



Anthropology of Children and Youth Interest Group

newsletter

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FEBRUARY 2014

ADVISORY BOARD UPDATE

Looking Forward: What's in ACYIG's Future?

Rachael Stryker (CSU, East Bay; ACYIG
Convener & Advisory Board Chair)

Happy New Year to you all! 2013 was a time of great transition and success for ACYIG. After five years, we are no longer an emerging AAA interest group whose main goals are to advertise ourselves and solicit members. Now we are an established group of over 1200 members with expertise on children and youth in a variety of disciplines, theoretical perspectives, and practices. This past fall, at the 2013 Annual Meetings of the AAA, approximately 35 panels were dedicated solely to issues of child- and youth-related topics in anthropology, with over 300 child- and youth-related individual papers. This is by far the largest indicator of interest in the anthropology of childhood and youth seen since ACYIG was founded in 2008. It invites the question of where ACYIG goes from here.

In the spirit of looking forward, there are some changes afoot on the Advisory Board. To begin, those of you involved with ACYIG will be seeing some new

faces at our annual meeting in spring and at the AAA meeting this upcoming November. In January, the ACYIG Board officially appointed three new Board Members: Cindy Clark (Rutgers U, Camden), Heather Rae-Espinoza (CSU Long Beach) and Lauren Heidbrink (National Louis U). Cindy, Heather, and Lauren are replacing Jill Korbin (Case Western U), David Rosen (Fairleigh Dickenson U), and Tom Weisner (UCLA). On behalf of the Board, I extend our deepest appreciation to Jill, David, and Tom for their many years of commitment to ACYIG. We also look forward to working with our new colleagues!

Along with some new faces, the Board itself will see some restructuring, starting this year. In the past, Board members have rotated and varied in their duties as needs presented themselves. However, beginning January 2014, the Board has begun assigning specific member duties to be performed by individual Board members for the duration of their two-year terms. These duties include: Convener (Rachael Stryker, CSU East Bay), Communications Coordinator (Aviva Sinervo, San Francisco State U), Conference Coordinator(s) (Cindy Clark and Heather Rae-Espinoza), AAA Liaison (Elisa Sobo, San Diego State U), and Membership Coordinator (Lauren Heidbrink). In response to member demand, at the next opportunity, the ACYIG Board will prioritize appointing a graduate student colleague to fill a Graduate Student Liaison position

on the Board. With these changes, the Board hopes to more efficiently and consistently provide organization, communication, and requested services to the ACYIG membership.

Another way we are attempting to look to the future is a focus on providing a better hub for communications for ACYIG members. Since last spring, Bonnie Richard (UCLA) has been volunteering as our new Website Coordinator. Under her care, the ACYIG website has truly blossomed. The website has quickly become a useful, up-to-date clearinghouse to learn about the latest child- and youth-related announcements, events, and professional opportunities of interest to our membership. The website also contains important information related to ACYIG annual joint conferences (be sure to check out all the helpful information on our upcoming 2014 joint conference in South Carolina!); child- and youth-related information for the annual AAA conference; all ACYIG Newsletter archives; and some links to academic and non-academic resources to help you teach on child- and youth-related topics. So, please check out our new and improved site at: <http://www.aaanet.org/sections/acyig/>! Also, if you have ideas about how to continue building out the website, or you have pictures or images from your fieldwork, research, or workplace that you can donate to spruce up its appearance (these are sorely needed), please contact Bonnie Richard at:

In This Issue...

Advisory Board Update 1

Tribute to Dr. Judith Ennew, 1944-2013 3

Childhood and _____ Column..... 4

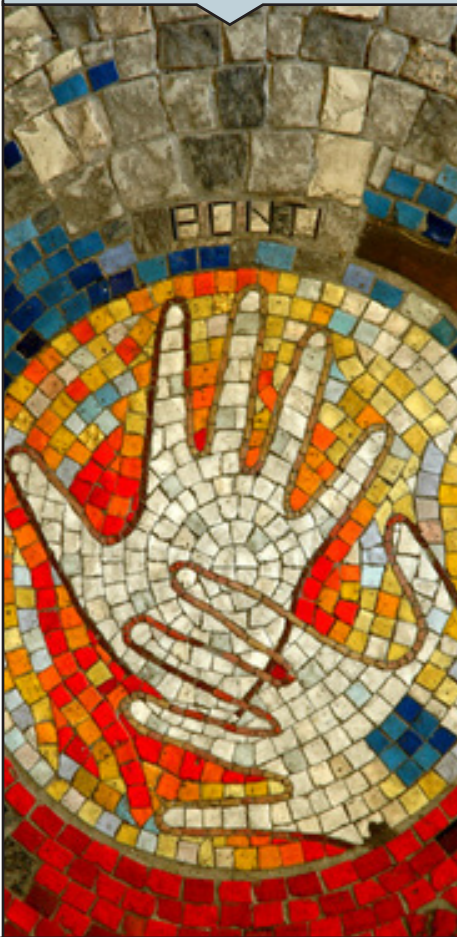
Methods and Ethics in the Anthropology of Childhood Column..... 6

New Book Announcements..... 8

Member News 10

Solicitations for the October 2014 Newsletter 16

ACYIG Newsletter Contributors..... 16



brichard@ucla.edu. Additionally, we are looking for a Social Media Coordinator to manage our Facebook, LinkedIn, and listserv functions. If interested in the position, please contact Aviva Sinervo at: asinervo@ucsc.edu.

Another important change is a focus on better understanding our membership strengths and assets. As our new Membership Coordinator, Lauren Heidbrink will be working closely with the Board this winter to create a brief membership survey that you can complete and submit online. You will be receiving an invitation to complete that survey in the spring, via the ACYIG listserv. It will solicit demographic information as well as your opinions and ideas about what the future of ACYIG should look like. Thank you in advance for completing this survey! Every survey we receive will help us make more informed decisions about our organization.

Finally, ACYIG will be holding its annual joint conference this year with the Society for Cross-Cultural Research (SCCR) and American Psychological Association Division 52 on Wednesday, February 12th through Saturday, February 15th, in Charleston, South Carolina. When we held our 2011 conference in Charleston, it was very successful in terms of number and diversity of presentations, and we are excited to promote child- and youth-related research in this beautiful venue once again. Paper/panel submissions, unfortunately, are no longer being accepted; however, you can still register to attend at: http://www.sccr.org/sccr2014/sccr_reg.html.

On behalf of the ACYIG Advisory Board, thank you for helping us look to the future of ACYIG. We hope to see many of you in Charleston!

IN MEMORY OF DR. JUDITH ENNEW

Tribute to Dr. Judith Ennew, 1944-2013

H. Patricia Wright

Judith came up to Cambridge University in 1973 to read for a B.Ed. at Lucy Cavendish College following a three year Teacher Training Course in Watford. She was awarded a First Class degree and was accepted to read for the Certificate in Social Anthropology on completion of which she registered for a Cambridge Ph.D., awarded in 1978. Her doctoral research, which involved spending a year living with her young son in a remote settlement in the Isle of Lewis, was expanded to become her first book "The Western Isles Today."

From 1979, the UN International Year of the Child, Judith became thereafter a recognized and internationally respected activist in the support of children's rights, specializing in issues concerning child workers, street children, and child sexual exploitation. She researched and worked ceaselessly, advising on policy development and planning with international agencies including the Anti-Slavery Society, UNICEF, the World Health Organisation and the International Labour Organisation, as well as international non-governmental bodies.

Judith was a Fellow and Graduate Tutor of Newnham College, Cambridge, from 1989-1990. From 1994-2000 she was a Visiting Fellow at the Department of Anthropology at Goldsmith's College, University of London, and from 1993-2007 she was a Senior Research Associate at the Centre for Family Research, University of Cambridge. Later, Judith was appointed as an Associate Professor



at Aberystwyth and at the Norwegian Centre for Child Research, University of Trondheim, and a Research Associate of the Australian Centre for Peace and Conflict Studies, University of Queensland. In addition, Judith was elected a Fellow and Council member of the Royal Anthropological Institute (1990-1994), and Director of the Childwatch International Monitoring Children's Rights Project, a demonstration project to improve the quality of data used in national reports to the United Nations Committee on the Rights of the Child. Some of her many publications in this field were "The Sexual Exploitation of Children" (1986); "Street and Working Children: A Guide to Planning" (1994, reprinted 2000) for Save the Children; and "How to Research the Physical and Emotional Punishment of Children" (2004, with Dominique Pierre Plateau). In 2001, Judith was elected to the Academy of Learned Societies in the Social Sciences.

Judith also co-authored "The Next Generation: Lives of Third World Children" (1989, Zen Books) with her then husband, Brian Milne. This text garnered excellent reviews, including one from Angela Neustatter, co-editor of Children First (UNICEF UK). Judith and

Brian were contemplating an updated version—and Judith was preparing for a visit to Afghanistan to investigate children's rights there—before her sudden death. Judith's work over the years took her to spending extended research time in many places, including Jamaica, Peru, Africa, South and South-East Asia, and Eastern Europe, working always and unstintingly on children's rights issues including the UN Secretary General's Global Study on Violence Against Children.

When Judith was diagnosed with diabetes, she moved to Bangkok finding that the climate helped her condition. From there she continued extensive international travel, presenting her papers at conferences promoting children's rights.

In 2006 she established "Knowing Children" with the aim of improving the information available worldwide for designing policies and programs for children. In 2010, Knowing Children moved most of its activities to Kuala Lumpur where Judith became based at the University of Malaya; there she set up the "Mousedeer Group" to give children a voice.

Judith died unexpectedly, yet peacefully, in the early hours of October 12th, 2013. She will be missed by so many throughout the world.

CHILDHOOD AND _____ COLUMN

Childhood and Fathers in Cultural Context

David W. Shwalb and Barbara J. Shwalb
(Southern Utah U)

In his keynote address at the 2010 joint conference of ACYIG and the Society for Cross-Cultural Research, Michael Lamb (2010) expressed admiration for anthropological studies of fathering. He also acknowledged that as a developmental psychologist it is much more difficult to study fathers when one seeks to focus on cultural influences (psychology as a discipline does not by definition require an emphasis on culture). At that same conference, we made plans with Dr. Lamb to co-edit a multidisciplinary volume: *Fathers in Cultural Context* (abbreviated here as FICC; Shwalb, Shwalb, and Lamb 2013). Unfortunately, many of the psychological studies on fathering referenced in FICC were not originally concerned with illuminating issues of culture. As psychologists we are indeed indebted to anthropologists for their many insights about fathering, because we can understand children and fathering better from an interdisciplinary and collaborative approach.

From a cultural perspective, Hewlett (2010) classified paternal behavior patterns as “intimate” (strong attachments, frequent caregiving), “distant” (providers, disciplinarians), and “multiple” (several men sharing responsibility for children). He also showed that hunter-gatherer fathers adapt to contextual influences, especially environmental factors (natural, social, and economic). Most

recently, Fouts (2013) provided a litany of contextual factors (which are themselves cultural constructions) associated with paternal involvement in small-scale societies. This adaptationist approach helped us in FICC (2013) to explore examples of how fathers in industrialized societies also adapt to expectations based on social/historical/economic conditions (Brazilian patriarchy; Scandinavian egalitarianism; transition to capitalism in Russia/China), normative reproductive/relationship patterns (Caribbean mate-shifting; multiple fathering in Southern Africa), and demographic changes (aging population; fewer children).

We also learned from Townsend’s work (2002, 2013), which stressed the impact of cultural expectations on fathers, and children’s degree of satisfaction with men’s level of involvement. Specifically, perceptions of fathers were apparently keys to understanding their behavior. Townsend showed that father ‘involvement,’ related to “intimate” fathering (Hewlett, 2010), is only one aspect of fatherhood, and that intimacy is concentrated in certain points of the lifespan (e.g., early childhood and adolescence). We are further indebted to Mead’s foundational ethnographic work on sex roles in the South Pacific and the U.S. Notably, in Mead’s *Male and Female* (1949:183), she titled her chapter on fathering: “Human Fatherhood is a Social Invention.” We agree with Mead’s assertion that fatherhood is a cultural construction; but more recently it has been shown that fathers help to reconstruct their societies. For example, grassroots organizations like Fathering Japan (<http://www.fathering.jp/english>) have successfully lobbied the Japanese government to change social norms via legislation and policies that promote paid paternal work leave.

From a biological anthropology perspective, Hrdy (2002) reviewed extensive research and theory on parenting and alloparenting (when people other than

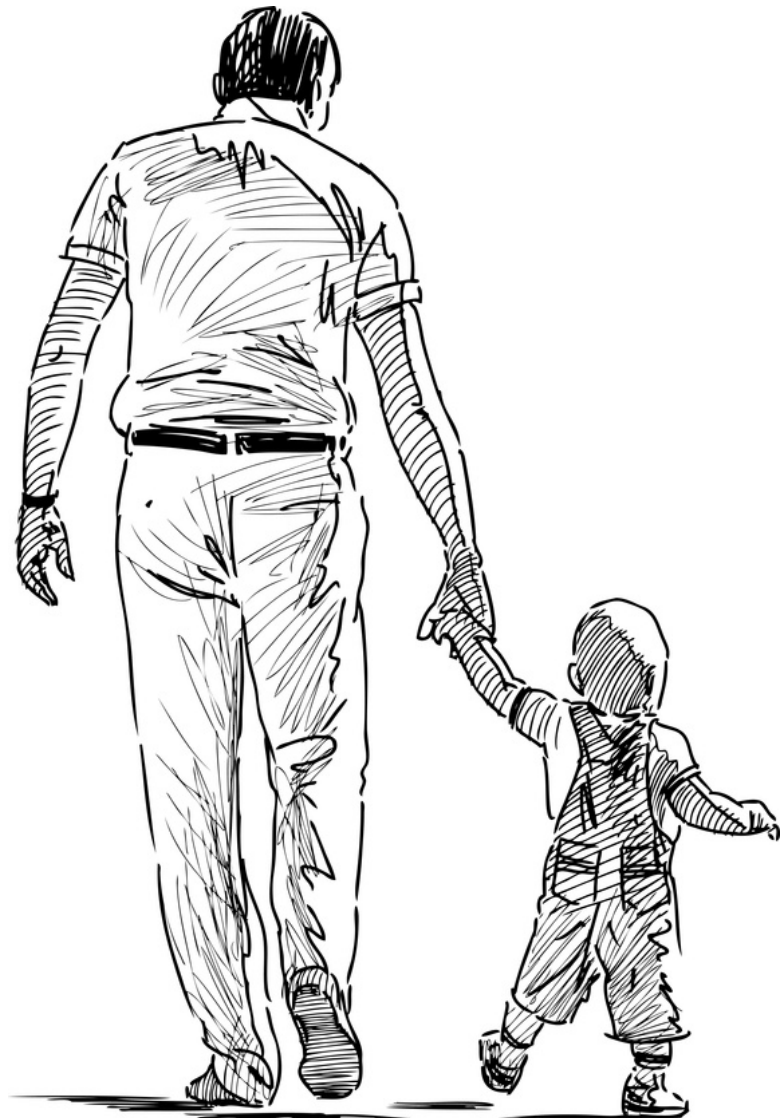
actual parents take on aspects of the parental role) across primate and mammalian species. Regarding human fathers she commented: “Almost invariably, fathers in hunter-gatherer societies spend more time with infants than fathers in most Western societies do, and much more time than fathers in farming societies” (128) and “...nurturing responses in human fathers are extremely facultative—that is, situation-dependent and expressed only under certain conditions” (161). Much of the psychological fathering literature focuses on industrialized populations, and we valued her comparisons between fathers in large- versus small-scale societies. Gray and Anderson (2010) added to this evolutionary perspective, indicating that in the vast majority of mammalian species males do not provide care to offspring. Their analysis further suggested that before and after industrialization ‘additional’ (non-maternal) child care was always necessary and that fathers often were the secondary caregivers. They also asserted that fathering behavior is increasingly variable worldwide and predicted that men’s behavior will continue to evolve as social conditions and conceptualizations of fatherhood change, concluding that “transformations in fatherhood are hardly complete” (243).

As developmental psychologists we were trained to study changes within the individual’s lifespan. But we have broadened our understanding by drawing on the cultural and biological perspectives of anthropology. For example, much of the work cited here was built cumulatively by anthropologists over several decades, and makes us wonder if fathers’ roles really are more situational or more difficult to study than those of mothers. Sometimes we are disconcerted when psychologists who study fathers in ‘other cultures’ pay no attention to the findings of their peers or predecessors, using “culture” only as an independent variable for group comparisons. In addition, international re-

search and theory on childhood and fathering would improve further if more psychologists would collaborate to build a shared knowledge base. Meanwhile, as social scientists, as human beings, and as products of (and contributors to) culture, psychologists and anthropologists alike are by nature ethnocentric (Hewlett 2000), and we all can benefit from the wisdom of other disciplines and past generations.

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METHODS AND ETHICS IN THE ANTHROPOLOGY OF CHILDHOOD COLUMN

Dealing with Unforeseen Consequences: Methods and Ethics in an Ethiopian Primary School

Edward G. J. Stevenson
(University College London)

When I traveled to Ethiopia to carry out my doctoral fieldwork, one of the books I took with me was *Preschool in Three Cultures*. In this classic study, Joseph Tobin and his colleagues used video to capture days in the lives of preschool classrooms in Japan, China, and the U.S., and then they shared the footage with teachers, parents, and administrators to get their views about what was going on. My research project focused on the school as a site of learning about health and disease, and since Tobin's method struck me as a great way of approaching this, I decided to adapt it.

Visiting the primary school in the neighborhood where I'd settled, in the town of Jimma, I received a warm welcome from the administrators. I sat in on several different classes and grades, and after a few weeks I chose one class to focus on, and began filming.

When I first began observing Mrs. Hannah's classes, she seemed more at ease with my presence than other teachers.



(Mrs. Hannah is a pseudonym.) Born into a family of teachers, she had taught primary school for more than 20 years. At the time I met her, she was teaching a first grade class.

After filming for a full day, I turned to editing. A friend had helped me translate the dialogue from Amharic, and based on my sense of the day's tempo and salient events, I edited the video down to about 15 minutes.

When I shared the film with Mrs. Hannah, she was a little embarrassed at seeing herself on the screen, but she provided a rich commentary, describing the advantages and challenges that different students brought with them to the classroom. With Mrs. Hannah's approval, I also showed the film to the parents of the students in the class. Crowding around my laptop, they smiled and laughed; asked to comment, they expressed unanimous approval of the education their children were getting, and they consented to my showing the film to others.

Busy with other parts of my research project, I let more than a year go by before I showed the film to the other teachers at the school. To my surprise, their reaction was restrained; it was difficult to

get responses from them—either criticism or praise.

One evening not long afterwards, Mrs. Hannah called me on the phone and urged me to meet her right away. I found her with her pastor at the church near her home. Distraught, she explained that the new principal of the school had taken offense at the film and had questioned her reputation as a teacher. She was afraid of losing her job.

Together with the pastor, we worked out a plan to repair the situation: I would arrange meetings with the principal and with officials at the local Education Bureau. The new principal hadn't actually seen the film but was acting based on hearsay. If she and her superiors saw it, and received assurance that I supported Mrs. Hannah as a teacher, surely we could clear this up.

As it turned out, however, the principal became, if anything, more negative upon seeing the film. She was particularly critical of a scene in which Mrs. Hannah pinched some students as punishment for forgetting their places in the roll call.

At the Education Bureau, the officials had many questions. "Why did you choose to record her, rather than some

other teacher?” they wanted to know. “Because she was at ease with me being there,” I explained. “I felt we had a good relationship.” “You filmed for a whole day. Why did you choose only those parts for the film?” “Because I wanted to show things that would spark conversation,” I said.

My feeling was that open discussion about what went on in schools—how education worked in practice—was a positive thing. But it wasn’t clear that the administrators shared that view.

The central issue, they confirmed, was Mrs. Hannah pinching her students. But her actions were hardly exceptional: I’d seen other teachers at the same school do worse—act far more aggressively—and almost everyone I spoke to who had been through school in Ethiopia could recall creative and sometimes cruel punishments that their teachers inflicted upon them.

Why all the fuss, then? Was it because it was on film? Some people, I heard, suspected the footage might be used by opposition parties to attack the state of the Ethiopian education system.

Although in our meetings the principal and the administrators maintained that it wasn’t right to make an example of Mrs. Hannah for a practice that was commonplace, Mrs. Hannah herself told me later that she had been demoted from the status of teacher to teacher’s assistant. The government had apparently issued new directives against corporal punishment, and any sign that they weren’t being implemented was unwelcome.

Looking back, I ask myself what I should have done differently. I’d presented the school administration with a letter that described my research plan in what I felt was a clear and honest way; I’d explained myself as best I could. But I couldn’t dispel the feeling that the school administration suspected I was there to evaluate them.

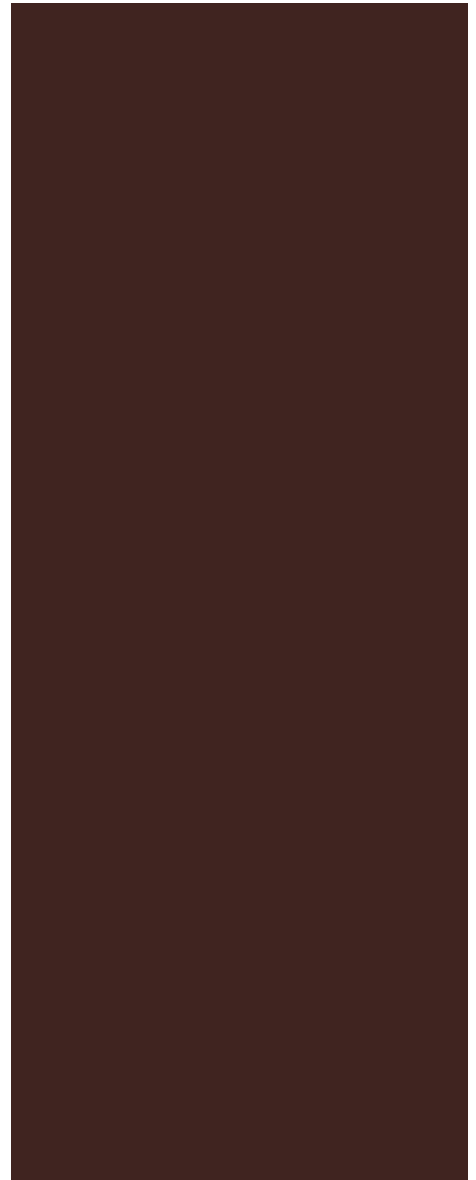
In all this, the positive things that the film conveyed got lost: Mrs. Hannah’s dedication to her work, the deference the children showed towards her, and the warm relationships she’d established with many students and their parents—all this was overlooked.

With characteristic magnanimity, Mrs. Hannah forgave me for my role in this affair. And since this activity was supplementary to the main line of my research, the episode didn’t derail my study. But it taught me some lessons. One is that even seemingly low-risk activities like recording a day in the life of a classroom can have major, unexpected consequences for the people involved.

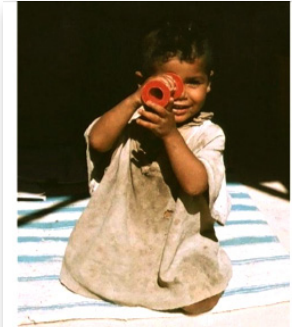
It also left me with some questions that I struggle to answer. Chief among them is how, in the face of contingencies, we can best balance our commitment to the project of learning about humanity against the risks of causing harm in the process.

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NEW BOOK ANNOUNCEMENTS



Technical activities in
play, games and toys

SAHARAN AND
NORTH AFRICAN
TOY AND PLAY CULTURES

Jean - Pierre Rossie

Foreword by Sudarshan Khanna

Centre for Philosophical and Humanistic Studies

Saharan and North African Toy and Play Cultures: Technical activities in play, games and toys

Jean-Pierre Rossie

November, 2013

Centre for Philosophical and Humanistic Studies

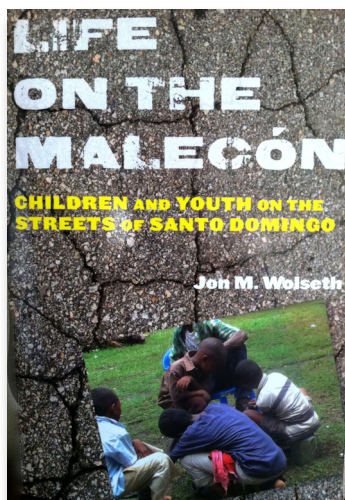
E-book available on <http://www.scribd.com/jean_pierre_rossie> and <<http://www.sanatoplay.org>>

A study in sociocultural anthropology based on fieldwork, bibliographical information, and museum documents, this fifth volume of the collection *Saharan and North African Toy and Play Cultures* studies children's toy weapons for hunting and fighting games, and their toys for play related to transport and communication. Although the traditional children's culture is prominent in this book, its evolution is also taken into account. The conclusion contains a chapter on using North African children's play culture

for pedagogical and sociocultural applications.

The foregoing volumes in this collection offer a description of children's dolls and doll play; the animal world in play, games and toys; domestic life in play, games and toys; and a commented bibliography.

A French version *Cultures Ludiques Sahariennes et Nord-Africaines. Les activités techniques dans les jeux et jouets* is also available on the mentioned websites, together with the other volumes in this collection.



Life on the Malecón: Children and Youth on the Streets of Santo Domingo

Jon M. Wolseth

October, 2013

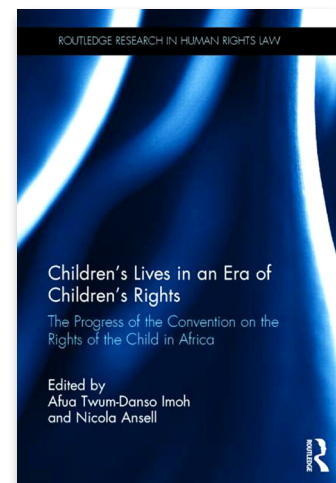
Rutgers University Press

\$27.95 (paperback)

Life on the Malecón is a narrative ethnography of the lives of street children and youth living in Santo Domingo, Dominican Republic, and the non-governmental organizations that provide social services for them. Writing from the perspective of an anthropologist working as a street educator with a child welfare organization, Wolseth follows the intersecting lives of children, the institutions they come into contact with, and the relationships they have with each other, their families, and organization workers.

The portrait of Santo Domingo's street children and youth population that emerges is of a diverse community with variations that may be partly related to skin color, gender, and class. The conditions for these youth are changing as the economy of the Dominican Republic changes. Although the children at the core of this book live and sleep on the streets, they are not necessarily glue- and solvent-sniffing beggars or petty thieves on the margins of society. Instead, they hold a key position in the service sector of an economy centered on tourism.

Life On The Malecón offers a window into the complex relationships children and youth construct in the course of mapping out their social environment. Using a child-centered approach, Wolseth focuses on the social lives of the children by relating the stories that they themselves tell as well as the activities he observes.



Children's Lives in an Era of Children's Rights: The Progress of the Convention on the Rights of the Child in Africa
Afua Twum-Danso Imoh and Nicola Ansell (editors)

December, 2013

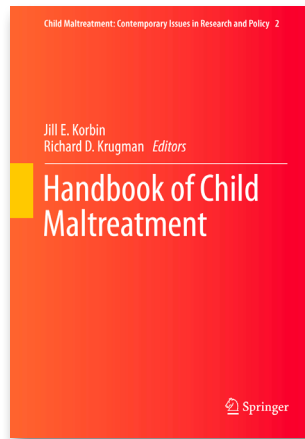
Routledge

\$135 (E-book/hardback)

The Convention on the Rights of the Child (CRC), which was adopted unanimously by the United Nations General

Assembly in 1989, marked a turning point in the perception of children in international law and policy. Although it was hoped that the Convention would have a significant and positive impact on the lives of all children, this has not happened in many parts of the world. This edited volume, based on empirical research and Non-Governmental Organisation project data, explores the progress of the Convention on the Rights of the Child, and to a lesser extent, the African Charter on the Rights and Welfare of the Child, in nine African countries in the 25 years since it was adopted by the UN General Assembly.

The book considers the implementation of the Convention both in terms of policy and practice, and its impact on the lived experiences of children in societies across the continent, focusing on specific themes such as HIV/AIDS, education and disability, child labour, witchcraft stigmatisation, street children, parent-child relationships and child participation. The book breaks new ground in blending legal and social perspectives of the experiences of children, and identifies concrete ways forward for the better implementation of the CRC treaty in the various political contexts that exist in Africa.

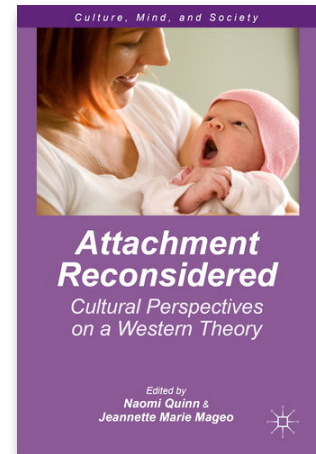


Handbook of Child Maltreatment
Jill E. Korbin and Richard D. Krugman
 (editors)
 January, 2014
 Springer
 \$279 (E-book) / \$349 (hardback)

The 30-chapter *Handbook of Child Maltreatment* edited by Jill E. Korbin and Richard D. Krugman is the second volume in the new series *Child Maltreatment: Contemporary Issues in Research and Policy*, also edited by Korbin and Krugman. It examines core questions still remaining in the field of child maltreatment. It addresses major challenges in child maltreatment work, starting with the question of what child abuse and neglect is exactly. It then goes on to examine why maltreatment occurs and what its consequences are. Next, it turns to prevention, treatment and intervention, as well as legal perspectives. The book studies the issue from the perspective of the broader international and cross-cultural human experience. Its aim is to review what is known, but even more importantly, to examine what remains to be known to make progress in helping abused children, their families, and their communities.

The book is divided into five sections: (1) Child Maltreatment: What is it?; (2) Child Maltreatment: Why Does it Occur?; (3) Child Maltreatment: What are the Consequences?; (4) Child Maltreat-

ment: What Can and Should We Do About It?; and (5) Child Maltreatment: Is It the Same Everywhere? Section 4 is further divided into three subsections: Prevention; Treatment and Intervention; and Legal Perspectives.



Attachment Reconsidered: Cultural Perspectives on a Western Theory
Naomi Quinn and Jeannette Marie Mageo
 (editors)
 December, 2013
 Palgrave Macmillian
 \$30 (paperback) / \$95 (hardback)

Attachment theory has massively influenced contemporary psychology. While intended to be general, this western theory harbors a number of culturally biased assumptions and is devoted to decontextualized experimental procedures that fail to challenge this ethnocentrism. The chapters in this volume rethink attachment theory by examining it in the context of local cultural meanings, including the meanings of childrearing practices, the cultural models of virtue that shape those practices, and the translation of shared childhood experience into adult cultural understandings through developmental and psychodynamic processes. The current volume is not only a challenge to attachment theorists, but also an object lesson for psychologists of many other stripes.

MEMBER NEWS

Research Opportunities

PH.D. STUDIES IN GEOGRAPHY AT THE UNIVERSITY OF OTAGO

We are seeking a student willing to embark on a Ph.D. commencing in 2014 to work on a mixed-methods project on 'Place attachment and social connection in urbanising societies'. Whilst place attachment is an area that is of established interest to geographers the role of children in forging place attachment for families is less well understood (Weller & Bruegel, 2009, Gordon, 2012).

Students with first class Honours or Master degrees and backgrounds in human geography, planning, child studies or sociology are encouraged to contact us. Knowledge of or interest in a geographic information system and excellent oral and written communication skills are a requirement.

Project is contingent on securing a University of Otago Ph.D. Scholarship, satisfying University Ph.D. entry requirements, and meeting New Zealand study visa requirements.

Contact Christina Ergler (Christina.ergler@geography.otago.ac.nz) or Claire Freeman (cf@geography.otago.ac.nz). Send a CV (including academic transcripts) and one page covering letter outlining why you consider yourself a suitable candidate (should cover what skills/knowledge you bring, what aspects you find interesting and any ideas you have on how the project could be developed).

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

GfK SEEKING ANTHROPOLOGIST CONTRIBUTORS FOR PROJECT ON PARENTING

GfK is seeking anthropologists as expert contributors to an innovative project focusing on parenting 8 to 15 years from now. We will do extended expert interviews via phone / Skype, and will then invite some people in to workshop sessions. We need to understand how cultural and social factors will influence the future of parenting across the globe, and where the significant differences will be.

We're interested in talking to anthropologists who are able to provide a global comparative overview of cultural and social factors influencing future changes in parenting, and/or who have specific local cultural and social expertise in China, Russia, Vietnam, the US, or Latin America—which can provide context for future changes in parenting.

Of course, we'll be offering appropriate compensation. Please contact Brittney. Zuzindlak@gfk.com if you have the relevant expertise and are interested in participating, or if you can point us towards someone who has the relevant expertise.

Grants/Prizes Available

ASSOCIATION FOR POLITICAL AND LEGAL ANTHROPOLOGY BOOK PRIZE

The Association for Political and Legal Anthropology (APLA) is pleased to launch a new book prize to recognize a book that best exemplifies cutting edge work in the ethnographic exploration of politics and law. The first APLA book prize will be awarded at the 2014 American Anthropological Association meeting in Washington, DC and carries an award of \$1,000. For specifics on eligibility and the nomination process please

visit the APLA web site at www.apla.org.org or address inquiries to Susan Terrio, Chair of the Book Prize Committee, at terrios@georgetown.edu.

Calls for Papers/ Abstracts

JOURNAL/PUBLICATION CALLS FOR PAPERS

The Association For The Study Of Play (TASP)'s Play And Culture Series, Volume 13

Celebrating 40 Years of Play Research: Reflecting on Our Past, Exploring the Present, & Playing Into the Future

For forty years The Anthropological Association for the Study of Play (TAASP), now The Association for the Study of Play (TASP) has served as the premier professional organization in academia dedicated to interdisciplinary research and theory construction concerning play. For Volume 13, TASP's Play and Culture Series, a peer reviewed international publication, seeks contributions that reflect upon the rich forty-year history of TASP, and that explore current and future research directions advancing the field of play.

Manuscripts can include: Empirical, theoretical, and position papers; play research spanning various disciplines; pure and applied research reports; policy critiques and expositions; advocacy papers advancing the child's right to play; and essays and other forms of creative writing.

Manuscripts should not exceed 7,000 words, including title page, references, tables, figures, and other materials. Style guidelines for the Publication Manual of the APA (6th ed.) should be followed. Electronic submission is required

by attachment to John Sutterby (John.Sutterby@usta.edu) or Michael Patte (mpatte@bloomu.edu). For more information, please email. Submission Deadline: May 1, 2014.

Social Sciences Special Issue: Contemporary Developments In Child Protection

Website: http://www.mdpi.com/si/socsci/child_protection/

Guest Editor: Professor Nigel Parton

Deadline for manuscript submissions:
June 30, 2014

The Special Issue will be published in Social Sciences (<http://www.mdpi.com/journal/socsci>, ISSN 2076-0760), and is now open to receive submissions of full research papers and comprehensive review articles for peer-review and possible publication. It encourages the submission of papers from a wide range of disciplines including law, sociology, politics, criminology, psychology, anthropology, education, social work, social policy and gender studies as well as contributions which are cross-disciplinary and interdisciplinary. Keywords: Child abuse, child protection, child maltreatment, public protection, the role of state, family and community, family support, social surveillance, risk to children.

You may send your manuscript now until the deadline. Submitted papers should not have been published previously, nor be under consideration for publication elsewhere. We encourage authors to send us their tentative title and short abstract to the Editorial Office (socsci@mdpi.com) for approval.

Social Sciences (<http://www.mdpi.com/journal/socsci>, ISSN 2076-0760) is an international, peer-reviewed, quick-refereeing open access journal (free for readers), published by MDPI online quarterly.

Please visit the Instructions for Authors

before submitting a manuscript:

<http://www.mdpi.com/journal/socsci/instructions/>.

Contact the Editorial Office with questions at: socsci@mdpi.com.

City Kids (Streetnotes 23)

“And the streets of the city shall be full of boys and girls playing” -- Zechariah 8:5.

The prophet may have envisioned the New Jerusalem as swarming with kids, but if your kid is found playing in the street today, you might be hauled off for child neglect. Rich or poor, urban or suburban, the modern child is most likely inside- looking at a screen. Shuttled between home and school, they have disappeared from public view. At the same time, the length of childhood (and attendant juvenile behavior) extends further and further into what was formerly considered adulthood.

In this special “City Kids” issue of Streetnotes, we invite you to explain what urban (and suburban) childhood once was and what it is today. We welcome contributions of diverse formats from a wide variety of disciplines.

Please submit questions to the editor of this special issue, James Wunsch (jlwunsch@gmail.com), or to Streetnotes editor, David Michalski (michalski@ucdavis.edu).

All articles must be submitted through Streetnotes submission management software: http://escholarship.org/uc/ucdavislibrary_streetnotes.

Streetnotes (http://escholarship.org/uc/ucdavislibrary_streetnotes) is an open-access, peer-reviewed journal publishing qualitative sociology, critical essays, documentary photography, poetry and visual arts informed by the ethnographic exploration of contemporary and historical urban forms.

CONFERENCE CALLS FOR PAPERS

Regulations, Resistances & Reconciliations: Histories Of Education

Canadian History of Education
Association (CHEA/ACHE),
18th Biennial Conference
University of Saskatchewan
Saskatoon, SK
October 23-26, 2014

Conference presenters and attendees will explore whether regulation, resistance and/or reconciliation are significant concepts in understanding change and continuity in the history of formal and informal education. CHEA/ACHE welcomes proposals on all subjects in the history of education from graduate students and scholars both inside and outside the academy. We encourage individual papers or panels that address educational topics from an historical perspective. CHEA/ACHE also invites contributions to the Thousand Words in a Picture session.

Submission Process: In a Word or Word compatible file, please provide name(s), institutional affiliation(s) (if any), or the author(s) and if more than one author, a contact address and email address of the key contact author; a 250 word abstract; a one-page curriculum vitae that provides details such as publications and current research interests. For panel proposals, please also include a 250 word description of the panel theme.

Proposals and inquiries should be submitted by email (cheasubmissions.2014@usask.ca) no later than February 17, 2014. See website for more details: <http://www.ache-cha.ca/eng/cfp.php>.



Conference Announcements

INTERNATIONAL FORUM ON INTERCOUNTRY ADOPTION & GLOBAL SURROGACY

International Institute of Social Studies in The Hague
August 11-13, 2014

The Hague Conference on Private International Law established the 1993 Hague Convention on Intercountry Adoption (HCIA) in 1993 to provide global, children's rights-based standards for international adoptions. After 20 years of HCIA implementation, many concerns about international adoption remain.

Ahead of the fourth Special Commission on the practical operation of the 1993 HCIA in 2015, and in anticipation of the Hague Conference's next report on surrogacy, the Children & Youth Studies/People, Environment, and Resources research programme of the International Institute of Social Studies in The Hague will host this forum on international adoption and surrogacy.

The purpose of the forum is to provide an opportunity for scholars and practitioners to come together to provide an evidence base for international adoption and surrogacy problems and/or best practices that might inform Hague Convention policymakers and HCIA Central Authorities. Crosscutting themes will thus reflect topics pertinent to the special commission.

See the URL: www.iss.nl/adoption_surrogacy. Registration will be up and running soon.

PLAY: CONNECTING THE PAST, PRESENT, & FUTURE

The Association for the Study of Play (TASP) 40th Annual International Conference
The Strong's Museum of Play,
Rochester, NY
April 23-26, 2014

Our 40th Annual Conference celebrates a benchmark in our organization! We take time to recognize and honor the truly amazing understandings and sometimes divergent perspectives play scholars have shared during our conferences in the past. We commend the current slate of play scholars who share freely their research findings, understandings and perspectives on play. We also encourage and have faith that our current concepts about play will inspire the work of upcoming play scholars well into the future. It is in true celebration that we gather in Rochester to meet, share, and conjoin our personal perspectives and love of play!

Conference events will be held at The Strong and at the Radisson Rochester Riverside.

Please join the 40th Birthday Celebration on Friday evening from 6-10 PM at the Radisson Hotel for a plated sit-down dinner. There will be an open bar, and a DJ to provide music and dancing! Online registration is available: <https://www.regonline.com/Register/Checkin.aspx?EventID=1280675>

For more information see: <http://www.tasplay.org/about-us/conference/>



VALUES OF CHILDHOOD AND CHILDHOOD STUDIES

Finnish Society for Childhood Studies,
VI Conference on Childhood Studies
Oulu, Finland
May 7-9, 2014

The Conference on Childhood Studies has established itself as a leading multidisciplinary forum for research on children and childhood in Finland. All researchers and experts working with issues related to children and childhood are welcome. In 2014 the conference focuses on the values of childhood and the value-base of childhood studies. At a time of growing economic and societal uncertainty it is increasingly important to discuss the value of childhood. The Conference is organized jointly by the Finnish Society for Childhood Studies and the University of Oulu, Faculty of Education and Faculty of Humanities.

March 15, 2014: Final date for registration with reduced fee

April 15, 2014: Final date for registration

For further information, see the conference pages at: <http://childhood2014.wordpress.com/> or send inquiries to: child2014@oulu.fi.

We warmly welcome you to Oulu!

THE LAW AND THE CHILD IN HISTORICAL PERSPECTIVE, 1400-2000

University of Minnesota Law School
Minneapolis, MN
June 1-2, 2014

The study of the history of children, youth and childhood has grown dramatically in the last two decades, making age a new category of historical analysis. The Law and the Child will focus on law's central role in changing understandings of childhood and children's experiences,

considering among other things self-hood, family, market relations, society, and state. It will have a broad reach geographically and chronologically, from the Medieval World to the 21st Century, and papers will address topics in both civil and criminal law, considering the multiple sources that intersect in the legal construction of childhood and in children's lived legal experiences. These include race, class, gender, disability, sexuality, ethnicity, psychology, dependency, agency, citizenship, and (il)legitimacy.

The conference, one of a series begun in 2007, is intended to showcase the work of junior scholars working the field of legal history and to bring them into conversation with senior scholars. It is co-sponsored by the University of Minnesota Law School and several other schools and departments. See website for more details: <http://gooch010.wix.com/law-child-conference>.

DIVERGING DIVERSITIES: PLURALITY IN CHILDREN'S & YOUNG ADULT LITERATURE THEN AND NOW

Children's Literature Association (ChLA) Annual Convention,
University of South Carolina,
Columbia, SC, Columbia Marriott
June 19-21, 2014

The 2014 Children's Literature Association Conference considers the diversification of the genre--and its limits--both within the U.S. and internationally. The most common understanding of "diversity" in Children's Literature relates to ethnic and/or racial diversity, but this conference will consider the concept more broadly to include disabilities, gender, socioeconomic diversity, regional diversity, depictions of the South in children's books, how children's books are being impacted by shifting U.S. demographics (migration to the sunbelt, deindustrialization), multiple adaptations of texts, aesthetic shifts within the

genre, internationalization of the genre, historical conceptions of plurality within the genre, historical innovations in form, and how the "prizing" of children's and YA literature has succeeded or failed in embracing diversity. Anital Lobel will be a featured speaker at the conference, and an exhibition of her work will be integral to the conference.

For more information, please visit: www.chlaconference.org

GLOBAL SUMMIT ON CHILDHOOD

The Association for Childhood Education International
Vancouver, BC, Canada, Renaissance
Vancouver Harbourside Hotel
April 10-13, 2014

The Global Summit on Childhood will provide a platform for interdisciplinary dialogue among the global community about the experience of childhood. Participants and presenters will explore the current state of childhood, including issues affecting education and mental and physical well-being, from international, cross-cultural, and cross-disciplinary perspectives.

Questions to be addressed include: What societal changes provide opportunities for or threaten a positive childhood experience for the world's children? What does childhood look like around the world? What practices and policies can we implement that will protect our children and help them develop to their full potential?

Registration is now open. It can be done online (<http://acei.org/conferences/summit/summit-registration>), or by mail (<http://acei.org/images/stories/SummitRegistration2014.pdf>).

Early registration rates are available until February 10. See conference website at: <http://acei.org/conferences/annual-conferences.html>

ON THE MOVE, IN THE WORLD... MOBILITY AND YOUNG PEOPLE

Association for Research in Cultures of Young People (ARCYP)
Congress of the Humanities and Social Sciences, Brock University
St Catharines, Ontario, Canada
May 27, 2014

Mobility and young people: taken together, these terms produce both anxiety and possibility. On the move in the world, young people are widely perceived to be in danger or at risk. Yet young people's mobility may also be aspirational or generative, as adventure, transformation, good fortune, and border-crossings of all kinds can effect changes in status and re-orientations of consciousness and identity. Further, the narratives circulated by and for those youth are themselves subject to revisions once they, too, have been put in motion.

All of these ways of thinking about mobility in the context of youth cultures take various narrative, political, aesthetic, and conceptual forms—narratives that are, themselves, subject to movement and therefore subject to revision, reconsideration, subversion, and change. Mobility itself might be seen to generate new youth movements—opening up ways to think about the cultures of young people and for young people to move our sense of culture.

Please see the website for more details: <http://arcyp.ca/congress2014>

WAR AND CHILDHOOD IN THE AGE OF THE WORLD WARS: LOCAL AND GLOBAL PERSPECTIVES

German Historical Institute
Washington, DC
June 5-7, 2014

The goal of our conference is to come to grips with a fundamental paradox: How

was it possible for modern societies to reimagine childhood as a space of sheltered existence and mobilize children for war at the same time? And how did modern warfare disrupt or accelerate rites of passage in the realms of gender, sexuality, national loyalty, ethnic and racial identity, and military involvement?

Rather than merely investigate adult representations of youth and childhood in war, we are just as much interested in uncovering the historical processes by which young people acquired agency as historical subjects. This means paying attention to the voices and actions of children in the different locales of modern war - from the home to the homefront; the bomb shelter to the battlefield; the press to the pulpit; the school to the street. We address the nexus of childhood, youth, and war across political and geographical boundaries.

You may visit our website at: http://ghi-dc.org/index.php?option=com_content&view=article&id=1400&Itemid=1214

Conveners: Mischa Honeck (GHI Washington), James Marten (Marquette University), Andreas Gestrich (GHI London), Arndt Weinrich (GHI Paris)

RESEARCHING CHILDREN'S EVERYDAY LIVES: SOCIO-CULTURAL CONTEXTS

Centre for the Study of Childhood and Youth, 5th International Conference
Sheffield, UK, The Kenwood Hall Hotel
July 1-3, 2014

This conference will explore the idea of the 'everyday' as a key component of children's lives, past and present and cross culturally. To do this means moving away from a 'problem' focus on children and childhood by recognising that what counts as the mundane and every day for different children can be radically diverse in different times and places.

Examples of themes to be explored include: Historical aspects of children's everyday lives; children's everyday experiences of living in poverty or experiencing war and conflict; cross-cultural differences in the 'everyday'; everyday life and children's agency; theoretical and methodological approaches to understanding everyday life; and intergenerational relations in the nature and flow of children's everyday life.

Keynote Speakers include: Professor Pia Christensen, University of Leeds; Dr Tom Cockburn, University of Bradford, UK; and Professor Margaret Mackey, University of Alberta, Canada.

For more information on the conference and registration procedures, visit: <http://www.cscy.group.shef.ac.uk/activities/conferences/index.htm>, or e-mail: Dawn Lessels (d.j.lessels@sheffield.ac.uk).

TIME, SPACE AND MEMORY IN LITERATURE FOR CHILDREN AND YOUNG ADULTS

National and Kapodistrian University of Athens, Faculty of Primary Education
The Child and the Book 2014 Annual Conference
Athens, Greece
April 10-12, 2014

The purpose of this international conference is to bring together scholars from different countries who are especially interested in theoretical and critical reflections on the ways that Time, Space, and Memory are deployed in literature and media for children and young adults. We aim to promote further the discussion on a series of shared issues and to prompt participants coming from different backgrounds to engage with one another. We hope to have the pleasure of welcoming you to Athens!

Invited keynote speakers (in alphabetical order): Sandra L. Beckett (Faculty of Humanities, Department of Modern Lan-

guages, Literatures and Cultures, Brock University, Canada); Janet Evans (Liverpool Hope University, UK); Nina Goga, (Bergen University College, Norway); and Åse Marie Ommundsen, (Oslo and Akershus University College of Applied Sciences, Faculty of Education and International Studies, Oslo, Norway).

Registration fees: Forty (40) Euros, payment on arrival (the registration fees include the conference's file, coffee-breaks, buffet snacks, and a reception dinner). Language of the Conference: English. Direct inquiries to: Vicky Patsiou (vpatsiou@primedu.uoa.gr).

Prizes Awarded

JING XU RECEIVED THE CONDON PRIZE FOR BEST STUDENT ESSAY IN PSYCHOLOGICAL ANTHROPOLOGY

At the AAA conference in Chicago, Jing Xu received the Condon Prize for Best Student Essay in Psychological Anthropology for her essay "Becoming a Moral Child amidst China's Moral Crisis", which will be published in a forthcoming issue of *Ethos*.

Based on 12-months of fieldwork in Shanghai, China, this essay explores the moral development of Chinese children through the discrepancies between the ideologies and practices of sharing. It combines ethnographic and experimental methods to examine how different prosocial motivations were developed in specific educational and cultural dynamics.

For prize announcement, see: <http://www.aaanet.org/sections/spa/?p=1078>

Contact information:

Name: Jing Xu
Affiliation: Washington University in St. Louis
Email: xujing@go.wustl.edu

Publication Announcements

INTERNATIONAL JOURNAL OF PLAY SPECIAL ISSUE: PLAY AND WELLBEING

Interested in play and well being? The December issue of the International Journal of Play was devoted to the topic of Play and Well Being. There were several excellent pieces on topics from how play helped preschoolers cope with a New Zealand earthquake to the role of neighborhood infrastructure in encouraging children's physical play in Ireland. The first 40 people who go to the following website can have free access at the following link: <http://www.tandfonline.com/eprint/gTZqzkvC7Ni9gAb9Fu2f/full>

Cindy Dell Clark edited this volume, which also includes her profile of clown-healer Patch Adams, the famed physician-clown who was played by Robin Williams on screen.

ETHICAL RESEARCH INVOLVING CHILDREN PROJECT

Research is vital to understanding how we can improve children's lives and create a better future for all. Methods of research involving children are expanding rapidly and changing the way we think about children and what they tell us about issues relevant to their lives. But how can we ensure these approaches are ethically sound, children are respected and their views and perspectives gathered and reported with integrity?

The Ethical Research Involving Children Project is intended to provide both guidance and a forum for discussion offering advice and possible solutions to such questions of ethics. It is a joint initiative by the UNICEF Office of Research, the Childwatch International Research Network, the Centre for Children and Young



People at Southern Cross University and the Children's Issues Centre at the University of Otago. Nearly 400 members of the international research and NGO communities have contributed to this project.

Resources include: An International Charter for Ethical Research Involving Children; a compendium on ethical issues and challenges; and a website (www.childethics.com) specifically designed to provide a rich repository of evidence-based information, resources and links.

Join us in this effort - share your ideas and experiences on www.childethics.com.



SOLICITATIONS FOR THE OCTOBER 2014 NEWSLETTER

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

COLUMNS (1000 WORDS OR LESS, INCLUDING REFERENCES)

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

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

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

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

FEATURES

Letters to the Editor (200 words or less)

New Book Announcements (250 words or less)

Professional Opportunities (250 words or less)

- Job Announcements
- Research Opportunities
- Grants/Prizes Available

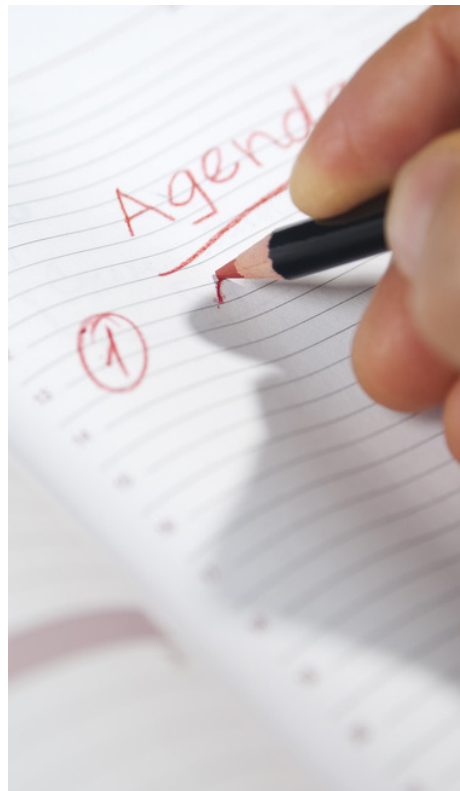
- Calls for Papers/Abstracts
- Conference Announcements

Member News/Professional Updates (250 words or less)

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

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

Please send your submission to the Newsletter Editor, Aviva Sinervo (asinervo@ucsc.edu), between August 15th and September 5th, 2014. To expedite and enhance the review and revision process, please notify the Editor of your intent to submit by the beginning of the rolling submission deadline (August 15th).



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