

ARTICLE OUTLINES: CHILDHOOD
EDITOR-IN-CHIEF: PROFESSOR WILLIAM CORSARO

BLOOMSBURY EDUCATION AND CHILDHOOD STUDIES

Age range: from birth to the age of 12

Word count: 1000 – 1500 words

All articles for the CHILDHOOD section need to be written in accordance with:

1. Guidelines for Contributors

Please refer to this separate document supplied with your contract.

2. Relevant Article Outline

Please refer to the relevant outline in this document and cover the themes listed using the prescribed subheadings in the order they appear in the outline. If you feel some themes/topics are more relevant than others to your region, please write more or less under each subheading as appropriate. If you feel that there are themes not listed in the description that should be covered in your article, or that the structure does not work well for your region, please contact your Regional Editor.

- [Overview](#)
- [Agency and Rights](#)
- [Ethnicity and Race](#)
- [Friendship and Peer Cultures](#)
- [Gender](#)
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OVERVIEW

The Overview of Childhood in your country should cover: major developments in theoretical approaches to childhood and childhood studies; methodology; and discussion of the diversity of research in the field. Please address the following topics, emphasise areas of particular importance to your country and explain the reasons.

1. **Theoretical approaches to childhood and childhood studies:** This section should cover **Theoretical approaches to childhood and childhood studies in your country.** Regarding theory in the area there has been a movement away from traditional socialization and deterministic approaches which focused on children as becomings who must be socialized and trained to fit into society and culture. New approaches include constructivist, interpretive, structural, and generational which all stress the agency and uniqueness of children as worthy of study in their own right. These approaches vary in nuance and emphasis but are mutually complementary.
2. **Methodology:** This section should cover **methodology used to explore childhood in your country.** Methodologically there is a growing agreement that children can be studied using the same methods as those to study adults (ethnography or direct observation, micro involving discourse and conversational analysis, interview, survey both large and small scale, demographic, historical, participatory, and quasi-experimental and experimental). However, there is a new emphasis on studies *with* rather than *on* children with children or childhood as the basic unit of analysis as opposed to other groups such as the family or someone speaking for children such as parents, teachers or other adults.
3. **Diversity of research:** This section should cover **diversity of research in the field from your specific country perspective.** Finally, there has been a growing diversity of research topics related to children and childhood which cover the broad range of their lives both across cultures and historically over time.

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AGENCY AND RIGHTS

Agency is a key concept in recent theoretical approaches and empirical research in the area of childhood studies. The new focus on agency has brought about a reconceptualization not only of what childhood is but also the ways that children themselves are understood as active participants in society. The article on Agency and Rights in Childhood in your country needs to cover:

1. **Theoretical approaches to agency: The various nuanced discussions of agency in constructivist, structural, intergenerational and interpretive theoretical approaches to children and childhood.** How has the new focus on agency developed in your country? How does it affect research on children in their participation with adults in various social institutions in your country? How do children in your country contribute to adult society?
2. **Children, productivity and citizenship: Discussion of the rejection of the notion of children moving from useful to useless in modern societies as they moved from full time work to full time schooling in your country.** Childhood scholars argue that for children the nature of work has changed, as their “work” is their participation in their schooling, in order to acquire the skills and knowledge to be productive citizens.
3. **Work and schooling: Discussion of how work and schooling are by necessity combined for children in the developing world, and how this may be similar or different in your country.** Also it is important to discuss children’s agency and innovation in their production of their own unique peer cultures, which contribute to their development socially, emotionally, educationally, and psychologically.
4. **Children’s rights:** Finally, the recognition of agency is directly tied to children’s rights to live their lives and have safe, enjoyable and prosperous childhoods. Here **contemporary coverage of the United Nations Convention of the Rights of the Child in your country** is essential.

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ETHNICITY AND RACE

Ethnicity and race in childhood has been investigated in numerous types of research. The most important have focused on racial and ethnic identity, attitudes and prejudice, race and ethnicity in peer interaction and peer culture, and acceptance and adaptation of immigrant and refugee children.

Your article on Ethnicity and Race in Childhood in your country should cover:

1. **Conceptions of racial identity: Research on how children develop their conceptions of racial identity in interaction with adults and other children in various institutional and community settings in your country.** Depending on the country and culture, the racial and ethnic identities can be related to skin colour and other physical features, language, religion, and cultural beliefs among other factors. How these factors have played out in your country should be explored.
2. **The influence of adults and peers: Discussion of the influence both adults and peers on children's development of attitudes, including prejudices toward minority racial and ethnic groups.** This begins in preschool years and becomes more complex and nuanced among elementary school children.
3. **Language and interactive styles across racial and ethnic groups: Discussion of differing language and interactive styles across racial and ethnic groups in your country.** These stylistic differences can lead to misinterpretations, which increase negative attitudes and segregation of children in school, neighbourhood and other community settings. On the other hand, they can strengthen social bonds among children of the same race and ethnicity.

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FRIENDSHIP AND PEER CULTURES

With the direct focus on children's lives in recent theory and research on childhood studies children's friendship and peer cultures have become central topics.

Your article on Friendship and Peer Cultures in Childhood in your country should cover:

1. **Conceptions of friendship: Discussion of how children acquire conceptions of friendship** in the early years in their interactions in the family, in childcare, in early education settings, and in unsupervised contexts with peers.
2. **Establishing friendships in preschool years: Discussion of how children go about being friends and establishing friendship networks in the early preschool years.**
3. **Constructing friendships at elementary school: In elementary school, there should be coverage of how children strive to construct best friendships** as well as the development of stratified groups that are often differentiated by social status, gender, and race and ethnicity.
4. **Friendship and conflict:** Somewhat surprisingly friendships are often established and thrive both in affirmative and conflictual situations. Conflicts often lead to the testing, nourishing, and reaffirmation of close friendship relations.
5. **Peer groups and peer cultures: Peers groups and peer cultures in your country.** The term *peers* refers to that cohort or group of children who spend time together on an everyday basis. Local peer cultures are produced and shared primarily through face-to-face interaction. Much of the traditional work on peer culture has focused on the outcomes (positive and negative) of experiences with peers on individual development. However more recent work in the field which should be covered in this topic view children as active agents and their peer cultures as public, collective, and performative. In line with this interpretive view, *children's peer culture is defined as a stable set of activities or routines, artifacts, values, and concerns that children produce and share in interaction with peers.* Peers and peer culture involves both positive and negative aspects such as support, fun, and creativity as well as pressure, rejection, and bullying. Finally, peer interaction and culture are related to and affected by their media use and consumer culture.

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GENDER

Children's gender has enormous and varied consequences on their place, status, and rights in their relations and interactions with adults and peers.

Your article on Gender in Childhood in your country should cover:

1. **Gender, status and rights: How gender affects children's participation, status, rights, and responsibilities in their everyday lives in their families, schools, communities, and society more generally in the particular country.** You should discuss how the nature of participation and rights and responsibilities of girls and boys in the family varies in important ways from the early years to adolescence. Similarly you should discuss patterns in schools and communities regarding the participation and rights of girls and boys.
2. **Gender identity and separation: The development of gender identity in the early years, the separation of girls and boys in play and other activities, conflict between girls and boys, and the general nature of cross-gender play and segregation across cultures in the particular country.**
3. **Gender differences in media and consumer culture: Gender differences in children's participation in media use and consumer culture in their peer cultures across social and cultural contexts in your country.**

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GOVERNMENT, POLICY, AND THE ROLE OF THE STATE

This topic should cover several major areas and sub-areas and the global, state and local level for your country including:

1. **The United Nations Convention of the Rights of the Child: The basic tenets of the United Nations Convention of the Rights of the Child, and its implementation and enforcement in your particular country.** The United Nations Children’s Fund (UNICEF) provides humanitarian and developmental assistance to mothers and children in developing countries. This topic should cover the UNICEF major programs in your country and, where relevant, chart its success: (1) in providing statistical indicators on the state of the world’s children and (2) in providing health, social, and psychological aid to those families and children it serves.
2. **Political institutions and structures: Description of major political institutions and political structures which directly represent children in your country.** The history of children representatives or ombudsmen in various countries should be discussed and compared to those in your country.
3. **Quality of institutions and services: Discussion of the quality of basic institutions to educate, serve, and provide basic physical and psychological support for children in your country.** These services can include health, education, legal rights, financial (e.g. tax allowances) and community services.
4. **Family policies: Discussion of a host of family policies that most directly affect children in your country.** These can include: child custody and support laws and enforcement in cases of divorce, protection against child abuse in and outside the family through child services, care of orphans and homeless children through foster care and other services, medical care, family leave policies, child care and early education policies, programs to offset poverty. These can also include policies which encourage and complement non-government organizations, which provide a range of services to children through sports, media, the arts, and civic participation.

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HEALTH, WELLBEING AND WELFARE

Children's health and well-being are affected (both positively and negatively) by a range of global and national social policies and programs, as well children participation with adults and peers in their everyday lives. Databases with important information on children's health and well-being are available at UNICEF and the World Health Organizations as well as at other international and country level NGOs.

Your article on Health, Well-Being and Welfare in Childhood in your country should cover:

1. **Social policies and institutions providing healthcare: Discussion of social policies and institutions which provide basic health care** (prenatal, preventative, and to treat chronic and life-threatening illness) for children in your country.
2. **The United Nations Convention of the Rights of the Child: The United Nations Convention of the Rights of the Child focusing on its basic tenets, implementation and enforcement in your country.** Also The United Nations Children's Fund (UNICEF) does much to document and provide support for the health and well-being of children from the developing world. Their activities in your country, as well as those of other non-governmental organizations which investigate and support children's well-being around the world, should be reviewed and discussed.
3. **Children, conflict and exploitation: In regard to children's participation in the adult world, discuss victimization of children through violence and war, abuse in and outside the family, human trafficking, exploited child labour, and from natural disasters in your country.** This research as well as programs to aid victimized children (and provide supportive environments and community services and activities for all children) in your country should be reviewed and discussed.
4. **Peer culture: In terms of children's participation with peers in and outside of school, both supportive routines and activities in peer culture as well as bullying and abuse in your country.** For both peer and adult relations special attention should be paid to effects from children's exposure to and consumption of new media technology and culture.

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HISTORICAL CONTEXT

The articles relating to historical context should lay out the history of children in your country. The historical timelines will be those most commonly used in the country or region defined.

For example, in North America and Europe, it is typical to begin a historical context for childhood studies with ancient Greece and Rome and move through major historical periods. The historical timeline for your country may include up to three periods but should include at least one traditional (pre-industrial) and one modern (post-industrial). In each historical time period you cover for your country, the representations, models, treatment and policy implications for children should be discussed. Also it is important to go beyond adult perspectives, representations and treatment of children to consider historical accounts by children from their own perspectives if available.

Data is to be drawn from across disciplines and include trends and qualitative (historiographical, narrative and experiential) data including the use of innovative historical methods and documents such as court and medical records, literary sources, biographies and autobiographies, and records and writings produced by child welfare activists among other sources. The reasoning behind the choice of historical periods should be clear and grounded in the country.

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INCLUSION AND MARGINALISATION

Children's inclusion and marginalisation occurs in both their interactions in the adult world and with their peers. The types and varieties of inclusion and marginalisation vary across societies and cultures.

Your article on Inclusion and Marginalisation in Childhood in your country should include a discussion of the following issues:

1. **Age discrimination:** In many societies children are excluded and discriminated against more than any other social group. For example children, often using arbitrary age levels, can be restricted from various commercial establishments and housing that cannot legally apply to any other group. As far as children's inclusion and marginalisation in family, school, and community such factors as their gender, race/ethnicity, social class, language, religion and immigrant status play an important role.
2. **Patterns of inclusion/marginalisation:** **Patterns of inclusion/marginalisation that vary particularly by age.** Preschool children on the whole cross-culturally are more open to inclusion of their peers in their play and other activities and have more inclusive views of friendship. However, these patterns can be overlooked or misinterpreted because younger children tie inclusion and friendship to the present (with whom you are playing and sharing activities and resources in the moment) which is related to their developing language and interactive skills in maintaining play in the face of possible disruption.
3. **Stratified play and friendship groups:** **Establishment of stratified play and friendship groups in and out of school are most common among preadolescents** and based on status, gender, sexual orientation, disabilities/special needs, race/ethnicity, social class, language and interactive styles, religion, and immigrant status. The degree and rigidity of stratification vary across subcultural groups and societies. Especially important to discuss for your country in this topic is if children of middle status groups and mixed age groups are more inclusive and supportive than members of the higher status groups which are normally more exclusive and manipulative.

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MIGRATION AND MOBILITY

Children’s migration and mobility normally with family occurs across and within countries and over short distances or thousands of miles. This topic should cover the full range of such migration and mobility and the positive and negative effects for children and their childhoods in your country.

1. **Migration across countries: Migration across countries** can be the result of immigration (both legal and illegal), as refugees escaping war or extreme poverty, or resulting from foreign adoption. For all but the latter the migration normally takes place with family members. These various forms should be discussed descriptively for your country.
 - a. **Negative effects: Negative effects** of such migration on children occur both in the process itself which may involve a great deal of danger and may not be successful in that families fail to reach the target country, live in deportation centers, are deported back to home countries, or at worst lose their lives in the process.
 - b. **Positive aspects of migration and mobility: Positive aspects of migration and mobility** across countries should be discussed such as children’s escape from violence related to wars and ethnic and religious conflict as well as extreme poverty. Other positive aspects include better educational opportunities, acquisition of bilingual or multilingual skills, safer environments and supportive social networks.
2. **Migration: Migration within your country** can be related to change in new occupational opportunities for the family, the need to maintain present employment, or desire to be closer to relatives and so on. Other reasons may be more challenging such as divorce, poverty, natural disasters or death of a parent or parents. Again there should be a descriptive account of these varieties of mobility and how they vary in country in terms of both negative and positive outcomes.

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POVERTY

Of all the factors that contribute to the social problems of children, poverty is the most pervasive and the most insidious. Poverty clearly steals the childhoods and often the very lives of many children in the developing world. In recent years, however, the proportion of children living in poverty in industrialized societies has increased, especially in the United States. Data sets regarding trends in child poverty in both the developed and developing countries can be found at UNICEF, Luxembourg Income Studies, OECD Family Data Base, as well as various country NGOs for example Child Trends and the Children's Defense Fund in the US.

The article on Poverty in Childhood in your country should cover:

1. **Measures of poverty: Discussion of measures of poverty in your country** and how these measures should better reflect children as a basic unit of analysis (most social indicator data are based on children of families living in poverty rather than the actual number of children who live in poverty).
2. **Research on childhood poverty: Discussion of research on child poverty in your country focusing on social indicators, effects on children's everyday lives, relationship to schooling and children's work in and outside the family.** This discussion should include national policy to address poverty and how aid from developed countries and international and national non-government organizations have helped to address child poverty.
3. **Cross-cultural and historical perspectives on poverty: Discussion of the extent of poverty in your country from a cross-cultural and historical perspective.** This discussion should look at descriptive statistics of poverty rates, policies to reduce child poverty and their histories in your countries and other various countries in your region and more generally, and the relationship between child poverty as compared to other age groups especially the elderly.

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SEXUALITY AND SEXUALIZATION

Sexuality and Sexualization is very much a part of childhood especially for preadolescent children. Your article on Sexuality and Sexualization in Childhood in your country should cover:

1. **Children's perceptions of sexuality: Children's perceptions of sexuality and its manifestation and practice in peer relations.** Preschool children explore their perceptions of sexuality in a variety of play routines most especially role play and cross-gender play in which they sex to the notion of marriage, family, and having babies and begin to explore sexual attraction and having boyfriends and girlfriends. Preadolescents see sex as related to cross gender relations and establish love and sexual interests related to their attraction to primarily opposite sex but also same sex peers. However for most preadolescents same sex attraction is often taboo for fear of teasing and prejudice. Play is used for exploring sexual attraction and crushes and entering into often short-term relationships which can involve a range of sexual activity.
2. **Children's sexual identities: Children's sexual identities and orientation and knowledge of sexuality and procreation.** Children develop sexual and gender identities early in life and are influenced by parents and the media. A recognition of sexual orientation from research seems to develop in in early preadolescence and can be challenging for transgender and gender-nonconforming children. Descriptive and other research regarding sex education of children in the family and school and social policies regarding sex education in your country should be discussed.
3. **The role of adults, society, and media: The role of adults, society, and media in children's sexuality.** Children's sexuality and sexualization is affected by the adults in the family but increasingly so by the media including film, books, music, video games, and the internet. Research on media effects on children's knowledge of sex and their sexualization as well as children's use of digital media including cell phones and the internet to explore their sexuality and pursue sexual relations in your country should be reviewed and discussed.

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SPECIAL NEEDS AND DISABILITIES

Your article should review and discuss research regarding the lives of children with special needs and disabilities in their families, schools, and communities; special needs/disabilities and children's peer relations and peer cultures; and the participation of children with special needs and disabilities in their communities and societies more generally. Your article should cover:

1. Engaging with disabilities: Discussion of how parents, siblings, and relatives adapt to and engage children with disabilities into their everyday lives in private and public family activities and culture in your country.

2. Acceptance and contribution of children with disabilities: Discussion of how children with disabilities contribute to and enrich the lives of parents, siblings, relatives, and neighbors. There should also be a review of laws and regulations regarding the acceptance, accommodation, and education of children with disabilities in their schooling both academic and social.

3. Peer relationships: Discussion on the nature of peer relations of children with disabilities in your country. Research on both experiences of rejection and isolation, as well as acceptance and support by peers, and the agency of children with disabilities should be discussed. This discussion should consider the role of friendships established in and outside of school for the inclusion and support of disabled children in peer cultures as well as how children with disabilities affect the quality of life and personalities of their friends.

4. Rights and participation of children with disabilities: Discussion and evaluation of how your country ensures the rights and participation of children with disabilities in community activities and civic events.