

Contents

Acknowledgments		page xi
Int	croduction	1
1	The Child and Human Rights: The Birth of the Child	
	Rights Regime	7
	1.1 Universal Human Rights or Universal Child Rights?	11
	1.2 The Equality Principle and Protection	
	against Discrimination	17
	1.3 Universality and the Equality Principle	19
	1.4 Temporal Universalism	21
	1.5 Monism in Child Rights	25
	1.6 Subjecthood and Child Rights	26
	1.7 Conclusion	28
2	The Monist Construction of the Child: Without Mind	
	or Body	30
	2.1 Social Construction and Age	31
	2.2 Denaturalizing Age	33
	2.3 The Year of the Refugee Crisis	34
	2.4 The Society It Takes to Determine Age	36
	2.5 Proving Age: Society vs. Children	39
	2.6 The Monist Construction	41
	2.7 The Return to Biology as Identity Construction	44
	2.8 The Connection between Place and Biology	46
	2.9 The Convention and Subjecthood	47
	2.10 The Social Construction of the Application of Rights	50



viii	Contents	
	2.11 Contestation of Identity	52
	2.12 A Case for a Monist Construction	55
	2.13 The Consequence of Monism	56
3	The Complex Intersectionality of the Child	59
	3.1 Social Images of a Child	62
	3.2 What We See in Children	66
	3.2.1 Keyword: Children	66
	3.2.2 Keywords: Cute Children	68
	3.2.3 Keywords: Happy Children	69
	3.2.4 Keywords: Vulnerable Children	70
	3.2.5 Keywords: Violent Children	71
	3.2.6 Keywords: Sad Children	72
	3.2.7 Keywords: Abused Children	73
	3.2.8 Keywords: Help Children	74
	3.2.9 Gender	75
	3.2.10 Race	76
	3.3 Complex Intersectionality	77
	3.3.1 "The Child" or "Children"	79
	3.3.2 Adults	80
	3.4 Conclusion	80
4	Heard but Unable to Speak	83
	4.1 Denaturalizing the Link between Violence and Childhood	
	through Speech	83
	4.2 Time and Violence	86
	4.3 The History of Child Rights and Violence	90
	4.4 Time and Subordination	91
	4.5 Time and Place	92
	4.6 The Split: The Place of Radical Critique	93
	4.7 The Time of Humanitarian Crisis	95
	4.8 Three Forms of Violence	98
	4.9 The Silencing of War	102
	4.10 Mind and Body	103
	4.11 Freedom to Speak	104
	4.12 Conclusion	106
5	The Child in the Child Rights Movement	107
	5.1 To Be the Interpreter of Children	110
	5.2 The Accountability Gap	112



	Contents	ix
	5.3 Group Consciousness	114
	5.4 "The Best Interest"	119
	5.5 Narrative Identity	120
	5.6 The Movement Goes Global	124
	5.7 Conclusion	127
6	The Child in the Exception	128
	6.1 The Swedish Incorporation of the CRC	129
	6.2 The UN Committee	131
	6.3 Two Thirteen-Year-Old Boys and the Police	133
	6.4 The State of Exception with a Swedish Twist	135
	6.5 Judicial Review and Place	139
	6.6 Necessitas Legem Non Habet	141
	6.7 The New Normal	144
	6.8 The Drive toward Monist Human Rights	147
	6.9 The Order of Previous Traditions	148
	6.10 The Liquidation of Democracy	149
	6.11 Conclusion	150
7	The Monist Pull of Universalization	152
	7.1 The Object of Suspicion	153
	7.2 Governance instead of Compliance	154
	7.3 The Swedish Exceptionalism as	
	Humanitarian Superpower	155
	7.4 Monism and National Self-Imagination	159
	7.5 Human Rights and Democracy	160
	7.6 The Sovereign Veil	163
	7.7 The Split	164
	7.8 Implosion	167
	7.9 Universalizing Positivism	168
	7.10 The Monist Child-Rights Identity and Universalism	170
	7.11 Commentary and Critique	171
	7.12 Conclusion	172
8	The Monist Child-Rights Identity and Universal	
	Positivism	174
	8.1 Legal Life	174
	8.2 A Monist Identity	174
	8.3 Social Construction	175
	8.4 A Perpetual State of Exception	175



x Contents	
8.5 The Universalism of Positivism	176
8.6 The Identity of the State	177
8.7 Complex Intersectionality	170
8.8 Conclusion	180
Bibliography	185
Index	103