

Child & Youth News

A Message from the Chair

Have you seen the latest Census Bureau data on poverty in the U.S.? Not surprisingly, given what has been going on, the poverty rate in the U.S. has risen to 14.3%. Also not surprisingly, the child poverty rate has risen far higher, with one in five American children living in families with incomes below the federal poverty line. Considering the global nature of the great recession of the late 2000s, the story that these numbers tell is not confined within American borders. To make matters worse, the natural time lag in the release of national statistics means that the rates *today* are probably even higher than these numbers suggest. Of course, child poverty is just one indicator of child wellbeing, but it is an important one. I would also argue that the child poverty rate has enormous *symbolic* value, as it speaks to just how vulnerable children are and gauges how well a society is serving its young.

Statistics such as these, and the many related issues on which they touch, also serve as the backdrop for the work that we do as sociologists studying children and youth. Yes, we study many different topics in many different ways, but the unifying

theme is our interest in the wellbeing of children and adolescents. We certainly have much to contribute to general understanding of the lives of young people, including what is good or bad for them, and this understanding can have an impact on the many actions taken to help young people, from public policy to intervention to community service.

In this spirit, consider the activities of our section at the 2010 Annual Meeting in Atlanta as well as those planned for the upcoming 2011 Annual Meeting in Chicago. First, in Atlanta, the section endorsed a proposal from our founding chair, Gertrude Lenzer, to formally request that the ASA Governing Council expand the ASA statements on human rights (2005, 2009) to include the human rights of children, with a special focus on the United Nations Convention on the Rights of the Child and its ratification by the U.S. That request met with a positive response and is being actively considered. The full text of this request is included in this newsletter. Second, the research that was recognized by many of our 2010 section awards (listed elsewhere in this newsletter) covered multiple ways to understand and work for



the basic wellbeing of children in modern society. Third, the theme of the section program for the 2011 meeting (listed elsewhere in this newsletter) will be the translation between research and action, including sessions on "Understanding and Protecting Children's Rights", "Social Context, Public Policy, and Child and Adolescent Well-Being", "Sociological Perspectives in Federally Funded Research on Children", and "Children, Families, and Immigration." Fourth, our distinguished contributions award for 2011 (see call for nominations in this newsletter) will be for "Distinguished Advocacy for Children."

So, on behalf of past chair Sampson Blair and future chair Loretta Bass, let me encourage you to get involved. The kids are in need, and we all have something to offer.

The Newsletter of the
Sociology of Children &
Youth Section of the
American Sociological
Association

Fall 2010

SECTION OFFICERS 2010-2011

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University of California, Davis



Photo by Gargi Bhuyan, 2009

Member News

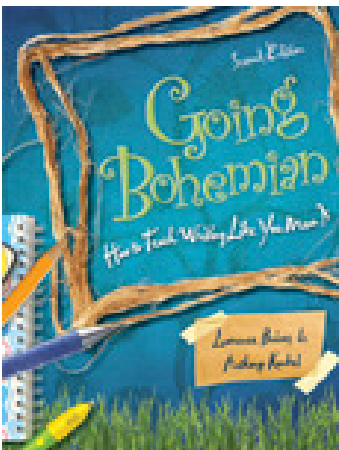
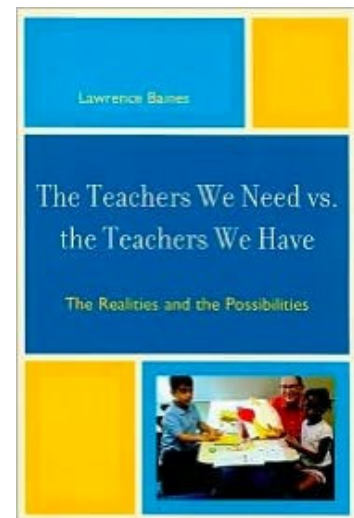
Steve Carlton-Ford was recently promoted to full professor and is now Head of the Sociology Department at the University of Cincinnati.

Brian Gran of Case Western Reserve University was recently awarded an NSF grant to develop the Children's Rights Index.

Congratulations, Steve and Brian!

New Books by Section Member Lawrence Baines

The Teachers we Need vs. the Teachers we Have: The Realities and the Possibilities offers a candid description of the state of teacher certification across the United States, and includes sections on teacher preparation in other countries, entry requirements for other professions, and descriptions of alternative certification programs. Foreward by Ken Zeichner. Lanham, MD: Rowman & Littlefield. More information at: <http://tiny.cc/8eb2i>



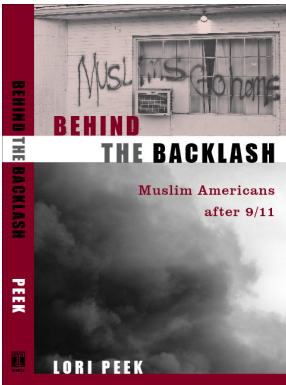
Going Bohemian: How to Teach Writing Like You Mean It offers fresh strategies that use art, multimedia, games, and “sideways approaches” to enhance engagement and improve the quality of student writing.

Newark, DE: International Reading Association.

More information at: <http://www.reading.org/General/Publications/Books/bk830.aspx>

Lawrence Baines is chair of the Department of Instructional Leadership and Academic Curriculum at the University of Oklahoma. He has held academic appointments as the Judith Herb Endowed Chair at the University of Toledo and the J. Leland Green Endowed Chair at Berry College.

New Books by Members!



Behind the Backlash: Muslim-Americans after 9/11

Author: **Lori Peek**, Colorado State University, Fort Collins

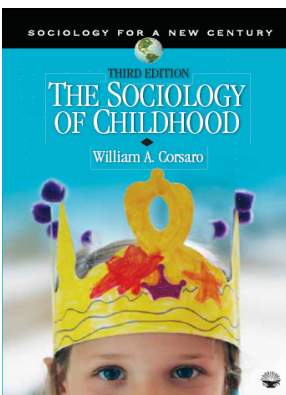
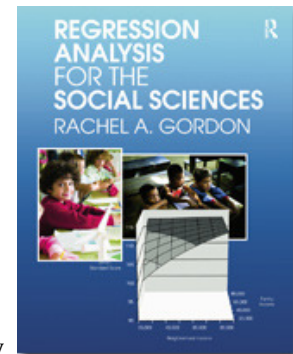
How Muslim-American identity has been shaped by 9/11 and its after-effects.

As the nation tried to absorb the shock of the 9/11 attacks, Muslim Americans were caught up in an unprecedented wave of backlash violence. Public discussion revealed that widespread misunderstanding and misrepresentation of Islam persisted, despite the striking diversity of the Muslim community.

Letting the voices of 140 ordinary Muslim American men and women describe their experiences, Lori Peek's path-breaking book, *Behind the Backlash*, presents moving accounts of prejudice and exclusion. Muslims speak of being subjected to harassment before the attacks, and recount the discrimination they encountered afterwards. Peek also explains the struggles of young Muslim adults to solidify their community and define their identity during a time of national crisis.

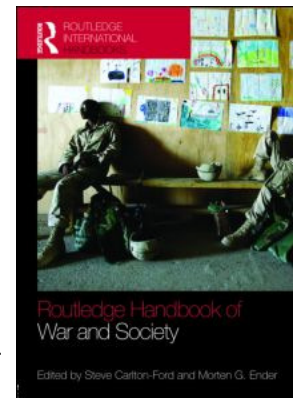
Behind the Backlash seeks to explain why blame and scapegoating occur after a catastrophe. Peek sets the twenty-first century experience of Muslim Americans, who were vilified and victimized, in the context of larger sociological and psychological processes. Peek's book will be of interest to those in disaster research studies, sociology of religion, and race and ethnic relations.

Professor **Rachel A. Gordon** recently published *Regression Analysis for the Social Sciences* with Routledge. Aimed at graduate statistics courses, the book uses numerous examples from publicly-available social science data and the social science literature and teaches the practice of data analysis along with the theory of statistics. Professor Gordon teaches statistics courses in the sociology department at the University of Illinois at Chicago.



The third edition of *Sociology of Childhood* was recently published by **William A. Corsaro** (Department of Sociology, Indiana University). This new edition thoroughly covers children and childhood from a sociological perspective and includes updated coverage of peer relations, friendship, children's peer cultures, and the social problems experienced by children.

The *Routledge Handbook of War and Society*, edited by **Steven Carlton-Ford** (University of Cincinnati) and Morten G. Ender (United States Military Academy at West Point) has been released. As highlighted in the previous edition of this newsletter, the book provides an introduction to current sociological and behavioral research on the effects of the wars in Iraq and Afghanistan. The book features contributions from leading academic sociologists, anthropologists, psychologists, and military researchers affiliated with Non-Governmental Organizations (NGOs).



Member News

Dina Okamoto (University of California, Davis) and **Melanie Jones** (University of Notre Dame) were recently awarded a West Coast Poverty Center Policy Grant from the University of Washington for the project titled, "Creating Ties for Mobility: Community Ties Among Immigrant Families in Urban, Poor Neighborhoods," which extends their research (funded by the William T. Grant Foundation) on the role of community-based organizations in providing immigrant youth with support and resources in urban, poor neighborhoods.

Congratulations, Dina and Melanie!



Photo by Amber Wallace, 2009

Loretta Bass (President) and **Ethel Kosminsky** (Officer-at-Large) were elected to the board of the International Sociology Association's Research Committee on the Sociology of Childhood. Loretta writes: "The Research Committee on the Sociology of Childhood is my home within the ISA, and I am thrilled to help coordinate the section activities over the next four years. I am also active in the American Sociological Association's Section on Children and Youth, and I hope to create some synergy across these two like-minded and vibrant groups. I focus my research on children and stratification issues. Currently, I have four research projects going: 1) a book manuscript on the integration of African immigrant children and their mothers in France; 2) a project exploring stratified health outcomes for women and children in the U.S.; 3) a study of nonresident fathers' parenting of their children; and 4) a local child obesity initiative using a sample of Oklahoma fifth graders."

Sandra Hofferth, Director of the Maryland Population Research Center, published "Home Media and Children's Achievement and Behavior" in *Child Development*, 81(5):1598-1619.

Her study is one of the first to provide a national picture of the time American 6- to 12-year-olds spent playing video games, using the computer, and watching TV at home. The paper describes such behavior between 1997 and 2003, and the association of early use with children's achievement and behavior as adolescents. Her work has been featured twice in the *Washington Post*, on [September 15, 2010](#) and [October 31, 2010](#).

News from the Children's Studies Program and Center Brooklyn College, CUNY

Conference Held

Gertrud Lenzer and Children's Studies, in collaboration with the Schomburg Center for Research in Black Culture, hosted *the Fourth Child Policy Forum of New York: The Human Rights of Children on the 55th Anniversary of Brown vs. Board of Education and the 20th Anniversary of the U.N. Convention on the Rights of the Child* (November 14, 2009). For program details and a complete list of participants, visit: <http://www.brooklyn.cuny.edu/pub/departments/childrensstudies/1620.htm>

Public Policy Initiative Advanced

Initiated by the Children's Studies Policy Symposium, "Children and the Law in New York," held in March, 2004, the legislation for an independent Office of the Child Advocate of New York passed in the New York State Senate (S6877) in February, 2010, and the New York State Assembly (A3233B) in June, 2010. The bill is currently before Governor David Paterson.

Announcing the 2010-2011 Children & Youth Committees

Nominations Committee

Chair: Rosalind King, NICHD (rozking@mail.nih.gov)
Holly Heard, Rice University (hheard@rice.edu)
Alison Pugh, University of Virginia (apugh@virginia.edu)
Jacob Cheadle, University of Nebraska (j.e.cheadle@gmail.com)
Solveig Argeseanu Cunningham, Emory University (sargese@emory.edu)

Distinguished Practice

Chair: Valerie Leiter, Simmons College (valerie.leiter@simmons.edu)
Rachel Gordon, University of Illinois-Chicago (ragordon@uic.edu)
Melanie Jones, Notre Dame University (meljones@ucdavis.edu)
Elizabeth Vaquera, University of South Florida (evaquera@cas.usf.edu)
Melissa Herman, Dartmouth University (Melissa.R.Herman@dartmouth.edu)

Publications Committee

Chair: Elizabeth Vaquera, University of South Florida (evaquera@usf.edu)
Website editor: Matt Rafalow, University of California at Irvine (mrafalow@uci.edu)
Newsletter editor: Sarah Ovink (smovink@ucdavis.edu)

Graduate Student Paper

Chair: Sampson Blair, State University of New York-Buffalo
4 Members TBD

Membership Committee

Chair: Ingrid Castro, Massachusetts College of Liberal Arts (i.castro@mcla.edu)

Program Committee

Chair: Robert Crosnoe, University of Texas at Austin (crosnoe@austin.utexas.edu)
Stefanie Mollborn, University of Colorado-Boulder (mollborn@colorado.edu)
C.J. Pascoe, Colorado College (c.j.pascoe@coloradocollege.com)
Brian Gran, Case Western Reserve University (brian.gran@case.edu)
Jennifer C. Lee, Indiana University (lee484@indiana.edu)

We thank everyone for offering your valuable time and expertise in service to the Section!

We are always happy to feature good news from
section members! Please send submissions to
Child and Youth News to Sarah Ovink at
smovink@ucdavis.edu

2010 Award Winners: Outstanding Graduate Student Paper Award

Emily Rauscher, New York University, for "Producing Adulthood: Adolescent Employment, Fertility, and the Life Course"

This paper addresses the central question of transition to adulthood. It focuses on the controversy over the effect of adolescent employment on the relatively neglected fertility outcome. The paper is excellent in both theoretical rigor and methodological soundness. It tests two competing theories, namely opportunity cost and life course. The methodology is innovative in that two repeated cross-sectional, nationally representative data (ACS) are used to address transition to adulthood questions. Through a competent use of causal analysis techniques including instrumental variable at the individual-level analysis to address selection into employment and difference-in-differences method at the state-level analysis to address temporal order and reciprocity concerns, the findings of the paper provide solid evidence to support that adolescent employment speeds up transition to adulthood.

Honorable Mention 1:

Melanie T. Jones, University of Notre Dame, for "Gaining 'Respect': Negotiating Race and Class in Black Student Relations with School Officials"

Honorable Mention 2:

Jen-Hao Chen, University of Chicago, for "Maternal Health Behaviors during Pregnancy, Birth Weight, and Early Non-Cognitive Skills"

2010 Award Winners: Distinguished Contribution Award for Outstanding Scholarship

Allison Pugh, University of Virginia, for *Longing and Belonging: Parents, Children and Consumer Culture*. Berkeley: University of California Press (2009).

Pugh's book is based on a multi-year ethnography in schools and homes covering a range of socio-economic contexts. She finds that children's desires for goods are driven as much by a desire to "belong" as susceptibility to advertising or a desire for status. She finds that parents similarly prioritize buying these goods for children, even when finances are strained, because they emphasize with their children's fear of standing out as different from their peers. We had many strong nominations this year, but the committee felt that Pugh stood out as hitting all the criteria we used in our evaluations. Her book was theoretically grounded, well executed, and an easy read. It made a direct contribution to the sub-discipline of children and childhood. And, it had clear policy relevance, and made us think in new ways about consumerism.



At left: Rachel Gordon (left), presenting award winner Alison Pugh (right).

At right: Gertrud Lenzer, founding chair; award winners Emily Rauscher, Melanie T. Jones, and Jen-Hao Chen; and Melissa Herman.



Section on Children & Youth Program for the 2011 ASA Annual Conference in Chicago

Consider submitting your work to one of these exciting sessions:

Understanding and Protecting Children's Rights (Open Session). Session Organizer: Brian Gran, Case Western Reserve University, brian.gran@case.edu

Social Context, Public Policy, and Child and Adolescent Well-Being (Open Session). Session Organizer: Stefanie Mollborn, University of Colorado at Boulder, mollborn@colorado.edu

Sociological Perspectives in Federally Funded Research on Children (Invited Session). Session Organizer: Elizabeth Cooksey, Ohio State University, cooksey@chrr.osu.edu

Children, Families, and Immigration (Open Session). Session Organizer: Jennifer C. Lee, Indiana University, lee484@indiana.edu

The ASA online submissions system opens December 1, 2010 for the 2011 meetings in Chicago. The deadline for submission is January 13, 2011 at 3 pm EST. For more information, see: http://asanet.org/meetings/Call_for_Papers.cfm



Photo by Robert Boaz, 2009

Call for Section Award Nominations

Distinguished Contribution Award

Our section bestows a distinguished contribution award each year, whose focus varies on a three-year cycle (early career, publication, and advocacy). In 2011, the Distinguished Contribution Award is an advocacy award, to be given to an organization that has made significant contributions on behalf of children and youth. The organization should be in the Chicago, IL area, where the ASA annual meeting will be held next year. Please send nominations with a brief rationale to the Award Committee Chair, Val Leiter (valerie.leiter@simmons.edu), by **February 1st**.

Opportunities: Call for Chapter Proposals

In 2004 and 2008, the SSSP and the Justice 21 Committee published the first two volumes of the **Agenda for Social Justice**. Those reports contained chapters on a variety of social problems, among them poverty, educational inequality, unemployment, environmental health risks, global economic change, capital punishment, post-Katrina disaster response, gender inequality in the criminal justice system, the vulnerability of ESL students in public schools, surveillance technologies, civil unions, domestic violence.

We are now beginning our work on the third publication--**Agenda for Social Justice-2012**. This publication is designed to inform the public-at-large about the nation's most pressing social problems and to propose a public policy response to those problems. This project affirms the commitment of SSSP to social justice, and enables the members of the association to speak on public issues with the sponsorship of the corporate body. This report will be an "agenda for social justice," in that it will contain recommendations for action by elected officials, policy makers, and the public at large. The report will be distributed as widely as possible to policy makers, those in progressive media, and academics.

The quadrennial report will be a product of the most valid and reliable knowledge we have about social problems and it will be a joint effort of the members and Divisions of SSSP. We invite you to consider preparing a chapter for the 2012 publication. We ask you, individually or with colleagues, to consider submitting a brief proposal (1-2 pp) identifying a social problem of concern to members of SSSP, and respond to the questions:

What do we know?
How do we know it?
What is to be done?

As the coordinating committee for **Justice 21**, we invite members to prepare a draft statement for a proposed contribution to the 2012 publication, tentatively to be produced and distributed by the Edwin Mellen Press (<http://www.mellenpress.com/>). For the 2012 edition, confirmed contributors include the following well-known sociologists: Frances Fox Piven, Alejandro Portes, and Amatai Etzioni. Please submit a copy of your 1-2 page proposals to each of the members of the committee by March 1, 2011, and contact us if you have questions or would like additional information. Final manuscripts will be due near the end of 2011, and will appear in print prior to the 2012 SSSP annual meetings in August 2012.

Glenn Muschert (chair), Miami University,
muschegw@muohio.edu
 Kathleen Ferraro, Northern Arizona University,
kathleen.ferraro@nau.edu
 Brian Klocke, SUNY Plattsburgh,
bkloc001@plattsburgh.edu
 JoAnn Miller, Purdue University,
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 Robert Perrucci, Purdue University,
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For an expanded discussion of **Justice 21**, see the May 2001 issue of *Social Problems* ("Inventing Social Justice"). To see the 2004 and 2008 publications, see the SSSP website at the following address: <http://sssp1.org/index.cfm/m/323>

More Opportunities

NIH Basic Behavioral and Social Science Opportunity Network (OppNet) short-term interdisciplinary research education program for new investigators (R25)

Opening and letters of intent receipt date: December 6, 2010

Application due date: January 6, 2011

This OppNet funding opportunity solicits short-term R25 Research Education Project applications that focus on providing creative and innovative education research experiences for new scientists in basic behavioral and social science research (b-BSSR)—specifically, to support the growth of a cohort of scientists with research expertise in b-BSSR to further the understanding of fundamental mechanisms and patterns of behavioral and social functioning relevant to the health and well-being of individuals and populations. Overall goals include, 1) to encourage new investigators to engage in the field of basic behavioral and social science while also facilitating their long-term career development as principal investigators within the field; and, 2) to support research on how to best transfer b-BSSR knowledge into biomedical and/or other fields of research (e.g., physical sciences, engineering, and mathematics).

The R25 Research Education grant mechanism only supports educational activities focused on basic behavioral and social sciences research, and may not be used to support non-research clinical training. Nevertheless, one may use this mechanism to provide b-BSSR research education to scientists in clinical training or in a clinical research track within a clinical training program or from biomedical or other fields of research. Formats may vary to include single or multiple short courses, seminars, workshops, or structured short-term research experiences; or curriculum development, design, implementation and evaluation.

ASA 2012: Real Utopias

Erik Olin Wright submitted a memo encouraging Children & Youth Section members to submit proposals for thematic panels for the 2012 ASA meetings. The theme for the 2012 Annual meeting of the ASA is “Real Utopias: Emancipatory projects, institutional designs, possible futures.” He writes:

I am hoping that many of the sections of the American Sociological Association will be enthusiastic about engaging this theme in some of the sessions which they directly organize, but I also hope that members of different ASA sections will submit proposals to the program committee for thematic panels which explore the problem of real utopias within their subfield.

The problem of children and youth raises fundamental normative questions about the meaning of social justice and sociological questions about how alternative designs of social institutions impact the lives of children. In classical liberalism, children were virtually ignored in discussions of social justice, but in at least some contemporary understandings of social justice, they play a pivotal role. The idea of “equality of opportunity” as the core principle of justice, for example, has its greatest salience when it is posed about the lives of children. There are, however, other issues around childhood that get much less attention in theories of justice, namely the value of the quality of life of children independently of how this might affect their “opportunities” later in life. Too often, in my judgment, discussions of poverty, inequality and social justice largely treat the lives of children instrumentally in terms of conse-

(Continued on page 10)

More Opportunities

quences for their lives as adults rather than as a morally salient problem in its own right. Once this wider set of normative issues is raised, the real utopia question then becomes: what kinds of institutions best promote flourishing lives for children? Are there tensions and trade-offs between the institutional conditions for equality of opportunity and the conditions for a high quality of life in childhood? How important is it that conditions for flourishing be promoted through the family, or can institutional arrangements outside of the family effectively compensate for deficits in the family's provision of flourishing? These and many other questions (including many issues I have not thought about!) are the kinds of things that can be explored under the rubric of real utopias.

Guest Lecture Series: Brooklyn College, CUNY

Brooklyn College of the City University of New York is proud to offer **Children's Studies Guest Lecture series** for Fall 2010 and Spring 2011 as part of their Special Topics class, "**Children, Government and Public Policy in New York State,**" taught by the Honorable William Scarborough, Chair of the Committee on Children and Families in the NYS Assembly. A number of distinguished speakers are scheduled to appear, and more information can be found online at:

<http://dephome.brooklyn.cuny.edu/childrensstudies>

Both guest lecture series connect speakers to the **Children's Studies Program and Center** with collaborative opportunities for research, internships, and public service opportunities that actively involve students. The guest lecture courses are also integrated with the Career Exploration Internship, a carefully designed course that provides guidance and education for students in a way that makes their outside internship experience at Brooklyn College unique.



Photo by Stephen Eastop, 2010

Statement on the Human Rights of Children

Gertrud Lenzer, founding chair, submitted the following statement to the Section on Children and Youth, which approved it unanimously and forwarded it to the Council of American Sociological Association for its approval and action:

Statement Affirming and Expanding the Commitment of the American Sociological Association to the Human Rights of Children adopted unanimously by the Council of the Section on the Sociology of Children and Youth of the American Sociological Association, August 16, 2010

This statement of the Sociology of Children and Youth Section suggests to affirm and expand the commitments of the American Sociological Association to human rights and freedoms enunciated in the ASA statements on human rights of 2005 and of August 2009 to include in its commitment the human rights of children with a special focus on the U.N. Convention on the Rights of the Child (CRC) and its ratification by the United States.

The very definition of "children" in the Sociology of Children and Youth Section in 1991 was founded upon this international treaty. Article 1 reads: "For the purposes of the present Convention, a child means every human being below the age of 18 years unless under the law applicable to the child, maturity is attained earlier." This international treaty articulates the civil, political, social, economic and cultural rights of children and is analogous to the Universal Declaration of Human Rights of 1948. 194 countries have ratified this treaty; with the sole exception of the United States.

[1]

Members of the Sociology of Children and Youth Section affirm that we are committed to advancing the human rights and protection of children through our research and policy initiatives.

Children have no independent voice in society. Since the research and teaching of our ASA Section is devoted to the protection, well-being and rights of children and since human rights are both universal and indivisible, we encourage the

American Sociological Association to fully support the human rights of children as they are articulated in the U.N. Convention on the Rights of the Child.

To this end, we also encourage the Council of the American Sociological Association to join other academic disciplines and the international research community in supporting the U.S. ratification of this international human rights treaty along with its evolving jurisprudence and social policies.

[1] It should be added here that in 2002, under President George W. Bush, the United States ratified two Optional Protocols to the U.N. Convention on the Rights of the Child: "The Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography (OPSC)" and the "Optional Protocol on Children in Armed Conflict (OPAC)." This means that the U.S. has become a State party to these international treaties advancing the human rights of children.

Document drafted and submitted by

Dr. Gertrud Lenzer
Founding Chair, ASA Sociology of Children and Youth Section
Professor of Children's Studies and Sociology
Founding Director, Children's Studies Program and Center
Brooklyn College and the Graduate Center
The City University of New York
August 14, 2010



Featured Scholar: Pamela Anne Quiroz

Sarah Ovink interviewed **Pamela Quiroz** (Dept. of Sociology, University of Illinois, Chicago) about her research project, “Marketing Diversity & the New Politics of Desegregation.” The work is a four year ethnography of 15 African American males participating in an inclusion program designed to maintain diversity in one of Chicago's elite public high schools and was recently awarded a fellowship from the American Sociological Association's Fund for the Advancement of the Discipline, along with graduate students Vernon Lindsay and Endea Murry.

Q: I'm interested to hear how you developed the project—what made you interested in this program and how did you come up with the study design?

Despite Illinois having been ranked as low as 49th out of 50 states in per pupil expenditures, the city of Chicago elected to invest substantial resources into creating and expanding charter schools and selective enrollment high schools. These schools are a significant part of the processes involved in the privatization and gentrification of education in Chicago because they appropriate limited district funds and space. With the shift of judicial support for court mandated desegregation, and the abolishing of voluntary race-conscious assignment plans, there have been significant declines in the racial/ethnic balance of these schools. The Black Male Achievement Initiative [BMAI, a pseudonym] was implemented at one Metropolitan Preparatory Academy to address a growing student imbalance and to ensure continued diversity of the school.

The school's principal and major architect of the program was interested in adding a research component to the program and I was asked to be the principal investigator. I had been interested in how these schools operate and the principal's request provided an opportunity to examine what was literally an educational microcosm of the mixed-income projects described by Rosenbaum, Patillo-McCoy and others. It also created an op-



portunity to study one of the many experiments that are part of the new politics of desegregation in the 21st century.

In the past ten years Metropolitan Preparatory Academy has evolved from a predominantly African American and low-income high school to a racially and ethnically diverse student body with an increasingly mixed-income student population. In 2000, less than 10% of the students at MPA were white and more than 65% were low income, but by 2009, over 30% of incoming freshman were white and the percentage of low-income students had dropped to 51%. The expectation is that the numbers of low income (and underrepresented) students will continue to decline.

One of the primary reasons given by student applicants for interest in the school is its diversity. Paradoxically, what attracts increasing numbers of white middle and upper middle class students to the school also threatens the school's diversity, as admissions thresholds have increased simultaneous to gentrification.

Q: What primary methods have you used to accomplish the ethnography, and what has your graduate students' involvement been?

In the first two years we were engaged in par-

(Continued on page 13)

ticipatory research as we helped to build BMAI's structures of support and to provide ongoing feedback to all stakeholders in the school. Though our research approach has shifted more recently due to changes in the program's administration, we were involved with the participants from the program's onset, and worked with them as homework tutors and activity facilitators as well as researchers. Our research team includes what Frances Winddance Twine called "insider" and "outsider" perspectives, with one African American male, one African American female, and a Latina researcher. Engaged research has guided our analysis making specific questions relevant to our approach for gathering data. For example, we asked questions like, Who determines research questions and how will data be collected? What representations will be made of participants and who will make them? In this paradigm, voice, reflexivity, presentation, and feedback have remained salient.

It is no exaggeration to state that this research would not have been possible without [graduate students] Vernon Lindsay and Endea Murry, not simply because they are incredibly personable and talented individuals, though I do believe that these are important factors that have contributed to this effort, but also because of their incredible commitment to the project and more importantly, to these young men.

Q. What has surprised you the most about working on this project, if anything, and what have your most interesting findings been so far?

A number of things come to mind. We believe that the BMAI program serves a dual purpose at MPA, and therefore, has different outcomes for different groups. Given the number of students admitted to the school through the BMAI it is difficult to understand the real benefits to students of color. What is clear is that the lines that distinguish poor and working class from middle and upper middle class educational consumers are not just geographical, economic, or spatial, they are also cultural and racial.

What is also revealed in *Marketing Diversity* are the racialization processes and their impact on black identity so often described in the literature but not mapped over the course of a student's high school career. Beyond racialization, these youth also reveal black identity as a more broadly conceived identity, socially produced and shifting in construction, as identities range from "black" to "white black" to "post-black", and demonstrate the increasingly diversified perspectives of what it means to be African American in the 21st century. One of our most impressive findings is the resilience of these young men. They have not simply shifted identities or accepted the schooling process without resisting, nor did they simply accept academic, social, or racial codes. *Gamma Guys*, an activity linked to a black college fraternity has been a central aspect of their socialization into MPA and provided another space in which issues of self, geography, and education could be positioned by youth. The discursive strategies of these African American youth help us to understand what it's like to wrestle with the notions of privilege in an environment where privilege redounds.

We have begun to look at MPA's inclusion program is as an informal quota system, explicitly class-based and implicitly race-based. Just as housing developments of the new urbanism promise "mixed-income" neighborhoods by carefully selecting and monitoring who gets to live in them, particularly lower income residents, so too must mixed-income schools do the same, particularly when they are selective enrollment schools. However, in the environment of markets and extreme individualism, the question remains, are inclusion programs designed to address the needs of under-represented groups or simply to filter enough individuals into the system to assure those with access to that system that they are in a diverse space? In other words, diversity for whom and who gets to set the parameters of diversity? These are just some of the questions with which we continue to wrestle.

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Mission Statement:

The purpose of the Section on Children and Youth is to encourage the development and dissemination of sociological perspectives on children in the areas of research, theory, policy, practice, and teaching. Here, the term "children" includes every human being from infancy through the transition to adulthood.

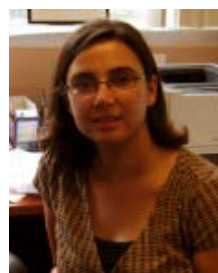
Next Issue:

The Winter issue of Child & Youth news is scheduled for January 2011. Please send submissions to Sarah Ovink at smovink@ucdavis.edu. If you would like to be interviewed, please let the publications committee know! Find us on the web at our newly redesigned site:

<http://www2.asanet.org/sectionchildren/index.htm>. Also, join our new Facebook group, "ASA Section on Children and Youth." We'd love to see you there!



Sarah



Elizabeth



Matt

Publications Committee

Sarah M. Ovink (Newsletter Editor)
University of California, Davis
Elizabeth Vaquera (Chair)
University of South Florida
Matt Rafalow (Website Editor)
University of California, Irvine

As the newly appointed Publications committee, Sarah, Elizabeth and Matt would like to express our enthusiasm in continuing the work that Lara Perez-Felkner and Maggie Hagerman have put into re-launching the C&Y Newsletter and the section's website. Thank you Lara and Maggie for your excellent work and leadership over the past two years, and for your continuing support of the Publications Committee!

Why Join the ASA Section on Children and Youth?

The Children and Youth section encourages the development and dissemination of sociological perspectives on children. The Children & Youth Section offers many benefits, including:

- Section reception at ASA with youth-minded scholars
- Section sessions (4) and roundtables (8); graduate students are encouraged to attend and present
- At 2011 ASA Conference, sessions include leaders in the field, such as Jennifer C. Lee, Brian Gran, and more.
- Website with leads and information pertaining to research on children and youth
- Section listserv access: Opportunities posted about meetings, jobs, books, and other developments in the field.
- Distinguished Contribution and Student Awards
- A network of colleagues with research interests similar to yours.

If you do not belong to the ASA, a prerequisite for section membership, we invite you to join both it and our section using an ASA application form. You can also get a membership application form by calling the ASA at (202) 383-9005. See the Membership section for more information.