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well being- constructing and reconstructing the childhood One of the major objectives of sociology of children is enhancing and improving child ' s well being. Well-being here may refer to various ingredients of childhood that includes the material conditions, development of relationship of a child with family, friends and teachers, physical and mental health and facing the fears of life.

James and Prout: Constructing and Reconstructing Childhood

Constructing and Reconstructing Childhood The twentieth century is said to be ‘ century of the child ’ and perhaps at no other time have children been so highly profiled. The ideology of the child-centred society gives ‘ the child ’ and ‘ the interests of the child ’ a prominent place in the policy and practices of legal, welfare, medical and educational institutions.

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Boyden, J (1997) Childhood and the policy makers: A comparative perspective on the globalization of childhood. In: James, A, Prout, A (eds) Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood. London: Falmer Press, pp. 190 – 209. Google Scholar

Childhood Studies: A sustainable paradigm? - Martyn ...

Constructing and Reconstructing Childhood : Contemporary Issues in the Sociological Study of Childhood by Allison James. Routledge, 1997. Paperback. Very Good. Disclaimer:A copy that has been read, but remains in excellent condition. Pages are intact and are not marred by notes or highlighting, but may contain a neat previous owner name.

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.

First published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

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What is childhood and why, and how, did psychology come to be the arbiter of 'correct' or 'normal' development? How do actual lived childhoods connect with theories about child development? In this completely revised and updated edition, *Deconstructing Developmental Psychology* interrogates the assumptions and practices surrounding the psychology of child development, providing a critical evaluation of the role and contribution of developmental psychology within social practice. In the decade since the first edition was published, there have been many major changes. The role accorded childcare experts and the power of the 'psy complex' have, if anything, intensified. This book addresses how shifts in advanced capitalism have produced new understandings of children, and a new (and more punitive) range of institutional responses to children. It engages with the paradoxes of childhood in an era when young adults are increasingly economically dependent on their families, and in a political context of heightened insecurity. The new edition includes an updated review of developments in psychological theory (in attachment, evolutionary psychology, theory of mind, cultural-historical approaches), as well as updating and reflecting upon the changed focus on fathers and fathering. It offers new perspectives on the connections between Piaget and Vygotsky and now connects much more closely with discussions from the sociology of childhood and critical educational research. Coverage has been expanded to include more material on child rights debates, and a new chapter addresses practice dilemmas around child protection, which engages even more with the "raced" and gendered effects of current policies involving children. This engaging and accessible text provides key resources to inform better professional practice in social work, education and health contexts. It offers critical insights into the politics and procedures that have shaped developmental psychological knowledge. It will be essential reading for anyone working with children, or concerned with policies around children and families. It was also be of interest to students at undergraduate and postgraduate levels across a range of professional and practitioner groups, as well as parents and policy makers.

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.

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.

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.

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