



GIRLHOOD STUDIES

An Interdisciplinary Journal

Call for Papers: Locating Tween Girls

For more than a decade, early tween studies in the culture of girlhood span from Mitchell and Reid-Walsh (2005) to the contemporary work of Natalie Coulter (2014) and Melanie Kennedy (forthcoming), so we invite articles that explore the spaces and places of tween girls.

Positioned in the liminal spaces between childhood and adolescence, the tween girl, aged roughly between 7 and 12, is a discursively constructed consumer subject with her own distinct cultures and experiences. She is a marketized subjectivity of pre-adolescence. While the tween has been recognized as a significant figure since the early twenty-first century, most of the research on girls in the field of girlhood studies assumes that the girl is the teenage one and this means that work on the younger pre-adolescent girl has been minimal and/or marginalized. Part of this may be the result of methodological issues relat-

ed to the difficulty of accessing young girls, as well as the tendency to treat the cultures of younger girls as frivolous since the rebellion and resistance of the (usually older) can-do girl that is the focus of so much work in girls' studies appears less overtly at the tween stage. A further reason may be that tween media culture is perceived, largely, as being corporate media culture.

The primary goal of this special issue of *Girlhood Studies* is to address these oversights by focusing specifically on the cultures, politics, and experiences of pre-adolescent girls in their own right, rather than as an extension to or subcategory of children or teenage girls. It will provide a timely opportunity to explore the significance to girlhood studies of the development of tweenhood and to question the continued usefulness of the definitions of tweens offered in academic writing and popular discourses at the turn of the twenty-first century.

This issue will raise critical questions on the tween girl and her position in the field of girlhood studies.

- How do we define the pre-adolescent girl and the tween in this field?
- Do studies on the tween girl push a reframing of the field of girlhood studies?
- What methodologies are required in the study of tweens and preadolescent girls?
- How do we work with the discursive framings of the tween girl who has been a predominantly Western, white, middle-class, heteronormative, able-bodied subject?

These questions lead to broader questions on the lived experiences of actual girls.

- How do girls engage with, negotiate, or resist the framing of the tween as, largely, a Western, white, middle-class, heteronormative, able-bodied subject?
- What do girls do with the tween cultures produced for them but rarely by them? Where are the spaces in which pre-adolescent girls produce their own cultures?
- How do girls weave tweenness—as a potential resource of subjectivity—into and out of their experiences of everyday life?

We are particularly interested in work that incorporates the voices of girls themselves.

Potential topics for this issue include, but are not limited to:

- the question of girls as a category
- the pre-adolescent girl within & beyond commodification
- the language and methods specific to tween research
- theorizing the tween & tweening theory
- the potential of a pretween subjectivity
- tweenhood as a site of subjectivity
- the tween as a potentially neoliberal subject
- the tween in postfeminist spaces
- global or local tweenhoods & tween cultures
- tween resistances and rebellions
- the materialities of tweenhood
- media for, about, or by tweens
- tween media cultures & the cultural industries of the tween girl (advertising, retail, marketing, media, digital media, gaming)

Article Submission

Please direct inquiries to Guest Editors Natalie Coulter (ncoulter@yorku.ca) or Melanie Kennedy (mjk29@leicester.ac.uk) and send expressions of interest and/or abstracts to either of them by 1 November 2016. **Full manuscripts are due by 1 May 2017.**

Authors should provide a cover page giving brief biographical details (up to 100 words), institutional affiliation(s), and full contact information, including an email address.

Articles may be no longer than 6,500 words including the abstract (up to 150 words), keywords (6 to 8 in alphabetical order), notes, captions and tables, acknowledgments (if any), biographical details, and references. Images in a text count for 200 words each. *Girlhood Studies*, following Berghahn's preferred house style, uses a modified Chicago Style. Please refer to the [Style Guide](#).

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