

Child & Youth News

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

A Message from the Chair

In the last newsletter, we included the full text of a "Statement on the Human Rights of Children," which was submitted by our section's founding chair, Getrude Lenzer, to ASA for official adoption as part of ASA's more general statement on human rights and freedoms. We had hoped that this children's rights statement, which was unanimously endorsed by the Children and Youth Council in 2010, would be approved by the ASA Council by this point, but, alas, the discussion and vote have been delayed.

While we will continue working on having this statement approved, it certainly would have been nice for me to be able to report success to you in this edition of the newsletter. After all, one cannot help but think how relevant a discussion of children's rights is at this historical moment, with revolutions sweeping Africa and the Middle East, wars raging on multiple continents, and in the U.S., a political battle over health care that centers on whether health care is a human right. Even though children are directly and powerfully affected by adult actions such as these, they are too often forgotten—their voices

and concerns not purposely ignored, but effectively lost in all of the noise. Our work as sociologists studying children and youth, therefore, helps to shine a light on them, even if we do not realize that is what we are doing.

With this in mind, I am gratified that much of this edition of the newsletter is all about shining a light on children and youth, and I am proud that the upcoming Children and Youth program for 2011 does the same. Not only will Brian Gran lead a session specifically about children's rights, Stef Mollborn and Jennifer Lee have organized sessions with direct bearing on the often fragile positions of children and youth in society, the former on social contexts and public policy and the latter on immigration. I am also pleased to announce that former chair Liz Cooksey will be leading a special Q&A panel about sociological voices on children in federally funded research, which will feature both program officers from federal agencies (NICHD, Administration on Aging) as well as members of our section (including me) who have used federal money to study children's lives. Continuing this theme, our Distinguished



Contribution Award, which is on a three-year cycle, will be for Distinguished Advocacy for Children this year—coincidence, or not?

This year's ASA theme is "Social Conflict: Multiple Dimensions and Arenas." I like the theme, but I also know that, without us, that theme will not extend to discussions of children. Our task, therefore, is to make this the year of the child.

Having that said that, I will not go negative by noting that August in Vegas might be, well, a tad hot (even for a Texan like me). Don't let the fear of heat stroke deter you from participating in our section activities. In the meantime, keep doing what you are doing.

A handwritten signature in black ink that reads "Rob" followed by a long horizontal flourish.

Winter 2011

SECTION OFFICERS 2010-2011

CHAIR:

Robert Crosnoe
University of Texas, Austin
crosnoe@austin.utexas.edu

CHAIR-ELECT:

Loretta Bass, *University of Oklahoma* (lbass@ou.edu)

PAST CHAIR:

Sampson Lee Blair
SUNY Buffalo

FOUNDING CHAIR:

Gertrud Lenzer
Brooklyn College and the Graduate Center, CUNY

SECRETARY-TREASURER:

Holly Foster, *Texas A&M University* (hfoster@tamu.edu)

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University of Illinois, Chicago

Holly Heard
Rice University

Rosalind King
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Valerie Leiter
Simmons College

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Brian Gillespie
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Emily Rauscher
New York University

WEBSITE EDITORS:

Matthew Rafalov
University of California, Irvine

Elizabeth Vaquera
University of South Florida

NEWSLETTER EDITOR:

Sarah M. Ovink
University of California, Davis



Member News

Timothy J. Owens has accepted a position as Full Professor in the Department of Sociology at Kent State University. He also serves on the Graduate Faculty of the Graduate School at Purdue University.

Melanie T. Jones Gast has accepted a position as Assistant Professor of sociology at DePaul University in Chicago, IL. She is currently a postdoctoral fellow at the Center for Research on Educational Opportunity at University of Notre Dame.

Sonya Connor has accepted a position as Assistant Professor of sociology at Worcester State University in Worcester, MA.

Sarah M. Ovink has accepted a position as Assistant Professor of sociology at Virginia Tech in Blacksburg, VA.

Congratulations, Timothy, Melanie, Sonya and Sarah!

New Publications by Section Members

Kristin Myers and **Laura Raymond** recently published an article in *Gender and Society* as part of The Girl Project. The article examines preadolescent girls in a group setting as they coconstructed heteronormativity. The authors contend that heteronormativity is not the product of a coming-of-age transformation but instead an everyday part of life, even for very young social actors. In the Girl Project, the authors sought to understand younger girls' interests, skills, and concerns. They conducted nine focus groups with 43 elementary school girls, most of whom were age nine or younger. They observed these girls as they defined "girls' interests" as boy centered and as they performed heteronormativity for other girls.

Myers, Kristen and Laura Raymond 2010 "Elementary School Girls and Heteronormativity: The Girl Project." *Gender and Society* 24: 167-188.

Maryanne Theobald, along with co-authors **Susan J. Danby** and **Joanne Ailwood** have an article in press with the *Australasian Journal of Early Childhood*. The authors review the field of child participation in the Australian context to show that, despite growing evidence of support within policy and research arenas, young children's participation rights in Australia have not been key agenda items for early childhood education. While a significant part of children's daily experience takes place in classrooms, the actual practices of engaging young children as participants in everyday activities remains a challenge for early childhood education.

Theobald, M., Danby, S., & Ailwood, J., (in press). "Child participation in the early years: Challenges for education." *Australasian Journal of Early Childhood*.

<http://eprints.qut.edu.au/39902/>

New Publications by Section Members

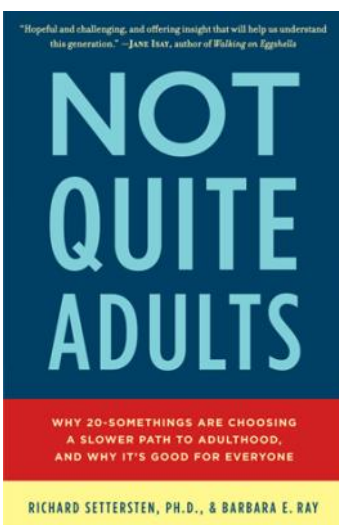
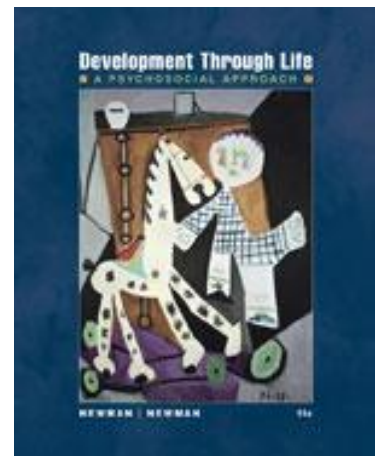
Kathryn Himmelstein and **Hannah Brueckner** recently published an article in *Pediatrics*. The authors found that lesbian, gay and bisexual (LGB) adolescents are about 40 percent more likely than other teens to be punished by school authorities, police and the courts. The study is the first to document excessive punishment of LGB youth nationwide. Available online: <http://pediatrics.aappublications.org/cgi/content/abstract/peds.2009-2306v1>

Gerald Handel contributed a chapter, "Sociological Perspectives on Social Development," to the newly published 2nd edition of *The Wiley-Blackwell Handbook of Childhood Social Development* (2011), edited by Peter K. Smith and Craig N. Hart.

Sarah M. Ovink recently published an article in *Qualitative Sociology*. The article presents a case study of a newly created truancy center affiliated with an urban public school district. Midvale Truancy Center claimed to take a new, education-centered approach to the problem of school truancy. However, the Center's practices more often reflected a punitive model, enforcing messages of social control and punishment for its mostly minority male constituency.

Ovink, Sarah M. 2011. "This Ain't My School! Criminality, Control, and Contradictions in Institutional Responses to Truancy." *Qualitative Sociology* 34:79–99.

Barbara M. Newman and **Philip R. Newman** recently published the 11th edition of their book, *Development through Life: A Psychosocial Approach* (Cengage/Wadsworth). This book uses a chronological approach to present development across the life span, drawing on the psychosocial theory of Erik Erikson to provide a conceptual framework. The authors address physical, intellectual, social, and emotional growth in all life stages, focusing on the idea that development results from the interdependence of these areas at every stage, and placing special emphasis on optimal development through life.



Richard Settersten and **Barbara Ray** published *Not Quite Adults: Why 20-Somethings are Choosing a Slower Path to Adulthood, and Why it's Good for Everyone* (Random House/Bantam), based on the research of the MacArthur Research Network on Transitions to Adulthood. For information, see <http://www.notquiteadults.com> or <http://www.amazon.com/Not-Quite-Adults-20-Somethings-Adulthood/dp/0553807404>.

Member News

Dan Cook (Rutgers-Camden) delivered a Keynote speech, “Examining the ‘Culture’ in Children’s Consumer Culture” at the Childhood and Culture conference. The conference, which took place in Paris, was sponsored jointly by International Association of French-Speaking Sociologists and the Research Department of the French Ministry of Culture in December 2010. He also appeared on ABC’s “Nightline” in January 2011, to provide commentary on the lawsuit filed in San Francisco to ban toys from McDonald’s Happy Meals.



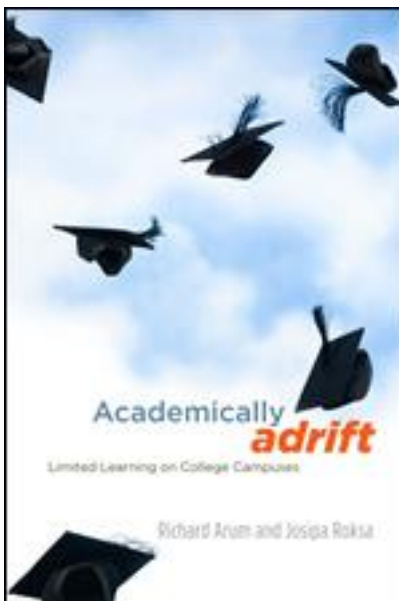
Congratulations, Dan!

New Publications by Section Members

Academically Adrift: Limited Learning on College Campuses, by **Richard Arum** (New York University) and **Josipa Roksa** (University of Virginia).

University of Chicago Press, 2011.

The authors’ extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four



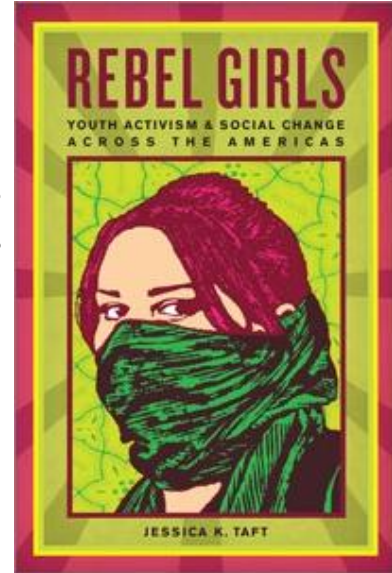
institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list. Information on the larger project can be found at <http://highered.ssrc.org>. The book is available for purchase at Amazon.com.

New Publications by Section Members

Rebel Girls: Youth Activism and Social Change Across the Americas, by **Jessica K. Taft** (Davidson College)

Available from NYU Press.

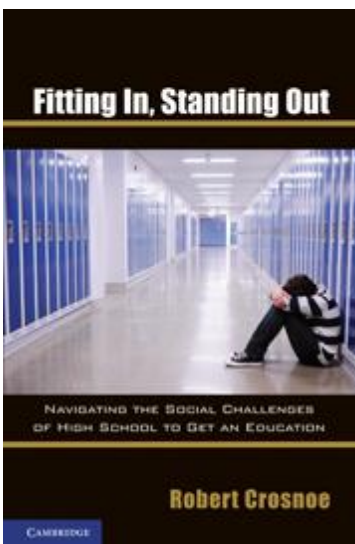
From anti-war walkouts to anarchist youth newspapers, rallies against educational privatization, and workshops on fair trade, teenage girls are active participants and leaders in a variety of social movements. *Rebel Girls: Youth Activism and Social Change Across the Americas* illuminates the experiences and perspectives of these uniquely positioned agents of social change. Jessica K. Taft introduces readers to a diverse and vibrant transnational community of teenage girl activists in the San Francisco Bay Area, Mexico City, Caracas, Buenos Aires, and Vancouver. Expansive in scope and full of rich details, Taft brings to life the voices of these inspiring activists who are engaged in innovative and effective organizing for global and local social justice, highlighting their important contributions to contemporary social movements and social theory.



Fitting In, Standing Out: Navigating the Social Challenges of High School to Get an Education, by **Robert Crosnoe** (University of Texas, Austin)

Available May 2011 from Cambridge University Press.

In American high schools, teenagers must navigate complex youth cultures that often prize being 'real' while punishing difference. Adults may view such social turbulence as a timeless, ultimately harmless rite of passage, but changes in American society are intensifying this rite and allowing its effects to cascade into adulthood. Integrating national statistics with interviews and observations from a single school, this book explores this phenomenon. It makes the case that recent macro-level trends, such as economic restructuring and technological change, mean that the social dynamics of high school can disrupt educational trajectories after high school; it looks at teenagers who do not fit in socially at school - including many who are obese or gay - to illustrate this phenomenon; and it crafts recommendations for parents, teachers and policy-makers about how to protect teenagers in trouble. The result is a story of adolescence that hits home with anyone who remembers high school.

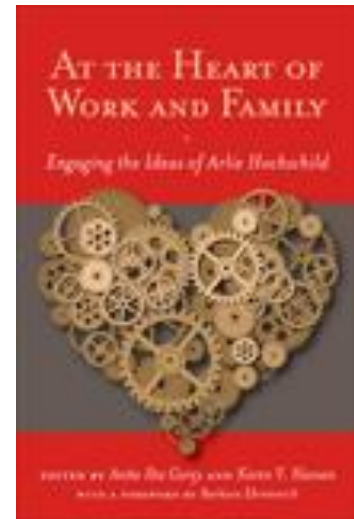


New Publications by Section Members

At the Heart of Work and Family, by **Anita Ilta Garey** (University of Connecticut) and **Karen V. Hansen** (Brandeis University)

Available from Rutgers University Press.

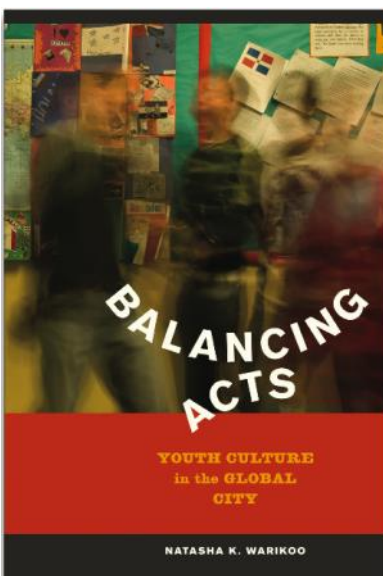
At the Heart of Work and Family presents original research on work and family by scholars who engage and build on the conceptual framework developed by well-known sociologist Arlie Russell Hochschild. These concepts, such as "the second shift," "the economy of gratitude," "emotion work," "feeling rules," "gender strategies," and "the time bind," are basic to sociology and have shaped both popular discussions and academic study. The common thread in these essays covering the gender division of housework, childcare networks, families in the global economy, and children of consumers is the incorporation of emotion, feelings, and meaning into the study of working families. These examinations, like Hochschild's own work, connect micro-level interaction to larger social and economic forces and illustrate the continued relevance of linking economic relations to emotional ones for understanding contemporary work-family life.



Balancing Acts: Youth Culture in the Global City, by **Natasha Kumar Warikoo**, Assistant Professor, Harvard University, Graduate School of Education

Available from University of California Press.

In this timely examination of children of immigrants in New York and London, Natasha Kumar Warikoo asks, Is there a link between rap/hip-hop-influenced youth culture and motivation to succeed in school? Warikoo challenges teachers, administrators, and parents to look beneath the outward manifestations of youth culture -- the clothing, music, and tough talk -- to better understand the internal struggle faced by many minority students as they try to fit in with peers while working to lay the groundwork for successful lives. Using ethnographic, survey, and interview data in two racially diverse, low-achieving high schools, Warikoo analyzes seemingly oppositional styles, tastes in music, and school behaviors and finds that most teens try to find a balance between success with peers and success in school.



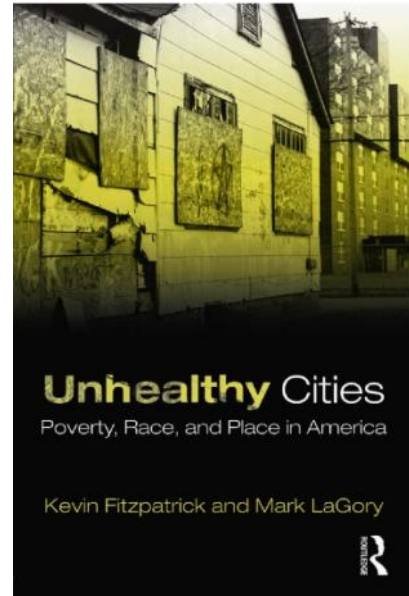
We are always happy to feature good news from section members! Please send submissions to *Child and Youth News* to Sarah Ovink at smovink@ucdavis.edu

New Publications by Section Members

Unhealthy Cities: Poverty, Race, and Place in America, by **Kevin Fitzpatrick** (University of Arkansas) and **Mark LaGory** (University of Alabama at Birmingham)

Available from Routledge.

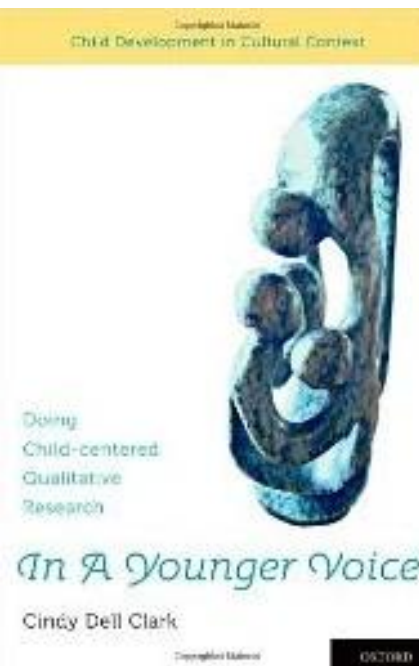
The purpose of this book is to show the important role that space and place plays in the health of urban residents, particularly those living in high poverty ghettos. The book brings together research and writing from a variety of disciplines to demonstrate the health costs of being poor in America's cities. Both authors are committed to raising awareness of structural factors that promote poverty and injustice in a society that proclaims its commitment to equality of opportunity. Our health is often dramatically affected by where we live; some parts of the city seem to be designed to make people sick.



In A Younger Voice: Doing Child-Centered Qualitative Research, by **Cindy Dell Clark** (Rutgers-Camden), former Chair of the Children and Youth Section of the ASA.

Available from Oxford University Press.

Clark's new release includes everything she has learned (the hard way) from nearly 30 years as a child-centered qualitative researcher. The result is a book that makes it easier for children to be seen, heard, and taken seriously in inquiry.



It is intended to be a methodological resource to researchers both novice and expert, when younger folk are the focal point. Participant observation, focus groups, individual interviews, visual methods, and many variations on these tools are included. Photography, art, play, metaphor -- all are viable means that can catalyze youthful expression about experience and social worlds. As an often neglected matter, Clark considers the interpretation of the data collected, in a child-centered manner. *In A Younger Voice* will be suitable as a text in a methods class, as a source of inspiration for a project, or as a reminder that children can, and should, be central to our quests to explore young worlds.

Section on Children & Youth Program

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

Section on Children and Youth Refereed Roundtables (Roundtable). Session Organizer: C.J. Pascoe, Colorado College, c.j.pascoe@coloradocollege.edu

Another session of interest to our members:

Children/Youth/Adolescents (Regular Session). Session Organizer: Janice McCabe, Florida State University, jmccabe@fsu.edu

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

The Children First Club, with the Model UN Club and Student Government, hosted an event, "Believe That You Can Help: How You Can Help to Save Our Children and Youth All Over the World," on December 1, 2010. **Haydee Britton**, from the United Nations and one of the founders of Les Petits Okapis International gave a presentation.

Professor **Gertrud Lenzer** gave an introduction at the event, which was also featured in [*The Excelsior*](#).

Professor **Gertrud Lenzer** was a speaker at a Panel Discussion and Fundraiser on Children's Rights, hosted by Amnesty International Group, in New York City on December 8, 2010. The focus of the event was a discussion about global children's rights, especially as it pertains to the U.N. Convention on the Rights of the Child.

In spring 2011, the capstone course for the Children's Studies major, "Professional Perspectives and Children," taught by Professor **Joe Grochowalski**, will feature a series of distinguished guest speakers. A [pdf document of upcoming speakers](#) is available.

The Brooklyn CUNY Children's Studies Program looks forward to celebrating their **20th anniversary** this year! Updates on the celebration activities will be available soon.

Opportunities: Upcoming Conferences

2011 Society for Research in Child Development Biennial Meeting

The registration deadline has passed , but you may still attend! The program includes an exciting line-up of speakers ready to share their research experience and expertise.

The online program schedule is available now: <http://www.srkd.org/meeting/schedule/2011/>

2011 SRCD Biennial Meeting

All sessions will be held in the Palais des Congrès de Montréal.

Society for Research in Child Development

Thursday–Saturday, March 31–April 2, 2011

Montréal, QC, Canada

For more information: e-mail: programoffice@srkd.org, call (734) 926-0612 or 926-0613, or visit www.srkd.org.

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Multiple Childhoods/Multidisciplinary Perspectives Conference

Registration is now open for the Multiple Childhoods/Multidisciplinary Perspectives conference to be held May 19-21, 2011 on the campus of Rutgers University, Camden, New Jersey, USA.

Elizabeth Chin of Occidental College and **Judith Ennew** of the University of Malaya will give Keynote presentations. The conference will culminate with a Spotlight Panel of invited speakers who will address how notions of multiple childhoods inform their research and can inform social practice <http://www.camden.rutgers.edu/multiple-childhoods/spotlight.html>.

Space is limited. Early-bird registration closes March 31. To register, please go to https://camlaw.rutgers.edu/webapps/payment/register.php?event_id=6.

The conference website has information on accommodations, logistics, speakers and a preliminary program schedule <http://www.camden.rutgers.edu/multiple-childhoods/>.

Graduate students: note that there will be a Graduate Student Forum. For more information, visit: <http://www.camden.rutgers.edu/multiple-childhoods/forum.html>.

Contact childhoodsconference@camden.rutgers.edu if you have any questions.

More Opportunities

Call for Abstracts for the 2nd National Child Welfare Evaluation Summit

The Children's Bureau, Administration for Children and Families, is announcing its Call for Abstracts for the 2nd National Child Welfare Evaluation Summit that will be held August 29-31, 2011, in Washington, D.C. Attendance is free! If you have any questions, please send an e-mail to: cw-evaluationsummit@jbsinternational.com.

The Children's Bureau invites experts in the child welfare and evaluation communities to present at the 2nd National Child Welfare Evaluation Summit. The Summit will focus on building evidence, strengthening practice, and informing policy. We are seeking a balance of presentations that demonstrate direct involvement with public and/or tribal child welfare agencies; partnerships with national advocacy organizations, think tanks, or technical assistance providers; collaboration with community agencies; and independent research. Applicants are encouraged to submit proposals that will contribute to the evidence-base of child welfare practice and policy and benefit the diverse array of children and families served by the child welfare system.

Abstracts will be accepted for panel presentations, workshops, roundtables, and posters that support the Summit's themes of Building Evidence, Strengthening Practice, and Informing Policy.

For more information about the Evaluation Summit and Call for Abstracts, please visit the conference website at <http://ncwes2011.jbsinternational.com/>. Abstracts will be accepted electronically via the website in early March.

The deadline to submit abstracts is April 15, 2011!





More Opportunities

Call for Guest Editor(s) for *Sociological Studies of Children and Youth*

The annual volume *Sociological Studies of Children and Youth* (SSCY) welcomes proposals for a themed Special Volume (#15) to be published in 2012 with named Guest Editor(s) on topics that fall within the scope of the volume. Applications from proposed Guest Editor(s) should outline the aims and objectives of the special volume including a brief overview and summary of the overarching themes and points of coherence that tie together the proposed articles. The successful Guest Editor(s) will manage the Volume's normal peer review process in coordination with the Series Editor and Editorial Board. More information about the SSCY and its creation in 1986 by members of the ASA's Section on Children and Youth can be accessed on the SSCY website:

<http://www.emeraldinsight.com/products/books/series.htm?id=1537-4661>.

Proposals for a Special Volume 15 should include the following:

- A suggested title for the Special Volume 15
- Proposed aims and objectives, giving an overview of the Special Volume's intended focus and a list of the topics to be covered, proposed article areas, and a list of possible contributing authors;
- The proposed Guest Editor(s) name, contact details, affiliations, a brief biographical paragraph, and any previous editorial experience; and
- A proposed timeline for a call for research papers, peer-review process and eventual publication of volume 15 in late 2012.

Applications should be submitted electronically to Series Editor, Loretta Bass by the closing date of **Saturday, April 30, 2011**. Email: Lbass@ou.edu

Bringing the Section on Children and Youth into the Digital Age

Technology can really be aggravating sometimes. Most of us spend countless hours trying to familiarize ourselves with the latest gadget or software that is supposedly critical to making our lives easier, only to turn around a week later and find that there's something new we have to learn to keep up to speed. At times all of this "social media" business sometimes feels like a double-edged sword—the perks of the connectedness of our digital activities seemingly outweighed by the very frustrating consequences of unintended Facebook updates or confusing privacy settings, and continually emerging techno jargon, such as knowing how to react when you get an email saying you've been "tagged."

Fortunately for the Section on Children and Youth, we have a publications team ready and willing to face these challenges and bring our section into the digital age. There are certainly risks to digital participation, as there are with many new tools, but with the right kind of support the risks become greatly reduced. Connecting our "offline" section activities with an "online" presence allows us to build our community and extend our reach in productive and meaningful ways.

Our new [website](#), for example, is no longer just a space to store information. The site now serves as a nexus of information and collaboration, providing a user-friendly interface to explore content through a new index that organizes all new and existing announcements from our section. Communications published on the website are also "fed" to an [RSS Feed](#) and our [Facebook Page](#), so followers of our page can unobtrusively read news updates as they occur on a platform of their choice.

Facebook sometimes seems like a perilous beast (and in many ways, it can be), but for the purposes of the Section, it provides remarkable opportunities to collaborate and recruit new members. "[Liking](#)" or following the Facebook page in no

way compromises the security of your own Facebook profile. "Liking" does not automatically provide access to your private information to people who don't know you, but it does let you know what kinds of exciting things other Children and Youth members are doing and creates a space to share interesting publications, news items, and other media that may be important to our members.

Perhaps the most salient feature of our digital presence is its inherent ability to expand our network of researchers interested in studying children and youth. Just over a year ago, before I started a Ph.D. program in sociology, I didn't really know a lot of people in the field, let alone sociologists with academic interests in childhood studies. The existence of a digital presence through Facebook, a dynamic website, and other forms of new media provides a small but critical window into the work and conversations we as members have on a regular basis. It provides a snapshot of our organization to those out there in the ether, and extends a welcome hand to young scholars who may wish to join our community.

The publication committee realizes that not everyone has the time to be active digital participants, since being offline members of the section already consumes a great deal of time. Yet if you can spare ten seconds of time (yes, just ten seconds!), please "[Like](#)" our [Facebook page](#). Such a small action can really make a difference for our section in the long term. The other benefit of having tech-savvy section members is that if you need any technical help taking advantage of our website, Facebook page, or other digital content, please [let us know](#)! We are available to assist you.

Digitally yours,

Matt Rafalow
Section on Children & Youth Website Editor

Section on Children and Youth
 American Sociological Association
 1307 New York Avenue, NW
 Suite 700
 Washington, DC 20005

Next Issue

The Spring issue of Child & Youth news is scheduled for May 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 Facebook group, "ASA Section on Children and Youth." We'd love to see you there!

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.



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

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.