2008S00568

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of Economics and Business Administration, Austria, 1090 [tel:
0043-1-313364743; e-mail: Gerhard.Jost@wu-wien.ac.at]),
**Biographies
with Loss of a Parent During Childhood,** *International
Sociological Association, Barcelona, Spain,* (ENG)

¶ Strauss focused in his book "Mirrors & Masks" primarily on turning
points during the adult period of life. He discussed events such as migration,
regulated status passages in institutions or conversions, which have
to be evaluated & which may lead to new patterns of orientation & understanding.
Regarding life events during childhood can contribute to an
extensive view on "turning points", as children normally have another
scope of action as adults. Also the (core-)identity of a child is still in the
development stage, so that the conditions for transformation are different.
In this lecture, it will be focused, how such a decisive point like the loss
of a parent during childhood is faced & how it effects on the further biography.
Strauss described, that in the sphere of adults a temporal retreat from
usual life is accepted. Mourning in social life is accepted for a period, then
it is limited by the environment. Now we can assume, that mourning and
coping-process of children, which is attendant the adult period as well, is
structured in its own way. Further we can conceive that the memories
about the loss & the lost parent will change during growing up. The contribution
will deal with such aspects & will show findings from the analysis
of biographical accounts of adult people who have to cope the death of
mother/father since childhood.

2008S00554

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Jaipur-302004, Rajasthan, India [tel: 0141-2361759; fax: 0141-
5105051; e-mail: rushme14@yahoo.com]),
**Childhood and Leisure:
Are Leisure Tools Responsible for Evolution of Little
Adults?,** *International Sociological Association, Barcelona,
Spain,* (ENG)

¶ The revolution in information & communication technology, the shrinking
of time & space & the creation of what Marshall McLuhan called 'the
global village' has transformed the way the children of today are experiencing
their childhood. The children of the developing countries too have
become a part of the global generation who though living in different parts
of the world, know and consume the same international brands & media
narratives. The most contributing factor in this transformation has been the
enormous increase of leisure tools & easy access to them. Technological
advancement paves the way for not only reduction in manual labour but
also community time. Leisure tools like radio, television, Game boy, PSPs,
mobiles, Gaming stations have targeted to provide leisure to the lonely.
They work as vehicles for segregation of human beings. Children are a
vital part of society and fundamental to its future. They are society's future
parents, workers, citizens, providers & consumers. The society today is
being governed by fast emerging global economy. The development of
consumer society is not only transforming the economy but also the way

people are looked at. Children who were once looked upon as 'incomplete vulnerable beings progressing with adult help through stages needed to turn them into mature adults' are now the blue eyed angels of market society. The changing role patterns in the family system have allowed for greater participation by children in day-to-day affairs. The booming toy industry, emergence of exclusive kids stores, early brand imaging, innovative promotional schemes are responsible for creating Little Adults. The early decision making, peer pressure, me-too & me-alone syndrome, portrayal of child as an adult, double incomes, greater affordability of children over leisure goods, democratic values are some of the reasons which make a case of emergence of Little Adults. This paper will examine how the leisure choices of children in the age bracket of 12-14 years reflect this trend. A sample of 100 children would be drawn from two public schools of Jaipur and they would be administered a questionnaire. Some case studies would also be undertaken to acquire greater sociological insights.

2008S00636
Kuhar, Metka (Faculty of Social Sciences, U Ljubljana, Kardeljeva pl. 5, 1000 Slovenia [tel: 0038640331978; e-mail: metka. kuhar@fdv.uni-lj.si]), **Inter-Generational Authority Patterns in Adolescent-Parent Relationships,** *International Sociological Association, Barcelona, Spain,* (ENG)
¶ Firstly, the presentation provides a critical overview of the main approaches to parents-children authority relationships i.e. the parenting style approach (Baumrind), the domain paradigm (Turiel, Smetana), family communication patterns (Ritchie & others). Furthermore, the data from the study on adolescent-parents communication & authority relationships conducted in Slovenia in 2007/8 are presented. The sample consisted of 194 11 to 18-year-old adolescents & both of their parents. I used the following methodological approaches: the vignette study, the adapted version of Ritchie's (1991) Family Communication Patterns Instrument (FCEI), the adapted version of Barber's (1996) psychological control scale, the general & the semantic differential measure of the quality of relationships, measure of parental educational consensus & demographic variables. The presented results will try to answer the questions: in what communicative manner is parental authority enacted in Slovenian families with adolescents: on the level of open, egalitarian exchange of opinions & negotiation; or as more or less direct enforcement of parental power & as an appeal to child to conform; or even in the manner of psychological control/ 'maltreating'? Is parental authority on a level of educational measures connected with the specific domains of adolescents' behavior/action or is there a general parent's/family's authority style? What predicts differences in parents- children authority relationships? Therefore, on the one hand, I will present the five vignettes results: parental educational measures, adolescents' reactions to those measures and educational visions of both sides at different conflict situations. On the other hand I will present the quantitative results from conversation & conformity orientation scales & from the psychological control scale. Correlations of these results between themselves; correlations with independent & social variables and search

for congruency & consistency of respondents' answers will provide deeper insights into family authority patterns & enrich the existing theoreticalempirical paradigms dealing with these questions.

2008S00692
LLobet, Valeria (UNSAM / CONICET, San Martнn, Argentina, 1608 [tel: 54 11 4305 4726; e-mail: vULllobet@yahoo.com.ar]),
Social Policy for Inclusion of Children and Adolescents. The Meanings of Citizenship., *International Sociological Association, Barcelona, Spain,* (SPA)

¶ The current paper presents a theoretical discussion by analyzing data produced in the project: "Los discursos de las polнticas sociales sobre la adolescencia y las instituciones. La ampliaciyn de derechos de adolescentes." I intend to argue that, while in general terms the mainstream approaches about youth and social inclusion have put an important focus on the severity of the present reality, it do not fully portray its complexity. If social citizenship as it has been conceived is being dismantled among the youth, it is necessary ask what would be replacing or even transforming it. This paper seeks to understand the meaning of citizenship from the perspective of male & female teenagers living in impoverished metropolitan areas. In doing so, it intends to place the focus on the articulation between the meanings of social integration that institutions promote, on the one hand, and the processes of citizenship expansion that include the teenage population in socially vulnerable situations in urban contexts, on the other. I claim that it is possible to raise the issue that it is necessary to "re-embed" the discourses of the population in institutional contexts in order to clarify the tensions and synergies between the institutional practices & discourses and the discourses of adolescents. The institutions, as such, refer to implementation of social inclusion strategies deployed by the State in specific contexts. This process accompanies an idea of citizenship that complements the entitlement to rights together with the meanings acquired by the exercising or infringement of rights in daily life.

2008S00802
Moran-Ellis, Jo (University of Surrey, University of Surrey, Guildford, GU2 7XH, Surrey, UK [tel: +44 1483 686975; e-mail: J.Moran-Ellis@surrey.ac.uk]), **Questions of Experts, Expertise and Childhood in the Regulation of Social Research: Has the Sociology of Childhood Failed Children?,** *International Sociological Association, Barcelona, Spain,* (ENG)

¶ In this paper I examine the ways in which the empirical progress of the sociology of childhood risks being impeded by the increase in ethical governance of the research process in the UK. This increase in research governance reflects certain constructions of 'vulnerability', an extension of legalistic thinking, & an emphasis on bureaucratic regulation of research & research agendas. With respect to research with children, governance of empirical work has been further intensified by State agendas of risk & institutional defence. One effect of this has been to strengthen the notion of children as inherently vulnerable. Indeed, processes designed to give

ethical protection generally to research participants have led to a strengthening of the idea of children as vulnerable & a decrease in the acceptability of children taking part in wider range of research. Paradoxically, reducing the chances of children being involved in research also increases their reallife vulnerabilities since it silences them & renders them invisible, particularly with respect to difficult & sensitive aspects of life. In examining this situation I explore whether this situation arises out of a failure of the sociology of childhood to establish recognised expertise in this domain, or is an inevitable outcome of contemporary constructions of the relationship between children & State in the UK.

2008S00824
Nascimento, Maria Leticia (Faculdade de Educaзro da Universidade de Sгo Paulo, Av. da Universidade, 308 Sгo Paulo 05508-040 Brazil [tel: +55 11 38150297; fax: +55 11 38150297; e-mail: letician@ usp.br]), **Early Childhood: The Gap Between the Conception of Childhood and Social Practices,** *International Sociological Association, Barcelona, Spain,* (ENG)
¶ In Brazil, little children were considered as a homogeneous group and early childhood education & socialization had been a family task, except with regard to poor children or working mothers' children. Changes in values & customs had indicated a new place of childhood & increased the demand for early childhood education policies. Little by little, children begun to be recognized as social actors, situated in a particular historical & spatial context. In this sense, early childhood education institutions could be considered as places where little children live their childhoods, create peer cultures & participate in cultural production. Various political & legal advances had been observed at the same time. The right to education from birth, recognized by the Brazilian Federal Constitution of 1988, presupposed a social responsibility for the child. The right to early childhood education had established an intersection between private matters and those of a public order. The aim of this text is to present public policies of early childhood, discussing policies for educational expansion & the conception of child as subject of rights

2008S00929
Pinkney, Sharon M. (The Open University, Social Policy Department, The Open University, 2 Trevelyan Square, Boar lane, Leeds LS1 6ED, UK [tel: 0113 2444431; e-mail: s.m.pinkney@open. ac.uk]), **Children's Participation: Voice, Agency and Representation,** *International Sociological Association, Barcelona, Spain,* (ENG)
¶ This paper explores the contested & dynamic (UK) policy field of children's participation & how competing discourses are made visible, articulated, negotiated, produced & reworked through social policy texts. A new configuration is emerging within policy frameworks where a version of children's rights is being absorbed, appropriated, mainstreamed & represented. Children are often constructed as 'victims' & 'villains' & images and representations of children are prevalent in normative as well as within

policy discourses. I explore the emergence of 'voice' within children's participation as well as questions about how constrained those voices are & other means of participating. The relationship between children & agency is central to the analysis. I attempt to discover what happens when we assume children are competent social & moral actors. My research provides examples where children are challenging & refuting pathologising images and shows how children experience difficulty constructing normalised narratives of self within social welfare contexts. Children's Rights Officers, psychological 'experts' & social workers often assess & represent 'the best interests of the child'. Children negotiate the role of 'experts' in have continuous difficulty in getting their voices heard. Adult/ professionals & children have very different understanding of listening. The analysis provides fresh insight into the construction of children within the social policy process of participation.

2008S01061
Scheid, Claudia (PH Bern, IVP NMS Bern, Brьckenstrasse 73 [tel: 0041-31-309 23 54; e-mail: claudia.scheid@phbern.ch]),
Children's Drawings as an Object of Sociological Research,
International Sociological Association, Barcelona, Spain, (ENG)
¶ Some objects of research seem to be made for exploring the frontiers of sociology, but they aren't part of the set of usual objects of research (any more), e. g., psychotic & psychosomatic diseases, formations of landscape & objects of etiology and neurophysiology. A sociologically inspired research of children's drawings does not exist so far. Children's drawings are a promising object in dealing with the question of how the beginning of representation & presentation evolves. If you don't want to abandon this question to the non-empirical philosophy & semiotics sociology has to purposefully search for objects that are able to translate these basic theoretical questions into empirical research. Moreover, children's drawings promise a convenient approach to themes of early childhood, i.e., what children concerns and how they deal with it. One reason why this object is not utilized in the sociology of childhood, which has established since the end of the 20th century, can be found in methodical difficulties. Hence, it is all the more important to methodically reflect the analysis of children's drawings. In my lecture, I want to bring up & clarify the methodical & theoretical difficulties which are linked with this research at the frontiers of sociology on the basis of an interpretation of a drawing. At the same time, the theoretical & ulterior benefit of an elaborated sociological preoccupation with this object shall be demonstrated.

2008S01295
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The Representation of Street Children in Media, *International Sociological Association, Barcelona, Spain,* (ENG)
¶ The fact of street children in Turkey, as in the world in general, is one

of the most important social problems. In recent years, rapid population
growth, migration from the rural to urban areas, economic crises, unemployment,
poverty, domestic violence and lack of education have
increased the number of street children. Given the multidimensional and
complex character of the question of street children in Turkey, it is considered
in an interdisciplinary approach. The media conceives the issue as
news and informs the public opinion about it. It is striking that in the news
about these children the language is accusatory and exclusionist. In the
news and programs, the pathological dimensions of children are emphasized
as related with crime and violence. These sorts of news and programs,
in the last analysis, show these children as daunting to society and
this creates negative attitudes and behaviors towards street children.
Another important point is that in the media it is assumed that there is a
positive relation between poverty, street children, addiction and violence.

2008S00170
Вьhler-Niederberger, Doris (University of Wuppertal, Wuppertal,
Germany, 42097, Gaussstrasse 20 [tel: +049 202 439 22 83;
e-mail: buehler@uni-wuppertal.de]), **The Public Images of Children
- Between Political and Expert Claims,** *International
Sociological Association, Barcelona, Spain,* (ENG)
¶ Based on several of my empirical studies I will try to analyze the peculiarities
of public debates which focus on children. Such debates prove to
be a mixture of scientific & moral arguments: (1) In a moral turn of such
debates children represent a "power of innocence" that becomes instrumentalized
to judge effectively about the moral standing of persons,
mostly political or ideological adversaries, & of a wide array of events.
(2) In a more professional turn of such debates the difference & (natural)
otherness of children becomes underlined in what may be called a "separative
view." It is this difference which makes the expert view & intervention
indispensable & therefore legitimates expert claims concerning children.
These lines of argumentation may well become intertwined during public
debates & they support each other in getting attention & plausibility for
some political and expert claims. On the other hand, they prove to be an
obstacle to approaches & solutions which take children's individual needs,
situations, & capacities into account as they result in a stereotype &
pathologizing view. Childhood sociologists are meandering between
reflexivity concerning the pitfalls of such debates & own advocatory
claims for children's rights.

2008S00265
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7- 20122 Milano, Italy [tel: 0039250321207; fax:
0039250321240; e-mail: enzo.colombo@unimi.it]), **A Generation
on the Move. Belonging and Demand For Citizenship among
Children of Immigrant in Italy,** *International Sociological Association,
Barcelona, Spain,* (ENG)
¶ The paper aims to present recent research using quantitative as well as
qualitative methodology among young children of immigrants attending

an Italian higher secondary school. Specific attention is reserved to detect the forms of self-identification used by these "new Italians" to make sense of their biography & their participation in Italian society. The youths we interviewed show complex, dynamic & changeable forms of identification, & tend to define their belonging as determined more by local specificities, goals & opportunity than by "natural" or "hereditary" ties. They also demand a more inclusive reform of Italian citizenship law in order to contain & prevent forms of discrimination & racism. They tend to perceive difference as a resource, something useful to keep & be able to use in specific situations. "Imposed" difference, which is attributed from outside & which limits chances instead of increasing them, is rejected whereas, on the other hand, difference enabling distinction is welcome. Reference networks for self-identification are global rather than local & difference doesn't constitute an unequivocal, coherent & stable foundation for making of the self, nonetheless they pose a clear & strong demand for citizenship and for a full participation to the Italian social life, they demand to be recognised as Italians without having to dismiss their diversity.

2008S00276
Cortesi, Gabriella (University of Modena and Reggio Emilia, Department of Language and Culture Sciences, Largo S. Eufemia, Modena, Italy, 41100 [tel: + 39 347.86788644; e-mail: gabriellacortesi@ alice.it]), **Between Transmission and Production of Culture. Construction and Negotiation of the Filial Role,** *International Sociological Association, Barcelona, Spain,* (ENG)
¶ Nowadays, the perspectives on childhood produced by social theories and practices are ambivalent, struggling between social integration of new generations & promotion of children's specific self-expression & autonomy, whatever their age. In the modern western societies, in the increasing complexity, uncertainty and risk, it appears necessary that children's socialization and education should promote their ability of self-expression and deciding for themselves & others, but also should vouch for their protection & external-normative control in order to lead children's development towards the adult condition. This ambivalence is stressed in the conceptualization of family socialization & education, since love shapes the relation between parents & children. The family (as primary context of children's identity construction) must not only promote children's autonomy, so as not to make them "dependent" on others' agency & socially awkward, but also protect them from the risks of society. But moreover, the family must develop children's sense of social belonging. The purpose of this presentation is to outline a theoretical reflection tightly connected to the analysis of empirical data (qualitative & quantitative) collected through two researches, which involved 787 parents of children, preadolescents and adolescents. We will answer to these focal questions: How does children's socialization emerge today in the interlacement among normative, cognitive & affective aspects? How is the filial role constructed through family communication? The cultural transmission in the family, does it aim to assure children's social integration? We will read the main theoretical perspectives about socialization ad education through these

dual concepts: 1) collectivity/individuality, 2) conformity/deviance, 3) children's dependency/autonomy, 4) transmission/production of culture, 5) role/person as forms of the identity, 6) power/empower. We will define the concept of competence (as social evaluation of behaviour) & we will show its construction in the relationships between parents & children (especially in the trust relationship), & its influence on the construction and negotiation of the filial role. Furthermore, we will illustrate how parents of different socioeconomic conditions & cultural origins, consider the importance of children's self- expression and integration.

2008S00292
D'Amato, Marina (University Roma Tre, Via castro Pretorio, 20 [tel: 0657334921; e-mail: m.damato@uniroma3.it]), **Myths and Values of Children's Fantastic Universe,** *International Sociological Association, Barcelona, Spain,* (ENG)
¶ The study proposes empirical investigations on myths, values, behavior patterns, & heroes, proposed by Western television, Arab and Eastern European countries, from video games, role playing online games, & from mobile phones. Content analysis was performed and revealed that fantastic stories are populated predominantly by men, strong & capable, & inspired by Protestant ethics that evolves from puritanism until cynicism or a moral Shinto in harmony with nature & fruitful, ancestor worship promotes the sacrifice of oneself or harvesting & social identity. Above all, however, what appears is the lack of rebellion of heroes that go well at all most do not belong to any culture & to live on screens decades not to rebel fate, not ever become great through rites of socialization and de facto promoting a social conformism based on their actions continually iterate.

2008S00410
Forkan, Cormac (National University of Ireland, Galway, Galway City, Galway, Ireland [tel: 00353719135653; e-mail: cormac. forkan@nuigalway.ie]), **Tracking Child Outcomes in Youth and Family Support Projects in Ireland,** *International Sociological Association, Barcelona, Spain,* (ENG)
¶ Over the past 10-15 years there has been a considerable expansion and development of the extent of child & family support services in Ireland. The Child Care Act (1991) legislation focusing on the protection of children was the first pieces of child oriented legislation passed in Ireland since 1908. It is now agreed that this Act has acted as a policy- watershed in youth & family support in Ireland, with numerous policies being implemented since then. As suggested by Brady et al. (2003: 2), child & family services are now a blend of well-established & proven, & new and innovative interventions & practices in Ireland. Initially, the focus of family support emanating from the Child Care Act was child-protection. This, however, has now changed to a child welfare and family support approach. In Ireland, projects & interventions such as Springboard Projects, which are community-based family support projects & Neighbourhood Youth Projects, which are youth support projects, are two of the most popular models used to enable and develop families & their children. Despite the widespread

uptake of these project models, apart from through-put figures and some qualitative data on the project models, by & large the funders still do not require the Projects to track the outcomes of any of their clients in any scientific way. To overcome this gap in knowledge, comparative research was conducted on a Springboard Project & Neighbourhood Youth Project in the Northwest of Ireland over a two year period (2006-2007). The findings showed that despite the existence of macro-based outcome measurement scales and tools such as the EU25 Child Well-being Index or the Child Well-Being Index (CWI) & Kids Count in the US, more micro level outcome measures were more useful within the two Projects. The paper will explain the research process used, the key findings reached, the link between micro & macro based outcome measures for youth & community based Projects as well as policy recommendations.