Note: Page numbers followed by "n" end notes.

| Academic disciplines, 12 | in historical and contemporary |
|--------------------------------------|--------------------------------------|
| Academic writing, 12 | Chinese contexts, 30–35 |
| Adimark Index, 136–137 | in families, 150–152 |
| Adolescence, control and technology | moral reflexivity, 133-136 |
| in homes during, | participation, 43–44 |
| 187–188 | perspectives in everyday family |
| Adult, 23, 62 | lives, 99 |
| supremacy, 2 | Childhood, 5, 25, 42, 132, 148, |
| Adulthood, 26, 132 | 183–184 |
| leaving childhood bedroom in | innocence, 76 |
| transition to, 188–190 | Yoruba cultural context of, |
| Affirmative consent, 74 | 152–153 |
| Age, 51–52 | Childhood studies, 12, 62, 77–78, |
| Agency, 79, 83 | 133–134 |
| Anthropology, 133 | emerging, 18 |
| Article 12 of UNCRC, 44 | family, home and domestic space, |
| Audience, 44 | 19–20 |
| | family configurations, 17–18 |
| Bedroom culture, 201 | family displays, 15–16 |
| 'Behaving well', 142 | family practices, 14–15 |
| Behaviourism, 61 | family studies and personal life, 14 |
| Biaoxian, 118, 120 | generationing, 18–19 |
| Bidirectional arrows, 83–85 | personal life, 16–17 |
| Boundary, 6, 8 | recentering child in, 12-14 |
| Brazilian housing deficit, 202 | Children of Kashmir |
| | case study, 214–215 |
| Child Rights Act (2013), 5 | families and conflict, 213 |
| Child Rights Acts (2003), 148–149, | Children's agency |
| 153–156 | control and technology in homes |
| Child sexual abuse (CSA), 77 | during adolescence, |
| Child(ren), 23–24, 62, 132, 148 | 187–188 |
| breadwinner, 149 | in everyday home spaces and |
| care, 148 | objects, 182 |
| child-centred participatory research | family photos in early years, |
| methods, 45 | 186–187 |
| in childhood studies and family | leaving childhood bedroom in |
| studies, 26–28 | transition to adulthood, |
| in global North, 25–26 | 188–190 |

| research, 185–sociology, childhoods, and homes, | bidirectional arrows, 83–85 meaning making, 80–81 |
|---|---|
| 183–184 | participation, 79–80 |
| theory, 184–185 | participation, 79–80 power, 82–83 |
| Children's bedroom | reflexivity, 85 |
| | |
| balance scale, symbol of justice, | relationships, 81–82 |
| 204 | self, 81 |
| in Brazilian houses, 201 | structure, 81 Conflict, families and, 213 |
| case study, 202 | |
| climbing wall in, 209 | Confucian moral virtue, 115 |
| eight bedrooms, 202 | Confucian-collectivist |
| minimalist decoration in soft | context, 119 |
| colours, 207 | moral system, 115 |
| multifunctional desk, 208 | Connectedness in African contexts, |
| sociology of family, 209–210 | 31–33 |
| stuffed animals from trips, 205 | Consanguinity, 64 |
| wall of memories decorated by | Consent, 74, 90–91 |
| Tiago's Mother, 203 | case study on corporal punishment, |
| wall paper in, 206 | 85–87 |
| Children's participation in home, | conceptualising, 78–85 |
| 42–43, 45 | contextualising, 75–78 |
| concepts of children and young | emotion, 74–75 |
| people's participation, | practising consent in home, 88 |
| 43–44 | Contemporary families, 98 |
| decision-making types in home, 46 | Contemporary thinking, 2 |
| decisions on consumption | Contextualising consent, 75–78 |
| activities, 46–47 | Convention on Rights of Child |
| decisions on leisure activities, 48–49 | (CRC), 154 |
| decisions on temporal regulation, | Corporal punishment, 85–87 |
| 47–48 | Critical Discourse Analysis (CDA), 136 |
| relational and intergenerational | Cross-cultural problem of categories |
| dimensions of decision- | categorical thinking across cultures, |
| making in home, 49–53 | 28–30 |
| research methods, 45 | categories of child and family in |
| Childrening, 14 | global North, 25–26 |
| Chile | child, 23–24 |
| behaving well in, 142 | child and family in childhood |
| morally conservative tendency in, 141 | studies and family studies, |
| neoliberalisation processes in, 132 | 26–28 |
| Chronological age, 25 | child in historical and |
| Collective memory, 63–64 | contemporary Chinese |
| Communication, 48–49 | contexts, 30–35 |
| Competitive process, 123 | reverse innovation, 24–25 |
| Conceptualising consent, 78 | Cultural analysis, 86 |
| agency, 79 | Cultures, 24, 155 |
| agents' participation, 78–79 | categorical thinking across, 28–30 |
| | - |

Index 219

| 'Decentre' childhood, 13 | in decision-making, 50-52 |
|----------------------------------|---------------------------------------|
| Decision-making, 45 | developmental theory, 198 |
| listening as enabler of | displays, 15–16 |
| participation, 50 | in global North, 25–26 |
| parenting socially competent, | interdependences of, 97–98 |
| independent, autonomous | photos in early years, 186–187 |
| children, 52-53 | practices, 14–15, 18, 96–98 |
| relational and intergenerational | separation, 197 |
| dimensions, 49 | social memory within, 64–67 |
| spatial dimensions of, 53 | sociology, 28, 209-210 |
| trust and fairness in decision- | space, 19–20 |
| making, 50–52 | systems theory, 198 |
| types, 46 | Fear-based sex education, 76 |
| Department of Health and Human | Femininity, 77 |
| Services (HHS), 194 | Feminist ethic of care, 135 |
| Department of Homeland Security | Feminist scholars, 74 |
| (DHS), 194 | Filial piety, 115, 120 |
| Destabilisation, 61, 63 | Foucault's theory of discourse, 82–83 |
| Development, 23 | 'Free play', 186 |
| Developmental psychology, 25, 76 | Friend selection |
| Developmentalism, 61, 76 | children's choice of friends as |
| Diary programme, 116–117 | collective issue in family, |
| Discourse, 82 | 119–121 |
| 'Doing family', 96–97 | diary programme, 116–117 |
| Domain of space, 205 | ethnography, 115–116 |
| Domain of time, 205 | following parents' education as |
| Domestic space, 19–20 | making friends, 117–119 |
| Domestication, 97 | methods, 115 |
| Dynamic social interaction, 62 | parents role in children's friendship |
| , | experiences, 114–115 |
| Ego, 34 | parents' intervention influences on |
| 'Emancipatory', 6 | children's, 121–124 |
| Environmental policies, 13 | Friendship, 114 |
| Ethics of care, 135 | Fundamental Human Rights, 151 |
| Ethnographic Vignette, 170–171 | |
| Ethnography, 115–116 | Generagency, 4, 43–44, 58 |
| Everyday life | from generations to, 59–61 |
| family practices in, 99 | Generation(al), 4 |
| of home-based workers, 101 | as actuality of social memory, |
| mobility or fluidity of, 98 | 61–64 |
| meemly of nature of, se | to generagency, 59–61 |
| Family, 2, 5, 23–24, 42, 151 | power imbalance, 86 |
| in childhood studies and family | structures, 58 |
| studies, 26–28 | Generationing, 18–19 |
| children in, 150–152 | 'Good' friend, 114–115, 118–119, |
| configuration approach, 17–18 | 121–122, 124 |
| comiguiation approach, 1/ 10 | 121 122, 127 |

| High-middle class families, 202 | Masculinity, 77 |
|---|--|
| Home-based work, 96, 98 | Material culture, 182, 186 |
| arrangements, 99 | Maturation, 23 |
| Home(s), 183–184 | Maturity, 12, 51–52 |
| interdependences of, 97–98 | 'mbokk', 34 |
| space, 19–20 | Meaning making, 3–4, 80–81, 85, 213, 215 |
| Hubei Province, 116 | Memory, 5, 63, 67 |
| Human relations, 85 | Moral development, 133 |
| Human rights violations, and | Moral reflexivity, 132–133 |
| testimonies, 172 | analysis of results, 137 |
| Humanness, 24 | children's moral reflexivity and |
| in African contexts, 31–33 | parent-directed care, |
| in rinican contents, or so | 133–136 |
| Idealised childhood, 97 | 'considerate' with parents, 137–139 |
| Idealised family, 97 | importance of giving back, |
| Independence, 186 | 142–143 |
| Industrialisation, 25, 97 | methodological basis of studies, |
| Influence, 44 | 136–137 |
| Instrumental approach, 51 | need to understanding exercise of |
| Intensive parenting, 132 | parental authority, 139–142 |
| Intergeneragency, 19, 60 | Morality, 117 |
| Intermediary generation, 62 | Mothering, 14 |
| Interpretive reproduction process, 185 | Multilocality, 96 |
| Interrelationality, 59 | |
| Intimacy, creating space for, 106–108 | Nanny 911, 2 |
| Intrageneragency, 19 | National parents, 198 |
| | National school merging policy, 125n5 |
| Kashmir children, 213–215 | Nationalism, 13 |
| Kinship, 35, 65 | Negotiating Childhoods, 7 |
| Knowledge, 1, 8 | Neoliberalisation, 132 |
| | New Childhood Studies, 97 |
| Learning, 9 | Nigeria, children participation in |
| LEGO, 102, 185 | Child Rights Act, 148–149, |
| Leisure activities, decisions on, 48–49 | 153–156 |
| Leonard's concept of generagency, 60 | children in families, 150–152 |
| Liberal tolerance, 27 | findings, 159 |
| Life quality, 125 <i>n</i> 3 | primary data and findings, 157–158 |
| Listening as enabler of participation, 50 | theoretical underpining, 156–157 |
| Lundy's model, 44 | Yoruba cultural context of |
| | childhood, 152–153 |
| Making meaning process, 7 | 'Northern Triangle', 194 |
| Mannheim's conceptualisation of | |
| generation, 66 | Office of Refugee Resettlement |
| Mannheim's sociology of | (ORR), 194 |
| knowledge, 60 | omogidi (good child), 153 |
| Marketisation, 120 | omoluabi (responsible child), 153 |

Index 221

| Palestinian children in home, 164–166 | Place-based research with Palestinian families, 169–170 |
|--|---|
| ethnographic Vignette, 170–171, 172–174 | · · |
| | Post-reunification, 197 |
| human rights violations, and | Power, 7, 9, 82–83 |
| testimonies, 172 | imbalance, 87 |
| methodological case studies, 168 | Privacy, creating space for, 106–108 |
| Palestinian homes, and Israeli | |
| occupation, 166–168 | Recentering child in childhood studies, |
| place-based research with | 12–14 |
| Palestinian families, | Reflexivity, 85 |
| 169–170 | Relationality, 4, 18 |
| Parent-directed care, 133–136 | Reunification stages, 196 |
| Parental authority exercise, 139–142 | Reverse innovation, 24–25 |
| Parental home-based work | |
| arrangements, 96 | School-based sex education, 76 |
| being there and sharing | Self, 81 |
| ordinariness and routines, | Self-perceptions, 84 |
| 103–106 | Sex, 75 |
| blurring boundaries of paid work | education, 76 |
| and family life, 98–99 | Sexual violence, 74–75, 77, 88 |
| creating space for intimacy and | Sexually transmitted infections, 76 |
| privacy, 106–108 | Social life, 7 |
| families in, 99–100 | Social location, 59–61 |
| family practices, 96–97 | Social memory, 58 |
| interdependences of family and | within family, 64–67 |
| home, 97–98 | generation as actuality of, 61–64 |
| interrelations between home- | from generations to generagency, |
| based work and family life, | 59–61 |
| 100–103 | social memory within family, 64-67 |
| methodology, 99 | temporality of recollection, 67–70 |
| Parent-child relationships, 188 | Socialisation, 205, 209 |
| Parenting, 14 | of child, 150 |
| Parents | of freeborn child, 152 |
| education as making friends, | Society, 85, 117 |
| 117–119 | Sociology, 133, 183–184 |
| intervention influences on | of family, 209–210 |
| children's friend selection, | Space, 44 |
| 121–124 | domain of, 205 |
| role in children's friendship | family, home and domestic, 19–20 |
| experiences, 114–115 | Spatiotemporal entrapment, 68 |
| Participation, 79–80, 149 | Standard adult, 151–152 |
| Personal identities, 85 | Structuration theory, 156–157 |
| Personal Life approach, 16–17 | Supernanny, 2 |
| Personal lives, 12, 16, 18–20 | ~ F |
| Personhood in African contexts, | talibé, 38n9 |
| 31–33 | Technology in homes, 187–188 |
| | |

Temporal regulation, decisions on, 47–48 Temporality of recollection, 67–70 Theorisations on collective memory, 58 Transnational child, 194, 197–198

Transnational families, 198 Trust in decision-making, 50–52

'Ubuntu', 31-33

Unaccompanied immigrant minors (UIMs), 194–196, 198

case study, 194 method, 194

stages of reunification, 196-197

United Nation Conventions on the Rights of Child (UNCRC), 43–44, 149

United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA), 168 Unusual adult, 117 Urbanisation, 25, 97

Voice, 44

Western, Educated, Industrialised, Rich and Democratic countries (WEIRD countries), 37n2

Wolof, 37*n*7 Women's rights movement, 77

43-44

Yoruba cultural context of childhood, 152–153 Yoruba family system, 159 Young people's participation,