

# **Constructing And Reconstructing Childhood Contemporary Issues In The Sociological Study Of Childhood Routledge Education Classic Edition**

Drawing from a wide range of disciplines and perspectives, the essays in *Multiple Lenses, Multiple Images* are oriented around the idea that images of childhood can be understood within three dimensions: time, space, and discipline. Time refers to both the chronological ages of the children under consideration and the historical timeframe in which that particular essay is suited. Space is a dimension that includes familial, community, institutional, and cultural spaces within which children live. The third dimension, discipline, names the specific and distinct areas of scholarship and research that define the ontology, epistemology, and methodology within which the contributors write. *Multiple Lenses, Multiple Images* is intended to deepen and expand the collaborative, interdisciplinary discourse on children and childhood through reflections not just on what is known about children, but on how it has been learned.

**Constructing and Reconstructing Childhood** Contemporary issues in the sociological study of childhood  
Routledge

Childhood can only be understood in relation to the multitude of social factors which surround it. This book is written for students of degrees and foundation degrees in Early Years, Early Childhood Studies and related disciplines. It offers an introduction to the study of childhood and the different contexts within which childhood exists. The text encourages students to re-think childhood, exploring it from different contexts whether looking at the child within the family, global perspectives or the child's own perspective. It enables readers to begin to understand childhood in relation to society and to develop the skills to look at childhood from a critical standpoint.

The essential resource to the issues surrounding childhood care and education with contributions from noted experts *The Wiley Handbook of Early Childhood Care and Education* is a comprehensive resource that offers a review of the historical aspects, best practices, and the future directions of the field. With contributions from noted experts in the field, the book contains 30 interdisciplinary essays that explore in-depth the central issues of early childhood care and education. The handbook presents a benchmark reference to the basic knowledge, effective approaches to use with young children, curriculum design, professional development, current policies, and other critical information. The expert contributors address the myriad complex policy and practice issues that are most relevant today. The essays provide insight into topics such as child development and diversity, the sociocultural process of child development, the importance of the home environment in the lives of young children, early childhood special education, teaching and learning literacy, and much more. This important resource: Presents a comprehensive synopsis of the major components of the field of early childhood care and education Contains contributions from leading scholars, researchers, and experts in the field Offers the foundational knowledge and practices for working with young children Puts the focus on how early childhood works and presents an understanding of culture as a foundational component of both child development and early childhood education Written for academic scholars, researchers, advocates, policymakers, and students of early childhood care and

education, The Wiley Handbook of Early Childhood Care and Education is a comprehensive resource to the major issues for dealing with childhood care and education with contributions from noted scholars in the field.

Introducing the reader to the wide variety of interpretations placed on childhood both today and in the past, these volumes illustrate the interdisciplinary nature of contemporary study of the area.

From recent sex abuse scandals in the Roman Catholic Church, to arguments about faith schools and religious indoctrination, this volume considers the interconnection between the actual lives of children and the position of children as placeholders for the future. Childhood has often been a particular site of struggle for negotiating the location of religion in public and everyday social life, and children's involvement and non-involvement in religion raises strong feelings because they represent the future of religious and secular communities, even of society itself. The Bloomsbury Reader in Religion and Childhood provides a rich resource for students and scholars of this interdisciplinary field, and addresses wider questions about the distinctiveness of childhood and its religious dimensions in historical and contemporary perspective.

Divided into five thematic parts, the volume provides classic, contemporary, and specially commissioned readings from a range of perspectives, including the sociological, anthropological, historical, and theological. Case studies range from Augustine's description of childhood in Confessions, the psychology of religion and childhood, to religion in children's literature, religious education, and Qur'anic schools. -

Religious traditions covered include Christianity, Judaism, Islam, Hinduism, and Buddhism, in the UK and Europe, USA, Latin America and Africa - An introduction situates each thematic part, and each reading is contextualised by the editors -

Guidance on further reading and study questions are provided on the book's webpage

"Silin shows us how we culture ignorance in children and in each other by refusing to hear and respond to what they and we already know." —From the Foreword by

Madeleine Grumet "This book is not for the meek, because it talks straight from the heart—and from an educated and serious heart. Argue, disagree, get angry—but don't ignore what Jonathan Silin is saying." —Jonathan M. Mann, Harvard School of Public Health

"Will play an important role in the current debate about what the 'canon' underlying early childhood education is and what it must be to equitably educate all children in the 21st century." —Louise Derman-Sparks, Pacific Oaks College

"Brings together a lifetime of advocacy and action—for children, for human rights, for people with HIV/AIDS, for gay men and lesbians—into a seamless argument for social justice, fairness, and respect for all people." —William Ayers, University of Illinois at Chicago

"The importance of Silin's message for educators cannot be overstated." —David M. Halperin, MIT

Reimagining Childhood Studies incites, and provides a forum for, dialogue and debate about the direction and impetus for critical and global approaches to social-cultural studies of children and their childhoods. Set against the backdrop of a quarter century of research and theorising arising out of the "new" social studies of childhood, each of the 13 original contributions strives to extend the conceptual reach and relevance of the work being undertaken in the dynamic and expanding field of childhood studies in the 21st century. Internationally renowned contributors engage with contemporary scholarship from both the global north and south to address questions of power,

inequity, reflexivity, subjectivities and representation from poststructuralist, posthumanist, postcolonial, feminist, queer studies and political economy perspectives. In so doing, the book provides a deconstructive and reconstructive dialogue, offering a renewed agenda for future scholarship. The book also moves the insights of childhood studies beyond the boundaries of this field, helping to mainstream insights about children's everyday lives from this burgeoning area of study and avoid the dangers of marginalizing both children and scholarship about childhood. This carefully curated collection extends beyond critiques of specified research arenas, traditions, concepts or approaches to serve as a bridge in the transformation of childhood studies at this important juncture in its history.

This book analyzes the nature and experience of childhoods around the world at the beginning of the 21st century. Wide-ranging developments concerning children in the fields of social policy, sociology and politics have spurred significant growth in the social study of childhood. The book, which is primarily designed for students, academics and practitioners who need to keep up with fast-moving contemporary developments, considers childhood from a variety of disciplinary perspectives.

When the first edition of this seminal work appeared in 1990, the sociology of childhood was only just beginning to emerge as a distinct sub-discipline. Drawing together strands of existing sociological writing about childhood and shaping them into a new paradigm, the original edition of this Routledge Classic offered a potent blend of ideas that informed, even inspired, many empirical studies of children's lives because it provided a unique lens through which to think about childhood. Featuring a collection of articles which summarised the developments in the study of childhood across the social sciences, including history, psychology, sociology, anthropology, feminist and developmental studies, scholars and professionals from developed and developing countries world-wide shared their knowledge of having worked and of working with children. Now with a new introduction from the editors to contextualise it into the 21st century, this truly ground-breaking text which helped establish childhood studies as a distinctive field of enquiry is being republished.

Marking the 20th anniversary of the United Nations General Assembly's adoption of the Convention on the Rights of the Child (CRC), this volume of the ANNALS considers conceptual, legal, and practical issues related to the realization of children as citizens. First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company. The following essays represent a plurality of visions of the nature of creativity and its place within childhood experience. The authors represent such diverse fields as pre-college education, computer science, psychology, the arts of music, theater, dance, literature, philosophy by/for children and hospital counseling.

This title was first published in 2002: Loosely divided into two sections, this book's first part includes chapters which explore young people's identities and youth cultures in relation to issues such as drug use, education and dance music. In various ways, the authors examine whether there is a need to rethink the existing theories and concepts which have informed the study of youth cultures and identities. The second part to the volume is concerned with how young people experience "transitions", in relation to such topics as employment, sexuality, and household formation. The chapters also raise theoretical questions on the usefulness of the transition concept in late modernity, illustrating how the reshaping of key institutions in late modernity has had a profound effect on the sorts of transitions young people make today. In addressing such issues the authors examine the potential contribution that concepts around risk and risk society and new Third Way social policy initiatives can have to contemporary youth studies.

Disclosing Childhoods offers a critical account of knowledge production in childhood studies.

The book argues for the need to be reflexive about the knowledge practices of the field and to scrutinize the role of researchers in disclosing certain childhoods rather than others. A relational lens is used to critique the ongoing fixation of childhood studies with the unitary child-agent and to re-introduce the question of ontology in knowledge production. The author provides a critical account of childhood studies' trajectory, as well as exploring the key concepts of voice, agency and participation, illustrating the potential of a reflexive stance towards knowledge production. Drawing on poststructuralist and posthumanist thinking, each of these concepts is critiqued for its conceptual limits while productive avenues are offered to reconfigure their utility. Spyrou also addresses the ethics and politics of knowledge production and considers key emerging insights which can contribute towards the development of a more reflexive and critical childhood studies. Students and scholars across a range of disciplines, including childhood studies, anthropology, sociology and geography, will find this book of interest, as well as those interested in qualitative research methodology and social theory.

Exploring Materiality in Childhood: Body, Relations and Space explores the multiple ways that childhood and materiality are intertwined and assembled. Bringing together a diverse range of authors, this topical book makes a scholarly contribution to our understanding of the entanglements of materiality and childhoods in international contexts. Chapters explore how various environments and material resources, including technologies and consumer goods, affect children's lives. The book caters to a diverse range of theories, in sociomaterialist, posthumanist, post-anthropocentric and more-than-human research, critically exploring the boundaries of these theoretical approaches with diverse empirical cases. These wide ranges of perspectives develop alternatives to human-centred approaches in understanding children and childhoods. With its diverse theoretical and methodological choices, the book also serves as a versatile example for how to conduct research with children and on childhood. This book will be of great interest for academics, researchers, and postgraduate students in childhood studies, early childhood education, social sciences, cultural sciences and sociology.

Education and Constructions of Childhood considers the social construction of childhood through the institutions of education and schooling. Grounded in a strong conceptual, theoretical framework, this accessible text will guide the reader through this evolving area. Reflective exercises, chapter summaries and useful websites will encourage and support student learning and the application of new concepts. Education and Constructions of Childhood is essential reading for undergraduate and postgraduate students on Education Studies and related courses.

This book sheds light on new research related to welfare state, child care policies, and small children's everyday lives in institutions in Europe. In uniting recent social childhood research, welfare perspectives and historical and comparative approaches, the book explores institutionalization as a feature of the modern child's life.

This book provides a showcase for a wide range of discourse analytical work in psychology from a feminist perspective. It constitutes a thorough critical evaluation of this approach for the feminist project of intellectual, social and political change. Leading researchers explore the benefits and contradictions of discourse analysis and consider its value for feminist psychology. The first part of the book illustrates the application of discourse analysis to four key topics of feminist concern: adolescent knowledge about menstruation; sexual harassment; gendered representations of childhood; and anorexia nervosa. The second part contains five assessments of the usefulness of discourse analysis - both as theory and as method - for feminists.

What part has religion played in the history of child-rearing? How do we persuade children to behave rationally and how should we exercise adult authority? What use do

we make of their innocence and how do we cope with their sexuality? Has history left us with ideas about the child which make no sense in the prevailing conditions of the late twentieth century? In *Shaping Childhood* these questions are explored through themes from the history of childhood. The myth of the repressive Puritan parent is explored by looking at Puritan ideals of child-rearing. Treating the child as if it were rational seemed to Locke the best way to approach child-rearing, but Rousseau was sceptical of adult manipulation and Romanticism could be subversive of both religion and reason as sources of discipline in child-rearing. The Victorians inherited many of the contradictions these approaches gave rise to, and they added a complication of their own through an aesthetic response to childhood's beauty. Currently, with instability in household formation and with the child exposed to ever more sophisticated means of communication, parents, teachers and others struggle to make sense of this ambiguous historical legacy. *Shaping Childhood* examines the ways in which broad cultural forces such as religion, literature and mass consumption influence contemporary parenting and locates child professionals, within the context of these forces.

This text brings together a variety of perspectives on the study of childhood, how it has been treated historically and how such a concept is developing as we move into a new century.

Much academic work on families and households has focused in the past on the adult members. However, a surge of interest in children's issues has occurred recently in the social sciences. A key theoretical assumption in this area of research is that children's relationships and cultures are worthy of study in their own right and that children play an active part in the construction of these cultures and relationships.; This work provides perspectives on children in their family contexts. It shows that children's needs and wishes have often been neglected in the social sciences, especially in the areas of law, social policy and sociology. The authors present empirical research on children and young people in contemporary family settings and offer theoretical insights which challenge existing thinking on modern childhood. They draw on international comparisons between the condition of childhood and children's welfare, putting forward an argument for future research and policy initiatives needing to concentrate on, and even privilege, children.

Being a child in American society can be problematic. In "Rethinking Childhood," 20 contributors from such disciplines as anthropology, government, education, and religion provide a multidisciplinary view of childhood by listening and understanding the ways children shape their own futures.

Children in Kenya continue to suffer diverse types of violence against them despite the fact that Kenyan laws are prohibiting violence and various prevention measures exist. In order to achieve effective prevention of violence, adequate knowledge of risk factors is imperative. In Kenya, such knowledge is lacking and there is limited attention given to the multifaceted nature of the social environment in which children grow up and how such environments aggravate violence against children as well as hinder prevention measures. This qualitative research applied the ecological model of socialisation of Urie Bronfenbrenner as its theoretical and analytical framework in examining risk factors and consequences, responses and projects. In assessing what is being done to prevent violence against children in Kenya, the author reviews existing projects and policies that shape prevention measures including the possible influence of international

conventions. He also analyses diverse sets of ideas, attitudes, philosophies and practices that explain the similar and the different notions of childhood in African and in Western settings. Exploring the social construction of violence, the author examines ideas and discourses that explain the heterogeneous characteristics of violence and how their understanding, occurrence and severity vary from culture to culture. Alphonse C. L. Omolo (born 1966 in Kisumu, Kenya) studied Childhood (Sociology of Childhood and Children's Rights) at the Institute of Education, University of London. He completed his doctoral degree (Dr. phil.) at the Faculty for Philosophy and Educational Research in the Field of Comparative Education at the Ruhr University Bochum, Germany, in 2014. He has extended experience and worked in different capacities in street children and other children's programmes in Kenya and Tanzania between 1987 and 2010. Taking as its point of departure recent developments in health and social theory Health, Medicine and Society brings together a range of eminent, international scholars to reflect upon key issues at the turn of the century. Contributors draw upon a range of contemporary theories, both modernist and postmodernist, to look at the following themes: \*health and social structure \*the contested nature of the body \*the salience of consumption and risk \*the challenge of emotions Health, Medicine and Society provides a 'state-of-the-art' assessment of health related issues at the millennium and a cogent set of arguments for the centrality of health to contemporary social theory. Written in a clear, accessible style it will be ideal reading for students and researchers in health studies, public health, medical sociology, medicine and nursing.

This book presents the perspectives of 22 leading figures involved in shaping the field of Childhood Studies over the last 30 years. They reflect on the changes that have taken place in the study of children and childhood, discuss ideas underpinning the field, examine current dilemmas and explore challenges for the future.

The Annual Review of Comparative and International Education (ARCIE) is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education.

The Early Years Handbook for Students and Practitioners is a comprehensive and accessible course text for all students studying at levels 4 and 5, including on Foundation Degrees and Early Childhood Studies degrees. Designed and written by the Chair of the SEFDEY (Sector-Endorsed Foundation Degree in Early Years) Network and a team of expert contributors, this book covers the essential skills, knowledge and understanding you need to become an inspiring and effective early years practitioner. Divided into four parts: The Student-Practitioner-Professional; The Learning and Development of Children 0-5; The Child, Family and Society; and The Senior Practitioner-Professional, the book covers all aspects of working with young children and engages you with theory that is explicitly linked to your practice. Throughout there is a strong emphasis on supporting your transition to undergraduate study, developing your academic skills and encouraging you to be an active learner. In every chapter, the book seeks to help you develop your professional identity and features: Activities to help you to reflect on your own practice 'Provocations' to promote discussion and debate Case study examples and photographs to illustrate key points 'From Research to Practice' boxes outlining key research in the field and implications for practice. The book is supported by a companion website featuring, for students, links to useful websites and video material, and an interactive flashcard glossary. Online support for lecturers includes ideas for tasks and activities to use in class and the diagrams and images in the book available to download.

This book examines the nature of age as an aspect of social identity and its relationship to experiences of formal education. Providing a new and critical approach to debates about age and social identity, the author explores why age remains such an important aspect of self-

making in contemporary society. Through an ethnographic account of a secondary school in the south-east of England, the author poses three principal questions. Why are schools in English organised according to age? How do pupils and teachers learn to 'act their age' while at school? Ultimately, why does age remain such an important and complex organising concept for modern society? Cutting across lines of class and gender, this timely book will be of interest to students and scholars of self-making and identity in educational contexts, and others interested in how schooling socialises young people into categories of age as the foundational building blocks of modern society.

Children's Geographies is an overview of a rapidly expanding area of cutting edge research. Drawing on original research and extensive case studies in Europe, North and South America, Africa and Asia, the book analyses children's experiences of playing, living and learning. The diverse case studies range from an historical analysis of gender relations in nineteenth century North American playgrounds through to children's experiences of after school care in contemporary Britain, to street cultures amongst homeless children in Indonesia at the end of the twentieth century. Threaded through this empirical diversity, is a common engagement with current debates about the nature of childhood. The individual chapters draw on contemporary sociological understandings of children's competence as social actors. In so doing they not only illustrate the importance of such an approach to our understandings of children's geographies, they also contribute to current debates about spatiality in the social studies of childhood.

This title offers students an overview of a range of theoretical concepts, some traditionally associated with early childhood and some less traditionally. It aims to stimulate debate and to demonstrate how theoretical thinking can inform pedagogy and research with innovative results.

Who analyses children's screen content and media use in Arab countries, and with what results? Children, defined internationally as under-18s, account for some 40 per cent of Arab populations and the proportion of under-fives is correspondingly large. Yet studies of children's media and child audiences in the region are as scarce as truly popular locally produced media content aimed at children. At the very time when conflict and uncertainty in key Arab countries have made local development and diversification of children's media more remote, it has become more urgent to gain a better understanding of how the next generation's identities and worldviews are formed. This interdisciplinary book is the first in English to probe both the state of Arab screen media for children and the practices of Arabic-speaking children in producing, as well as consuming, screen content. It responds to the gap in research by bringing together a holistic investigation of institutions and leading players, children's media experiences and some iconic media texts. With children's media increasingly linked to merchandising, which favours US-based global players and globalizing forces, this volume provides a timely insight into tensions between differing concepts of childhood and desirable media messages.

This book examines the imposition of the western notion of childhood, deemed as universal, on other cultures and explores how local communities react to these impositions in various ways.

This companion presents the newest research in this important area, showcasing the huge diversity in children's relationships with digital media around the globe, and exploring the benefits, challenges, history, and emerging developments in the field. Children are finding novel ways to express their passions and priorities through innovative uses of digital communication tools. This collection investigates and critiques the dynamism of children's lives online with contributions fielding both global and hyper-local issues, and bridging the wide spectrum of connected media created for and by children. From education to children's rights to cyberbullying and youth in challenging

circumstances, the interdisciplinary approach ensures a careful, nuanced, multi-dimensional exploration of children's relationships with digital media. Featuring a highly international range of case studies, perspectives, and socio-cultural contexts, The Routledge Companion to Digital Media and Children is the perfect reference tool for students and researchers of media and communication, family and technology studies, psychology, education, anthropology, and sociology, as well as interested teachers, policy makers, and parents.

Designing Families is a thought-provoking examination of the challenges facing the nuclear family as it enters the new millenium. John Scanzoni sets the issue of change in families in aN historical and cross-cultural perspective tracing the development of the family from the Agricultural Age to the Information Age.

This book is designed to help students face the ethical, methodological and theoretical challenges and complexities involved in engaging children in rights-based, participatory research.

Tackling issues relevant to family life today, this authoritative Companion shows why studying social change in families is fundamental for understanding the transformations in individual and social life, across the globe. Contains original essays by expert contributors on a wide range of topics relating to the sociology of families. Includes coverage of social inequality, parenting practices, children's work, the changing patterns of citizenship, and multi-cultural families. Gives special attention to European and North American examples. Discusses previously neglected groups, including immigrant families and gays and lesbians. Explores how revolutionary changes in aging, longevity, and sexual behavior have radically affected the experience of different generations, and the relationships between them.

The Student Practitioner in Early Childhood Studies: An essential guide to working with children provides accessible support and guidance for Early Childhood Studies students in higher education who may have little, if any, experience of relating to young children in the Early Years Foundation Stage and Key Stage One. With useful chapter summaries, activities and reflection points to help readers track their academic journey, this text draws on the experiences of students on the degree programme for the benefit of students new to practice. It will: prepare students for the challenges of practice provide a synthesis of academic knowledge and practice skills develop students' critically reflective thinking and understanding relational pedagogy and the needs of young children provide the emerging student practitioner in higher education with knowledge, skills, understanding and confidence to relate effectively with young children and adults in settings Fully supporting students' practice experience and development of their critical thinking, this helpful book synthesises theory and practice in an applied and critical manner. The authors cover a range of themes including critical reflection, relational pedagogy, confidence building, communication skills, personal and professional development and employability alongside academic writing and research skills. This textbook is essential reading for students on all Early Childhood degree programmes.

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