

Session Ideas for the IUAES Congress (India)  
November 2012

Scholars have submitted to the convenors a rich array of topics for consideration. A list of these proposed sessions follows along with the names of potential participants as well as the organizer. If your work falls within the area demarcated, please contact the organizer(s) directly with details about your research so that she or he can proceed to construct a formal submission.

XXXXXXXXXXXXXX

**The Making Of Cultural Identity In The Case Of "Unattached" Children**

War and socio-economical crises have a deep impact on the way social groups care about their youngest members. A growing number of “displaced” or “unattached” children, that is, children who grow up outside some kind of stable kinship/residential group, characterizes the youngest and poorest populations of the world. These children tend to live on the margin of the public sphere and of the major economic, political, and cultural processes. They are often subjected to conditions of structural violence.

In many cases institutions of care such as homes or outreach stations, be they State-run, religious or NGO based, are the unique point of reference for these youngsters. Recent ethnographic literature documents the “agency” that “street children” deploy in actively manipulating these institutions. They adopt the proposed labels and definitions in order to break into these structures and thus gain access to social mobility or simply to food, accommodation and best treatment. Invariably, the children tend to shape their personal identity accordingly to the strategy they adopt. They construct themselves, in turn, as orphans, HIV positive, former soldiers, prostitutes or street urchins.

Aid providers play a prominent role in the identity construction process. Many of these are faith based, for example, and, therefore, beliefs and ideologies of child “suffering” may contribute to the identity formation of “unattached children”. Panel members will provide analyses of the role of ideology in the socialization of unattached children. Panelists will consider both the messages conveyed to “clients” by the aid organization as well as the children’s interpretation and use of such messages in the process of managing their own face or identity.

This organizers invite participation of scholars from different disciplines. Special attention is given to ethnographies contributing to enrich the theoretical debate.

**Panel Organizers:** Giuseppe Bolotta, ([giuseppeitaly@hotmail.it](mailto:giuseppeitaly@hotmail.it)) & Silvia Vignato, ([silvia.vignato@gmail.com](mailto:silvia.vignato@gmail.com)) Università di Milano-Bicocca, Milano, Italy

XXXXXXXXXXXXXX

**Working with Youth in Intervention Programs**

This session is still in a formative stage. Contact Erica and or Nancy to express interest.

“Resilience & Young Offenders: Too little too late or beacon of hope.” Author will present results from an in-depth study of 30 individuals placed in a young offender’s program.  
Erica Joslyn (Univ. Suffolk) [e.joslyn@ucs.ac.uk](mailto:e.joslyn@ucs.ac.uk)

“Best practices in the training of intercultural youth intervention staff.” Author proposes to survey programs to draw out lessons learned in preparing employees and volunteers to do effective work with intercultural youth.  
Nancy Seldin (Univ. Montana) [Nancy.Seldin@mso.umt.edu](mailto:Nancy.Seldin@mso.umt.edu)

XXXXXXXXXXXXXX

**Research On Children's Play And Toys In Non-Western  
& Non-Industrialized Communities:  
Contributions To Anthropology And Ethnology**

**Panel Organizer:** Jean-Pierre Rossie (Anthropologist, Belgium) [sanatoyplay@gmail.com](mailto:sanatoyplay@gmail.com)  
**Potential Presenters:**

Deeksha Nagar (Folklorist, USA) [deeksha.nagar@gmail.com](mailto:deeksha.nagar@gmail.com)

Noelia Enriz (Univ. Buenos Aires) [nenriz@yahoo.com.ar](mailto:nenriz@yahoo.com.ar)

Carolina Remorini (Univ Nacional de La Plata, Argentina) [cremorini@fcnym.unlp.edu.ar](mailto:cremorini@fcnym.unlp.edu.ar)

Amy Eisenberg (Center for World Indigenous Studies, USA) [dramyeis@yahoo.com](mailto:dramyeis@yahoo.com) and

John Amato (photographer) [jamato8@yahoo.com](mailto:jamato8@yahoo.com)

XXXXXXXXXXXXXX

**Panel On Visualizing Children**

While visual culture in India and South Asia has received more scholarly attention in recent years anthropological studies have focused primarily on contemporary photographic practices from a broader perspective (including the role of photographs in marriages and portrait photographs). Historical approaches have privileged the study of how “natives” were depicted under colonial rule or gender rather than children and childhoods. In order to rectify this bias the panel invites contributions that focus explicitly on children and the ways they have been visualized, portrayed or captured by the camera. Are children presented primarily as (perhaps immature) adults or in distinct ways? It is imagined that this question will raise further questions related to the concept of the person, the role of children in rituals, their place in educational institution, in family life etc. Moreover, how are images of children used: when and in which contexts are they viewed and where are they kept? And last, but not least, how do children use the camera themselves and which self-representations do they produce?

**Panel Organizer:** Uwe Skoda (Aarhus Univ) [ostus@hum.au.dk](mailto:ostus@hum.au.dk)

**Potential presentation:** “An Image of a Schoolchild in Selected Soviet Feature Films (1970-1985)” Ksenia Nazaryev (Pomor State Univ) [nazarjeva@mail.ru](mailto:nazarjeva@mail.ru)

XXXXXXXXXXXXXX

**Viewing the Child Through the Lens of Applied Anthropology Programs**

Panel members will reflect on the construction of childhood and children as the subjects of anthropologically informed intervention programs. What is the nature of the child or “childhoods” that have been constructed through the projects implemented in the various sectors of development, e.g. the “malnourished” child, the “AIDS orphan,” the “street” child, and so on.

**Panel Organizers:** Charles-Édouard de Suremain ([suremain@ird.fr](mailto:suremain@ird.fr)) & Doris Bonnet ([doris.bonnet@ird.fr](mailto:doris.bonnet@ird.fr)) both at I.R.D. Paris

**Presenters Include:** Élise Guillermet (orphans); Kristin Cheney and Saskia Walentowitz (AIDS victims); Fabienne Héjoaka (vulnerable children); Susan Levine (Abused children).

XXXXXXXXXXXXXX

### Cross-Cultural Perspectives on Infancy

This panel will highlight the enormous variability in the social construction of the person. The infant is in a liminal state, not yet fully human. This may be advantageous if the child serves as an intermediary to ancestors or deities or threatening as a harmful spirit or changeling. Naming and other rites of passage mark the slow transformation of the proto-human.

**Panel Organizers:** David F. Lancy ([david.lancy@usu.edu](mailto:david.lancy@usu.edu)) and Amanda Davis Arthur ([amanda.arthur@aggiemail.usu.edu](mailto:amanda.arthur@aggiemail.usu.edu)) both at Utah State Univ.

**Potential presenters:** Doris Bonnet, (EHESS, Paris) [doris.bonnet@ird.fr](mailto:doris.bonnet@ird.fr) , Hillary N. Fouts (Univ. Tennessee) [hfouts@utk.edu](mailto:hfouts@utk.edu), Elodie Razy (Univ. Liege) [elodie.razy@hotmail.fr](mailto:elodie.razy@hotmail.fr) , Chantal Medaets (Université Paris Descartes) [chantal@uol.com.br](mailto:chantal@uol.com.br)

XXXXXXXXXXXXXX

### Relationships Within And Across Generations

This panel will primarily include the work of Danish scholars.  
Organizer: Karen Valentin (Aarhus Univ) [kava@dpu.dk](mailto:kava@dpu.dk)

XXXXXXXXXXXXXX

### Ethnography with Children and Adolescents: A Comparative Analysis Across Studies and Contexts

We propose a panel that would bring together ethnographic studies that describe how children and adolescents become involved in social, educational, political and cultural dynamics. These studies are being conducted in our particular contexts: Argentina, Colombia, Mexico and the U.S. We will seek to provide a comparative analysis across studies and contexts, particularly emphasizing the consideration of children and adolescents as individuals in the center of intersubjective relations between *us* (adults), and the *others* (children and adolescents). Notably, the concept of agency will be highlighted, considering both how children propose alternative possibilities for

the transformation of their identities and their everyday lives as well as its implications for methodology and the epistemology of ethnography.

**Panel Organizer:** Maria Dantas-Whitney (Western Oregon Univ.) [dantasm@wou.edu](mailto:dantasm@wou.edu)

**Presenters:** Diana Millstein (National Univ. del Comahue, Argentina)

[diana\\_mils@yahoo.com.ar](mailto:diana_mils@yahoo.com.ar), Alba-Lucy Guerrero (La Salle Univ., Bogota)

[baluguerrero@gmail.com](mailto:baluguerrero@gmail.com), Angeles Clemente (State University of Oaxaca, Mexico)

[angelesclemente@gmail.com](mailto:angelesclemente@gmail.com)

XXXXXXXXXXXXXX

### **Adolescence: Constants and Cross-Cultural Variants**

**Panel Organizer:** Alice Schlegel (Univ Arizona) [schlegel@email.arizona.edu](mailto:schlegel@email.arizona.edu)

XXXXXXXXXXXXXX

### **Teaching Indigenous Children**

There are an estimated 370 million indigenous people in Africa, the Americas, Asia, Europe and the Pacific. They belong to minority groups likely to be the poor and the vulnerable in majority-oriented societies. Belonging to the 'majority' means, on the one hand, ready access to education and the production of knowledge, and, on the other hand, the possibility to choose an education system that best serves their needs. By contrast, indigenous children experience not only a serious backlog regarding the production of knowledge, but their status in society dictates that they have to deal with systems of education that do not necessarily address their specific needs. In fact, it was exactly due to these education-related issues that indigenous people from across the world held a convention in 1993 and demanded "the establishment of systems of education which reflect, respect and embrace indigenous cultural values, philosophies and ideologies" (Coolangatta Statement 1.3.2). The purpose of this session is to respond, in part, to this appeal by presenting salient and deserving case studies, by making theoretical and methodological advancements, by rethinking basic assumptions, and by finding alternative ways to deal with these issues. Topics include but are not limited to:

- Dealing with cultural conflict, e.g., language issues;
- Models of Indigenous Educational Practice;
- Motivating cultural responsiveness towards Indigenous Education;
- Partnering mainstream Western Education and traditional Indigenous Education;
- Direct outcomes of Indigenous Education; and
- Research-based examples of good practices.

**Panel Organizer:** Piet Erasmus (Univ of the Free State) [erasmusp@ufs.ac.za](mailto:erasmusp@ufs.ac.za)

XXXXXXXXXXXXXX

### **Globalized World, Globalized Childhood? The Theoretical and Practical Relevance of 'Other Childhoods' and 'Other Children'**

Globalization, in its far-reaching and invisible economic and cultural aspects, has impacted children's lives and their relationships with adults. As a seemingly unavoidable phenomenon, globalization has imposed new sets of 'universal' values which compete and often disarticulate former normative social arrangements between generations. As part of the transformed worlds in which children now live, stand the ideals of individual formation and realization whose strides are oriented towards the construction and the fulfilment of a 'life of one's own'. The era of consumerism and material realization of late capitalism has provided the means whereby the individualized subjectivity has been able to respond to the demands of self-construction and achievement. The experience of growing up in the 21<sup>st</sup> century has been caught under the sway of individualism, consumerism and materialism, tenets of a globalized capitalistic world. On the other hand, it has been not. Globalization, in its overwhelming impact on people's and nations' trajectories, may strike as an irresistible and an all encompassing phenomenon, one that stands on its own mandatory principles leaving the impression of a truly globalized world for which there are no alternatives. Children's lives and doings, specially in some parts of the world, show the multifarious ways whereby 'being a child' can be lived out. This poses the problem of conceptualizing such a diversity other than as a deviance or a pre-stage of the univocal path set by globalization. The purpose of this panel rests on examining 'other children' and 'other childhoods' so that present theories and concepts of childhood can be problematized in their 'globalized' assumptions. The tension between particularizing and universalizing childhood, the relevance and the domain of the social category of children itself in relation to other social categories, the question of children's rights and the issue of intergenerational relationships can be considered key topics for a critical appreciation of globalization effects on childhoods and children.

**Panel Organizer:** Lucia Rabello de Castro (Federal University of Rio de Janeiro, Brazil) [lrcastro@infolink.com.br](mailto:lrcastro@infolink.com.br)  
**Presenter:** A. Bame Nsamenang (Univ of Bamenda, Cameroon) [bame@thehdrc.org](mailto:bame@thehdrc.org)  
"Researching African Childhoods: Past, Present, Future"

XXXXXXXXXXXXXX

### **Studies Of Children And Childhood In Latin America From the Colonial Period To The Present**

**Panel Organizer:** Nadia Marín Guadarrama (Autonomous University of the State of Mexico) [nm7391@albany.edu](mailto:nm7391@albany.edu)

**Potential Presenters:**

Carolina Remorini (Univ Nacional de La Plata, Argentina) [cremorini@fcnym.unlp.edu.ar](mailto:cremorini@fcnym.unlp.edu.ar)

Lourdes de Leon (Centro de Investigaciones y Studios Superiores en Antropologia Social, Mexico) [lourdesdeleonp@gmail.com](mailto:lourdesdeleonp@gmail.com)

Andrea Szulc (Univ. Buenos Aires) [andrea.szulc@gmail.com](mailto:andrea.szulc@gmail.com)

XXXXXXXXXXXXXX

### **Anthropological Studies of Child Migrants**

**Panel Organizer:** Anandini Dar (Rutgers Univ) [anandini@camden.rutgers.edu](mailto:anandini@camden.rutgers.edu)

XXXXXXXXXXXXXX

**Cross-Cultural Variation In The Development Of  
The Child's Sense of Responsibility**

**Panel Organizers:** Heidi Keller ([heidi.keller@me.com](mailto:heidi.keller@me.com)) and Hiltrud Otto ([hotto@uos.de](mailto:hotto@uos.de)) both at University of Osnabrueck.

**Potential presenters:**

Lourdes de Leon (Centro de Investigaciones y Studios Superiores en Anthropologia Social, Mexico) [lourdesdeleonp@gmail.com](mailto:lourdesdeleonp@gmail.com)

David F. Lancy (Utah State Univ) [david.lancy@usu.edu](mailto:david.lancy@usu.edu)

Akira Takada (Kyoto Univ) [akiratakad@gmail.com](mailto:akiratakad@gmail.com)

Penelope Brown (Max Planck Institute for Psycholinguistics, Netherlands)

[Penelope.Brown@mpi.nl](mailto:Penelope.Brown@mpi.nl)

XXXXXXXXXXXXXX

**The Role Of Electronic Technology in Constructing Youth Culture**

**Panel Organizer:** Emma Bond (Univ Campus Suffolk) [e.bond@UCS.AC.UK](mailto:e.bond@UCS.AC.UK)