Further Reading

Chapter 2 Children's Gender and Sexuality: Issues and Debates Defined

.

Further reading

Davies, B. (2011), 'Open listening: Creative evolution in early childhood settings', *International Journal of Early Childhood*, 43, 2, 119–32.

Recent article exploring the process of conducting research with children, by the author of other research cited in this chapter. See her author interview for more on her current work.

Turner, S. (1999), 'Intersex identities: Locating new intersections of sex and gender', *Gender & Society*, 13, 4, 457–79.

Analysis of case studies from the website of the 'Intersex Society of North America', exploring activism on behalf of intersex people and their demand for delay of surgical intervention until intersex children are old enough to consent

Chapter 3 The Social Construction of Gender and Sexuality in Childhood, Key Research Issues and Findings

Further reading

Bajaj, M. (2009), 'Un/doing gender?: A case study of school policy and practice in Zambia', *International Review of Education*, 55, 5/6, 483–502.

Case study evaluating the effectiveness of policy in a private Zambian secondary school. The author finds that 'pedagogical practices deployed by this school have generally succeeded in destabilizing norms of gender subordination and gender-based violence' (483).

Seaman, A. and DeJean, W. (2010), 'Editorial', *Australasian Journal of Early Childhood*, 35, 1, i–iii.

Editors' introduction to a special issue which 'brings together authors from Australia, New Zealand and the United States to help highlight the topic of sexuality in early childhood through multiple voices and international understandings' (ii).

Wallien, M., Veenstra, R., Kreukels, B. and Cohen-Kettenis, P. (2010), 'Peer group status of gender dysphoric children', *Archives of Sexual Behavior*, 39, 2, 553–60.

Quantitative analysis of peer bullying experienced by children with significantly gender-nonconforming behaviour patterns in the Netherlands. Authors conclude that gender non-conforming boys are especially rejected by their same-sex peers.

Chapter 4 Gender, Sexuality and the Family

Further reading

Dugmore, P. and Cocker, C. (2008), 'Legal, social and attitudinal changes: An exploration of lesbian and gay issues in a training programme for social workers in fostering and adoption', *Social Work Education*, 27, 159–68.

Consideration of the changing context of legal rulings in relation to gay and lesbian adoption and foster care placement in the United Kingdom, and report on the effectiveness of a specific training programme for social workers.

Reed, B. W., Cohen-Kettenis, P. T., Reed, T. and Spack, N. (2008), 'Medical care for gender variant young people: Dealing with the practical problems', *Sexologies*, 17, 4, 258–65.

Overview and advice for clinical personnel dealing with gender variant youth and their families in the United Kingdom and elsewhere internationally.

West, C. and Zimmerman, D. (1987), 'Doing gender', *Gender & Society*, 1, 124–51.

Widely cited statement of the theoretical position that gender is an 'interactional accomplishment', constructed socially through interactional processes that include accountability to gendered assessment by other people in everyday settings.

Chapter 5 Gender, Sexuality and Education

Further reading

Bayne, E. (2009), 'Gender pedagogy in Swedish preschools', *Gender Issues*, 26, 2, 130–40.
History of gender equity initiatives in Swedish preschools: Their origins, how they have changed over time, their successes and limitations, as well as suggestions for future consideration.

Kumashiro, K., Baber, S. A., Richardson, E., Ricker-Wilson, C. and Wong, P. L. (2004), 'Preparing teachers for anti-oppressive education: International movements', *Teaching Education*, 15, 3, 257–75.
Overview of teacher education initiatives in Asia, Africa, North America and South America, including attention to gender and sexuality-related efforts, and the political obstacles faced by such initiatives.

Pascoe, C. J. (2007), *Dude, you're a fag: Masculinity and sexuality in high school.* Berkeley, CA: University of California Press.
A widely cited observational study of the intersections of gender and sexuality in a US high school, focusing on how high school boys interactionally enforce gender expectations by using discourses about sexuality.

Chapter 6 Gender, Sexuality and Media

Further reading

Davies, B. (1989), *Frogs and snails and feminist tales: Preschool children and gender*. Sydney, Australia: Allen & Unwin (2nd edn, 2003, Hampton Press).

Pioneering study, also referenced in Chapter 2, focused on how preschool children interpreted feminist fairy tales.

Gotz, M., Lemish, D., Aidman, A. and Moon, H. (2005), *Media and the make-believe worlds of children*. London, UK: Lawrence Erlbaum Associates.

With authors from Germany, South Korea, Israel and the United States, this book takes a global perspective on how media products affect children's fantasy worlds and the implications of those effects, including how girls and boys vary in their media-shaped fantasy worlds.

Robinson, K. H. and Davies, C. (2008), 'She's kickin' ass, that's what she's doing!' *Australian Feminist Studies*, 23, 57, 343–58.

Other studies in this chapter focus on media content produced for children. This study explores how childhood innocence versus agency is represented in films focused on young girls as central characters. The authors argue that these films offer a lens through which to 'critically examine relations between gender, sexuality, power and agency in children's lives' (343).

Chapter 7 Gender and Sexuality in Children's Peer Cultures

Further reading

Bhana, D., Nzimakwe, T. and Nzimakwe, P. (2011), 'Gender in the early years: Boys and girls in an African working class primary school', *International Journal of Educational Development*, 31, 5, 443–8.

Argues that for teacher interventions aimed at gender equity to be effective, teachers must acknowledge young children 'as agents of gender and sexuality' and 'acquaint themselves with emerging theories and research around gender and childhood studies' (446).

Fingerson, L. (2006), 'Agency and the body in adolescent menstrual talk', *Childhood*, 12, 1, 91–110.

Through individual and group interviews, US researcher Fingerson documents how adolescent girls 'collectively construct menstruation and the body in creative ways', resisting negative framings of themselves and 'exert(ing) agency in their negotiations with the gendered world and social structure' (91).

Rosario, M., Schrimshaw, E. and Hunter, J. (2004), 'Ethnic/racial differences in the coming-out processes of lesbian, gay, and bisexual youths', *Cultural Diversity and Ethnic Minority Psychology*, 10, 3, 215–28.

Concludes that US Black and Latino youths are less likely to be connected to LGBT peers and/or gay and lesbian social and cultural activities, due to pressures from within their racial/ethnic communities.