

# NEOS

A PUBLICATION OF THE ANTHROPOLOGY OF CHILDREN AND YOUTH INTEREST GROUP

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## ADVISORY BOARD UPDATE

Lauren Heidbrink (National Louis U, ACYIG Convener)

We look forward to a spectacular new year in 2016 and reflect on the Anthropology of Children and Youth Interest Group's robust 2015. At the AAA Annual Meeting, over 100 members attended ACYIG's business meeting, discussing a number of exciting developments, namely ACYIG's conference. In response to member feedback, we transitioned to a biennial conference, alternating between a solo ACYIG conference and a joint-conference. Following a dynamic solo-conference in 2015 at CSU-Long Beach, we are exploring partnerships with the Council on Anthropology and Education and the UCLA Center for the Study of International Migration, among others, for a joint conference in 2017. We are hopeful that such partnerships will generate new scholarly energy and nurture innovative collaborations.

In partnership with the Association for Anthropology & Gerontology (AAGE)<sup>1</sup>, 2016 also brings the launch of the Life Course Collaborative Research Network

1. <http://anthro-age.pitt.edu/ojs/index.php/anthro-age>

(CRN)<sup>2</sup>. CRNs provide an opportunity for ACYIG members to develop and lead inter-disciplinary groups of scholars, practitioners, and students around specific thematic interests. CRN Lifecourse<sup>3</sup> explores connections between childhood/youth and adulthood/old age, keeping in mind that such partitionings are culturally constructed and contested. CRN\_Lifecourse hopes to strengthen intellectual exchange among scholars whose primary research focus has been on one stage of the life course but who are interested in inter-generational relationships, longitudinal studies, autobiographies, life course transitions, and the category of age itself in ways that require broader conceptual frameworks. We invite you to subscribe to CRN\_Lifecourse and to CRN Mobilities<sup>4</sup>. Learn more about proposing a new CRN<sup>5</sup>.

In 2015, we bid farewell to several amazing and committed outgoing board members. Cindy Dell Clark served as a fearless conference co-coordinator, providing creative ideas, boundless energy, and good humor to the Board. Elisa Sobo served as the insightful and ever-diplomatic AAA Liaison representing

2. <https://anthropologyandgerontology.com/?p=1084>

3. [https://lists.capalon.com/lists/listinfo/acyig\\_lifecourse](https://lists.capalon.com/lists/listinfo/acyig_lifecourse)

4. [https://lists.capalon.com/lists/listinfo/acyig\\_mobilities](https://lists.capalon.com/lists/listinfo/acyig_mobilities)

5. <http://acyig.americananthro.org/crns/>

ACYIG's interests and innovations to the AAA Board. We are likewise grateful to the wise and committed Rachael Stryker who served as ACYIG Convener through a period of formalization and growth. She has graciously agreed to serve as Ex Officio to the board, providing essential guidance and organizational memory while spearheading a new initiative to grow ACYIG's international membership. We are so grateful for their efforts and wisdom!

Looking forward to 2016, we are thrilled to welcome three new board members<sup>6</sup> who bring thoughtful contributions and new vigor to ACYIG's Advisory Board. Jaymelee Kim (University of Findlay) serves as the Con-

6. <http://acyig.americananthro.org/about-2/advisory-board-2/>

## SHARE!

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ference Co-Coordinator. Amy Paugh (James Madison University) serves as the Membership Coordinator. Helen Valianatos (University of Alberta) serves as the AAA Liaison. We also welcome Lilia Rodriguez (UCLA), serving as Student Representative fostering and facilitating undergraduate and graduate student participation.

We invite you to check out ACYIG's content on [Twitter](#)<sup>7</sup>, [Facebook](#)<sup>8</sup>, our [website](#)<sup>9</sup>, [blog](#)<sup>10</sup>, and our new [YouTube](#)<sup>11</sup> channel featuring great film resources for teaching about childhood! Our latest blog entry by Kim Chi Tran on "[Unpacking the influences of Information Communication Technologies \(ICT\) on the educational experiences of youth from Mongolian pastoralist families](#)" is the first in a series of blogs featuring research in progress. As always, we encourage blog entries, [syllabi](#), content, and suggestions in an effort to build a robust resource to the study of childhood and youth.

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

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

9. <http://acyig.americananthro.org/>

10. <http://acyig.americananthro.org/category/acyig-blog/>

11. <https://www.youtube.com/channel/UCcMaV4jhipcANTVxaud86DQ>

## SOCIAL MEDIA UPDATE

Patrick Alexander (Oxford Brookes U;  
Social Media Coordinator)

The social media profile of ACYIG continues to grow, with an increased number of followers on Twitter and increased

reach on our Facebook page. Our online profile was augmented significantly after the AAA Annual Meeting in November, during which our members did an excellent job of increasing awareness of our activities in the broader community of our discipline.

We are always looking for new and interesting news to share with our community, so please email [patrickgalexander@gmail.com](mailto:patrickgalexander@gmail.com) or tweet [@ACYIG\\_AAA](https://twitter.com/ACYIG_AAA) with any announcements, calls for papers, or interesting articles that you would like to share.

We are continuing to build our channel on YouTube, which includes a huge range of useful resources for teaching about the anthropology of childhood and youth. If you have any recommendations of videos you would like to include on the channel, please get in touch.

Looking ahead to the coming year, we are particularly interested in extending our social media profile internationally by linking with colleagues and organizations across the world. We will update on our progress in this area in the coming edition of *Neos*.

## PUBLICATION UPDATE

Kate Grim-Feinberg (*Neos* Editor)

I would like to thank Aviva Sinervo for stepping in to co-edit this issue and bring it through the final stages of production. Aviva edited the ACYIG Newsletter from 2013-2014, following our publication's founding editor, Rachael Stryker, who produced the first issue in 2009. We also have several new volunteers joining us for this issue: Krista Billingsley (Member News Editor), Matilda Stubbs (Updates Editor), Jaycee Bigham and Anne Karabon (*Neos* Advisory Board). Many

thanks also to our anonymous reviewers who have contributed tremendously to our publication quality.

We have inaugurated a "Letters to the Editor" section in this issue with a few brief notes from colleagues. We would like to build this section with more substantial letters in future issues. Please send us your reactions to articles and features in this or previous issues. If you assign one of our pieces for your class, let us know how it went, or have your students write to us directly. Send your letters of 250 words or less to ACYIG. Editor@gmail.com with the subject line "Letter to the Editor."

Also new in this issue is "Unsung Heroes of ACYIG," featuring an interview with our Layout Editor, Álvaro Vargas. If there is an unsung hero you would like to interview for a future issue, send us a note at ACYIG.Editor@gmail.com.

## LETTERS TO THE EDITOR

August 11, 2015

Dear Editor,

I am so excited about the wonderful energy ACYIG has generated! I taught a class in the Anthropology of Childhood last spring and your newsletter and listserv were great resources for the class!!

Perry Gilmore (U of Arizona)

September 3, 2015

Dear Editor,

A big thank you for organizing all of us and for being the editor of *Neos*. Your work is very important for anthropologists interested in children and youth, who, like me, are scattered across different disciplines and sections. With AAA becoming so gigantic and sub-sub-sub disciplined, the newsletter is fundamental to know what other scholars are doing.

Ignasi Clemente (Hunter College)

October 20, 2015

Dear Editor,

Super newsletter! This is one well worth reading and has excellent production values in addition to rich content. Great to see mention of the 2015 Pathfinders book as well [see October 2015 issue].

Kind regards, and much appreciation for all you do,

Grant J. Rich (Independent Scholar)

November 12, 2015

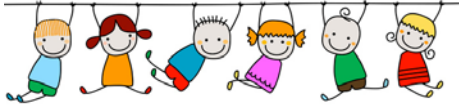
Dear Editor,

You are doing an incredible job upgrading this publication and adding new energy and vision to the whole listserv and subfield. The new directions really look amazing!

Alma Gottlieb (U Illinois, Urbana-Champaign)



## MEMORIES OF NANCY ABELMANN



### Nancy Abelman: An Inspirational Scholar, Teacher, and Human Being

Kate Feinberg Robins (Independent Scholar)

Like most aspiring graduate students, when I began looking at PhD programs in 2005, my research ideas were vague. I knew that I wanted to work with scholars who valued young people's perspectives and valued applying their work to real-world issues. In the midst of this search, I found Nancy Abelman at the University of Illinois at Urbana-Champaign. Nancy had launched a program called Ethnography of the University Initiative, where she engaged undergraduate students in critically examining their own college environment. The concept embodied just the kind of anthropological critique that was so important to me—like Nancy, I did research abroad, but considered it important to look critically at my own society and to teach my students to do this.

When I began graduate school, I quickly discovered that Nancy was one of the busiest, most in-demand, and most approachable professors in our department. She was Director of the Center for East Asian and Pacific Studies, directed the Ethnography of the University Initiative, and served on several dissertation and senior thesis committees. In the midst of

all this, I was fortunate to take one course with her—a seminar on East Asian youth that added a comparative perspective to my focus on Latin America and served as invaluable inspiration for teaching with enthusiasm, energy, and passion. Outside of the classroom, we frequently crossed paths while navigating campus bike lanes and swimming laps at the old pool in the kinesiology building. Nancy was always enthusiastic in her greetings, making me feel genuinely valued as a young colleague, a student, and simply as a fellow human being. The examples she set in her work and her life will continue to inspire all who knew her long after her passing.

### Nancy Abelman: Advisor and Friend

Marsha Brofka-Berends (First Things First Editing)

As my advisor in the anthropology program at the University of Illinois during the 1990s, Nancy Abelman guided me through the stages of my graduate studies all the way through writing my dissertation—well, most of my dissertation. For a variety of reasons, I decided not to complete my Ph.D., and during our many discussions about this Nancy was unwaveringly supportive of whatever course I chose to take. The decision to end my studies after several years of work was not an easy one to reach, and although she would have loved for me to finish my degree, she mostly wanted me to pursue the life I wanted. When she knew I was on the fence about completing my dissertation, she asked me, “Is there something else you would rather do—a different bridge to the future? If so, go for it!” In that regard, she was not only a great advisor, but a great friend too.

In addition to her powerful intellect, Nancy had a boundless generosity in

both scholarship and friendship. She engendered a fierce loyalty among many of her advisees—rooted in part in her willingness to consider multiple perspectives and possibilities, in her faith that we each had something important to say, and in her ability to encourage us to be our best. Even though my own path didn't lead to a career in academia, being Nancy's student and her friend had an enormous impact on me and helped make me the person I am now. I am so grateful to have known her.

### Nancy Abelman as Advocate and Inspiration

Chung-kang Kim (Hanyang U)

There are so many good memories with Nancy: I want to share one day as her previous graduate student. It is an excerpt from my diary in spring 2007. It tells how Nancy cares, encourages people around her, and sometimes is even willing to fight for them. Now I realize how difficult it is to act like her. Many of her legacies will live on in the lives of her students.

“We had our first weekly advisees' meeting on Thursday. In the first meeting of each semester, we always share our goals for that semester. It seems that there were a few more students who joined the meeting this semester. Even the ones who never came to the meeting last semester also came this time. When it became the turn of a student, she said that she could not work on her dissertation because she had spent over 40 hours preparing her TAing class. She looked vulnerable, and said this between her tears. After hearing this, with an angry voice, Nancy said that she already met the department head and warned that the department should stop exploiting graduate students. She continued: “You guys should stop your work if



it is over 20 hours, though your class is not well prepared. It is too bad for the undergraduate students. But that is not your fault. If someone forces you to work more than that, you should inform me of this. This is a legal issue! I will start an activist movement, if necessary!!” I was looking up to Nancy with so much fascination. I know that she is not joking. I could easily imagine she would fight for her students, if those worse conditions continue. Yes, that is it! I want to be someone like her who cares and even fights for other, weak people in our daily lives!”

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## Seeds of Spirit

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Akiko Takeyama (U of Kansas)

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When Nancy’s office phone rang one afternoon in 2006, she was kindly reading and commenting on my dissertation chapter. She had just walked into her office a few minutes earlier, after her usual lunchtime swim. I remember her hair was still wet, dripping some water over her shoulder. Responding to the ring, she swiftly had a brief business conversation, then walked out of her office to consult with her secretary. Returning, she immediately picked up where she had left off with my chapter as if nothing had happened. Meanwhile, I was just sitting, looking around, and listening to her smart comments. Within a half hour, she had beautifully juggled three different things at the same time. Nancy was truly a superwoman to me.

While there are amazingly capable people in the workplace—and Nancy was one of those people—she was something in her off time, too. Several times a year, Nancy used to invite her advisees and their families to her home to enjoy gorgeous vegetarian dishes that she spent all day preparing by herself in her organized, immaculate kitchen. I can still taste her fresh garden salads, homemade

cheeses, and pasta with fresh basil sauce. As a host, Nancy had a remarkable ability to communicate with multiple people simultaneously, and make everyone feel like they had her full attention. Nancy’s “advisee meetings,” on and off campus, were a nurturing oasis in the Midwest town of Urbana-Champaign.

After my graduation in 2007, I simply assumed Nancy’s advisee meetings would go on and on, and her “children” would grow and branch out all over the world. I am so sad that Nancy is no longer physically with us. But I believe her spirit, and her seeds we carry and nurture, will continue to bloom and bear fruit.

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## Nancy Abelmann: Collaborator, Mentor, and Friend

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Jin-Heon Jung (Max Planck Institute)

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Nancy was more diligent than anyone, and I must confess that I made her life busier. As her student and a non-native English speaker, I had to rely on her brilliant revisions to transform my grant proposals and dissertation chapters into worthwhile works. She grasped exactly what I wanted to say as if she could read my mind. I was astonished whenever I opened her emails and attachments, which were almost always sent between 1 and 4 a.m. I assumed for a while that she must be a super woman, sleeping only a few hours a day to help international students like me.

We, as her advisees, learned Nancy’s spirit of collaboration through what one dubbed an “Abelmannian meeting.” Nearly all of her students were from East Asia with widely different research interests. We met at least once monthly to present and discuss our work, and thus learned the meaning of mutual learning. Essential to our advisees meeting culture

was not only serious intellectual engagement, but also very human interaction. Nancy shared her personal experiences and emotions with us like we were family. We witnessed her crying when she was in trouble and cheering for those who were struggling.

Her human touch was equally illuminated in the field. Nancy was fluent in spoken Korean, and avidly exchanged emotions and meaning with her interlocutors. I was blessed to accompany her for years in meetings with interviewees, including senior women, whom she had worked with for decades, as well as university students. She reciprocated with facial expressions and empathy, giving her interlocutors the space to become marvelous storytellers. Nancy was an exceptional mentor and inspiring friend and we will miss her. I believe her magic will continue and be revived in our hearts and practices.

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## My Mentor Nancy Abelmann, A Reflection of Her as an Admirable Storyteller

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Jesook Song (U of Toronto)

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One of Nancy’s favourite things to do in the last few months was to compose haikus, Japanese three-line poems, and send them to her family, friends, students, and colleagues. She enjoyed finding a rhyme and rhythm within the limited 17-word format. It is a wonder how she could write so many when she had barely enough strength for her daily life. To me it vividly reveals her enduring mastery of and joy in storytelling. Indeed, as an eminent ethnographer, prolific author, and committed public intellectual, Nancy was a composite storyteller. Among her numerous works, her mastery of narra-

tive, *The Melodrama of Mobility* (2003), is something special—not only because the book received the Leeds Prize (2004) from the Society of Urban and Transnational Anthropology for the best urban ethnography, or because the Korean translation won the Im Sok-Chae Prize (2014) from the Korean Cultural Anthropology Association for the best ethnography book on Korea. The book also reveals Nancy as a powerful storyteller.

In the early 1990s when Nancy began interviews with her research participants, I saw, as her research assistant, the ways in which she empowered her interviewees to tell their personal stories. Her convivial presence and her vernacular Korean put her interviewees at ease. Her speech when she received the Im Sok-Chae Prize is yet another beautifully touching narrative. A modest scholar with unprecedented legacy in the anthropology of Korea, she attributed every aspect of the book's production to other people's inspiration, legwork, and help. However, her enormous talent and humble presence is the rare thing that brings everything together. Nancy will be greatly missed – and she will continue to inspire countless stories and storytellers.

## REFERENCES

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*Nancy's Advisees Party—April 10, 2008 (Copyright Jin-Heon Jung)*



*Nancy's Advisees Party—April 10, 2008 (Copyright Jin-Heon Jung)*



## Nancy Abelman: A Gifted Teacher

Josie Sohn (Catholic U of Korea)

“Be kind, for everyone you meet is fighting a hard battle.”

The above quote is often attributed to Plato, but to me, it will always speak of and for Nancy. When I visited Nancy in 2014 in her home living room (that is so familiar to all of her students) in Urbana, IL, she presented me with a beautiful linocut print by a Korean American artist that bears the saying and told me how true it was and how we should all remember to be kind. Even in her battle with cancer, she was every bit her wonderful self.

Nancy was a gifted scholar and teacher, and frankly, there was no one quite like her in her love for and constant devotion to the growth of her students. The advisee meetings she had with her students every Friday, in particular, provided a safe place for her students to experiment with half-done proposals, to make heaps of mistakes in their writing, and to learn to give and receive help in the process. It was also not unusual for her, let's say, to go off on her bike to volunteer at her son Isaac's school and still have time to respond to emails in real-time past midnight. One day I told a friend of mine, tongue-in-cheek, that Nancy was really a bad example because it'd be quite impossible to emulate her.

The same friend told me in Seoul during Nancy's shiva that Urbana was not the same without her, that she would not be able to meet anyone like Nancy again in her lifetime. Nancy was a blessing in the lives of all who knew and loved her. The linocut print is now hanging in my living room, a daily reminder of the gift of her person.



*Nancy and Suah, third daughter of Chung-kang Kim, in the summer of 2012, when Nancy hosted a party for her advisees in Seoul (Copyright Chung-kang Kim)*



*Nancy, Chung-kang Kim, and Kim's first son, Juhyup, in the summer of 2005. Nancy visited the Kim house at Ilsan to meet Kim's little boy (Copyright Chung-kang Kim)*

## METHODS AND ETHICS IN THE ANTHROPOLOGY OF CHILDHOOD COLUMN

### Discovering the Kid Researcher

Cynthia M. Maurer (Rutgers U)

A kid researcher<sup>1</sup> is a child who asks questions that reflect the aims of the research, prompts participants to further explain their answers, and helps maintain the research atmosphere during sessions. The inclusion of kid researchers has particular methodological and ethical concerns, and as Jackie Marsh (2012) has shown, children can be formally trained research assistants, becoming “knowledge brokers” to gain insights into children’s culture. However, kid researchers need not be formally trained. In my work, Ashley Taylor<sup>2</sup> took on this role organically during the research process.

I met Ashley, then five years old, the month before I started my doctoral program. Her mother, Mrs. Taylor, hired me to babysit after Ashley learned that her favorite television shows – *iCarly* and *Wizards of Waverly Place* – were two of my favorites. For three years before beginning my dissertation research, Ashley and I discussed television daily. We asked each other questions about the shows, characters, and narratives, and I challenged her to think about the shows

beyond passive entertainment.

After much discussion with my dissertation committee, we decided to include Ashley in my research. At first, she was unsure how to conduct herself in the weekly sessions, where for the first time, she was forced to share me with her friends. My interest in her peers’ experiences and words seemed to confuse Ashley. Though we had discussed it ahead of time, she was no longer the center of my children’s television world and she was unsure how to react. Compounding this was the fact that many of the sessions took place at her house. Ashley seldom aimed to be the leader of her group, but having home court advantage made her feel like she should have sway with her friends (and me). By the end of the first month, however, Ashley was able to navigate relationships both with her friends and her babysitter, by emerging as a kid researcher.

Ashley’s transition into the kid researcher role progressed slowly. She had to learn to manage feelings of jealousy and exclusion. On one occasion, Ashley missed the day’s session and insisted that I could not conduct it without her. In her determination to ensure that none of us forgot her, she incessantly called and texted me while I was with the other girls. My sub-

sequent discussion with Ashley and her mother about acceptable phone communication with me seemed to mark a turning point in our relationship. After this incident, she began to take an active interest in the research process, negotiating with me which episodes we would view and what questions I would ask (see Figure 1).

Ashley took on the role of kid researcher to manage her relationships with her peers and me. She created the role for herself as she developed an understanding of the research process. Spending time together for years prior to beginning research had provided Ashley with the ability to know what to ask in order to learn more about the role of television shows in girls’ lives. She was able to pick up on salient themes in shows and ask questions that reflected my research needs. This particular type of kid researcher is unique to Ashley, born out of our years of viewing and discussing television shows together.

In discussing my dissertation proposal, my committee had raised methodological and ethical concerns about including Ashley in the project. The incorporation of well-acquainted children into research is not unheard of (e.g. Adler & Adler 1998). However, my committee

1. The term “kid” is used to reflect the lived experience of the girls in my study who were aged 8-9 and rejected “child” because it was too “babyish.”

2. Pseudonyms have been used to protect my participants.

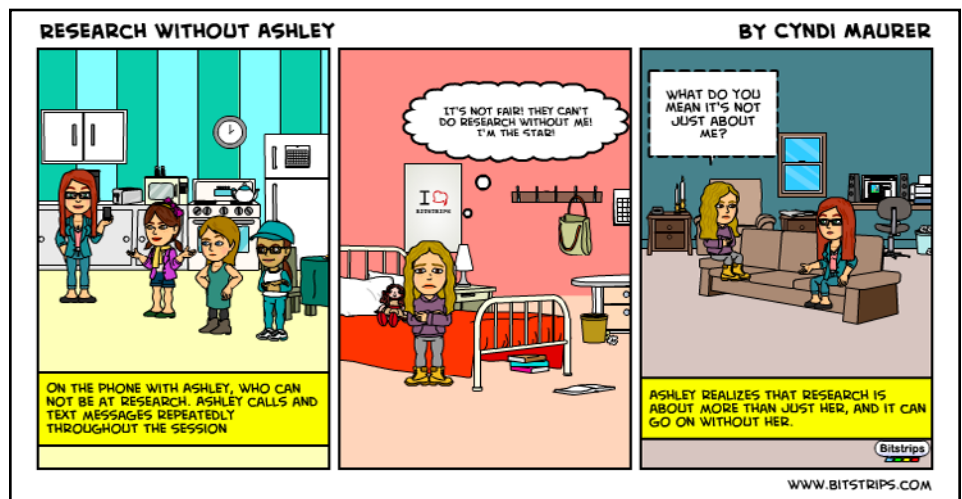


Figure 1. *Research without Ashley*. Comic strip created by Cyndi Maurer through bitstrips.com.



members worried that I might privilege Ashley over other participants during research and write-up, and that participating alongside her peers might damage her relationships with them. My arguments that Ashley was crucial in shaping my research questions about children's television and that she would provide me with instant access to a peer group who knew me, ultimately won my committee over.

Upon reflection, my insistence on including Ashley arose from our interactions in early stages of research, prefiguring her ability to emerge as an impromptu kid researcher. I actively sought Ashley's opinions and suggestions on which of her friends would be best suited for inclusion in the study. However, instead of relaying ideas of equality between researcher and participant, adult and child, I think Ashley's contributions at that early stage are partly responsible for some of her feelings of ambiguity and her increased sense of entitlement within the process.

As adult researchers and scholars endeavoring to gain mastery in a new subject, we seek those who are most knowledgeable about the topic. In thinking about children's experiences, it is just as important to confer with children themselves about research methods and ethical concerns. Including Ashley's suggestions helped me access a group of young girls who felt strongly about each other and could discuss television in open and honest ways. The kid researcher role provided Ashley an opportunity to explore feelings of ambiguity and strengthen her relationships with her peers and with me. Furthermore, as a kid researcher, Ashley's participation expanded my research in unique and nuanced ways, providing me with new perspectives that truly reflected the experiences of the children with whom I worked. As we continue to explore children's lives and experiences, we need to consider their capacity to teach us about the processes and procedures of research.

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## Transformers and Peacocks: Traversing the Fine Line of Being an 'Unobtrusive Observer'

Anne Karabon (U Wisconsin – Madison)

Sitting between the math and art areas in a preschool classroom, I watched four-year-old Frankie<sup>3</sup> create a mask out of paper and string. Peering through the jagged openings, Frankie explained that he was now the Transformer Rescue Hero, Chase. Since my popular culture knowledge only extended far enough to know Optimus Prime and Bumble Bee, I used my laptop to look up Chase.

As I copied and pasted an image of Chase into my field notes (see Figure 1), Frankie walked behind me and saw it. This initiated an extensive explanation by Frankie and two peers, who described Transformer characters to me in great detail, ranked their favorites, and decided to make more Transformer masks.

As I watched the children, I questioned how my actions had inadvertently altered the space and transformed their play. Despite its popularity with young children, the presence of popular culture in early childhood classrooms is often perceived

3. All names are pseudonyms.



Figure 2. Chase the Police-Bot from Playskool Heroes Transformers Rescue Bots. Image retrieved from [transformers.hasbro.com](http://transformers.hasbro.com).

as a distraction (Hedges, 2011; Henward, 2015) How would my introduction of popular culture and technology into the classroom be perceived by this teacher, and how might I have impacted the discourse and actions of the students?

Inevitably, children will interact with an ethnographer conducting fieldwork in their classroom. After all, we are in their space. Our level of involvement—complete, limited, active, or non-participant—should be based primarily on research question(s) (Hatch, 2002). For my research, which examined how teachers and children engage in early mathematics during play, moderately active participation was ideal. My tasks were to: (i) direct the professional videographer on where to record; and (ii) take notes on the context surrounding the camera frame. My participation in the children's activities was not vital, as the research was centered on video data. However, I typed my notes while sitting among the children, which positioned me to interact with them.

Researchers must be open to modifying our levels of engagement once in context in order to best understand participants' points of view (Spradley, 1980). My data collection tasks for this project differed from previous projects. There was no necessity to scribe verbatim quotes, as these were being captured by video, and there were many instances in which I sat and observed the children without typing. Inescapably, I appeared at such times to be available to play and completely participate in their exploration. At these times, my role shifted from that of a moderate participant to a full member of the scene (Goffman, 1989).

Based on previous experiences, I knew children would inquire about the research equipment, yet I had not intended for them to interact with it in any significant way. Though the teacher used a tablet and camera daily in her classroom to document learning, the use was brief and subdued. I had imagined that my laptop and Internet, like the videographer's camera, would remain in the margins and out of the children's way. However, my shifting level of participation brought the children into direct contact with my technology and exposed them to resources not typically used in early childhood classrooms, thus impacting their learning space.

On one occasion, three children were playing a literacy game whose objective was to match each small plastic object to the container labeled with its beginning letter. For example, a dog would go into the container marked Dd. Jasmine held up an object (see Figure 3), furrowed her brow, and asked me, "What is this?"

I told her it was a peacock and described how it would look with the tail fanned out. Jasmine appeared confused and unconvinced, probably because the animal she held wasn't displaying its plumage. Since I had my laptop readily available, I conducted an image search for peacocks



Figure 3. A small plastic peacock from the Lakeshore Learning Alphabet Sounds Teaching Tub. Photo by Anne Karabon.

with fanned tails. Immediately, she nodded, tapping my screen and saying she had seen one at the zoo.

Like in the Transformer example, this did not completely alter the classroom experience. The children continued with the game they had been playing, while incorporating new information garnered from my computer. However, two weeks later, while Jasmine was playing the same literacy game, she stopped and darted over to me carrying a white plastic fan (see Figure 4). She said, "Look! This is how the tail goes up," and asked me for the name of the animal we'd discussed. She then found the peacock in a bin, and explained to me the connection. When I prompted her to share this information with the teacher, she approached Mrs. Rebecca silently and held up both items. The teacher responded, "You found the fan. What letter container does that go into?" Jasmine said "f," turned to me shrugging, and bounced over to put the toys away. I grappled with whether to interject and explain Jasmine's and my conversation to Mrs. Rebecca, but my uncertainty about how she would react to my full participation in her classroom led me to remain silent.



Figure 4. A small plastic fan that opens and closes, from the Lakeshore Learning Alphabet Sounds Teaching Tub. Photo by Anne Karabon.

Although the likelihood of these interactions changing the course of Jasmine's or Frankie's learning forever is low, I was left wondering how a single act on my part may have interrupted the flow of the classroom. By offering new information to children, had I crossed the line of be-



ing intrusive to Mrs. Rebecca's class? Had I interfered with her teaching methods? If I hadn't shown children images on my computer, how might their experiences have been different?

This is not to suggest that field observers revert back to scribbling notes with paper and pencil, but rather, that when using technology for classroom observations at any grade level, researchers should be cognizant of its potential impact on children, learning, and overall classroom ecology.

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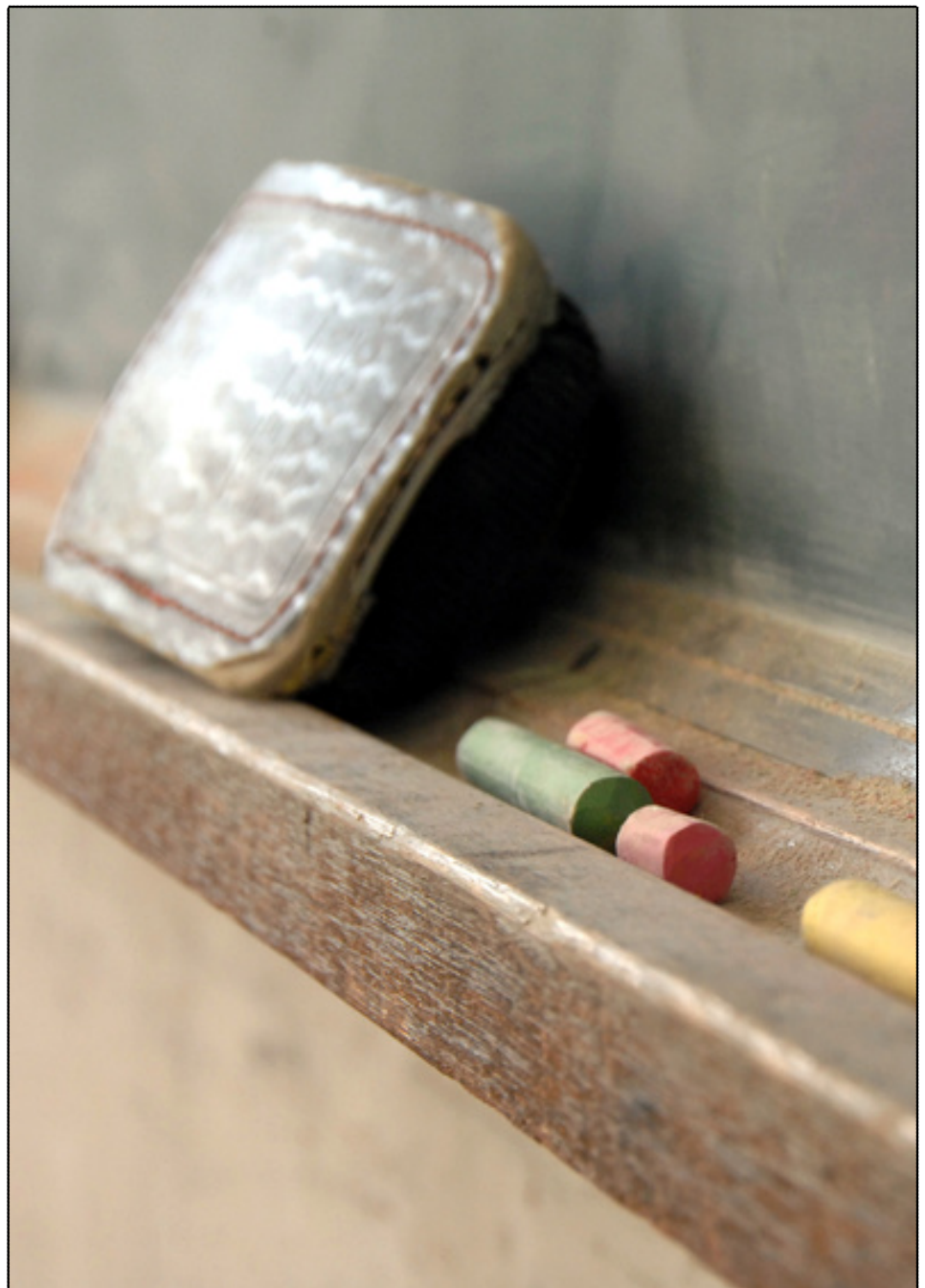
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## CHILDHOOD AND COLUMN

### CHILDHOOD AND CONTRADICTION: ILLUSTRATIONS OF THE IDEAL CHILDHOOD AND CHILD LABOR IN URBAN ECUADOR

Megan Hinrichsen  
(Monmouth College)

Every day, 24-year-old Blanca<sup>1</sup> and her pre-school aged daughter Brittany collect, wash, and deliver laundry. Together, this single mother and her child earn only 200 dollars a month, less than two-thirds of a living wage for a family of two in Quito, Ecuador. At barely three years old, Brittany's assistance is necessary to help her mother provide for their immediate needs. Children like Brittany are often seen as innocent victims of uncaring and ignorant parents who exploit them without considering the long-term consequences of a childhood spent working on the streets. Brittany's experience is not extraordinary. Ecuador has among the highest rates of child labor in Latin America. Tuttle (2006) reports that one-quarter of informal laborers in Quito are children. On the streets and plazas of Quito, working children are abundant: shoe shine boys, young girls selling candy, and children of all ages accompanying their mothers to sell on the streets, on buses, and in the marketplace. They can be seen at all hours of the day. Despite the contradiction between this life and the illustrations of the ideal childhood to which they are exposed, child

labor is a reality. To explain this reality, NGO workers in the most impoverished neighborhoods of Quito contend that child labor is the result of insufficient education, social and cultural acceptance, demand from parents for children's help, and a misunderstanding of the benefits of an education.

Each year on June 1, the citizens of Quito celebrate the International Day of the Child. One NGO in the impoverished southern section of the city has an annual event marking this occasion as part of their mandate to eradicate child labor. Games and presentations communicate lessons on human rights to children and their parents, including Blanca and Brittany: children have a right to be fed, to a family, to safety, to education, to recreation, and to have an identity and a name. The intent is to educate parents and working children alike of the right to *ser niño* (be a child). This Ecuadorian NGO is part of the worldwide spread of the Western norms of childhood. Posters, parades, and events espouse the rights of a child. Mothers of working children like Blanca, especially, are cast as bad mothers exploiting children who are not afforded the benefits of the modern Western construction of childhood. This hegemonic construction of childhood marks this period as one of dependence, vulnerability, and innocence involving active participation in only play and learning (Swanson 2010, Bellamy 2004). These constructions are significantly different than the realities faced by many children in the world. In interviews that I conducted with 120 parents working in the informal sector alongside their children, nearly everyone expressed the desire that their children would have this ideal childhood, but also said that their children had to bring income into the household out of necessity. These illustrations of ideal childhood intensify the experience of material poverty and difference for children who must work for everyday survival, and for their par-

ents who must recruit their children as income-earners because of the problems of poverty they confront daily.

NGOs commonly believe that they must contend with the ignorance of the parents of working children. They view parents' lack of education and "cultural acceptance" of child labor as the main obstacles preventing the eradication of this practice. Thus, NGO attempts to spread the message of the ideal childhood are ineffective not only because of the contradictions between the ideal meaning of childhood and reality for impoverished families, but also because of inaccurate assumptions about the determinants of child labor. Parents who rely on the efforts of their children are not making their children work because of misunderstood messages about the meaning of childhood. They do not view their child's economic productivity as exploitative, but as an essential contribution that they would prefer not to need. Most look to the future but need to provide everyday essentials like food and shelter in the present. Despite their struggles, parents consistently talk about their dreams for their children. They want their children to become professionals. They want their children to "be more than [they, the parents] are" or "to be the opposite of [their parents]." Unfortunately, many cannot afford to sustain their household without their children's assistance. Work becomes a locus of socialization for these children. Babies sleep strapped to their mother's backs, in empty crates, and in wheelbarrows while their parents work. When children are old enough, they learn to sell, collect money, make change, and handle themselves in the world of the informal microentrepreneur. Rocío, now 45, remembers that she began selling candy "when [she] could hold it in her hands." Even pre-school children can become important members of their household's productive unit. Many parents are torn between their need to recruit their children

1. All names are pseudonyms.

as economic producers and their realization that their children's engagement in work makes the better future they want for them much more difficult to achieve. Nearly all parents see the value of an education for helping their children break the intergenerational transmission of poverty, yet everyday survival takes precedence in their lives.

## CONCLUSION

Working children's experiences are at tremendous odds with the illustrations of ideal childhood presented to them. Children living in poverty cannot have a life dedicated to education and leisure, despite being told by numerous sources that they should. Their need to work to help their households make ends meet is deemed a problem of culture. However, defining children's work as "cultural" naturalizes it as a choice rather than an economic necessity (Martinez-Novo 2006). Child labor may be normative, but it is not simply a choice. Working children and their parents encounter daily struggles and having an additional income, no matter how small, is necessary. The contradiction between the childhood they should have and the childhood they do have is burdensome for children and their parents alike. However, this contradiction does not arise from ignorance, but from difficult decisions in which families in poverty must prioritize today over an uncertain tomorrow.

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## Childhood and the "Real World": The Neoliberal Educational Program

Joaquín Muñoz  
(U of Arizona)

It has been a humbling experience to work with youth in various capacities, and in my teaching and scholarship, I have come to deeply value the opportunities and potential that young people embody. I am troubled by the challenges students encounter, and the apathy, lack of resources, and deficit perspectives of youth that pervade discourses of education. I wonder about systemic oppression and traumatic acts that rob youth of their inspiration to learn and impair their trajectories toward completion and advancement. These concerns arise from a particular model of schooling that needs to be problematized: the business model—the industrial paradigm largely in use today, which is connected to a larger neoliberalization of schooling and the teaching profession.

Teachers, parents, students and schools are concerned with the emphasis on standardization, objective measurement, and the influence of business model ethics that permeate education today. However, this trend is by no means new. As far back as the early 1900s, the values of efficiency, earning power and workforce competitiveness espoused by policy mak-

ers and leading businessmen pervaded educational forums, professional groups and policy agendas. In the 1908 conference proceedings of the National Educational Association (N.E.A.), one superintendent noted that "a love of learning is praiseworthy; but when this delight in pleasures of learning becomes so intense and absorbing that it diminishes the desire, and the power of earning, it is positively harmful" (Callahan, 1962, p. 10). The business-ethics impulse that characterizes today's neoliberal education had its genesis long ago. What I find remarkable today, however, is the shifting of the conversation among students, who now embrace, rather than challenge, this neoliberal ethos.

My interest in this project arises out of interviews I conducted with students in an alternative format class that I taught at a community college. The Waldorf-inspired reading and writing course was my active attempt to destabilize student conceptions of what learning could be. I sought to provide an experience that was based in humanizing pedagogy, positioning artistic expression, community building, and recognition of students' lived experience as central to a fulfilling education. I was often confronted by students who challenged how the work we undertook in my class was preparing them for the "real world."

In one instance, a student remarked on her "sadness" in taking my class, which contrasted so starkly with the disappointing "reality" of her other classes. When I asked her to elaborate on this "reality" or the "real world" of her other courses, she described PowerPoint presentations, lectures, little to no discussion, and no emphasis on creating and belonging to a community. Like other students I interviewed, this young woman enjoyed my class, and was disappointed that the "real world" of traditional school could not have more creative, community-building experiences like our class had. She found

the status quo of how teaching and learning was done in her other classes represented a “reality” of community college that she did not necessarily want, but was required to participate in.

I find the incorporation of business values in the education system to be problematic for a host of reasons, not the least of which is the attempt to reduce a complex “ecosystem” like a classroom to simple components that can be easily manipulated. For the sake of efficiency, classrooms are conceptualized to be businesses seeking to obtain the largest return on the smallest investment (Mullen, English, Brindley, Ehrich & Samier, 2013). The problem with running classrooms like businesses, however, is that students who are not “profitable” are left behind.

The neoliberal, business-based ethos compromises the goals of educational equity and support of diversity, and reduces the teaching profession to a set of decontextualized skills. Simultaneously, the neoliberal impulse in education predisposes youth to buy into a naturalized and normalized rhetoric of education practice. Youth are not given the opportunity to know that there are other means for learning to become informed, critical and engaged citizens. Because many of my students at the community college expressed an intense resistance to Waldorf-inspired reforms, I speculate that a lifetime of educational experiences steeped in neoliberal policies has engendered in students a belief in a single way of “doing” school, when in fact it is only one of many approaches.

Business models and values seem to be connected foundationally to students’ conceptions of a “real world” of traditional education processes and practices. In the context of my classroom, students viewed my humanizing educational reforms as unreal, in contrast to other classes that they saw as real, and by extension, legitimate. I find this troubling

in light of my experiences and research, which have led me to believe in the transformative power of educational processes that do not consider efficiency and business values to be the guiding principles.

The move toward measurement of students through high stakes testing, the perpetual exercise of control over their experience, and the overall push of perceiving education as simply a “competitive market” (Hursh, 2007) has seen an almost uninterrupted rise. Callahan’s critique may still be a necessary focus for contemporary researchers and teachers as a challenge of the neoliberalist ethos and political project.

Policies like the Every Student Succeeds Act (ESSA) seem to offer some promise with an emphasis on assessment for growth, rather than punishment. The act, which will replace No Child Left Behind, offers potential freedom and flexibility to schools at the local level, reducing “U.S. Department of Education’s authority over state curriculum frameworks, standards and testing decisions” (Robinson 2015). However, this may not prevent the continued use of standardized testing and curricula. Whether

ESSA will be a true departure from the neoliberal project, operationalized in the forms tests and standard curricula, remains to be seen.

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## PHOTOS FROM THE FIELD

### School Children in Makamba, Burundi

Marisa O. Ensor (Georgetown U;  
International Institute for Child  
Rights and Development)

Burundian children have borne the brunt of the escalating violence that has engulfed the country since the April 2015 announcement that President Nkurunziza would run for a third term in presidential elections. The students greeting me in this photograph, taken in Makamba Province, are participating in a UNICEF-funded project on child protection and conflict resolution. Photo courtesy of the International Institute for Child Rights and Development.



### Feria de Platos in Buenos Aires, Argentina

Jaycee Bigham (UC Santa Barbara)

Parents, students, and teachers share Bolivian, Paraguayan, and Peruvian dishes at a school event in Buenos Aires, Argentina, where I conducted fieldwork from October 2014 to December 2015. The school is comprised primarily of children of immigrant families from these countries. Photo by Jaycee Bigham.



## UNSUNG HEROES OF ACYIG

### A Conversation with Álvaro Vargas

Rachael Stryker (CSU East Bay)

Since its founding in 2008, ACYIG has grown with the help of hundreds of wonderful and innovative members and volunteers. In this, our new “Unsung Heroes of ACYIG” column, we ask some of our most helpful colleagues about keeping ACYIG running, and about the anthropology of children and youth. Everyone who will be interviewed for this column has been instrumental to the success of ACYIG, and we thank them for all of their commitment and hard work.

Our first conversation is with Alvaro Vargas, long-time contributor to *Neos: A Publication of the Anthropology of Children and Youth Interest Group*:

#### 1. Álvaro, what is your connection to ACYIG?

I have been the Layout Editor for the newsletter since 2011. I initially heard that ACYIG needed help through the mailing list, which I signed up for through my membership in the AAA. I feel it's important to give back.

#### 2. And what is your connection to anthropology?

I graduated with an undergraduate degree in anthropology in 2009, after having gone back to school in my thirties. As an immigrant to Canada from Chile, I have always had a genuine interest in people, how they organize themselves, and what drives them to believe what they believe. My interest leans towards applied and corporate anthropology, as I found the tribes on the 15th floor more

interesting than those on the 15th parallels. My undergraduate thesis was on the complicity between humour and power, and how power uses humour to maintain its spheres of influence. I am currently a User Experience designer in the Government of Canada, using my training and experience to improve the interactions between people and systems (digital and analog). One of these days, I will find the time to go back and earn my Masters degree in anthropology.

#### 3. What have you seen ACYIG accomplish so far? What role did you play in those accomplishments?

Since I began working with the ACYIG, we have redesigned the look of the newsletter, and have updated it [with the new name of] *Neos* in 2015. I played a large role in the initial and subsequent redesign. It is my hope that the redesign since 2011 has increased the readership, and facilitated the sharing of ideas and concepts across subdisciplines and interests in the ACYIG.

#### 4. Who are the children/youth in your life, and what do you want to tell ACYIG about them?

I have a 17-year old son, who has been my source of inspiration since, well, 17 years ago. He has asked me about the ACYIG in the past, and in our discussions I have always brought up the importance of anthropology as an agent of reflexivity, helping us to phase out of our “taken for granted realities” (thank you Bourdieu!), and presenting the world to us as it is, not necessarily as we want to see it. In this way, the ACYIG offers up the effects of our decisions in the socio-cultural realm on children and youth, and informs future ones.

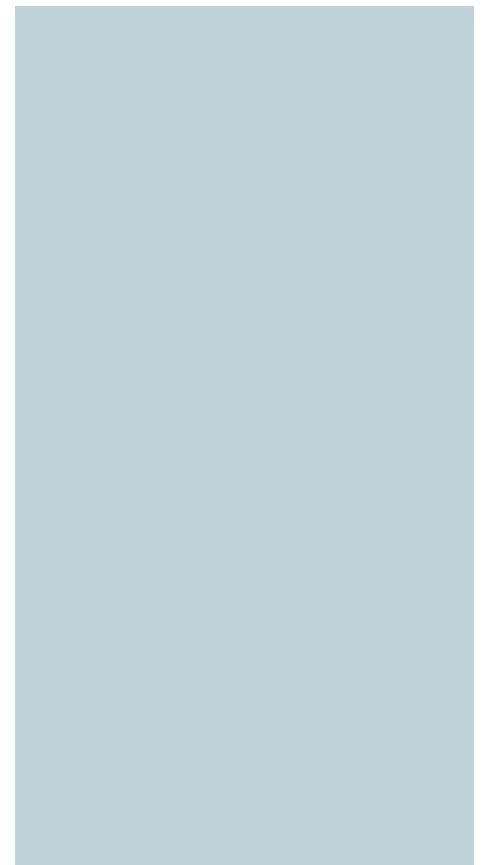
#### 5. What are, for you, the connections between children/youth and culture?

In my mind, children are the ones who interpret culture in its current state, and

as they mature, evolve it and become its stewards. The cycle then repeats as the young generation coming up behind them reinterprets and updates culture over time. In short, they are the catalysts for change.

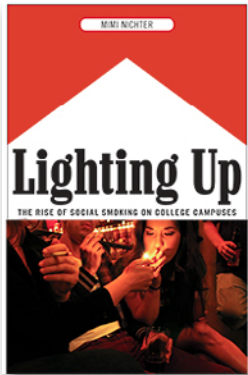


*Álvaro at home. (Copyright Álvaro Vargas)*





## NEW BOOK ANNOUNCEMENTS



**Lighting Up: The Rise of Social Smoking among College Students** Mimi Nichter  
February, 2015  
New York University Press  
\$26.00 (paperback with Teacher's Guide)

While the past 40 years have seen significant declines in adult smoking, this is not the case among young adults, who have the highest prevalence of smoking of all other age groups. At a time when just about everyone knows that smoking is bad for you, why do so many college students smoke? Drawing on interviews and focus groups with hundreds of young adults, *Lighting Up* takes the reader into their everyday lives to explore social smoking.

Mimi Nichter argues that we must understand more about the meaning of social and low level smoking to youth, the social contexts that cause them to take up (or not take up) the habit, and the way that smoking plays a large role in students' social lives. Nichter examines how smoking facilitates social interaction, helps young people express and explore their identity, and serves as a means for communicating emotional states. Most college students who smoked socially were confident that "this was no big deal." After all, they were "not really smokers" and they would only be smok-

ing for a short time. But, as graduation neared, they expressed ambivalence or reluctance to quit. *Lighting Up* considers how smoking fits into the lives of young adults and how uncertain times may lead to uncertain smoking trajectories that reach into adulthood.



**I Love Learning; I Hate School: An Anthropology of College** Susan Blum  
March, 2016  
Cornell University Press  
\$24.95 (Hardcover)

Frustrated by her students' performance, her relationships with them, and her own daughter's problems in school, Susan D. Blum, a professor of anthropology, set out to understand why her students found their educational experience at a top-tier institution so profoundly difficult and unsatisfying. Through her research and in conversations with her students, she discovered a troubling mismatch between the goals of the university and the needs of students.

In *I Love Learning; I Hate School*, Blum tells two intertwined but inseparable stories: the ways students learn contrasted with the way conventional education works. This book also reveals the personal narrative of the author's personal transformation as a result of this understanding. Blum concludes that the dominant forms of higher education do not match the myriad forms of learning that

help students—and people in general—master meaningful and worthwhile skills and knowledge.

Blum argues that while college students are capable of learning huge amounts, the structures within higher education often lead them to fail to learn while also producing other ill effects. In her critique of higher education, Blum uses anthropological insights to explain why so much is going wrong on college campuses and offers suggestions for how to bring classroom learning more in line with appropriate forms of engagement. She challenges contemporary higher education and argues for a "reintegration of learning with life."





## MEMBER NEWS

### Grants Received

#### *KRISTA BILLINGSLEY AND TRANSITIONAL JUSTICE IN NEPAL*

Krista Billingsley, a Ph.D. Candidate in the Department of Anthropology and a contributing researcher at the Center for the Study of Youth and Political Conflict at the University of Tennessee, was awarded both a Wenner-Gren Foundation Dissertation Fieldwork Grant and a Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship to conduct fieldwork in Nepal from January 2016 until January 2017. Her dissertation research examines transitional justice in Nepal and focuses on structural violence and perceptions of Nepalis affected by conflict as children. Krista Billingsley can be contacted via email at [kbillingsley@utk.edu](mailto:kbillingsley@utk.edu).

#### *DAVE PAULSON AND "WRITING IN THE MARGINS"*

Dave Paulson was awarded a Wenner-Gren Foundation Field Research Grant for the project, "Writing in the Margins: Indigenous Literacy, Childhood Socialization, and Rapid Modernization in a Vietnamese Village." This dissertation research will be conducted from 2016–2017 in Phan Rang, Vietnam, and is based on ethnographic observations of literacy classrooms, religious temples, homes, and other spaces where the endangered Cham language and akhar thrah script are used. Dave's language-socialization ethnography examines the transition into mainstream education when Cham children lose institutional support for learning their home language, and must take it upon themselves to maintain the linguistic, orthographic,

and cultural heritage of their community. Through a long-term investigation of informal and institutionally organized interactions, this study analyzes how participation in indigenous, national, and international literacy practices index different senses of cultural citizenship, which inform children's complex senses of belonging with the language and culture of their parents amid Vietnam's post-socialist transformation. This investigation reveals how indigenous children cultivate fluency in the culturally organized use of multiple literacies and how Vietnam's rapid development informs experiences of childhood, transforms everyday language practices, and affects the vitality of minority languages in the 21st century. Dave Paulson, a graduate student at Temple University, can be contacted via email at [dave.paulson@temple.edu](mailto:dave.paulson@temple.edu).

### Program Announcement

#### *SYRACUSE CHILD AND FAMILY GRADUATE PROGRAMS*

The Child and Family Studies department at Syracuse University is seeking motivated graduate students for our M.A., M.S., and Ph.D. programs. Please contact Deborah Golia, our Recruitment Specialist, at 315-443-5555 for more information. You can read about our exciting programs and faculty research on our department website: <http://falk.syr.edu/ChildFamilyStudies/>.

### Journal Calls for Papers

#### *CALL FOR PAPERS: JOURNAL OF PLAYWORK PRACTICE*

Journal of Playwork Practice aims to advance playwork research and practice by providing the first ever interdisciplinary platform for the publication and dissemination of scholarship relevant to the practice of playwork. We therefore encourage the submissions of papers for peer-review from the broad range of disciplines from which the playwork field draws its theoretical foundations.

For more information about the range of topics JPP publishes on, please see our most recent call for papers: <http://www.policypress.co.uk/PDFs/Journals/JPP%20CFP%20CURRENT.pdf> or email the editors: Shelly Newsstead, Jennifer Cartmel, or Eric Worch by email at [jpp@commonthreads.org.uk](mailto:jpp@commonthreads.org.uk).

### Conference Calls for Papers

#### *ACTIVISM ON THE EDGE OF AGE*

University of Sussex  
Brighton BN1 9QQ  
June 2-3, 2016

The workshop, organised by the ERC Connectors Study & hosted by the Centre for Innovation and Research in Childhood and Youth, brings together researchers and activists concerned with the lived experiences of activism across the lifespan, with a particular emphasis on earlier and later life experiences. We are interested in the spaces, places and times, both historical and contemporary, where activism and age intersect in everyday lives and social imaginaries.

Contributions can be original research reports, case studies, theoretical articles, review articles, reflective pieces, or commentaries. Please submit an abstract of 1000 words, together with a two-page CV, to C.J.Prater@sussex.ac.uk by February 19, 2016. Please use the email subject line: 'Activism on the edge of age'. If you would like to be considered for a bursary, please make a case for it in your application.

Successful applicants will be asked to write a short paper (4000 words) developing their contribution and to submit these papers by May 20, 2016. We are in the process of scoping opportunities for a special issue and, following peer review, a selection of papers from the workshop will be considered for publication. For more information, please contact Dr. Sevasti-Melissa Nolas at S.Nolas@sussex.ac.uk.

## 2016 CHILDHOOD AND YOUTH NETWORK AT THE SOCIAL SCIENCE HISTORY ASSOCIATION

Palmer House Hilton Hotel  
Chicago, Illinois  
November 17-20, 2016

We invite you to participate in the annual meeting of the Social Science History Association (SSHA) by submitting a paper or session proposal to the Childhood and Youth Network. The conference will take place November 17-20, 2016 in Chicago, Illinois. For more information please refer to the SSHA website: <http://www.ssha.org>. The deadline for full panel or individual paper proposals is February 20, 2016.

The association emphasizes interdisciplinary and transnational research, and the annual meeting provides a very supportive environment to present new work. The theme of the 2016 conference is "Beyond Social Science His-

tory: Knowledge in an Interdisciplinary World," though papers on other aspects of the history of childhood and youth are also welcome. Please do contact the network chairs if you have an idea for a session but need help gathering presenters. Proposals can be submitted at <http://ssha.org>. Graduate students presenting at the conference may apply for a travel grant from the SSHA (<http://www.ssha.org/grants>).

Let us know if you need any help making a submission or advice about a proposal. If you have any questions, please contact the Childhood and Youth network co-chairs: Emily Bruce ([bruce088@umn.edu](mailto:bruce088@umn.edu)) Anna Kuxhausen ([kux@stolaf.edu](mailto:kux@stolaf.edu)), or Ataçan Atakan ([atacanatakan88@gmail.com](mailto:atacanatakan88@gmail.com)).

## Publication Announcements

### CALL FOR CHAPTERS: CHALLENGES ASSOCIATED WITH CROSS-CULTURAL AND AT-RISK STUDENT ENGAGEMENT

We are seeking papers describing teacher daily work and the academic and social successes achieved with their students in challenging teaching and learning environments. We are interested in papers that reflect practical strategies teachers use to navigate multiple social and knowledge networks during a typical school day and/or year. Papers emphasizing educational theory into educational practice within the daily practice of teaching and learning are also welcome for submission. Selected papers will provide teacher practitioners, administrators, parents and others with strategic approaches leading to student social and academic success in high stakes assessment environments.

Researchers and practitioners are invited to submit a proposal of 1,000-2,000 words clearly explaining their proposed chapter by February 28, 2016. Authors will be notified about the status of their proposals by June 1, 2016. Full chapters should be submitted by August 30, 2016. All interested authors must consult the guidelines for manuscript submission at <http://www.igi-global.com/publish/contributor-resources/before-you-write/> prior to submission. All reviews of submitted chapters will be double-blind. All proposals should be submitted through the E-Editorial Discovery™ online submission manager. For information regarding the publisher, please visit [www.igi-global.com](http://www.igi-global.com). For additional information, please contact Richard Gordon at [rgordon@csudh.edu](mailto:rgordon@csudh.edu).

### CFP: LIFE IN INCLUSIVE CLASSROOMS: STORYTELLING WITH DISABILITY STUDIES IN EDUCATION

Life in Inclusive Classrooms seeks to draw attention to the use of storytelling as a critical strategy for creating a new expanded conversation about inclusive classrooms and school communities. We are seeking essays that explore how disability, inclusion, and exclusion feel to those who are inside "inclusive" classrooms. The goal is to bring to the fore the innovative ideas that are reframing new understandings of experiences in inclusive classrooms. Life in Inclusive Classrooms special editors Joseph Michael Valente and Scot Danforth bring a strong commitment to a Disability Studies in Education perspective.

We seek submissions that privilege the self-understandings and experiential knowledge of children with disabilities and their families, describe the multiple ways teachers and teacher-educators are implementing effective and progressive inclusive pedagogies, and illuminate op-

pressive systems and circumstances that deny opportunities for access, participation, and equality to children with disabilities. The deadline for all submissions is March 15, 2016.

Manuscripts should be 3000-5000 words, double-spaced, and formatted in APA style. Authors are encouraged to use a reader-friendly, accessible style. Only unpublished manuscripts not under review are eligible for consideration. Send all manuscripts as a Word document to Joe Valente at [jvalente@psu.edu](mailto:jvalente@psu.edu). For more information, please see <https://www.bankstreet.edu/occasional-paper-series/36/call-papers/>.

### *FILM: TINY KATERINA*

"Tiny Katerina" is a short film by Ivan Golovnev, filmmaker and ethnographer, from the Urals, Russia (<http://www.berlinale-talents.de/bt/talent/ivan-golovnev/profile>). The film, recommended by David Lancy, shows vividly the learning through participation model that is so prominent in studies of children's learning where schooling exerts minimal influence. This webpage provides an overview of the film and the filmmaker: <http://www.kinokultura.com/2013/41-gray.shtml>. Ivan, who can be contacted at [golovnev.ivan@gmail.com](mailto:golovnev.ivan@gmail.com), has agreed to make the film available to the Anthropology of Children and Youth Interest Group. The video can be viewed through Vimeo by using the password TINY: <https://vimeo.com/143388752>.

### *AWARDS FOR THE SCATTERED FAMILY: PARENTING, AFRICAN MIGRANTS, AND GLOBAL INEQUALITY BY CATI COE*

Cati Coe's book, *The Scattered Family*:

*Parenting, African Migrants, and Global Inequality*, published by University of Chicago Press (2013), has received an honorable mention for the Elliott P. Skinner Award from the Association of Africanist Anthropology, and the Toyin Falola Africa Book Award from the Association of Third World Studies. Cati Coe can be contacted via email at [ccoe@camden.rutgers.edu](mailto:ccoe@camden.rutgers.edu).

### *LATEST ISSUE: CANADIAN JOURNAL OF CHILDREN'S RIGHTS*

The Canadian Journal of Children's Rights/Revue canadienne des droits des enfants has just published its latest issue at <http://journals.carleton.ca/cjcr/index.php/cjcr>. We invite you to visit our website at [landonpearson.ca](http://landonpearson.ca) to read articles and items of interest. Thanks for your continuing interest in the journal. For more information, please contact Virginia Caputo at [virginia\\_caputo@carleton.ca](mailto:virginia_caputo@carleton.ca).

### *SPECIAL ISSUE: THE ROLE OF ANTHROPOLOGY IN IMPROVING SERVICES FOR CHILDREN AND FAMILIES*

The Annals of Anthropological Practice Special Issue on The Role of Anthropology in Improving Services for Children and Families is available and can be accessed online through <http://onlinelibrary.wiley.com/doi/10.1111/napa.2015.39.issue-2/issuetoc>.





## SOLICITATIONS FOR OCTOBER 2016

We are soliciting the following articles and features from ACYIG members for the next issue of *Neos*:

### ARTICLES (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 Experiences/Intersections with Interdisciplinary Research on Children and Youth**, in which members investigate the value, pitfalls, and lessons associated with combining anthropological research with that of other disciplines to study children and youth.

**An Ethnography of Children or Youth that has Impacted My Work**, in which members discuss their favorite classic or contemporary ethnography of children or youth. Note that this should NOT be written as a book review, but rather as an account of how a particular ethnography has impacted your theoretical or methodological approach, or how it might be used in your teaching.

**Children and Youth in Our Lives and Our Work**, in which members discuss the challenges and triumphs of balancing their own lives with their research, focusing particularly on the field work stage.

## FEATURES

**Letters to the Editor** (250 words or less), in which members comment on *Neos* and/or its contents.

**Photos from the Field**, which should be accompanied by a caption of 30 words or less explaining the context of the photo.

**New Book Announcements** (250 words or less), which must include the title, author, publisher (and the book series, if applicable), date of publication, and listing price of the book, in addition to a description of the contents. If possible, please send, as a separate attachment, a digital image of the book cover.

**Member News** (200 words or less), in which members may submit job announcements and research opportunities; grants/prizes available; calls for papers and conference announcements; recent appointments; grants received and/or prizes awarded; publication announcements; and other professional achievements.

**Correction Notices** may be submitted to the editor if *Neos* has printed an error in a previous issue.

Please refer to the General Submission Guidelines on our website at <http://acyig.americananthro.org/neos/neos-submission-guidelines/> for more detailed information. All material should be sent to [ACYIG.Editor@gmail.com](mailto:ACYIG.Editor@gmail.com).

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