Call for papers for *Carnets de Géographes*

“Developing Children’s Geographies in France”

The question of children’s relationships to space still is a largely neglected field of study in France. If a children’s sociology has been emerging in the recent years (Sirota, 2006), it is mainly related to the sociology of the family or to the sociology of education and it hardly addresses a child’s relationship to space. The lack of research in this area is even more striking in geography, even though a recent conference on “Children and Youth’s Everyday Spaces” in Rennes seems to illustrate a new interest for children as a research topic (Danic, David, Depeau, 2010). In sum, the only studies focusing on the relationships of children to space are mainly the works of environmental psychologists: building on Piaget’s theory, they analyze the construction of spatial awareness and cognition in relation to the development stages of the child.

This lack of studies in the French social sciences stands in stark contrast to research in English-speaking academic circles: since the 1990s, a rising number of studies have focused on children, and more specifically on children’s relationships to space. These studies were encouraged by large research programs launched by national (ESRC, NSF) and international (UNESCO) agencies. Publications have proliferated (Holloway, Valentine, 2000, Chawla, 2002, O’Brien, Christensen, 2003, Valentine, 2004), and a journal focusing on this topic was created in Great Britain in 2003: *Children’s Geographies*, the title of which served as inspiration for this issue.

This special issue of *Carnets de Géographes* aims to legitimize children as valuable research subjects in France and to connect this emerging field to the English-speaking and international research on the question of the relationships of children to space.

Therefore it hopes to attract papers that will investigate “children’s geographies” in a double perspective:

- On the one hand, this special issue would like to question children’s domains: papers could study children’s distribution and the geography of the places that are devoted to them in specific contexts (urban or rural, of the North or of the South) and on different scales (local, regional, global). They could analyze the changes in these places through time and their unevenness through space. How do public policies (regarding the areas of school, housing, planning, etc.) impact children’s spaces? Many researchers have been involved in children’s participation in urban planning processes in countries outside of France: what are the stakes and challenges of such experiments, and could they work in the French context?

- On the other hand, this special issue focuses on the perspective of children themselves or in other words, the geographies or spaces they produce. How do they construct their daily territory, their sense of belonging and their mobility through their practices and representations? How do children experience their neighborhoods and their city and how do they socialize? How do they move around in their neighborhood and city? What level of independent spatial mobility do they enjoy? To what extent are their territories, socialization and mobility structured according to their social
background, gender, ethnicity, or age, and also according to the environment they live in (urban spaces or rural areas)? How do they imagine other larger and more distant spaces? How immigrant children experience migration – either their own migration experienced directly or that of their parents more indirectly experienced – and what is the impact of their migration experience on their relationship to the different place(s)/territory(ies)?

We expect to attract contributions from geographers, but also from authors from different disciplines (sociology, political science, anthropology, psychology, etc.) interested in the relationship of children to space or to places dedicated to children.

Papers can be written in French or in English and can be included into different sections of the journal:

- Articles of 30 to 50 000 characters maximum in "Carnets de recherche" ("Research notes") will present studies on the geographies of children.

- Shorter texts, in "Carnets de terrain" ("Fieldwork notes"), will address the questions raised by empirical research with children. What are the specific issues and challenges faced by children’s researchers? What tools are available to researchers who work with / on children? What specific ethical issues are raised by such research?

- Book reviews of pioneer works on the issue of geographies of children for "Carnets de lectures" ("Books Notes"). These can be geography publications, or other social sciences or even literature or movies. In particular, this section aims to present Anglo-Saxon literature devoted to children.

This issue also welcomes papers off the focus of this call for papers for each of its three sections, as long as they correspond to the Carnet’s editorial policy.

Sonia Lehman-Frisch and Jeanne Vivet, guest editors.

PRACTICAL INFORMATIONS

The articles must be sent with a brief presentation of the author (mentioning the institutional affiliation, status, and publications and/or recent communications).

Articles are expected before April the 30th, 2011, and should be sent to: lescarnetsdegeographes@gmail.com.

The publication is expected in October 2011.

For further informations: http://www.carnetsdegeographes.org/soumettre_article.php
REFERENCES QUOTED


