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Contested Childhood

Bernard Spodek, Olivia Saracho



Contested Childhood:

Contesting Childhood Michael Wyness, 2002-11 Wyness argues for new more effective conceptions of childhood derived from analysis of recent social policy *Contested Childhoods: Growing up in Migrancy* Marie Louise Seeberg, Elżbieta M. Goździak, 2016-10-25 This book is open access under a CC BY NC 2.5 license This open access book explores specific migration governance and identity processes currently involving children and ideas of childhood Migrancy as a social space allows majority populations to question the capabilities of migrants and is a space in which an increasing number of children are growing up In this space families nation states civil society as well as children themselves are central actors engaged in contesting the meaning of childhood Childhood is a field of conceptual moral and political contestation where the battles may range from minor tensions and everyday negotiations of symbolic or practical importance involving a limited number of people to open conflicts involving violence and law enforcement The chapters demonstrate the importance of how we understand phenomena involving children when children are trafficked seeking refuge taken into custody active in gangs or in youth organisations and struggling with identity work This book examines countries representing very different engagements and policies regarding migrancy and children As a result readers are presented with a comprehensive volume ideal for both the classroom and for policy makers and practitioners The chapters are written by experts in social anthropology human geography political science sociology and psychology Contesting Childhood Kate Douglas, 2010-01-21 The late 1990s and early 2000s witnessed a surge in the publication and popularity of autobiographical writings about childhood Linking literary and cultural studies *Contesting Childhood* draws on a varied selection of works from a diverse range of authors from first time to experienced writers Kate Douglas explores Australian accounts of the Stolen Generation contemporary American and British narratives of abuse the bestselling memoirs of Andrea Ashworth Augusten Burroughs Robert Drewe Mary Karr Frank McCourt Dave Pelzer and Lorna Sage among many others Drawing on trauma and memory studies and theories of authorship and readership *Contesting Childhood* offers commentary on the triumphs trials and tribulations that have shaped this genre Douglas examines the content of the narratives and the limits of their representations as well as some of the ways in which autobiographies of youth have become politically important and influential This study enables readers to discover how stories configure childhood within cultural memory and the public sphere Contested Bodies of Childhood and Youth Kathrin Hörschelmann, Rachel Colls, 2009-10-22 Demonstrating the contested and differentiated nature of childhood embodiment this book responds to media discourses that stigmatize unruly youthful bodies by combining the critical analysis of imagined and disciplined youthful bodies with a focus on young people's lived and performed embodied subjectivities Liberalism, Childhood and Justice Tim Fowler, 2021-05-05 Fowler provides an innovative critical exploration of ethical issues in children's upbringing through the lens of political philosophy calling for a radical new understanding of what constitutes wellbeing the duties of parents and the collective obligations of state and

society in guaranteeing children flourishing lives Empire and Others Martin Daunton, Rick Halpern, 1999-03 *Empire and Others* explores the many complex ways in which identities were forged with Britain and among indigenous peoples through a process of collision and compromise *Early Childhood Education* Moncrieff Cochran, Rebecca S. New, 2007-01-30 Early childhood education has reached a level of unprecedented national and international focus Parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children's early learning and brain development Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation's future economic outlook As a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices

Studying Teachers in Early Childhood Settings Bernard Spodek, Olivia Saracho, 2003-05-01 The chapters in this volume reflect the impact that teachers have on their students when they stand in front of the classroom and the effect their performance have on children such as teachers gender preparation certification knowledge beliefs cognitive style creativity accountability and other actions on the part of the teachers They describe research related to the preparation and certification or credentialing of early childhood practitioners the issues regarding the nature of early childhood practice and the needs of the field as it prepares for the future **Contemporary Perspectives on Early Childhood Curriculum** Olivia Saracho, Bernard Spodek, 2002-06-01 Over the years educational scholars have proposed different conceptions of the curriculum It is as if each scholar researcher university educator and practitioner has developed her or his own personal definition Unfortunately there is no one single definition that everybody has agreed upon Table 1 presents a sample of these definitions A universal definition for curriculum may continue to be elusive and may even change through the years to address changes in the social forces and changes in related school goals Nonetheless the approach in curriculum development is consistent Curriculum developers establish goals develop experiences designate content and evaluate experiences and outcomes Most curriculum developers consistently use such terms as curriculum planning curriculum development curriculum implementation and curriculum evaluation and many others to describe curriculum related activities Unfortunately without a consistent definition of curriculum it is difficult for the curriculum developers to identify what it is that needs to be planned developed implemented or evaluated If curriculum developers rely on the curriculum experts definitions they will find that their definitions identify a product a program determine goals and objectives and learner experiences However its heterogeneity may be inspiring if curriculum developers rely on the components of each definition that depict the richness of the field which in turn can provide a foundation for contemporary content concepts and creativity A curriculum is an anthology of learning experiences conceived and arranged based on a program's educational goals and the community's social forces Each curriculum manifests an image of what children ought to be and become Biber 1984 p

303 grounded on the awareness of social values and a system that interprets those values into experiences for learners The concept of curriculum as a distinctive domain of study within education arose from the demand to arrange organize and translate such awareness into educational programs of study It integrates the historical study of the goals and content of schooling analyses of curriculum documents and analyses of the children s experiences in school The first formal curriculum text was published in 1918 Bobbit 1918 although in the United States contemporary curriculum study goes back to the early 1890 s when lead committees challenged the form and structure of public schooling Presently curriculum development is fundamental at all educational levels Contemporary Perspectives On Early Childhood Education Yelland,

Nicola,2010-03-01 This book considers and interrogates a range of new and critical issues in contemporary early childhood education It discusses both fundamental and emerging topics in the field and presents them in the context of reflective and contemporary frameworks Contemporary Perspectives on Research on Immigration in Early Childhood Education Olivia

Saracho,2023-06-01 Immigration is when individuals leave their country of residency to permanently settle in a different country According to the United Nations UN Department of Economic and Social Affairs in 2017 a cumulative of 258 million persons were residents in a country that differed from their own The September 11 2001 terrorist attacks and the increase in prohibited immigration impelled the United States US to propose a number of immigration laws In 2012 the US Department of Homeland Security DHS established the Deferred Action for Childhood Arrivals DACA policy which allowed undocumented immigrants to work legally without being deported as long as they maintain a useful and lawful status Approximately 800 000 immigrants attained DACA standing permitting them to legally work and go to school in the US Furthermore the immigration law of 1965 prompted an excessive entrance of multicultural immigrants to the United States which brought about a great representation of children who live with immigrant families These children faced several environmental structures which were affected by changes and multiplicity in their family situations Immigrant children attempted to understand a different culture values and emerging issues in relation to their assimilation paths The purpose of this volume is to offer a complete representation of the way immigrant children and families respond and develop in the US and Europe It will extend current knowledge and reinforce contemporary frameworks that associate the cultural differences between immigrant families and teachers In the classroom environment teachers have the opportunity to effectively assume both nurturing and instructional roles to aid young children to cultivate their social and cognitive abilities The teachers personal characteristics formal education specialized training and cultural knowledge may affect their effectiveness in the classroom environment Most of the studies show that both family and teachers have the most significant effects on the children s development and learning Immigration researchers and scholars were invited to review critically analyze discuss and submit a manuscript for the volume titled Contemporary Perspectives on Research on Immigration in Early Childhood Education The concept of immigration has heavily influenced modern views in early childhood education Researchers scholars and educators need to

understand the current sources based on theoretical frameworks that contribute to the purposes of immigration in the United States and Europe The contents of the volume reflect the major shifts in the views of early childhood researchers scholars and educators in relation to the research on immigration its historical roots the role of immigration in early childhood education and its relationship to theory research and practice Childhood Chris Jenks,2005 Childhood is an extremely complex and highly contested concept It refers to a life phase as well as to the age group defined as children but is also a cultural construction part of the social and economic structure of communities The key scholarship collected introduced and reprinted in these volumes reflects this complexity and introduces the reader to the wide variety of interpretations that have been and continue to be placed on it It might be suggested that the push or initiative in theorizing childhood has derived from advances within sociology and anthropology However the future provides potential for interdisciplinary study which this collection also reflects The contemporary study of childhood must comprise a conjoining of disciplines sociology anthropology psychology social geography history philosophy and socio legal theory all have something to add to the field and are represented within the collection Childhood Poverty Oxford Department of International Development,2011-12-13 EPUB

Children and Borders S. Spyrou,M. Christou,2014-11-04 This collection brings together an interdisciplinary pool of scholars to explore the relationship between children and borders with richly documented ethnographic studies from around the world The book provides a penetrating account of how borders affect children s lives and how children play a constitutive role in the social life of borders **Childhood Sexuality and AIDS Education** Deevia Bhana,2015-08-27 Primary schoolchildren are frequently shielded from education on sexuality and sexually transmitted diseases in an effort to protect their innocence In countries like South Africa where AIDS is particularly widespread it is especially important to address prevention with younger boys and girls as active social agents with the capacity to engage with AIDS as gendered and sexual beings This volume addresses the question of children s understanding of AIDS not simply in terms of their dependence but as active participants in the interpretation of their social worlds The volume draws on an interview and ethnographic based study of young children in two socially diverse South African primary schools as well as interviews conducted with teachers and mothers of young children It shows how adults sustain the production of childhood sexual innocence and the importance of scaling up programs in AIDS intervention gender and sexuality It makes significant contributions to the global debate around childhood sexualities gender and AIDS education **Adoption** Jagannath Pati,2007 Adoption Global Perspective and Ethical Issues The compendium of twelve papers addresses the key issues pertaining to child adoption in global perspective

Handbook of Research on the Education of Young Children Bernard Spodek,Olivia N. Saracho,2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed

significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field

The Bloomsbury Handbook of Theories in Childhood Studies Sarada Balagopalan, John Wall, Karen Wells, 2023-11-02 The Bloomsbury Handbook of Theories in Childhood Studies brings together an international group of childhood studies scholars who work with a range of critical theories It speaks to both scholars and students by addressing questions such as how childhoods are diversely constructed and how children's experiences can be better understood The volume draws together a diversity of theoretical perspectives from the social sciences and humanities such as critical race studies disability studies posthumanism feminism politics decolonialism queer theory and postcolonialism to generate a much needed conversation about how to move childhood studies forward as a grounded field of research The volume is subdivided into three sections subjectivities relationalities and structures each of which addresses different but interrelated approaches to childhood studies theorization This handbook will be an essential text not just for childhood studies researchers but for all those interested in theorizing what childhood is what work it does and who children are

Child Slavery before and after Emancipation Anna Mae Duane, 2017-02-17 An innovative interdisciplinary anthology arguing that we are unable to fully understand slavery then and now without attending to children's roles in slavery's machinations

Parenting After the Century of the Child Tatjana Thelen, 2016-05-13 Bridging the gap between studies orientated around parenthood and those on the globalization of childhood Parenting After the Century of the Child provides a timely intervention to the scholarship It explores in depth negotiations of travelling ideals on childhood showing the power of institutional implementations that affect parenting practices Drawing on the latest research conducted in Europe North and South America Africa and South East Asia this book examines ideas currently travelling across the globe within institutional settings providing new insights into the dynamics and ambivalences involved in the simultaneous reframing of childhood and parenthood This truly global volume will appeal to anthropologists and sociologists with interests in gender childhood studies and the sociology of the family

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Contested Childhood Introduction

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