

CRITICAL CHILDHOOD STUDIES AND THE PRACTICE OF INTERDISCIPLINARITY

DISCIPLINING THE CHILD

Edited by **JOANNE FAULKNER** and **MAGDALENA ZOLKOS**



Critical Childhood Studies Practice Interdisciplinarity Ebook

Jerry J. Zimmerman



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Critical Childhood Studies and the Practice of Interdisciplinarity Joanne Faulkner, Magdalena Zolkos, 2015-12-14 This book analyzes different figurations of childhood in contemporary culture and politics with a particular focus on interdisciplinary methodologies of critical childhood studies. It argues that while the figure of the child has been traditionally located at the peripheries of academic disciplines perhaps most notably in history, sociology, and literature, the proposed critical discussions of the ideological, symbolic, and affective roles that children play in contemporary societies suggest that they are often the locus of larger societal crises, collective psychic tensions, and unspoken prohibitions and taboos. As such, this book brings into focus the prejudices against childhood embedded in our standard approaches to organizing knowledge and asks: is there a natural disciplinary home for the study of childhood? Or is this field fundamentally interdisciplinary, peripheral, or problematic to notions of disciplinary identity? In this respect, does childhood force innovation in thinking about disciplinarity? For instance, how does the analysis of childhood affect how we think about methodology? What role do understandings of childhood play in delimiting how we conceive of our society, our future, and ourselves? How does thinking about childhood affect how we think about culture, history, and politics? This book brings together researchers working broadly in critical child studies but from various disciplines in the humanities and social sciences, including philosophy, literary studies, sociology, cultural studies, and history, in order to stage a conversation between these diverse perspectives on the disciplinary or interdisciplinary character of the child as an object of research. Such conversation builds on the assumption that childhood, far from being marginal, is a topic that is hidden in plain sight. That is to say, while the child is always a presence in culture, history, literature, and philosophy, and is often even a highly charged figure within those fields, its operation and effects are rarely theoretically scrutinized but rather are more likely drawn upon surreptitiously for another purpose.

Critical Childhood Studies and the Practice of Interdisciplinarity Joanne Faulkner, Magdalena Zolkos, 2015-12-14 This book analyzes different figurations of childhood in contemporary culture and politics with a particular focus on interdisciplinary methodologies of critical childhood studies. It argues that while the figure of the child has been traditionally located at the peripheries of academic disciplines perhaps most notably in history, sociology, and literature, the proposed critical discussions of the ideological, symbolic, and affective roles that children play in contemporary societies suggest that they are often the locus of larger societal crises, collective psychic tensions, and unspoken prohibitions and taboos. As such, this book brings into focus the prejudices against childhood embedded in our standard approaches to organizing knowledge and asks: is there a natural disciplinary home for the study of childhood? Or is this field fundamentally interdisciplinary, peripheral, or problematic to notions of disciplinary identity? In this respect, does childhood force innovation in thinking about disciplinarity? For instance, how does the analysis of childhood affect how we think about methodology? What role do understandings of childhood play in delimiting how we conceive of our society, our future, and ourselves? How does thinking about childhood affect how we think

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Making Interdisciplinary Performance Gianna Bouchard,Adam J. Ledger,2025-05-15 This collection offers an examination of and guide to interdisciplinary collaboration through the working practices of performance makers exploring its pleasures problems and pitfalls The book explores contemporary working practices at the interfaces between performance and other disciplines Focusing on collaborations between theatre makers and these others it investigates the processes and conditions involved in the interdisciplinary Chapters cover areas such as psychology the environment physical cultures the military healthcare festivals and communities architecture pedagogy and fine dining At a time when interdisciplinary practice is actively encouraged in the academy this book asks what it means in practical terms to engage with artists and scholars outside of our home territories Where does the interdisciplinary exist and what does it rely on How do theatre makers approach and sustain these projects What is the nature of the journey Offering examples of unusual collaborations and arranged through 3 key areas of performance making this book acknowledges the difficulties of such work and that the aims of interdisciplinarity can fail while examining how new methods and understandings can shift notions of knowledge

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Research with Children Pia Christensen, Allison James, 2017-01-12 The entirely revised third edition of Research with Children forms a unique resource book on the methodology of childhood research with a core emphasis on theory driven practices As in the previous two editions this edition presents particular standpoints in the field whilst also reflecting the latest developments in the now well established interdisciplinary field of childhood studies A rich collection of contributions from leading researchers across a range of disciplinary backgrounds research practices and theoretical perspectives discuss central questions of epistemology and methodology demonstrating the links between theory and practice This edition includes exciting new chapters on Internet based research and contemporary technology Family based research Children as researchers Participatory research in the global context New directions for childhood research Both theoretical and practical questions are set out in a well argued fashion that enables easier navigation through the various complexities of the epistemological and methodological questions arising in contemporary research practices with children As such this text will appeal to both the newcomer to childhood studies and to experienced researchers in the field With fully updated chapters new material and a revised clearer structure this new edition will be a valuable resource for researchers working with children

EBOOK: Early Childhood Studies: A Multiprofessional Perspective Liz Jones, Rachel Holmes, John Powell, 2005-11-16 A celebration of the tremendous strides made towards the achievement of a multiprofessional early years workforce and a challenge to those responsible for training the next generation of professionals Students and trainers policy makers and practitioners have a duty to be knowledgeable to be able to reflect on their beliefs and practice and to articulate concerns share their views convey their enthusiasm and act as advocates for young children This book will help them do just that Lesley Abbott OBE Manchester Metropolitan University Early Childhood Studies critically engages the reader in issues that relate to young children and their lives from a multiprofessional perspective Whilst offering a theoretically rigorous treatment of issues relating to early childhood studies the book also provides practical discussion of strategies that could inform multiprofessional practice It draws upon case studies to help the reader make practical sense of theoretical ideas and develop a critical and reflective attitude Hard and pressing questions are asked so that beliefs ideas

views and assumptions about notions of the child and childhood are constantly critiqued and reframed for the post modern world The first part of the book explores the early years power and politics by looking at child rights the politics of play families and working with parents and carers The second part explores facts and fantasies about childhood experiences such as anti discriminatory practice the law child protection and health issues The final section encourages the reader to explore what childhood means from historical ideological and cultural perspectives and looks at how popular assumptions arise This is a key critical text for early childhood students academics and researchers as well as practitioners who want to develop their reflective practice

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