

Cultural Politics of Childhood and Youth

Global Perspectives

Edited by

Chandrabali Dutta

*Hiralal Mazumdar Memorial College for Women,
Kolkata, India*

Lefranc Joseph

State University of Haiti / University of Ottawa

Series in Sociology



VERNON PRESS

Copyright © 2026 by the Authors.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of Vernon Art and Science Inc.

www.vernonpress.com

In the Americas:
Vernon Press
1000 N West Street, Suite 1200
Wilmington, Delaware, 19801
United States

In the rest of the world:
Vernon Press
C/Sancti Espiritu 17
Malaga, 29006
Spain

Series in Sociology

Library of Congress Control Number: 2026942120

ISBN: 979-8-2616-0057-2

Product and company names mentioned in this work are the trademarks of their respective owners. While every care has been taken in preparing this work, neither the authors nor Vernon Art and Science Inc. may be held responsible for any loss or damage caused or alleged to be caused directly or indirectly by the information contained in it.

Cover design by Vernon Press with elements by Magnific.

Every effort has been made to trace all copyright holders, but if any have been inadvertently overlooked the publisher will be pleased to include any necessary credits in any subsequent reprint or edition.

Table of Contents

	List of Figures and Tables	vii
	Acknowledgements	ix
	Introduction: Cultural Politics of Childhood and Youth	xi
	Chandrabali Dutta <i>Hiralal Mazumdar Memorial College for Women, Kolkata, India</i>	
	Part I: Subalternity, Marginality, and the Distribution of Vulnerability	1
Chapter 1	Cultural Politics of Subaltern Children as Located in the Indian Context	3
	Mariam John Meynert <i>Independent Researcher, Sweden</i>	
Chapter 2	Silent Struggles: Unveiling the Complex Lives and Intersectional Challenges of Street Girl Children	31
	Piyali Mitra <i>Hiralal Mazumdar Memorial College for Women, Kolkata, India</i>	
Chapter 3	“Care” Matters: Reflecting on Children Living with Disability	51
	Moutan Roy <i>Haldia Government College, Purba Medinipur, India</i>	
	Part II: Boundary-Making, Minority Formation, and Institutional Identity	73

Chapter 4	The Cultural Politics of Everyday Intimacy: Adolescents Navigating Social Boundaries in Kolkata	75
	Ananya Chatterjee <i>Government Girls' General Degree College, Ekbalpore, Kolkata, India</i>	
Chapter 5	Minority Childhood in the City of Joy: Experiencing Anglo-Indian Upbringing	95
	Suchismita Das <i>Jadavpur University, Kolkata, India</i>	
Chapter 6	Sexuality, Sign Language, and Deaf Culture: A Sociological Exploration in India	109
	Anusuya Moitra <i>Muralidhar Girls' College, Kolkata, India</i>	
Chapter 7	Kreyòl, French, and Identity: Examining the Cultural Hegemony of French in Secondary Education and Its Impact on Youth Identity Formation in Haiti	123
	Lefranc Joseph <i>State University of Haiti / University of Ottawa</i>	
	Part III: Cultural Production, Gender Formation, and Voice	141
Chapter 8	An Exploratory Study on the Role of Training in Art Forms on Gender Role Stress Levels of Male Adults	143
	Arpita Mukherjee <i>Hiralal Mazumdar Memorial College for Women, Kolkata, India</i>	
Chapter 9	The Profile of Young Hip-Hop Rappers in Haiti	167
	Sandy Larose <i>Laurentian University, Canada</i>	

Chapter 10	Island Youte': An Intersectional, Lyrical Analysis of Dancehall Music	183
	Pranav Piyush Sharma <i>Independent Researcher, Canada</i>	
Chapter 11	Body Tattooing among College Girls in Kolkata: Intersectional Relations of Sexuality, Gender, and Body	213
	Debolina Banerjee <i>Vivekananda College for Women, Behala, Kolkata, India</i>	
	Part IV: Childhood, Representation, and Educational Contexts	227
Chapter 12	Is the Success of Montessori Education a Sign of Increased Expectations of Children?	229
	Ghislain Leroy <i>Rennes 2 University, CREAD laboratory, France</i>	
	Conclusion: Cultural Politics of Childhood and Youth	243
	Chandrabali Dutta <i>Hiralal Mazumdar Memorial College for Women, Kolkata, India</i>	
	Lefranc Joseph <i>State University of Haiti / University of Ottawa</i>	
	About the Contributors	247
	Index	253

List of Figures and Tables

Figures

Figure 8.1.	Graphical Representation of the mean, SD and N for Masculine Gender Role Stress scores as dependent variables and Training in Art Form as independent variable (Not Trained in Any Art Form and Trained in Art Forms, N= 125).	154
Figure 8.2.	Graphical Representation of the mean, SD and N for Masculine Gender Role Stress scores reported by Male adults Not Trained in Any Art Form (N= 63).	155
Figure 8.3.	Graphical Representation of the mean, SD and N for Masculine Gender Role Stress scores reported by Male adults Trained in Art Forms (N= 62).	156

Tables

Table 6.1.	Demographic details of the participants	113
Table 8.1.	Tabular representation of the mean, SD and N for Masculine Gender Role Stress scores as dependent variables and Training in forms of Art as independent variable (Not Trained in Any Art Form and Trained in Art Forms, N= 125)	153
Table 8.2.	Result of Mann-Whitney U Test for Hypothesis Testing.	156

Acknowledgements

This joint venture would not have been possible without the active support from Vernon Press, who have believed in us and gave us this opportunity to work with them. We are also indebted to all the contributors whose academic orientation and immense patience have motivated us to complete this project. We extend our sincere gratitude to the reviewers whose extensive comments and suggestions have led us to move ahead with clearly-defined goals. Finally, we are extremely privileged to have such wonderful families and friends, who have extended their constant support and encouragement to continue working on this project over the last two years. We sincerely hope this work reaches all.

Chandrabali Dutta

Lefranc Joseph

Introduction: Cultural Politics of Childhood and Youth

Chandrabali Dutta

Hiralal Mazumdar Memorial College for Women, Kolkata, India

Childhood and youth have long occupied a central place in sociological inquiry, yet the last three decades have radically transformed how these life stages are theorized, represented, and governed. The emergence of the “new social studies of childhood” marked a decisive epistemic shift, challenging the long-standing assumption that children are merely passive recipients of socialization (James and Prout 1997). Similarly, youth studies have moved beyond linear developmental paradigms to embrace more complex frameworks of identity, culture, political economy, and representation (Bucholtz 2002; Patrick and Furlong 2016). Against this backdrop, the cultural politics of childhood and youth has emerged as a vibrant interdisciplinary field interrogating how power, inequality, and cultural meaning shape the experiences, identities, and representations of young people across diverse social locations.

“Cultural politics” refers to the processes through which culture becomes a site of contestation—where meanings are made, identities crafted, and inequalities reproduced or challenged (Hall 1996). When applied to children and youth, cultural politics underscores how childhood and youth are neither biologically predetermined nor universally shared but are embedded within historically specific regimes of power. Childhood, as scholars argue, is a “structurally subordinated” category (Qvortrup 2009), produced through adult–child power dynamics, state policies, media representations, global capitalism, and socio-cultural norms. Youth, similarly, is shaped by shifting forms of governance, labor precarity, identity politics, and the cultural industries that frame young people simultaneously as threats, consumers, and symbols of national hope (Giroux 2010).

Understanding cultural politics requires engaging with global conditions—migration, neoliberal restructuring, digital cultures, and consumption—and their localized manifestations in particular childhoods and youth identities. This introduction positions cultural politics as a lens through which to examine how childhood(s) and youth-hood(s) are produced, negotiated, and contested across intersecting axes of class, gender, race, caste, sexuality, disability, and language. Drawing on sociological, anthropological, psychological, and

childhood studies literature, it elaborates five major conceptual threads: (1) the social construction of childhood and youth; (2) cultural politics and representation; (3) intersectionality and lived experience; (4) globalization, precarity, and technological transformations; and (5) agency, resistance, and everyday practices. In doing so, it situates the thematic concerns of the broader volume while offering a theoretically grounded entry into the sociological study of children and young people in contemporary societies.

1. Childhood and youth as social constructions

One of the foundational premises of the sociology of childhood is that childhood is “socially constructed”—that is, produced through cultural norms, institutional arrangements, and power relations (Jenks 2005). The idea that there is no single childhood but multiple childhoods shaped by class, geography, race, gender, and history has become central to contemporary scholarship (Balagopalan 2014). Children of elite urban families, for example, experience childhood as a period of intensive cultivation and future-oriented investment, while subaltern children may experience it through labor, care responsibilities, displacement, or social exclusion.

Similarly, youth is no longer viewed merely as a transitional stage between dependency and adulthood. Instead, it is increasingly conceptualized as a “culturally mediated” life stage, marked by identity construction, experimentation, and negotiation of structural constraints (Furlong and Cartmel 2007). The instability of economic opportunities, rising education costs, and precarious labor markets have elongated and complicated youth trajectories worldwide. In many contexts of the Global South, youth-hood is tied to migration, informal labor, political participation, and cultural creativity, making it a key site of socio-political contestation (Jeffrey and Dyson 2013).

Both childhood and youth, therefore, are situated categories—constructed through discourses, institutions, and cultural practices that reflect broader societal hierarchies and ideologies.

2. Cultural politics and representation

Cultural politics foregrounds the ways in which representations of children and youth shape and are shaped by political and cultural power. Stuart Hall’s (1997) work on representation highlights how meaning-making processes define what is thinkable, visible, and legitimate. In the context of children and youth, representations often oscillate between idealization and demonization. Children may be framed as innocent, vulnerable, and in need of protection, while youth may be depicted as rebellious, risky, or deviant (Lesko 2012). These

representations are neither neutral nor universal; they are deeply embedded in ideological constructions of nationhood, modernity, family, and gender.

For example, media portrayals of street children often emphasize danger, deviance, or moral decline, obscuring the structural conditions—poverty, displacement, state neglect—that shape their lives (Aptekar 1994). Representations of migrant or refugee children frequently rely on humanitarian narratives that highlight suffering while ignoring agency and resilience (Orgad 2011). Similarly, global cultural industries—from Disney to digital gaming platforms—shape normative ideals of childhood and youth through consumerism, gendered imagery, and neoliberal values of self-improvement and individual responsibility (Banet-Weiser 2018).

Youth cultures such as hip-hop, dancehall, or tattoo practices become sites where young people negotiate identity and participate in meaning-making. These cultural forms may challenge social norms, express marginalization, articulate political critiques, or simply create spaces for belonging and creativity (Forman and Neal 2012). Thus, cultural politics draws attention to how young people are represented, how they represent themselves, and how these representations intersect with structures of power.

3. Intersectionality and lived experience

Intersectionality provides another crucial analytical lens for understanding cultural politics. Building on the work of Crenshaw (1991), sociologists increasingly emphasize that categories such as childhood or youth cannot be understood independently of race, caste, class, gender, sexuality, religion, ability, and nationality. For many children and young people, these intersecting identities shape access to education, mobility, care, safety, visibility, and recognition.

For instance, subaltern childhoods in India—such as those among Dalit, Adivasi, or minority religious communities—are shaped by historically entrenched forms of discrimination and exclusion (Balagopalan 2014). Gendered norms often constrain girls' mobility, education, or bodily autonomy differently than boys'. Children with disabilities experience layered forms of invisibility and institutional neglect, despite global discourses of inclusion (Shakespeare 2018). Young people from marginalized linguistic communities, such as speakers of Creole languages in Haiti or sign languages in deaf culture, confront the devaluation of their linguistic identities within dominant educational structures (De Meulder 2015).

Intersectionality thus reveals how cultural politics is lived in everyday encounters—schooling, friendships, family expectations, labor demands, street life, migration, and digital participation. It underscores that youth and

childhood cannot be universalized; they must be studied in relation to differential forms of power and positionality.

4. Globalization, technology, and new cultural conditions

The processes of globalization, economic restructuring, transnational mobility, expansion of media technologies, and diffusion of neoliberal values have reshaped childhood and youth in profound ways. Neoliberal globalization promotes individual responsibility, entrepreneurialism, and market-driven identities, reshaping how young people imagine their futures and organize their lives. For many youths, economic precarity and unemployment produce aspirations without corresponding opportunities, generating frustration, migration, or new forms of cultural expression (Jeffrey 2010).

Digital technologies have further transformed the cultural landscapes of childhood and youth. Children engage with online learning, gaming, social media, and digital entertainment from an early age, blurring boundaries between education, leisure, and identity formation. Youth identity construction increasingly takes place on platforms such as Instagram, TikTok, or YouTube, where visibility, performance, and algorithmic cultures shape self-presentation (boyd 2014). Digital spaces also amplify risks—surveillance, cyberbullying, data extraction—while offering new avenues for creativity, community-building, and activism (Livingstone and Third 2017).

At the same time, technological access remains deeply unequal, shaped by class, geography, gender, and disability. Subaltern youth or children living in street situations often encounter digital spaces unevenly or in constrained ways, reinforcing existing inequalities. Thus, the cultural politics of technology is central to understanding the modern conditions of childhood and youth.

5. Agency, resistance, and everyday practices

A key contribution of contemporary childhood and youth studies is the recognition of children and young people as social actors with agency. Agency does not necessarily mean autonomy; instead, it refers to the ways young people navigate, negotiate, and sometimes resist social structures in their everyday lives (Robinson and Nolin 2018). Children use play, creativity, language, and relationships to make sense of and shape their worlds. Youth engage in subcultures, artistic forms, digital communities, political movements, and intimate friendships as ways of asserting identity and belonging.

Even in conditions of constraint—poverty, displacement, disability, digital surveillance—young people find ways to exercise agency, whether through micro-resistances, humour, cultural expression, or everyday negotiations with

adults and institutions (Honwana 2012). Street-connected children, for instance, develop survival strategies, solidarities, and spatial practices that challenge dominant narratives of victimhood. Young women in conservative settings may use fashion, tattoos, or online anonymity to explore identity and freedom. Deaf youth construct linguistic and cultural identities through sign languages and shared cultural practices that resist dominant auditory norms.

Agency is thus embedded in context and mediated by power. Understanding it requires examining how young people inhabit cultural and structural conditions, rather than romanticizing childhood or youth as inherently free or experimental.

6. Structure of the book

The chapters in this volume underscore the multiplicity of childhoods and youth identities across cultural contexts. For childhood researchers, the book is significant not only because it foregrounds several marginalized and diverse experiences but also because it emphasizes agency, resistance, and the complex interplay of cultural politics. It pushes scholars to move beyond universalized notions of childhood and youth, encouraging intersectional, decolonial, and context-sensitive approaches. By situating children and young people within broader sociocultural, political, and historical frameworks, the volume expands the field's methodological and theoretical horizons, making it a valuable resource for anyone engaged in the study of childhood and youth.

The volume also pushes researchers to engage more closely with the lived realities of marginalized groups, whose voices are often erased or distorted in dominant frameworks, and to question developmental narratives that privilege Eurocentric models and universal categories. By integrating case studies from India, Haiti, the Caribbean, and beyond, it calls for context-sensitive and plural approaches that foreground local knowledge, cultural practices, and everyday negotiations with power. Methodologically, it opens new avenues by encouraging creative, participatory, and interdisciplinary strategies capable of capturing the nuanced ways in which young people resist, adapt, and reimagine their worlds. Ultimately, the book redefines childhood and youth as dynamic terrains where power, inequality, and resistance converge, reminding us that everyday practices—whether in family life, education, peer relations, or cultural expression—carry deep political significance. By foregrounding these insights, the volume not only strengthens the field of childhood and youth studies but also points toward a more critical, inclusive, and socially responsive research agenda for the future.

In conclusion, this edited volume makes a significant contribution to the field of childhood and youth studies by widening its conceptual, methodological,

and political horizons. It not only enriches ongoing debates but also sets the stage for future research by placing intersectionality, decolonial critique, and cultural politics at the center of inquiry. By situating childhood and youth within broader structures of inequality, it challenges the assumption that these life stages are neutral or universally defined, instead revealing them as historically, socially, and politically contingent. A notable strength of the volume lies in its interdisciplinarity, as it draws together insights from sociology, education, and psychology to provide a more holistic understanding of young lives. Sociology contributes the critical tools to interrogate how structures of power—such as class, caste, race, and gender—shape childhoods and youth identities, while education offers perspectives on pedagogy, representation, and institutional practices that reproduce or resist inequality. Psychology, meanwhile, enriches the discussion by examining how family environments, developmental contexts, and care practices leave lasting imprints on identity and well-being. This blending of disciplines demonstrates that no single framework can adequately capture the complexities of childhood and youth, and that interdisciplinary approaches are essential for a deeper and more inclusive scholarship.

7. Challenges and future directions

As global inequalities intensify, the study of cultural politics becomes even more urgent. Climate change, political conflict, forced migration, digital capitalism, and rising authoritarianism disproportionately affect young people. New forms of surveillance—state, corporate, algorithmic—reshape young people's freedoms and vulnerabilities. At the same time, youth-led movements for climate justice, anti-racism, gender rights, and disability inclusion highlight how young people are shaping political futures.

Future scholarship must continue to center marginalized childhoods and youth identities—street-connected children, disabled youth, linguistic minorities, subaltern communities, queer youth—whose experiences reveal the fault lines of cultural politics most clearly. The challenge is to develop intersectional, decolonial, and collaborative methodologies that take young people seriously as knowledge producers and social actors.

References

- Aptekar, Lewis. 1994. "Street Children in the Developing World: A Review of Their Condition." *Cross-Cultural Research* 28 (3): 195–224. <https://doi.org/10.1177/106939719402800301>
- Balagopalan, Sarada. 2014. *Inhabiting "Childhood": Children, Labour and Schooling in Postcolonial India*. Basingstoke: Palgrave Macmillan.

- Banet-Weiser, Sarah. 2018. *Empowered: Popular Feminism and Popular Misogyny*. Durham, NC: Duke University Press.
- boyd, danah. 2014. *It's Complicated: The Social Lives of Networked Teens*. New Haven: Yale University Press.
- Bucholtz, Mary. 2002. "Youth and Cultural Practice." *Annual Review of Anthropology* 31: 525–552. <https://doi.org/10.1146/annurev.anthro.31.0404.02.085443>
- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43 (6): 1241–1299. <https://doi.org/10.2307/1229039>.
- De Meulder, Maartje. 2015. "The Legal Recognition of Sign Languages." *Sign Language Studies* 15 (4): 498–506. <https://doi.org/10.1353/sls.2015.0018>
- Forman, Murray, and Mark Anthony Neal, eds. 2012. *That's the Joint!: The Hip-Hop Studies Reader*. 2nd ed. New York: Routledge.
- Furlong, Andy, and Fred Cartmel. 2007. *Young People and Social Change: New Perspectives*. 2nd ed. Maidenhead: Open University Press/McGraw-Hill.
- Giroux, Henry. 2010. *Youth in a Suspect Society: Democracy or Disposability?* New York: Palgrave Macmillan.
- Hall, Stuart. 1996. "The Problem of Ideology." In *Critical Dialogues in Cultural Studies*, edited by Stuart Hall and David Morley, 25–46. London: Routledge.
- Hall, Stuart. 1997. *Representation: Cultural Representations and Signifying Practices*. London: Sage.
- Honwana, Alcinda. 2012. *The Time of Youth: Work, Social Change, and Politics in Africa*. Sterling, VA: Kumarian Press.
- James, Allison, and Alan Prout, eds. 1997. *Constructing and Reconstructing Childhood*. London: Routledge.
- Jeffrey, Craig. 2010. *Timepass: Youth, Class, and the Politics of Waiting in India*. Stanford: Stanford University Press.
- Jeffrey, Craig, and Jane Dyson. 2013. *Telling Young Lives: Portraits of Global Youth*. Philadelphia: Temple University Press.
- Jenks, Chris. 2005. *Childhood*. 2nd ed. London: Routledge.
- Lesko, Nancy. 2012. *Act Your Age! A Cultural Construction of Adolescence*. 2nd ed. New York: Routledge.
- Livingstone, Sonia, and Amanda Third. 2017. "Children and Youth in the Digital Age." In *The International Handbook of Children, Media and Culture*, edited by Kirsten Drotner and Sonia Livingstone. London: Sage.
- Orgad, Shani. 2011. *Media Representation and the Global Imagination*. Cambridge: Polity Press.
- Patrick, Ruth, and Andy Furlong. 2016. "Youth, Precarity and Unemployment." In *Routledge Handbook of Youth and Young Adulthood*, edited by Andy Furlong, 2nd ed., 174–182. London: Routledge.
- Qvortrup, Jens. 2009. "Childhood as a Structural Form." In *The Palgrave Handbook of Childhood Studies*, edited by Jens Qvortrup, William A. Corsaro, and Michael-Sebastian Honig, 21–33. London: Palgrave Macmillan. https://doi.org/10.1007/978-0-230-27468-6_2

Robinson, Catherine, and Kristina Nolin. 2018. "Everyday Agency in Children's Lives." *Childhood* 25 (3): 384–398.

Shakespeare, Tom. 2018. *Disability: The Basics*. London: Routledge.

PAGES MISSING
FROM THIS FREE SAMPLE

About the Contributors

Chandrabali Dutta

Chandrabali Dutta is Assistant Professor and Head of the Department of Sociology at Hiralal Mazumdar Memorial College for Women, Dakshineswar, Kolkata. She is an alumnus of Presidency College, Kolkata, and holds her Post-Graduation and PhD from the University of Calcutta. With over 17 years of teaching experience, she has taught undergraduate courses extensively and has also been associated with postgraduate teaching at institutions such as the University of Calcutta, Jadavpur University, IISWBM, and Sister Nivedita University. Her academic interests include sociolinguistics, sociology of childhood, and sociology of gender. She has presented papers at numerous national and international conferences and has received Best Presentation Awards in 2016 and 2025. She is the author of one single-authored book, editor of three edited volumes, and has published several research articles in reputed national and international journals and edited collections. Her article in *Social Science Gazetteer* earned the Golden Jubilee Year Young Social Scientist Award (2017) of the Indian Social Science Association. She is an active member of the Indian Sociological Society and the International Sociological Association, and serves as Secretary of the charitable organization Bandhu Foundation. She has completed a Minor Research Project sponsored by Eastern Regional Centre (ERC) of Indian Council of Social Science Research (ICSSR) from 2022 to 2023.

Lefranc Joseph

Lefranc Joseph is Professor of Sociology at State University of Haiti, Visiting Professor of Sociology at the School of Sociological and Anthropological Studies at the University of Ottawa, and Senior Researcher at CHARESSO. His research examines city, education, language, and society. He is the author of *Sociologie de Port-au-Prince* (forthcoming; English edition: *A Sociology of Port-au-Prince*) and editor of *Urban Metabolism: The Social Life of Infrastructure in the Global South* (Vernon Press, forthcoming). He is founder and senior editor at Haiti University Press and editor of the journal *Temporalités et Sociétés*.

Mariam John Meynert

Mariam John Meynert is a childhood researcher based in Sweden. She is trained as a pedagogue and a community development worker and has been a Lecturer in Education and a teacher trainer at the Teachers College at Jamia Milia

Islamia, Delhi, India; an Assistant Professor in Home Science Extension at GB Pant University of Agriculture and Technology, Pant Nagar, India; an Associate Expert for the Swedish International Development Agency (SIDA) at the Department of Adult Education, Ministry of Education, Addis Ababa, Ethiopia. She was awarded a Fil.lic (Licentiate of Philosophy) research degree by the University of Lund, Sweden, which resulted in a Cambridge Scholars publication of a book titled *Conceptualizations of Childhood, Pedagogy and Educational Research in the Postmodern – A Critical Interpretation*. She has written chapters in books and journals and has published widely in the field of women, gender, feminism, social change, poverty alleviation, childhood, socialization, pedagogy, educational research, modernity, and postmodernity.

Piyali Mitra

Piyali Mitra works as State Aided College Teacher – I (SACT-I) in the Department of Sociology, Hiralal Mazumdar Memorial College for Women, Dakshineswar, Kolkata. After graduating in Sociology from East Calcutta Girls' College, Lake Town, she completed her post-graduation from West Bengal State University, Barasat, North 24 Parganas. Her areas of interest are social exclusion, marginalization, and sociology of gender. She has been teaching at Hiralal Mazumdar Memorial College for Women for the last 13 years and has served as guest faculty at Vidyasagar Evening College, East Calcutta Girls' College, and West Bengal State University. She has presented papers at various state-level, national-level, and international-level seminars and conferences. She has published research articles in various edited books and journals.

Moutan Roy

Moutan Roy is Assistant Professor of Sociology at Haldia Government College since 2019, where she works as a First Class Gazetted Officer under the West Bengal Education Service. Prior to this appointment, she taught at Singur Government College from 2014. She earned her PhD from Jadavpur University, focusing on "Parenting Children with Disability." She completed her MA, M.Phil, and BEd from Jadavpur University, where she was awarded a Gold Medal for securing distinction marks in her master's degree. She obtained her undergraduate degree from Calcutta University, achieving First Class Second Position among all colleges under the university. Beyond her primary academic appointments, she has extensive teaching experience in Gender Studies and Sociology across various institutions under West Bengal Health University, including Apollo Gleneagles Nursing College, Belegghata ID, and BG College. In these institutions, she specialized in teaching Medical Sociology to nursing students. With 14 years of teaching experience, she has developed particular

expertise in the sociology of gender, sociology of care, sociology of disability, and parenting. She has authored books in her discipline and maintains an impressive portfolio of publications in both national and international journals, as well as contributed chapters to edited volumes.

Ananya Chatterjee

Ananya Chatterjee holds an MA and a PhD from the University of Calcutta and is currently serving at the Government Girls' General Degree College, Ekbalpore, Kolkata. She was previously associated with Haldia Government College as Assistant Professor in Sociology from August 2014 to January 2025. Her scholarly contributions include coauthoring "Globalization and Transformation of Relationships" in *Gender, Identity and Multiple Marginalities* (Rawat, 2014), "Virtual Connections: Friendship Relationships in the Cyber Age" in *Digitization of Economy and Society: Emerging Paradigms* (Apple Academic Press, 2022), and "Sukumari Bhattacharji: An Indologist with Feminist Fervour" in *Feminist Thinkers in India* (Avenel Press, 2023), along with several journal articles. She has successfully completed a UGC-funded Minor Research Project titled "Fast Food: Perceptions and Practices of Youth in Kolkata." Her areas of academic interest include cultural sociology, sociology of personal relationships, gender studies, and urban sociology.

Suchismita Das

Suchismita Das is currently serving as a guest faculty member in the Department of Sociology at Jadavpur University, where she also completed her M.Phil. She also serves as a guest faculty member in the Department of Sociology, Basanti Devi College. She has formerly been associated with Rabindra Bharati University and Lady Brabourne College. In addition to her academic work, she has four years of experience as a contributing journalist with the Times of India Group and writes a biweekly column for inscript.me. Her first Bengali monograph, *Anglo-Jeebon: Bow Barracks Periye*, was published by Blackletters India in 2025. In November 2022, she visited Sweden to present her paper, "Death, Ancestral Worship, and Environmental Sustainability in Village India," at the Centre for Theology and Religious Studies, Lund University. Her passion for journalism, coupled with her reading habit, has helped her produce academic articles and literary pieces.

Anusuya Moitra

Anusuya Moitra is a State-Aided College Teacher at Department of Sociology, Muralidhar Girls' College, affiliated with the University of Calcutta. She

completed undergraduate studies in Sociology from Basanti Devi College and post-graduate degree in the same discipline from University of Calcutta. She is currently pursuing a PhD on Adolescent Disability at the Department of Sociology, Jadavpur University. Her academic interests are sociology of childhood, sociology of gender, and disability studies. She is a recipient of the Radha Kamal Mukherjee Young Social Scientist Award from the Indian Social Science Association, 2019, for a paper presentation titled “Disability, Assistive Technology and Social Development in Contemporary Times: A Sociological Enquiry of Attitudes towards Wheelchair Users in Kolkata.”

Arpita Mukherjee

Arpita Mukherjee is a faculty member in the Department of Psychology at Hiralal Mazumdar Memorial College for Women, Dakshineswar, Kolkata. She holds a PhD in Applied Psychology from the University of Calcutta and has over fifteen years of teaching experience at the undergraduate level. Her areas of specialization include clinical and forensic psychology, gender studies, mental health, and arts-based interventions. She has published research papers in reputed national journals and has contributed chapters to edited volumes on social cognition, trauma, gender, and mental health. Her academic interests focus on the psychological impact of music training on psychological well-being.

Sandy Larose

Sandy Larose holds a PhD in Sociology from Université Laval and is a senior researcher at the Observatory for Research on Elite–Population Relations and Migration. He is a professor of methodology at Laurentian University and a member of the Côte-Nord Higher Education Pole at the Université du Québec à Chicoutimi (UQAC), where he teaches the History of Psychology in the Department of Health Sciences. A prolific author, he has published numerous scientific articles and books on topics including identity, solidarity, music, rap, and gender.

Pranav Piyush Sharma

Pranav Piyush Sharma is a bijural law student from Toronto, Canada, studying both English common law and French civil law. A Global Scholar at the University of Toronto, he holds a degree in Sociology and French and has authored and copy-edited university-level academic publications. His academic interests include social narratives, intersectionality, critical race

theory, legal systems, and French literature. Beyond academia, he has extensive experience as an educator and as an insurance professional.

Debolina Banerjee

Debolina Banerjee, presently working as a SACT-I (State Aided College Teacher) in Vivekananda College for Women, Behala Chowrasta. She is teaching Sociology in the Department for last 9 years. She had been a visiting lecturer in the Basanti Devi College from 2018 to 2020. She has also taken few special classes for 6 months at Lady Brabourne College from where she completed her graduation as well. Her Master's and M.Phil were pursued in Sociology from the University of Calcutta. Debolina did her thesis on the topic "The Role-Conflict of Middle-Class Working Women during the Lockdown of Covid-19" in her M.Phil Course. Her specialization was in Crime and Deviance in her Masters. Her areas of interests are Gender, Urban Sociology, Indian Sociology, Demographic Sociology, Classical and Contemporary Thinkers. She had done a 2 Year P.G. Diploma Course in Counselling & Stress Management from Jadavpur University.

Ghislain Leroy

Ghislain Leroy is a childhood sociologist, HDR lecturer in education sciences, at Rennes 2 University, CREAD laboratory. His work questions the dominant representations of children in contemporary society, studying child socialization and child/adult relations in schools and families. He has published two books. The first, *Child Performance in French Preschool*, studies the evolution of scholarly expectations toward children in French preschool ("école maternelle"). The second, *Sociology of Alternative Pedagogies*, raises the question of the relationships between alternative pedagogies, reduction of inequalities, and the emancipation of the child. He has published around twenty articles and chapters in French and international journals and books devoted to childhood. Since 2019, Ghislain Leroy has been responsible for the "Childhood(s) and Sociologies" seminar. He is editor in chief of *Emulations: Revue de sciences sociales* scientific journal. He is a member of the board of Research Committee 31 of the AISLF (Association of French-Speaking Sociologists): Sociology of Childhood. He is a member of the Communication Team of RC 53 Sociology of Childhood (ISA).

Index

A

Addlakha, 119
Africa, 7, 145, 176–177
agency, xii–xv, 3–8, 10
Ahmed, 77
Allan, 79
Ambedkar, 77
Anderson, 198
Anglo-Indian, 95–106
Anglo-Indian community, 95–106
Aptekar, xiii
Arslan, 149
Artibonite, 125, 175
Aruldoss, 9
Atsena-Abogo, 169
Aubrey, 218
Awan, 3–4, 18–19
Award, 247

B

Balagopalan, xii–xiii
Banaji, 10, 13–14, 16–17
Bandhu Foundation, 247
Bandyopadhyay, 82
Banet-Weiser, xiii
Bayat, 3–4, 21–23
Beaudin-Hyppia, 173
Behala, 213, 251
Bell, 79
Bengal, 35, 57–58, 82, 86–87, 100–103, 109–110, 115, 150–152, 159, 219–220, 248–249
Bengali, 100–103, 150–152, 159, 220, 249
Berndt, 79
Bibler, 198

bleaching, 183, 193, 199–202, 204
Blumer, 216
bodily, xiii, 41, 87, 112–113, 115, 118, 197, 214, 217–218, 231, 243
body, 18, 23, 64–65, 110, 113–115, 120, 145, 194–197, 202, 213–224, 233, 243
Bolano, 51
Bourdieu, 43, 57, 66, 77, 170, 218, 243
Bow Barracks, 99, 103, 249
Bowlby, 76
Braud, 170
Braun, 83
Brazil, 35
Bronfenbrenner, 103
Broussard, 222
Brown, 76, 194, 199
Bucholtz, xi
Buhrmester, 80
Béthune, 167–168, 170

C

Caldwell, 81
Campbell, 112
Canada, 167, 183, 250
Carbado, 186
Cardet, 171–172
care, xii–xiii, 24, 31–34, 36–37, 40–41
care work, 51, 53–54, 56, 58, 60, 62–65, 69, 186
Caribbean, xv, 183–185, 188–193, 195–204
caste, xi, xiii, 4, 10–11, 16, 19–20, 42, 75, 77–79, 81–83, 86–90, 97,

101, 149, 161–162, 213, 215, 217,
222–224, 243
Center, 84
Chakrabarty, 12
Chakraborty, 36
Chakravarti, 54
Chamboredon, 230, 235
Charles, 188, 200
Chat, 184
Chatterjee, 12, 77
Chenoweth, 67
childhood studies, xii, 9
Christian, 82, 97, 101, 179, 220
class, xi–xiv, 3–4, 6–7, 10–11
Cobbett, 195
Collins, 186–187
colonial, xv, 10–14, 16, 18–22, 24,
77, 80, 95–100, 106, 123–129,
131, 133–134, 149, 176, 178, 201,
203, 219, 243
colonial-era, 123–124, 128–129,
133
colonialism, 13, 19, 95–96, 106,
125, 178, 201, 219
coloniality, 127
colorism, 183, 193, 199–202, 204
Comaroff, 243
Connell, 159, 163
consumer, xi, xiii, 8, 43, 171, 213,
224
consumerism, xiii
consumption, xi, 88, 170–171, 218,
224
Court, 230
Crawford, 184, 191, 195–197, 199
Crenshaw, xiii, 4, 15, 31, 34, 45, 78,
82, 120, 184–185, 219
Creole, xiii, 124, 176–179
cultural identity, 106, 131, 177
cultural politics, xi–xv, 3–11, 13,
15, 17, 19, 21, 23–25, 53, 55, 75–

79, 81, 83, 85, 87, 89, 158–159,
243
curriculum, 116, 123–127, 130, 136
Célius, 176

D

Dakshineswar, 38, 41, 45, 47, 247–
248, 250
Dalal, 56
Dalit, 87
dancehall, xiii, 183–184, 188–190,
192–194, 196–200, 202–204, 243
Darling, 53
Darmon, 231
deaf, xiii, xv, 109–120
Deaf culture, xiii, 109–113, 115,
117, 119–120
decolonial, xv, 123–126, 133, 243
Dedmari, 151
DeGraff, 126, 128–131
Dejan, 124, 131
Denzin, 189
Deogaonkar, 215
Department, 151
DeRoche, 67
Desdune, 200
Dessalines, 124–125, 128
DiAngelo, 200
disability, xi, xiv, 15, 51–53, 55–69,
86, 90, 110–112, 115–116, 118–
120, 219, 243, 248–250
disabled, 52–53, 55, 57, 64, 66–67,
109, 112, 115, 118–120
discipline, 76, 80, 102, 111, 123,
128, 134–135, 148, 151, 160, 189,
219, 232, 243, 249–250
Douglas, 194
Dowd, 189
Dubois, 124
Durkheim, 216
Durler, 230

Dutta, 10
Dwivedi, 111

E

education, xii–xv, 8–9, 31–33
Eisler, 157
Ekbalpore, 75, 249
Elkin, 193
Ellsberg, 195
Elwin, 202
embodiment, 11, 118
Emirbayer, 79
empowerment, 119, 123, 126, 131,
136, 197, 222–223, 234
Erausquin, 157
ethnography, 97

F

family, xiii, xv, 9, 14, 23, 31–33, 36
Fanon, 16
fathers, 40, 52–53, 56–59, 62–65, 68
Faustin, 172–173
femininity, 116, 216–218, 224
Fernando, 168
Ferri, 54
Flow, 172
Forman, xiii
Foucault, 218, 243
France, 229–232
Frank, 196
French, 96, 123–136, 229–232, 250–
251
Freud, 217
Furlong, xii

G

Gani, 131
Garcia, 232, 239
Gard, 144

Gauchet, 236
Gaye, 190
Gayer, 82
Geertz, 219
Gelder, 215, 217
gender, xi–xiv, 4, 6–8, 11, 13–14
gender identity, 118
Genius, 201
Ghosh, 55, 115, 215
Giddens, 218
Giroux, xi
Glenn, 186
Global North, 7, 22, 117, 186
Global South, xii, 4, 7, 18, 22, 126,
243, 247
globalization, xii, xiv, 12, 249
Goffman, 216
Goldstein, 216
Grenfell, 57
Grosz, 218

H

Haiti, xiii, xv, 123–124, 126, 128,
130–131, 133, 136, 167–179, 243,
247
Haldia, 51, 248–249
Hall, xi
Hasan, 81
Hays, 64
Hebblethwaite, 131
Hebdige, 216, 218
hegemony, 16, 19, 111, 123–124,
128, 188
Henry, 199
Hindi, 100, 102, 220
Hindu, 85, 104, 150–152, 159, 215,
220
hip-hop, xiii, 167–179, 189–190,
243
Hochschild, 55–56, 63, 68
Hogan, 54

Holloway, 7
 homophobia, 183, 193, 203
 homosexuality, 203
 Honwana, xv
 Hope, 184–185, 188, 194–195, 200
 Huard, 229
 human rights, 35, 111, 204
 humanitarian, xiii, 243
 Hurbon, 177

I

ICSSR (Indian Council of Social Science Research), 247
 identity formation, xiv, 16, 78, 95, 97–100, 123–124, 136, 159
 immigrant, 14
 India, xi, xiii, xv, 10, 16, 19, 22–24, 31, 35, 51–52, 55–57, 62–63, 75–79, 81–83, 86, 89–90, 95–97, 109, 111–112, 114, 116–117, 119–120, 143, 151, 159, 213, 215, 219, 224, 243, 248–249
 Indian Sign Language, 109–113, 116–117
 intersectionality, xii–xiii, 4, 14–17, 25, 31–32, 34, 42–43, 75, 78, 82, 120, 183–185, 187, 189, 191, 193, 204, 213–214, 217–219, 224, 250
 interviews, 38–39, 58–59, 75, 83, 87, 95, 98, 123, 125–126, 130, 133–134, 136, 175, 192, 231–233, 235–236, 239
 ISA (International Sociological Association), 247, 252
 Ives, 111
 Izolan, 172

J

Jackman, 188, 195, 197–199
 Jamaica, 188

James, xi
 Javaid, 21
 Jefferson, 218
 Jeffrey, xii, xiv
 Jenks, xii
 Jensen, 128
 Jessen, 232
 Jones, 200
 Jérémie, 125

K

Kiarie, 200
 King, 186
 Kitayama, 145
 Klute, 79
 Kolkata, xi, 31, 35, 37–40, 45–46, 51, 57–59, 65, 75, 78, 83, 90, 95–98, 100–102, 106, 109, 111, 143, 151–152, 213–224, 243, 247–250
 Korf, 5
 kothai, 222
 Kreyòl, 123–136, 243
 Krishna, 11
 Kubrin, 190
 Kumbhar, 11

L

Lahire, 230
 Laiho, 147
 Lareau, 231, 233, 236
 Larose, 178–179
 Latin America, 12
 Leroy, 231, 236
 Lesko, xii
 Levant, 160, 163
 Levitin, 146
 LGBTQ, 183, 203–204
 Liff, 143
 Lightstone, 190
 Linden, 189

literature, xii, 4, 13, 18, 22, 35–36,
39, 45, 78, 80, 87, 127, 145, 183–
184, 214, 239, 251
Little, 187
Livingstone, xiv
Louai, 10
Lugones, 186
Lund, 248–249
Lydner, 188
lyrics, 168, 170–171, 173, 177, 183–
184, 188–200, 204
Lévi-Strauss, 215

M

Magloire, 124, 131
Maldonado-Torres, 126
marginalisation, 78, 82
marginality, 11, 16, 96–98, 103,
105–106
marginalization, xiii, 9, 24, 32–33,
42–43, 45, 47, 95, 98, 106, 110,
119–120, 128–130, 135, 169, 248
Maria Montessori, 238
masculinity, 143, 145, 147–149,
158–160, 162–163
Masters, 173
McKellar, 187
McKinley, 6
Mead, 216
MENFP, 125–126, 176
MENFP (Ministère de l'Éducation
Nationale et de la Formation
Professionnelle), 123–126, 176
methodology, 37, 83, 97, 112, 150,
153, 189, 192, 214, 218, 231, 250
Meynert, 5–6, 11, 15–16
Mines, 81
minorities, 82, 102, 104, 111, 116
minority, xiii, 5, 7, 73, 83, 85, 88,
95–106, 109–110, 120, 173
Miragoane, 125

modernity, xiii, 13, 16–17, 86, 216,
221, 248
Mohanty, 16
Montessori, 229–239
mothers, 40–41, 46, 51–54, 56–59,
61, 63–65, 67–69, 187, 238–239
Mumbai, 47
music, 18, 66, 143, 145–148, 151–
152, 158–160
Muslim, 82, 101, 103–104, 220–222

N

Nabil, 4, 23
Nandy, 77
narrative, xiii, xv, 18–20, 25, 38, 43,
47, 69, 82
narratives, xiii, xv, 18–20, 25, 38,
47, 69, 82, 84, 86–90, 97–98, 101,
104, 114, 118, 120, 126, 131, 147–
148, 159, 161–162, 167, 169–171,
190–191, 197, 218, 243, 250
Negus, 190
Nelson, 204
neoliberal, xi, xiii–xiv, 12, 18, 21–
22, 24, 62, 81, 219
neoliberalism, 12, 22, 219
New Sociology of Childhood, 5
Nikolarazi, 119
Nilsson, 147
Nippes, 125
Nixon, 200
Notebooks, 12

O

Odysseos, 21
Oliker, 53
Olusegun-Joseph, 9
Orgad, xiii
O'Reilly, 64

P

Paik, 82
 Pakistan, 19
 Pandey, 12
 parenting, 57, 61, 100, 103, 229,
 231–232, 237, 248–249
 Parwez, 20
 patriarchal, 65, 80, 83–84, 88, 115,
 143, 147–149, 159, 194–195, 214,
 217–219, 221
 patriarchy, 20, 43, 120, 196, 214,
 217–218, 223–224
 Pecqueux, 169, 173
 pedagogies, 120, 159, 243, 251
 pedagogy, 130, 248
 Petesch, 143
 Population, 17
 Port-au-Prince, 167, 175, 247
 postcolonial, 10–12, 16, 18, 21, 77,
 80, 95–100, 106, 243
 Poussin, 232, 237
 precarity, xi–xii, xiv, 42
 preschool, 100, 143–144, 176, 229,
 231–232, 236–237, 251
 puppetry, 4, 18–20, 22, 25
 Purba Medinipur, 51

Q

qualitative, 37–39, 51, 57, 59–60,
 75, 78, 81, 83, 85, 88, 90, 95, 97,
 112, 125, 161, 183, 187, 189, 192
 queer, 111, 118, 120, 203–204
 Qvortrup, xi, 243

R

race, xi–xiii, 4, 13–15, 25, 31, 34
 rap, xii, xiv, 5, 7, 10–12, 24, 32–33
 rappers, 167–179
 Rawat, 249

Reber, 145
 Rege, 82
 reggae, 168, 204
 religion, xiii, 10, 75, 77–79, 81–85,
 88–89, 120, 146, 148–151, 157,
 159–162, 177–179, 213, 215, 220–
 224
 representation, xi–xiii, 8, 12–14,
 16–17, 19–20, 22, 59, 77, 87, 104,
 153–156, 218, 227, 243, 251
 resilience, xiii, 18–19, 21–22, 33,
 44–47, 54–55, 104, 106, 144, 149,
 159, 162, 171, 184
 Rhodes, 126
 rituals, 18, 22, 101, 151, 216
 Robertshaw, 129
 Robinson, xiv
 Rosa, 126
 Ross, 192
 Rothschild, 201
 Rowland, 55
 Ruben, 110
 Rudd, 194
 rural, 10, 14, 16, 20, 60, 86, 90, 160–
 162, 176

S

Saint-Germain, 124
 Sanders, 214
 Sarrett, 61
 Scheff, 115
 school, xiii, 7–8, 35, 38, 40–42, 46,
 55, 57
 schooling, xiii, 38, 46, 88, 95, 106,
 132–136, 174, 230–231, 238, 243
 Scott, 24
 Scutt, 217
 secondary education, 123–125,
 133, 176
 sexual orientation, 15, 118, 183–
 185, 190–192, 204

sexuality, xi, xiii, 14, 25, 80, 84, 88,
 90, 99, 109–117, 119–120, 161–
 162, 194, 196, 198–199, 203–204,
 213, 217, 219, 224

Shakespeare, xiii

Sharma, 203

Shekhar, 24

Shorter, 16

SIDA (Swedish International
 Development Agency), 248

sign language, xiii, 109–113, 115–
 117, 119–120

silence, 15, 19, 21, 25, 75, 82, 84–
 85, 88, 90, 119, 146

Simonard, 178

Simons, 113

Sirota, 230

skin color, 200–202

Smith, 199

social construction, xii, 5–6, 9, 24

sociology of childhood, xii, 5, 25,
 98, 251

songs, 103, 174, 177, 179, 183–184,
 189–192, 196, 198, 204

Speak, 21

Spivak, 4, 12, 16–17, 21

Stephens, 5, 7, 9

storytelling, 18, 20, 25

street children, xiii, 3–4, 9–10, 23–
 25, 31–33, 35–37, 39–41, 47

Stump, 131

subaltern, xii–xiv, 3–5, 7, 9–25

subalternity, 11, 13, 16, 24–25

Subramanian, 82

Swarup, 24

Sweden, 3, 247–249

T

Tatchell, 204

tattoo, xiii, xv, 213–224, 243

tattooing, 213–224

tattoos, xv, 213–224

Thakur, 20

Thomas, 11–13, 22

Thorne, 35

Toronto, 192, 250

Touraine, 233

tradition, 10, 13, 20–22, 56, 62, 65,
 68, 90, 98–100, 110, 127, 132,
 143–145, 147–149, 158–160, 169–
 170, 172–174, 176, 178, 188, 190,
 197, 214–217, 221, 223, 231–233,
 235, 238

Tronto, 52

U

Uberoi, 81, 151

UNICEF, 22, 35–36

United States, 106, 170

Upadhyay, 214

Upadhyaya, 117

urban, xii, 10, 14, 16, 21, 23, 32–33,
 36–37, 57, 59–60, 78, 81, 86, 90,
 95–96, 98–99, 151, 159, 161–162,
 168–169, 213, 216, 219, 247, 249,
 251

urbanization, 33, 36

V

Viaud, 230

Vincent, 231

voice, xv, 4, 8, 10, 12–17, 19–21, 25,
 47, 55, 59–61, 69, 90, 110, 123,
 135, 141, 170, 173, 195, 224

vulnerability, 3–4, 18, 22–23, 32–
 34, 42–43, 45, 82, 84–85, 147,
 157–160, 163, 197, 243

W

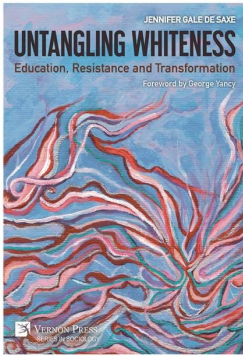
Walzer, 18, 22

Wemmer, 114
Wendy, 172
West Bengal, 35, 57–58, 82, 86–87,
109–110, 115, 151, 219, 248
Wilbur, 110
Williams, 77
Wilson, 103
Woodward, 110



VERNON PRESS

Other distinguished titles from “Series in Sociology”:



Untangling Whiteness

Education, Resistance and Transformation

Jennifer Gale de Saxe

Untangling Whiteness challenges the assumption that anti-racist learning ends with a class or workshop. Grounded in critical race theory and set in Aotearoa, it calls for lifelong, transformative engagement to interrogate whiteness and foster critical consciousness.

\$57 | €53 | £45

Subjects: Sociology, Education.

ISBN: 979-8-8819-0043-4 | Hardback | 188 pp | 9/2024

Also available in Paperback and E-book.

vernonpress.com/book/2081

The (Dis)Information

From Post-Truth to Post-Postmodernism

Jonathan Austad, *Brigham Young University-Idaho*

This book argues that postmodernism ended with 9/11, giving rise to the (Dis)Information Age—an era shaped by post-truth and post-postmodernism. It explores how recent sociohistorical events and visual culture have fostered societal fragmentation and how artists seek to rebuild shared truths.

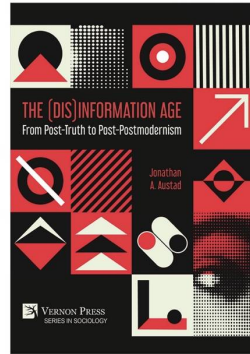
\$75 | €70 | £60

Subjects: Communication, Media Studies, Cultural Studies.

ISBN: 979-8-8819-0004-5 | Hardback | 274 pp | 9/2024

Also available in Paperback and E-book.

vernonpress.com/book/2042



CHOICES

Never-Ending Dilemmas in Everyday Life

Arthur Asa Berger

Every day is filled with choices—some small, like what to eat for breakfast, and others life-changing, like where to live or whom to vote for. This insightful book explores the constant need to choose, revealing how our decisions shape not only our daily lives but also society, culture, and our sense of self.

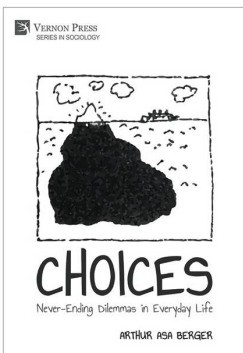
\$55 | €52 | £44

Subjects: Sociology, Language and Linguistics.

ISBN: 978-1-64889-796-2 | Hardback | 166 pp | 01/2024

Also available in Paperback and E-book.

vernonpress.com/book/1876



Vernon Press is accepting proposals for monographs or multi-author volumes in this series.

For more information, visit <https://vernonpress.com/publish-with-us> or contact us directly at submissions@vernonpress.com