immigration custody with social services; 2) those who are released from custody without services; 3) those who never have contact with local, state or federal systems. The project is expected to continue through 2017.

Publication Announcements

JEUNESSE: YOUNG PEOPLE, TEXTS, CULTURES: SPECIAL ISSUE ON CONSUMPTION

The Centre for Research in Young People's Texts and Cultures is pleased to announce that a Special Issue on Consumption, of Jeunesse is now available (http://jeunessejournal.ca/index.php/yptc/issue/view/13). Open access include: "Consumption" by Mavis Reimer, and review essays by Jenny Wills and Lauren Bosc.

Other articles include:

- "Meat, Masculinity, and Patholo-

gized Adolescence in Michael Logan's Apocalypse Cow and Scott Westerfeld's Peeps" by Beppie Keane

- "The Girls Who Do Not Eat: Food, Hunger, and Thinness in Meg Rosoff's How I Live Now and Laurie Halse Anderson's Wintergirls" by Hsin-Chun (Jamie) Tsai

- "Gazing Forward, Not Looking Back: Comfort Food without Nostalgia in the Novels of Polly Horvath" by Kara K. Keeling and Scott Pollard

- "Advertising the Self: The Culture of Personality in E. B. White's Charlotte's Web" by Gabrielle Ceraldi

- "Remediating Tinker Bell: Exploring Childhood and Commodification through a Century-Long Transmedia Narrative" by Eric M. Meyers, Julia P. McKnight, and Lindsey M. Krabbenhoft

- "The Netflix Effect: Teens, Binge Watching, and On-Demand Digital Media Trends" by Sidneyeve Matrix

- "Masculinity, Makeovers, and the Ethics of Consumption in Japanese Films for Young People" by Christie Barber

For more information, visit: http://jeunessejournal.ca.

EDUCATION AND HEALTH: TWO SIDES OF THE SAME COIN

We know that children's health suffers in schools with no recess or poor facilities. But can education itself affect child health? Yes, say teachers practicing Waldorf (Steiner) education, an alternative

pedagogy that mobilizes physical and other forms of movement. Truly comprehending this requires pushing aside the Western habit of holding education (mind) and health (body) apart while concurrently attempting to see movement as entailing a good deal more than just here-to-there bodily transit. It requires us to bridge the gap now separating educational and medical anthropology. And that is exactly what ACYIG member E.J. Sobo strives to do in a forthcoming article in Medical Anthropology Quarterly. The work seeks to reconnect these compartmentalized subdisciplinary domains, and to demonstrate how embracing intersectionality and refusing a "medicalized" view of health, as well as refusing the marginalization of educational anthropology, can advance our thinking about child wellbeing. Through the introduction of a lifescape paradigm, it joins an emerging discussion regarding the value of prioritizing movement methodologically and analytically.

For an early view of this article, now in press, go to http://ufdc.ufl.edu/IR00004363

ANTHROPOLOGY OF CHILDREN AND YOUTH NETWORK CELEBRATES 5-YEAR ANNIVERSARY

The Anthropology of Children and Youth Network (based at VU University, Amsterdam) celebrated its 5-year anniversary during the June 16 seminar. The Networks brings together academics and practitioners engaged in research and work with children and youth.

An official Network of the European Association of Social Anthropologists (EASA) since March 2012, it organizes monthly seminars that promote child- and youth-oriented theory, methodology, and research ethics. Besides, it serves as a platform for (interdisciplinary) aca-

demic research and enhances dialogue with practitioners through joint research projects, publications and conferences.

The Network is chaired by Dr Sandra J.T.M. Evers and the seminars are hosted by the Department of Social and Cultural Anthropology (VU University Amsterdam).

At the celebratory meeting of June 16, the Network launched a special issue of the European Journal of Development Research (issue 26.2 April 2014). Guest editors: Sandra J.T.M. Evers, Shanti George, Roy Gigengack, Roy Huijsmans. The theme of this special issue was "Generationing" development: situating children and youth in development processes.

Member Request for Information

SEEKING INFORMATION ABOUT CROSS-CULTURAL SCHOOL RECESS PRACTICES

As part of a larger study of cultural difference in recess/break time practices at school, Dr. Anna Beresin is collecting descriptions of break time policy in different countries. If you currently have access to children or educators in countries outside of the U.S., kindly email her at aberesin@uarts.edu. Specifically, please describe: how many breaks per day currently occur in the area's public elementary schools, how long each break is, and for what age group. If known, what are the perceptions by the professionals in that context about whether that particular set up works.

SOLICITATIONS FOR FUTURE ISSUES OF THE NEWSLETTER

We are soliciting the following columns and features from ACYIG members for the next issue of the newsletter, **February 2015**.

COLUMNS (1000 WORDS OR LESS, INCLUDING REFERENCES)

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

"**Childhood and _____**" (you fill in the blank!), in which members discuss a topic of interest to their research

"**My Favorite Ethnography of Childhood**," in which members review their favorite classic or contemporary ethnography of children or childhood

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

FEATURES

Letters to the Editor (200 words or less)

New Book Announcements (250 words or less)

Professional Opportunities (250 words or less)

- Job Announcements

- Research Opportunities

- Grants/Prizes Available

- Calls for Papers/Abstracts

- Conference Announcements

Member News/Professional Updates (250 words or less)

- Recent Appointments

- Grants Received

- Prizes Awarded

- Any other achievements or publications that members would like to announce

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

Please send your submission to the incoming Newsletter Editor, Kate Grim-Feinberg (kgrimfe2@illinois.edu), between December 15th, 2014 and January 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 (December 15th).

STAY IN TOUCH

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https://www.facebook.com/ACYIG

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https://twitter.com/acyig_aaa

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