A Note from the Chair, Dalton Conley:

It's been a whirlwind of activity that I've been swept up in as Chair of the section. Our agreement with Emerald Publishing is now finalized. Thank you to Loretta Bass for spearheading this initiative. In addition, a number of decisions have been taken by council at the meeting in New York and since then. For starters, we have decided to combine our reception with the Section on Families for next year's meeting in San Francisco. That should help us budgetarily—given San Francisco is one of the pricier cities in the ASA rotation—but also make it more fun. Who wouldn’t want a bigger party where we can make connections with folks whose interests very much overlap with ours?

In other news, we have significantly revised our award system. The names of the career awards have been altered by council so that they don’t blur together. We now offer the following awards: Outstanding Early Career; Distinguished Career Award; and Career Service Award. These career awards will rotate—i.e., be offered every three years. This was a decision taken given the number of nominations that have come in and in light of wanting to minimize the work load for the committee members. Each year we will still have a graduate student paper award and an outstanding contribution award. Finally, the service award’s language has been tweaked. The new descriptions and nomination procedures can be found on the ASA website.

Thanks to everyone who recruited students to join the section during our recent membership drive. We were indeed successful and are now over the 400-member threshold that guarantees us three regular paper sessions in addition to the roundtables/business meeting. The overall theme of the 2014 meeting, “Hard Times: The Impact of Economic Inequality on Families and Individuals,” provides continuity with 2013’s meeting on “Interrogating Inequality,” and meshes well with the section sessions that have so far been proposed. Florencia Torche will organize one on early-life and prenatal influences on children and at the other end of childhood, Hannah Bruckner will organize one on the challenges of the transition to adulthood during tough times. A third regular session will be announced when ASA credits us for having made the 400+ threshold. And a big thanks to Laura Tach for agreeing to organize the roundtables.

Looking forward to a great year!

Dalton
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.

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New York University

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University of Virginia

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Washington State University

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2013 CY SECTION AWARD WINNERS

Congratulations to the 2013 Children and Youth Section Award Winners!

**Distinguished Career Service Award**

Viviana Zelizer, *Princeton University*

*Selection Committee:* Pamela Quiroz (chair), Allison Pugh, Laurie Schaffner, Aaron Pallas, and Chandra Mueller

**Distinguished Career Award**

William Corsaro, *Indiana University*

*Selection Committee:* Ann Meier (chair), Shannon Cavanagh, and Paula Fomby

**Graduate Student Paper Award**

Winner: Daniel Herda, *University of California-Davis*

“The Specter of Discrimination: Reported Racial Discrimination Fear among Minority Adolescents in Chicago”

Runner up: Michela Musto, *University of Southern California*

“Athletes in the Pool, Girls and Boys on Deck: The Contextual Construction of Gender on a Co-ed Youth Swim Team”

Runners up: David Rangel and Megan Shoji, *University of Wisconsin-Madison*

“Unequal Childhoods?: The Untold Story of Latino Childrearing as Cultural Capital”

*Selection Committee:* Loretta E. Bass (chair), Ann Beutel, Jennifer March Augustine, Jordan Titus, and Sharon Bzostek

*Read on for more information on each award winner...*
**2013 CY Section Award Winners**

**Distinguished Career Service Award**

Viviana Zelizer, *Princeton University*

*Note from Aaron Pallas, Member of Selection Committee:*

This award is presented in odd-numbered years to recognize collective career contributions in service through scholarship in the area of children and youth. The definition of service is expansive, including contributions to public understanding, community engagement and advocacy, and mentoring and service to the children and youth community.

We had outstanding nominees, and I will not be surprised if future awards go to candidates we were unable to recognize this year. I'm very pleased to present the award to Viviana Zelizer of Princeton University.

Viviana's book, *Pricing the Priceless Child,* helped to define the field of childhood studies, and retains its power to shape how we think about childhood and children more than two decades after its initial publication. She has retained a commitment to lifting up children and childhood in her lines of theoretical and empirical work on culture, the economy, and domestic life.

Viviana's contributions transcend her scholarly writings, however. She has been a public intellectual, seeking to illuminate the importance of children and childhood not only in sociological discourse but in broader public spheres. And she is known as a generous scholar and mentor, engaging with and citing the work of less-seasoned scholars, and continually paving the way for others to contribute to our field. It is these forms of service which qualify Viviana Zelizer uniquely as the inaugural recipient of the Section on Children and Youth's Distinguished Career Service Award.
2013 CY SECTION AWARD WINNERS

Distinguished Career Award
William Corsaro, Indiana University

Note from Ann Meier, Chair of the Distinguished Career Award Committee:

Bill is quite possibly the main reason we exist as a section today. He made the study of children and childhood a sociological inquiry, he literally wrote the book on the sociology of childhood (a book that has nearly 2000 citations in Google Scholar), he was one of the Section’s founding members and served as Chair of the section in the 1990s.

One nominator stated: “When Bill launched his observational study of children for the PhD, he entered a field that was not defined at the time as one involving sociological research. In fact, it was said that developmental psychologists study children, not sociologists. The latter interviewed parents about their children and child rearing, but not the children themselves. Since then, Corsaro’s ethnographic research, writings, and international collaborations that cross disciplines have played a major role in developing the worldwide sociological study of children and childhood. His career has truly been that of a pioneer in shaping this field of inquiry as well as how sociologists study children.”

Another nominator said: “Bill’s theoretical contributions to our field are beyond compare…” and “Methodologically, Bill pioneered systematic observational and recording techniques to capture moment-to-moment language use and social interaction among children in natural settings.”

Bill received major research grants from such organizations as the National Institute of Mental Health, the Spencer Foundation, and the William T. Grant Foundation and also received two Fulbright awards, one to study children’s culture in Italy and one to study children’s participation in civil society in Norway. These bring a comparative perspective to the sociological study of childhood.
2013 CY SECTION AWARD WINNERS

Graduate Student Paper Award

Winner: Daniel Herda, University of California-Davis
“The Specter of Discrimination: Reported Racial Discrimination Fear among Minority Adolescents in Chicago”

Daniel Herda is a Ph.D. candidate in the Department of Sociology at the University of California-Davis. He will be filing his dissertation during the summer of 2013 and will be on the job market this Fall. His research interests focus on the ways that individuals perceive and experience race in the wake of changing demographics and increasing multiculturalism. His dissertation focuses on experiences with interpersonal racial discrimination, particularly among young respondents.

Paper Abstract: This paper examines the understudied phenomenon of racial discrimination fear among a sample of African American and Hispanic adolescents in Chicago. I consider the extent of these fears across race and compare them to reports from the adolescents’ parents. I also analyze the factors associated with an increased level of fear. Borrowing from research on the fear of crime, I develop several hypotheses linking fears to direct personal experience, indirect or vicarious experience, and environmental signals. Results show discrimination fear to be common among minority adolescents. Such fears are also more prevalent among adolescents than their parents. Negative binomial regression models indicate that discrimination fears are most likely when one has already experienced victimization from discrimination. Indirect discrimination experience also predicts greater fear, suggesting that the consequences of discriminatory acts are not limited to the immediate victim.

Runner up: Michela Musto, University of Southern California
“Athletes in the Pool, Girls and Boys on Deck: The Contextual Construction of Gender on a Co-ed Youth Swim Team”

Michela Musto is a Ph.D. candidate in the Department of Sociology at the University of Southern California. Her previous research has used both qualitative and quantitative methods to explore the gender relations within youth sports. In the fall, Michela will be starting research for her dissertation, which will examine children’s patterns of gender relations within elementary schools.

Paper Abstract: In this article, I draw upon nine months of fieldwork and fifteen semi-structured interviews conducted with swimmers (ages 8-10) on a co-ed team. During focused aspects of swim practice, gender was less salient and structural mechanisms encouraged athletes to interact in ways that illuminated girls and boys’ similar athletic abilities, undermining categorical, essentialist, and hierarchical gender beliefs pertaining to athleticism. However, in the swimmers’ unfocused free time, the salience of gender was high and structural mechanisms encouraged swimmers to engage in “borderwork.” By paying attention to structural mechanisms and the variable salience of gender, we see the various conditions under which children deploy different patterns of gender relations, and how less oppressive gender relations can potentially “spill over” from one context to the next.
2013 CY SECTION AWARD WINNERS

Graduate Student Paper Award

Runners up: David Rangel and Megan Shoji, University of Wisconsin-Madison
“Unequal Childhoods? The Untold Story of Latino Childrearing as Cultural Capital”

David Enrique Rangel is a Ph.D. student in Sociology at the University of Wisconsin-Madison. He is a Ford Foundation Predoctoral Fellow, Institute of Education Sciences Predoctoral Fellow, NIH Minority Supplement Awardee, and a UW-Madison Advanced Opportunity Fellow. His focus is on Latina/o sociology with research interests in social psychology, social stratification, educational inequality, and culturally sensitive approaches to research. He plans to focus on the establishment of elementary school based parental networks in Latino communities for his dissertation using mixed-methods.

Megan Shoji is a Ph.D. candidate in Sociology at the University of Wisconsin-Madison and an Institute of Education Sciences Advanced Fellow. She earned a B.A. in Sociology and Spanish from Pepperdine University, an M.S. in Sociology, and an M.S. in Educational Psychology-Quantitative Methods, both from the University of Wisconsin-Madison. Her research interest is in understanding mechanisms of race/ethnicity- and class-based stratification in education. Her dissertation uses mixed-methods to examine one potential mechanism: the development of family-school connections during early elementary school in low-income Latino communities.

Paper Abstract: A consistent body of research has examined childrearing as a mechanism for the intergenerational transmission of class-based advantages. However, Latinos have not been a main focus of this work despite comprising the largest and fastest growing ethnic minority group in the United States. Drawing on in-depth interviews, we explore class patterns in childrearing practices among Mexican-origin parents of second- and third-graders. Rather than the stark class differences found in previous work (e.g., Lareau 2003), we observed substantial similarities across class lines in parent reports of their interactions with their children and schools. We offer two explanations: (1) Social mobility experienced by middle-class parents in our sample complicates the logic of childrearing, which is responsive both to parents’ current class location and their class of origin. (2) Among working-class/poor families, distinctive parenting practices may reflect constraints on material and non-material resources rather than class-based differences in the cultural logic of childrearing.
**MEMBER NEWS**

**Nazneen Kane**, Assistant Professor of Sociology, has become founder and first director of the newly created *Center for Early Childhood Wellbeing at the College of Mount St. Joseph*. The Center for Early Childhood Wellbeing (CECW) supports research, education, and public transfer of knowledge in service to early childhood practices that promote positive life outcomes and wellbeing. The founding philosophy of the CECW is that a just, healthy and productive society is vitally dependent upon the ability of all children to develop their whole capacities.

**Valerie Leiter** was promoted to full professor in the Department of Sociology at Simmons College. She is also Co-Director of the Public Health Program.

**Lori Peek**, sociology professor and co-director of the Center for Disaster and Risk Analysis at Colorado State University, is working with scholars at Columbia University and the Children’s Health Fund to start *The SHOREline Project*. SHOREline is a youth development and recovery program at Gulf Coast high schools impacted by the BP/Deepwater Horizon oil spill (2010), Hurricane Katrina (2005), and other major disasters. The “SHORE” in “SHOREline” stands for Skills, Hope, Opportunity, Recovery and Engagement. Learn more about the project by clicking on the pictures below.

**SHOREline**: [www.ncdp.columbia.edu/microsite-page/shoreline/shoreline-home/](http://www.ncdp.columbia.edu/microsite-page/shoreline/shoreline-home/)
Several CY Members have recently been appointed as editors to journals and want to encourage members to submit their manuscripts:

**Donald C. Bross**, Ph.D., J.D., and **Gary Melton**, Ph.D., have been appointed as Editors in Chief of *Child Abuse & Neglect: The International Journal*. Manuscripts are invited from members of the ASA Section on Children and Youth, including but not limited to research on issues related to maltreated children and youth across the globe. The website for submissions is: [http://ees.elsevier.com/chiabuneg/](http://ees.elsevier.com/chiabuneg/)

Inquiries or comments may be directed to: donald.bross@childrenscolorado.org or donald.bross@ucdenver.edu

Individuals interested in reviewing for the journal are also invited to contact Don.

**Pamela Anne Quiroz** and **Nilda Flores Gonzalez** have been named Co-editors for *Social Problems*, the journal of the Society for the Study of Social Problems. Their term will begin June 1, 2014 and submissions from members of the CY section are encouraged.

**Pamela Anne Quiroz** was named North American Commissioning Editor for *Children's Geographies*, an interdisciplinary journal of the intersections of space and place in children's lives. This journal is published by Taylor & Francis. CY members who do research on these intersections are encouraged to consider this journal. Early career scholars are especially encouraged to take a look at the journal's [webpage](http://www.tandfonline.com/loi/rgeo20)!
Scholars on the Market

Kate Cairns
Postdoctoral Fellow, University of Toronto
Ph.D., Sociology and Equity Studies in Education, University of Toronto, 2011

My research spans the areas of childhood, gender, and culture, and is centrally organized around the question of how social inequality is reproduced and experienced. I have pursued this question across diverse empirical sites – from rural schooling to food politics – leading to publications in venues such as: Gender & Society; Journal of Consumer Culture; Gender and Education; and Ethnography and Education. My doctoral research extended Foucauldian theories of the neoliberal subject through an ethnographic study of how rural youth envision their futures. Empirically, the dissertation explores students' participation in a career-education program that attempts to prepare them for futures in a neoliberal economy. On a theoretical level, the analysis illuminates the gendered, classed and spatialized workings of neoliberal processes. As a postdoctoral fellow, I am investigating educational initiatives that seek to re-connect young people to their food. The study examines how collective hopes and anxieties about the food system are projected onto youth as the promise of a healthy, sustainable future. I am also collaborating with Dr. Josée Johnston on a book exploring the topic of food femininities (under contract with Bloomsbury), focusing on how childhood figures in the constitution of mothers' foodwork, as seen in our recent article, “Feeding the ‘Organic Child’” (co-authored with Norah MacKendrick, Journal of Consumer Culture).

Margaret A. Hagerman
Ph.D. Candidate, Sociology (expected May 2014)
Emory University

My research explores how children navigate the existing racial terrain and develop ideas about their place within a racialized social system. By exploring the racial dynamics of childhood, my child-centered research seeks (1) to reveal key aspects of racial formation and race-making in action, (2) to bring kids' voices and perspectives to the forefront of sociological research, and (3) to deepen our understanding of how childhood matters in the reproduction and reworking of inequality. My dissertation—a two-year ethnographic study of thirty white affluent families with middle-school-aged children—explores the role that family plays in shaping how white kids produce ideas about race in America.

My study examines how affluent white parents—those whose resources enable them to freely shape and choose their communities, schools, activities, etc.—construct particular contexts for their white children, how kids interact within these contexts, and the racial knowledge that white children produce as a result. In contrast to research conducted on racial socialization in black, Latino, and Asian families, I find that deliberate messages about race are not the primary mechanism of racial socialization in white families. Rather, white racial socialization depends on how parents create for their kids what I call a racial context of childhood. I find that variations in these racial contexts help explain the striking differences in racial logic expressed by the white kids in my study. Part of this research is presented in a forthcoming article in Ethnic and Racial Studies entitled, “White Families and Race: Color-blind and Color-conscious Approaches to White Racial Socialization.”
SCHOLARS ON THE MARKET

Maggie Ledwell
Ph.D. Candidate, Sociology & Demography (expected Spring 2014)
Pennsylvania State University
My research and teaching interests are in family studies, life course sociology and social demography. In particular I am interested in examining the enduring influence of the family environment and parent-child relations on healthy adolescent development and the transition to adulthood. While my work in these areas is quantitative and demographically oriented, I integrate a developmental perspective into my research and teaching in order to better understand how social processes shape behavior across the life course. More specifically, my current research focuses on various dimensions of the family environment to better understand how these settings promote or inhibit adolescent socioemotional development and behavior as youth make the transition to adulthood. My work includes published research on bullying, intergenerational relationships, and several papers under review on stepfamilies. My dissertation examines the association between adolescent experiences within the family and approaches to union formation in young adulthood, identifying factors which may impact the timing of entrance into first cohabitations and the stability of these unions thereafter for both men and women. In addition to my current research, I am also interested in working on projects that examine how family ties influence well-being across the life course, with attention paid to how complexities in these ties impact various outcomes.
Email: mxl991@psu.edu

Natasha Pilkauskas
Ph.D., Social Welfare
Columbia University
Natasha Pilkauskas is a Postdoctoral Research Scientist at the Columbia Population Research Center. She received her Ph.D. in Social Welfare from Columbia University’s School of Social Work in 2012 with a concentration in Social Policy and Policy Analysis. Dr. Pilkauskas’ research broadly focuses on the health, development and wellbeing of low-income families and children. She is particularly interested in the role that private support networks play in helping families make ends meet. Supported by an AERA dissertation grant, her dissertation research studied the association between living in a three-generation family household and child development using data from the Fragile Families and Child Wellbeing Study as well as the Early Childhood Longitudinal Study – Birth Cohort. She is also interested in the effects of economic wellbeing (material hardship, unemployment, poverty) and public policy on families and children. Currently she is engaged in several research projects studying the impact of the Great Recession on low-income families, a project estimating the financial value of private support, and a cross-national study of three-generation households. Dr. Pilkauskas has published research in a broad range of journals such as the Journal of Marriage and Family, Social Service Review and the American Journal of Public Health. She has a Master’s in Public Policy from Harvard’s Kennedy School of Government and worked for several years as a policy analyst studying various social policy programs and as a political analyst.
Email: np2247@columbia.edu
SCHOLARS ON THE MARKET

Randall Salm
Ph.D., Sociology
George Mason University

Randy Salm has worked as a sociology and conflict resolution professor, social science researcher, juvenile justice trainer, assistant dean and specialist on exploitive child labor, USAID conciliation and UNICEF education in peacebuilding. He is fluent in English and Spanish, and worked in Colombia, Panama and other countries. Since 1990 he has led over 100 courses and workshops on conflict resolution, juvenile justice, and sociology. Randy has a BA in History, MS in Conflict Resolution, MBA and is currently working on his Ph.D. in Public Sociology with a globalization specialization. Randy’s dissertation focuses on socialization, agency and identity for former child soldiers in Colombia affiliated with the FARC, ELN and paramilitaries. Research questions include: How do pre-war, war and post-war experiences influence children's socialization, identity and agency? What are the primary methods and main agents of socialization? What socialization outcomes persist from earlier phases into later phases? How do the different organizational cultures influence socialization, identity and agency? How do child soldiers respond to and change the social structures and institutions of the armed groups? The purpose of this research is to better understand childhood experiences under unusual circumstances, and to promote successful social reintegration of child soldiers, recognizing that socialization processes, human agency dynamics and identity formation play a significant role for life course progression.

Email: randysalm5@gmail.com

Megan Noriko Shoji
Ph.D. Candidate, Sociology
University of Wisconsin-Madison

Megan Shoji’s research centers on understanding the production of racial and ethnic inequality in U.S. schools and how these can be addressed. She has examined the role of two main mechanisms—social relationships and culture—in generating unequal schooling experiences for children, with a particular emphasis on the experiences of Latino students. Her dissertation asks how parent-school connections develop in predominantly low-income Latino communities during early elementary school, and how a family engagement program intervenes in this process. To answer these questions, she combines survey data from the Children, Families, and Schools (CFS) study, a cluster-randomized control trial of a popular family engagement program, and in-depth interviews with parents. In other work, Megan considers cultural mechanisms in the (re)production of inequality in schools. In an on-going collaborative project, she explores the role of parenting practices in the production of inequality at the intersection of ethnicity and social class. Using interview data on Mexican American parents, including separate interviews with mothers and fathers of the same families, Megan and her co-author show how the link between class background and childrearing is complicated by intragenerational changes in parents’ social class and differences between mothers’ and fathers’ class origins.

Dissertation Committee: Adam Gamoran, Eric Grodsky, Geoffrey Borman, and Carmen Valdez

Email: shoji@wisc.edu

Website: www.ssc.wisc.edu/~mshoji/
SCHOLARS ON THE MARKET

Joseph Workman,
Ph.D. Candidate, Sociology
University of Notre Dame

My dissertation examines resource constraints in large families and the implications of these constraints for children’s education. Cutting across several sub-disciplines in sociology, this research highlights how family resources shape individual’s life opportunities and contribute to educational inequality. I find the degree to which siblings reduce a child’s access to family resources may be over-stated due to unobserved differences between families. Using within-child fixed effects models I find changes over time in the number of siblings in a child’s family are not significantly related to a child’s rate of cognitive development. Although the presence of siblings impacts some dimensions of home life during early childhood, they are not the dimensions that are highly related to development. This research was awarded the Maureen T. Hallinan Graduate Student Paper Award by the American Educational Researchers Association-Sociology of Education SIG. In a paper with Douglas Downey and Benjamin Gibbs, we examine how social policy influences the financial constraints faced by parents of large families and show that the relationship between educational attainment and number of siblings weakened over the first half of the 20th century. A second strand of my research explores how students’ distant friends shape their social identities and influence important educational outcomes, including high school completion.

Dissertation Committee: William Carbonaro (advisor), Mark Berends, Richard Williams, and Amy Langenkamp

Email: jworkma1@nd.edu

ANNOUNCEMENT:
UPCOMING SYMPOSIUM

“Diverging Destinies: Families in an Era of Increasing Inequality”

Penn State’s 21st annual Symposium on Family Issues will be held Oct. 7-8 on the University Park, PA campus. The diverging destinies of children have been unfolding within the context of three decades of growing economic inequality in the U.S. Although the Great Recession ended officially in June 2009, rates of child poverty and unemployment, particularly among young adults, remain higher today than they had been a few years earlier.

Join us as 16 family scholars from multiple disciplines address how children, young adults, parents, and families are faring in an era of increasing social inequality. A complete program and registration are available at http://www.pop.psu.edu/events/2013/nsfi/event-details/view
NEW PUBLICATIONS BY MEMBERS


Abstract: This paper examines the relationship between geographic mobility and adolescent academic achievement and behavior problems. Specifically, it addresses how the effects of moving differ by age and how social capital moderates the impact of moving on children (aged 6 to 15). Children’s behavior problems and academic achievement test scores were compared across four survey waves of the National Longitudinal Survey of Youth (2000, 2002, 2004, and 2006) and matched to data from their mothers’ reports from the National Longitudinal Survey of Youth 1979. The findings indicate that the negative behavioral effects of geographic mobility on adolescents are most pronounced for individuals relocating to a new city, county, or state as opposed to those moving locally (i.e., within the same city). Furthermore, as suggested by a life course perspective, the negative effects of moving on behavior problems decrease as children get older. The results also show that several social capital factors moderate the effects of moving on behavior but not achievement.


Abstract: Peer relationships in secondary schools in two different cultural areas of India are compared. A general theory of status relations and a specification of the distinctive cultural features of each area are used to explain the observed differences in peer inequality, clique formation, petty deviance, putdowns, fashion consciousness, romantic relationships, and gossip. A surprising finding is that the degree of status inequality among school peers is inversely related to an ideological emphasis on equality and hierarchy: The more egalitarian the cultural ideology, the greater the inequality in peer relationships, and conversely, the more emphasis on hierarchy, the less the actual peer inequality. The apparent paradox is resolved by specifying the structural mechanisms through which cultural and ideological differences operate. Brief comparisons with the United States suggest that these findings are not unique to India.


Abstract: This is a case study that explores how student migration impacts low-income fourth grade African American and Latino children in the U.S. who leave their neighborhoods to attend a state-of-the-art facility in a downtown urban area. Children at the World Citizen’s School convey how safety plays a key role in their restrictions by parents and in their daily lives in a near total institutional environment. The use of multiple methods that include self-directed photography and community mapping show how the social relations of community are modified by student migration and how one community is displaced by another.
NEW BOOKS BY MEMBERS

Consuming Work: Youth Labor in America
By Yasemin Besen-Cassino

Youth labor is an important element in our modern economy, but as students’ consumption habits have changed, so too have their reasons for working. In Consuming Work, Yasemin Besen-Cassino reveals that many American high school and college students work for social reasons, not monetary gain. Most are affluent, suburban, white youth employed in part-time jobs at places like the Coffee Bean so they can be associated with a cool brand, hang out with their friends, and get discounts.

Consuming Work offers a fascinating picture of youth at work and how jobs are marketed to these students. Besen-Cassino also shows how the roots of gender and class inequality in the labor force have their beginnings in this critical labor sector.

Exploring the social meaning of youth at work, and providing critical insights into labor and the youth workforce, Consuming Work contributes a deeper understanding of the changing nature of American labor.

“Consuming Work deftly combines multiple research methods to capture the lived experiences of young workers in service sector jobs and to challenge commonly held assumptions about their characteristics and motivations. We learn, for example, that young workers in the United States are often affluent students who find an identity and satisfy their social needs through what some observers may regard as ‘bad’ part-time jobs. By means of ethnographic investigations and quantitative analyses of data from the United States and other industrialized countries, this book underscores the diversity and the links between work and consumption that characterize the youth labor market.”

—Arne L. Kalleberg, Kenan Distinguished Professor of Sociology, University of North Carolina at Chapel Hill, and author of Good Jobs, Bad Jobs: The Rise of Polarized and Precarious Employment Systems in the United States, 1970s to 2000s

Learn more at:
http://www.temple.edu/tempress/titles/2241_reg_print.html
CALL FOR PAPERS

Men’s Family Involvement Across Industrial Nations

Guest Editors: Sandra Hofferth (University of Maryland) and Kimberly Fisher (CTUR, Oxford)

The journal Fathering invites submissions for a special issue of “Men’s Family Involvement across Industrial Nations.” The goal is to understand similarities and differences between recent family trends in father involvement in industrialized societies and to provide a national context for father involvement in families. Studies of single or multiple countries are invited; however, providing either a cultural or policy context for father involvement with his family and children is essential.

The focus of this special issue will be the time men spend with their families either across historical time, across family members, across space, or compared with alternative activities. It is strongly recommended that potential contributors consider using data from the American Time Use Survey (http://www.bls.gov/tus/; https://www.atusdata.org/), the American Heritage Time Use Study (http://www.timeuse.org/ahtus/), or one of the countries archived in the Multinational Time Use Study (http://www.timeuse.org/mtus/).

Consistent with the above general focus, suggested topics for papers include but are not limited to the following:

- Differences in the role of men in families in low-fertility and high fertility nations
- Time spent in housework and childcare among men in cohabiting and marital unions
- Time spent by residential fathers, stepfathers, and father figures with children
- Time spent by nonresidential fathers with their children
- Historical trends in the role of men in work and at home
- A comparison of the time fathers, mothers, and grandparents spend with children
- Time spent in housework and childcare among men in same sex unions
- Men’s involvement in housework and childcare and self-reported health and well-being
- Public policies regarding work and family and men’s roles in the family

General Submission Guidelines: Articles should be no longer than 30 pages (including tables, notes, and references) and should be formatted according to the Publication Manual of the American Psychological Association (6th ed.).

Submissions are due by March 1, 2014.

The corresponding guest editor for this issue is Sandra Hofferth, University of Maryland. She welcomes e-mailed inquiries regarding potential topics. To facilitate the review process, manuscripts should be submitted electronically to hofferth@umd.edu.

In addition, an electronic copy should be submitted via the Fathering website (https://falkcollegeofsporthumandynamics.submittable.com/submit) under special issues.
The Sociology of Children & Youth Newsletter is prepared by the Publications Committee:

The next issue of the Sociology of Children & Youth Newsletter is scheduled for Winter 2013.

Please send submissions to Sara Gill at saraanng@rams.colostate.edu

You can also find us on the web at our site: http://childrenandyouth.weebly.com/

If you are on Twitter, follow our ASA Children & Youth Twitter account.

And lastly join our Facebook group, “ASA Section on Children and Youth.”

Thank you for reading this edition of our newsletter!

Sincerely, The Publication Committee