

A group of five children are running away from the camera across a lush green field. They are holding a large bunch of colorful balloons (red, yellow, green, blue, purple, pink) that are floating in the air. The background is filled with tall trees under a bright sky. The overall scene is bright and cheerful.

ASA Section on Children & Youth

January 2024
Newsletter

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A Message from the Chair: Holly Foster



Dear Children and Youth section members,

I am excited about the scholarship featured in this newsletter, the scholars highlighted, as well as the educational program featured. A special thanks to those who contributed information, and to our newsletter editors, Rachael Dominguez and Ashley Larsen Gibby, for their work in preparing this issue.

This summer's ASA meetings in Montréal (August 9-13) also offers a promising program with two section sessions: (1) Children's Play and Leisure: Agency, Creativity, Learning and Constraint; (2) Intersectional Approaches to Power, Contexts, Institutions and Transitions in Childhood and Youth (with further details on these sessions provided in the newsletter). We also have Children and Youth section roundtable sessions and an ASA regular session on Children and Youth. Please consider submitting a paper -- the online portal is open for submissions and the deadline is Feb 26, 2024 by 11:59pm.

Our membership stands strong at over 300 members. It would be great to further grow our membership-- if you are in the position to do so, please consider gifting a student with a section membership as you renew yours. To purchase a gift ASA membership for students: "Once you have accessed the member portal, click 'Purchase a gift membership for a student' under Contribute/Give. Search for the student by name. You can also create a new contact record if you can't find the student in the database." The deadline to do so is July 31.

On a personal note, some of my own interests are in the area of exposure to violence among children and youth and its influences over the life course. I am currently reading through UNICEF's January 2024 report, Prospects for Children: Cooperation in a Fragmented World, considering both the prospects for the further escalation of war violence in children's lives, as well as ideas for developing their better futures. This dual focus aligns with our summer meeting's overall theme of "Intersectional Solidarities: Building Communities of Hope, Justice, and Joy." If members are interested in sending in resources, I would be happy to compile a listing related to scholarship on children's war violence, including talking with children about war violence, for our section to access. I can be reached at hfooster@tamu.edu.

Please also consider sending in your ideas and updates to the newsletter editors, myself, or via the [newsletter submission form](#). Your membership in the section is vital and valued!

Best,
Holly

Reference

NICEF Innocenti – Global Office of Research and Foresight, Global Outlook 2024: Prospects for children – Cooperation in a fragmented world, UNICEF Innocenti, Florence, January 2024. URL: [World UNICEF-Innocenti-Prospects-for-Children-Global-Outlook-2024.pdf](#)

Section on Children and Youth- ASA 2024

Children's Play and Leisure: Agency, Creativity, Learning and Constraint

Children's play and leisure is an important part of childhood: on the playground, at home, at school, with friends, with pets, and alone, children use agency to enact their imaginations within and outside of their peer and family cultures. We welcome papers that explore children's leisure broadly, including social media and video games, as well as more traditional aspects of fantasy, creative, game, indoor, and outdoor play.

(Session Organizer) Ingrid E. Castro, Massachusetts College of Liberal Arts

Intersectional Approaches to Power, Contexts, Institutions and Transitions in Childhood and Youth

This session attends to the role of intersections in the lives of children and youth as they traverse daily contexts, institutions and transitions.

Intersections may be approached from different perspectives addressing inequalities in structural factors, power relations, and intersecting identities, to develop how these considerations illuminate the perspectives, life chances, statuses, challenges, hopes, and aspirations of young people.

(Session Organizer) Holly Foster, Texas A&M University-College Station

Section on Children and Youth Roundtables

(Session Organizer) Jessica Taft, University of California-Santa Cruz



Meet the Scholar: Mia Brantley

Assistant Professor,
North Carolina State University

Mia Brantley is an Assistant Professor of Sociology in the Department of Sociology and Anthropology at North Carolina State University. She received her PhD in Sociology from the University of South Carolina (USC) in 2021 and finished a postdoctoral fellowship at The Ohio State University (OSU) in 2023. Her research lies at the intersection of race, gender, and family within the context of health. Specifically, she uses a multi-method approach to understand how the consequences of race and racism shape Black families' health and well-being. Her work has been supported by both external and internal funding mechanisms, such as the National Institute of Aging (NIA), OSU's Institute for Population Research (IPR), USC's Support to Promote Advancement of Research and Creativity (SPARC) Grant, USC's Harriott Hampton Faucette Award, and USC's Grace Jordan McFadden Professors Fellowship Program.

Dr. Brantley's scholarship takes a Black feminist approach to interrogate broad sociological questions, such as: (1) How is racism-related stress transmitted within Black Families, and (2) In what ways does racism shape the well-being and lived experiences of Black mothers? Her work (both sole- and co-authored) focusing on the health and well-being of Black families has been published in *Social Problems*, the *Journal of Marriage and Family*, *Sociology Compass*, and the *Journal of Health and Social Behavior*. Her work interrogates the role of racism in the lives of Black families and uncovers the processes that shape their health and lived experiences over the life course. Her goal is to provide both exploration and insight into the multiple pathways through which racism and race-related stress impacts the well-being and lived experiences of Black families. Examples of this scholarship is provided below.

In her first line of questioning, she has a 2023 solo-authored article in the *Journal of Marriage and Family* focusing on the intergenerational transmission of racism-related stress by exploring the role of adolescent and adult children's experiences of racism on their mother's well-being. Utilizing in-depth interviews with Black mothers across the U.S., she found that hyperawareness was the primary source of stress for Black mothers surrounding their children's, both actualized and anticipated, experiences of racism. This stress then held perceived mental, emotional, and physiological health consequences for Black mothers that extended beyond direct interpersonal experiences over their life course.

Additionally, in her second line of questioning, Dr. Brantley has a 2023 solo-authored article in *Social Problems*, where she examines how Black children's experiences of anti-Black racism shape the experiences of motherhood for Black women. In what she terms intensive motherwork – the exhaustive efforts and effects of Black mothers protecting and empowering their children and themselves in the face of anti-Black racism – Black women's experience of motherhood can be seen in three broad themes: (1) protective mothering, (2) resistance mothering, and (3) encumbered mothering. She finds that intensive motherwork simultaneously shapes Black women's experience of motherhood, while also providing space to resist historically racist notions of Black mothering. Lastly, as an amalgamation of her two strands of research, her 2023 *Sociology Compass* article draws on both Black Feminist Thought (BFT) and maternal health scholarship to argue for a more comprehensive understanding of Black maternal health. Specifically, she highlights the importance of a Black feminist guided maternal health research and praxis to add nuance to current (and future) understandings of Black maternal health.

Dr. Brantley's work has been recognized for its important contributions – winning awards, such as: the National Council on Family Relations' 2023 Jessie Bernard Contribution to Feminist Scholarship Paper Award, American Sociological Association (ASA) Medical Sociology Section's 2023 Roberta G. Simmons Dissertation Award, ASA Section on Sociology of Mental Health's 2023 Best Dissertation Award, and ASA Section on Children & Youth's 2023 Outstanding Graduate Student Paper Award, among others. In addition to her academic work, Dr. Brantley is active in community-focused efforts where she advocates for social change through education and engagement. Dr. Brantley has been an invited speaker for several organizations around the U.S., where she guides conversations, encourages critical thinking, and nurtures meaningful engagement to bridge the gap between the academy and community members.

In an effort to get to know Dr. Brantley better, we asked the following questions.

- **Q. What do you see as some policy or community-focused implications of your research?**
- A. The biggest takeaway I see in my work around Black mothers and their families is that, if we want to actually develop ways to support Black moms and Black families – including mitigating Black maternal health disparities – we must have a deeper understanding of the challenges Black families face that is rooted in racism across the life course. If we want to truly diminish negative maternal health and related outcomes for Black women and their families, policies must be crafted that look beyond pre-and post-natal issues/solutions.

- **Q. What is a project you are working on now that you are particularly excited about?**

- A. I am currently working on a book project building on my work around racism, Black motherhood, stress, and health over the life course. Specifically, I explore how anti-Black racism injects itself into the fabric of Black family life and shapes the experience of Black women's motherhood. I argue that Black children's experiences of racism is a source of chronic stress for mothers that leads to them mothering beyond childhood and adolescence, which contributes to stress that is shaping the mother's health over the life course.

- **Q. What is your advice for scholars building their research agenda who are interested in examining social change across a variety of spaces, groups, or topics?**

- A. My advice is two-fold. First, from the creation of your initial research question through finishing your chapter or article, it is imperative that your research is placed within its socio-historical context. As researchers, we must take care to not make generalized claims without first questioning the context of our questions, findings, etc. In other words, we cannot understand contemporary trends without examining or acknowledging the social and historical contexts in which they have occurred. Second, I always encourage scholars to engage in reflexivity, regardless of methodological approach. Question how your standpoint or worldview is shaping the research question, the literature you are engaging or citing, the analysis or interpretation of results, etc. This process keeps us actively engaged with our goals as scholars, as well as allowing us to critically question our (potentially unconscious) assumptions.

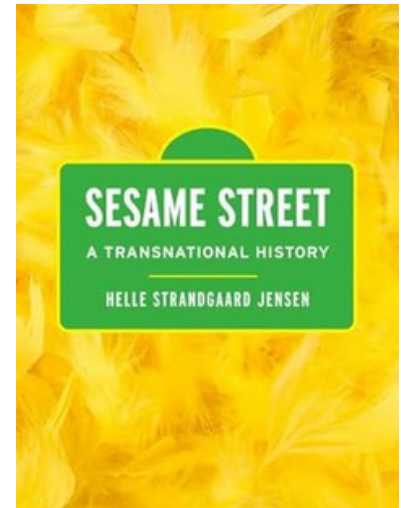
- **Q. What is something you find meaningful about conducting research focusing on children and youth?**

- A. I find being able to highlight how intertwined the lives and outcomes of children are to their parents and caregivers incredibly meaningful. Childhood and adolescence are such important life stages for individuals, but their experiences are also shaping the lives of those around them (and vice versa). Shedding light on the interlocking lives of parents and children allows for more holistic solutions that can benefit families more generally, as well as the individuals within them.



Review of Sesame Street: A Transnational History

by Jack Thornton



Since premiering over 50 years ago, Sesame Street has become a global phenomenon. Known for its iconic Muppet characters such as Elmo, Big Bird, and Oscar the Grouch, the show was groundbreaking in the 1960s for attempting to make children’s television “educational” yet still entertaining amid a competitive, highly commercial U.S. market. Yet, as Helle Strangaard Jensen reveals in *Sesame Street: A Transnational History*, the show’s appeal did not always transfer across international borders. Drawing on an impressive array of archival sources, Jensen brings an institutional perspective to the study of cultural diffusion and mass media. Her analysis reveals how the structure of each national “production ecology” for children’s TV determined the challenges Sesame Street’s producers confronted in their efforts at global sales. As the title states, the book is a transnational history, demonstrating how the Children’s Television Workshop worked to ensure that “the sun will never set on Sesame Street” by proactively entering international markets from Mexico to France, experimenting with flexible co-production models along the way (Jensen 2023:51).

Today, Sesame Street is one of the most ubiquitous, beloved programs in history. However, despite its claim to universal appeal, the show reflects the distinctly American context in which it developed. During the 1960s, post-Sputnik concerns about global competitiveness and the racialized “urban crisis” shaped the show’s ideological foundations. Drawing on new expertise from laboratory psychology, the show’s creators emphasized rote learning of letters and numbers while presenting a harmonious street scene that celebrated diversity without directly acknowledging racism. While the Workshop promoted Sesame Street as academically beneficial to all children, the show was billed as especially beneficial to lower-class children who lacked sufficient intellectual stimulation at home. Miraculously, Sesame Street’s effects were not only educational but also compensatory. Sesame Street’s ethos thus aligned with prevailing rhetoric of the “equal opportunity” era, which suggested that inequality should be redressed by promoting individual mobility, as well as “culture of poverty” arguments that located social pathology in the Black family.

Finally, as a nonprofit organization funded by charitable foundations, Sesame Street could plausibly present itself as “public” TV motivated by social mission rather than profit, thus elevating itself above the ugliness of market competition.

Yet, as Jensen shows, the Workshop’s ability to sustain a high-minded domestic image ironically depended on the aggressive pursuit of revenue from international sales and profit-oriented merchandising of the show. Through analysis of these early efforts, the author examines Sesame Street as a useful case study in how cultural institutions can shape transnational media markets (and frustrate their pioneers). This becomes apparent through examining the bases upon which distinct national markets contested or welcomed outsiders seeking entry.

Sesame Street’s claims to domestic legitimacy rested on its supposed basis in pedagogical science and its novel view of TV as a potential means for redressing inequality. The show’s grounding in universalistic psychological models and its narrow emphasis on building “cognitive skills” thus resonated with powerful American interests as well as anxious parents of the era. Yet, the assumption that children’s TV should be used to promote school success and compliance with adult priorities did not cohere with cultural norms in other contexts, which framed children as having their own distinct interests. Though European audiences praised its aesthetics and entertainment value, critics also rejected the show as authoritarian, maligning its attempts to “trick” children into learning. Moreover, Sesame Street’s special focus on redressing inequality between middle-class/White and poor/Black children did not translate neatly across international borders. To the apparent surprise of producers at the Workshop, Sesame Street’s U.S-centric view of racial/ethnic relations led to charges of typical American ignorance.

Why so much commotion over a seemingly harmless children’s show? It turns out that Sesame Street’s producers, confident in their “culture-free” understandings of children’s needs, did not anticipate resistance in exporting the show to places such as Britain, West Germany, and Scandinavia, the three cases Jensen examines in this intriguing historical narrative.

While British detractors largely objected to Sesame Street’s educational approach, potential buyers in West Germany and Scandinavia questioned its political underpinnings and broader societal project. After viewing pilot episodes of *Sesamstraße*, Workshop executives were “concerned deeply [about] the ‘treatment of the topic of questioning authority’” in the German adaptation (126). Unlike the U.S., WWII desolated Germany, resulting in not only economic ruin but also the question of how to prevent future resurgences of fascism. These concerns led to the view that “one of West German children’s needs was developing a questioning stance toward adults as a way to become rounded, democratic citizens” (128).

This empowerment perspective was anathema to Sesame Street's creators, who objected to any content that undermined adult authority. Meanwhile, joint efforts among Scandinavian broadcasters led to a proposed pan-Scandinavian Nordic Sesame. Yet, the Workshop clashed with these potential buyers over "the nature of preschool ideals" (196). Scandinavian broadcasters held firm that children's TV "had to create a dialogue, not be a one-way communication of adults' idealized versions of reality (192). The Workshop remained adamantly against producers' efforts to assert their autonomy in ways contrary to the show's ethos, leading to a breakdown in negotiations and a piecemeal incorporation of Sesame Street into Nordic markets.

What lessons can sociologists draw from *Sesame Street: A Transnational History*? Jensen's study decenters American narratives and assumptions while offering detailed exposition of three national cases, all in Europe where we might have anticipated a welcoming reception. While the show is still widely accepted as educational today, contextualizing Sesame Street on a global scale underscores its inherent provinciality. The very assumption that children's TV should be connected to formal education did not resonate across national traditions, nor did the special attention to inner-city children. Overall, Jensen's study demonstrates how mass media can be shaped by competing tendencies toward social liberalism and the overall preservation of the status quo. Readers can see how media such as Sesame Street, designed from on high by cultural elites and powerful interests in the American context, offer particular kinds of solutions to particular kinds of problems. Scholars should pay greater attention to how media is leveraged to enhance or undermine children's interests, as well as how variations in market structure and cultural norms can influence the (attempted) translation of mass media across distinct societies.

Reference

Jensen, Helle S. 2023. *Sesame Street: A Transnational History*. Oxford, UK: Oxford University Press. <https://global.oup.com/academic/product/sesame-street-9780197554159?cc=us&lang=en&>

The Youth Studies Program at Central Michigan University Celebrates its 20th Anniversary!

by David A. Kinney



The Youth Studies Program at Central Michigan University (CMU) in Mount Pleasant recently celebrated its 20th anniversary. I was fortunate to receive support to design and implement this program shortly after I arrived at CMU in 1995. The first students with a Youth Studies Minor graduated in May 2003. Student interest in the Youth Studies Minor grew quickly, and in 2006 we developed a Sociology Major with a Concentration in Youth Studies. Over the course of the past 20 years, approximately 500 students have graduated with a Major or Minor in Youth Studies the only academic program focused on children and youth housed in a Sociology department. Only two similar programs exist: the Child, Youth and Family Studies Major in the College of Education and Human Services at the University of Nebraska and the Center for Childhood and Youth Studies which focuses on research and advocacy at Salem State University.

Youth Studies students at CMU want to work with children and youth after they graduate but are not interested in becoming teachers. They often have majors or minors in fields such as Psychology, Social Work, Family Studies, Child Development, Substance Abuse Education, and Parks, Recreation, and Leisure Studies. After graduation, 60-70% of Youth Studies students find employment in foster care, child protective services, substance abuse rehabilitation facilities, adoption, juvenile probation, teen centers, childcare, Americorps/City Year programs, domestic violence shelters, youth recreation centers, college academic advising and libraries. Approximately 30-40% of students go to graduate school to pursue master's degrees in social work, school counseling, public health, school psychology, human relations, and Indigenous education. Other Youth Studies students have successfully finished Ph.D. programs in Sociology and Psychology, and several have become Child and Family lawyers. It is also important to note that the Youth Studies program has the greatest percentage of BIPOC students of any academic program at the university and many of high school students they mentor are students of color and/or low-income.

The Youth Studies program has two primary goals. First, it provides students with a sequence of Sociology classes that specifically cover the ways in which social structural forces and social psychological processes differentially impact the outcomes of children and youth from diverse backgrounds. Our sociologically focused Youth Studies courses inject a deeper understanding of the impact of social forces on young people, resulting in graduates who are well-prepared to serve youth facing adversity. My wonderful colleagues, Kate Rosier, Nancy Herman-Kinney, and Amanda Garrison, and I teach the required courses (e.g., Sociology of Education, Sociology of the Family, Sociology of Childhood, Sociology of Adolescence). Youth Studies students also take an elective course on children or youth in Psychology or Family Studies.

The second primary rationale for developing the Youth Studies program was to create a capstone course for Youth Studies students. Here, students have an off-campus experience directly working with youth facing adversity before entering the world of work or going off to graduate school. They take this capstone during the last semester of college after they have finished all the other required Youth Studies courses. During this course, students serve as mentors to local high schoolers facing academic, social, and personal difficulties. This focus is based on a community engagement and public sociology approach, whereby I consult with the superintendent, principals, and teachers to determine how my students can have the greatest positive impacts on their students. The high school students we work with are facing significant barriers that undermine their ability to focus on school, including poverty, racism, food scarcity, homelessness, incarcerated parents, and addiction among family members, among other challenges.

By all accounts, both the protégés and mentors greatly benefit from their time together. Pre- and post-program data shows that the vast majority of the high school students focus more on school, become more confident and more hopeful in their futures, and my students feel better prepared to work with young people in the real world. I am working on a publication that provides more details about the program and specificity with regards to its impact. In sum, the Youth Studies Program at CMU has been successful and poised to continue along these lines into the future. I hope that other Sociology departments can develop similar programs to increase opportunities for more disenfranchised youth and prepare more college students to make a positive difference in the lives of young people facing hard times.

Feedback from *Youth Studies* Students:

“I'm not sure what I expected out of the capstone class, but it was incredible. I had some self-doubt going into it because I had no prior experience with mentoring or working alongside high schoolers. However, **this allowed me not only to have some more confidence in my abilities but also fully understand that I am going into the right field.** The days we went to the high school were the highlights of my week. Also, after finishing the first semester of my MSW degree, I've gained even more appreciation for the youth studies program. I loved being a psychology student, but I feel like **the youth studies program is what really allowed me to grow as a student,** especially due to professors as passionate as you and Dr. Garrison.”

-Shyanne Murray, recent graduate of Youth Studies minor

Hey Shyanne! I realize I don't express much and I apologize for being brash at times but **I truly believe I've learned something from you, and our time together made me realize I may follow in your footsteps for college.** This letter may be a simple one. But **I want to help people as well.** I was always scared of whatever goal I may choose, but after this [class] I realized it isn't all that complicated. And quite frankly, you helped me realize that; having that person who's gone through that talk about their experiences through college made me realize what I wanted to do... **I'm glad I was able to meet you and learn the extent that I did.**

-“Jamil” former mentee of Shyanne

“Travis” got all of his failing grades up to passing, I believe it was a D, C, and B-, which is a huge improvement from the failing grades. And... drumroll please... we applied for “Hillside” Community College today!!!! Which is so huge. He thanked me for pushing him to do it and told me he wouldn't have been able to do it without me. This was just an overall amazing day. I am so impressed with his growth from the beginning of the semester to now and I can't believe our time together is already coming to an end. It is truly so special to reflect back on being strangers at the beginning of the semester to our relationship now. **This class has been one of the most special and rewarding experiences by far in my time at CMU!**

-Hope Cameron, Youth Studies graduate, Capstone field note journal

Pictured: A Youth Studies mentor working alongside her mentee



Section Awards Call 2024

DISTINGUISHED EARLY CAREER AWARD, CHILDREN AND YOUTH SECTION

Nominations due by: February 15, 2024

This award honors individuals for distinguished contributions to research, teaching, and service on the sociology of children and youth.

Candidates must have received their PhD within 10 calendar years prior to the nomination deadline. Nominees must be current members of the American Sociological Association's (ASA) Children and Youth Section. Self-nominations are welcome.

To make a nomination, submit a letter(s) briefly stating why the person should be considered for this award with a copy of their CV to the committee chair, Melanie Gast (melanie.gast@louisville.edu) by February 15, 2024, with the subject line "2024 C&Y Early Career Award Nomination."

OUTSTANDING GRADUATE STUDENT PAPER AWARD

Nominations due by: February 15, 2024

This award recognizes an outstanding paper authored by one or more graduate students.

To qualify, the author and any co-authors must be current graduate students and graduate students at the time the paper was written. A paper is eligible if it made a "public appearance" within the preceding two years, defined as one of the following: 1) having been submitted for a class or seminar held in those years, 2) having been presented at a professional meeting in those years, or 3) having been accepted for publication or published in those years. Nominees must be current members of the American Sociological Association's Children and Youth Section. Self-nominations are welcome and encouraged.

To make a nomination, submit a copy of their paper to the committee chair, Christina Cross (cjcross2@gmail.com) by February 15, 2024, with the subject line "2024 C&Y Graduate Student Paper Award Nomination."

Section Members on the Job Market



Jared Thorpe

PhD in Sociology from the
University of Texas at Austin
Email: jared.thorpe@utexas.edu

Having received both a B.S. and M.S. degree from BYU, I moved to the University of Texas at Austin to train in the top-rated demography program in the country. At UT, I have focused my research, training, and teaching at the intersection of family sociology and population health with a special focus on the mental health of young people growing up in diverse family contexts. Rigorously trained in both advanced quantitative and qualitative methods with grounding in life course and ecological theories, I seek to study young people and their families in ways that inform the translation of research into policy intervention. During my time here, I have worked with Dr. Robert Crosnoe on large-scale family health-focused projects funded by NICHD and NSF, published an article in *Journal of Adolescent Health*, have an article under revision at *Demography*, and presented my work at conferences in sociology, demography, and child/family studies.

As an educator, I prioritize creating an inclusive and compassionate learning environment, where every student's unique background and perspective are valued and respected. As such, I have actively pursued professional development in inclusive pedagogy, such as training in a teaching preparation workshop series and an Inclusive Course Design Institute. In my current role as an adjunct faculty member, I have honed my commitment to fostering a community of belonging through the application of Universal Design for Learning and anti-oppressive pedagogical practices.

Section Members on the Job Market

Courtney Heath

PhD Candidate,
Mississippi State University
Email: clh714@msstate.edu

My research is centered on power, privilege, and the reproduction of inequality. With this work I seek to contribute to scholarship on stratification and, specifically, the ways that privileged groups make sense of and reproduce structures of inequality. To engage with these questions, I use qualitative methods, primarily focusing on ethnographic participant observation and semi-structured, in-depth interviews.

My dissertation is an ethnographic study that began as an exploration of the intersection of racial and religious socialization. This project is an extension of my thesis work, a piece on the contemporary use of segregationist academies in which I found that for both parents and children, the school's emphasis on Christian values was central to how they understood their own racial subjectivity as well as how they justified this racialized school choice in the contemporary era.

After conducting 18 months of fieldwork and 35 in-depth interviews with youth and adults at my research site, it has become apparent to me that the worldview espoused by my participants includes but is not limited to racial socialization processes. As such, I have expanded the project to include analyses of how this belief system, which is specific to white Southern Baptists, also informs and is informed by understandings of gender, sexuality, and politics, and how the youth in my study receive, interpret, and contribute to this worldview. My work thus contributes to scholarship on how privileged groups construct ideologies that allow them to maintain and reproduce structures of inequality.

Recent Publications by Section Members

Recent Articles:

- "Dorothy Smith's Legacy of Social Theorizing": A special symposium in *Sociological Theory*, 41(4). With essays by:
 - Freeden Blume Oeur (Guest Editor), Introduction.
 - Paige L. Sweet, "The Particular and the Provincial: Thinking with Dorothy Smith's Phenomenology."
 - Rebecca W. B. Lund, "Retrieving Materialism: The Continued Relevance of Dorothy Smith."
 - Marjorie DeVault, "Dorothy Smith's Sociology for People: Theory for Discovery."
- Bialas, Ulrike. 2023. "Ambiguous Ages, Ambivalent Youths: How Asylum Seekers in Germany Navigate Age Categorization." *Migration Politics* 2.003, 2-24, <https://doi.org/10.21468/MigPol.2.1.003>.
- Blume Oeur, Freeden. 2023. "The Art of Listening: Notes on Feminist Book Reviewing." *Contemporary Sociology* 52(6):495-500.
- Brantley, M. (2023). Can't Just Send Our Children Out: Intensive Motherwork and Experiences of Black Motherhood. *Social Problems*, spad047.
- Hagerman, Margaret A. & Underhill, Megan R. 2023. "Chapter 23: Talking with White Children and Adolescents About Racism." In *Untangling the Thread of Racism: A Primer for Pediatric Health Professionals*.
- Thomas, K. J. A., & Gibby, A. L. (2023). Online schooling, race, and the supervision of children at the height of the Covid-19 pandemic. *Journal of Family Issues*. <https://doi.org/10.1177/0192513X23120495>.

Recent Books:

- When Rape Goes Viral: Youth and Sexual Assault in the Digital Age, by Anna Gjika
 - Description: Stories of teen sexting scandals, cyberbullying, and image-based sexual abuse have become commonplace fixtures of the digital age, with many adults struggling to identify ways to monitor young people's digital engagement. In *When Rape Goes Viral*, Anna Gjika argues that rather than focusing on surveillance, we should examine such incidents for what they tell us about youth peer cultures and the gender norms and sexual ethics governing their interactions. Drawing from interviews with teens and high-profile cases of mediated juvenile sexual assault, Gjika exposes the deeply unequal and heteronormative power dynamics informing teens' intimate relationships and online practices, and she critically interrogates the role of digital cultures and broader social values in sanctioning abuse. The book also explores the consequences of social media and digital evidence for young victim-survivors and perpetrators of sexual assault, detailing the paradoxical capacities of technology for social and legal responses to gender-based violence.
- Farm & Wilderness Summer Camps: Progressive Ideals in the Twentieth Century, by Emily K. Abel and Margret K. Nelson.
 - In this book we explore how ideals considered progressive in the 1940s and 1950s had to be reconfigured to respond to shifts in culture and society as well as to new understanding of race and ethnicity, social class, gender and sexual identity through a study of the popular Farm & Wilderness camps.
- Forever 17: Coming of Age in the German Asylum System, by Ulrike Bialas
 - An exploration of how age affects the experience and life prospects of asylum-seekers in Germany.

Section Announcements

CALL FOR PAPERS

Education and the Family: Examining their Interwoven Linkages

Contemporary Perspectives in Family Research, a series which focuses upon cutting-edge topics in family research around the globe, is seeking manuscript submissions for a special volume. The volume will focus on the theme of: 'Education and the Family: Examining their Interwoven Linkages.'

Around the world, education is regarded as an institution which can substantially aid individuals, providing them with the knowledge and skills they will need to obtain jobs, achieve financial success, and lead better lives. For parents, schools represent a place where their children can not only learn, but also obtain a well-rounded understanding of the world in which they live. Parents often become directly engaged in their children's educations, through assisting them with homework, providing them with supplies, such as computers and books, and also through direct interaction with their children's teachers and other parents. Beyond parental involvement, other family members, such as siblings and extended kin, often become key elements in children's performance in school.

Beyond the childhood years, higher education is increasingly sought by young adults, who often turn to their parents for a variety of forms of support. Married and cohabiting partners frequently do the same, providing support to their intimate partner as they seek more educational credentials. Across virtually all family relationships, there is an inseparable connection between education and the family.

This volume of CPFR seeks a broad examination of education and the family. We welcome diverse theoretical and methodological submissions which explore the many issues pertaining to the linkages between education and family.

In doing so, we seek manuscripts which cover a wide array of topics, such as:

- family economic and cultural resources and school performance and attainment of students;
- family emotional support for students;
- family multilingualism and academic success;
- family stressors (e.g., divorce, violence, drugs, COVID) and education;
- gendered nature of parental support;
- family structure and children's education;
- cultural variation in parental engagement and involvement;
- valuation of higher education versus employment;
- family contestations of public schooling and its policies and curriculum

Submission Guidelines

Manuscripts should be limited to approximately 40 double-spaced pages (not including tables, figures, and references), adhere to APA format, and submitted as MS WORD documents. Include an abstract of 150-200 words at the beginning of the manuscript. Timothy J. Madigan and Sampson Lee Blair will serve as coeditors for the upcoming volume.

Please submit manuscripts directly to the editors (tmadigan@commonwealthu.edu and slblair@buffalo.edu). All manuscript submissions should be original work. Manuscript submission to this call for papers implies a commitment to publishing with CPFR. All manuscripts will undergo peer review, and there are no fees.

The deadline for initial submissions is March 15, 2024. Direct all questions to the editors: tmadigan@commonwealthu.edu and slblair@buffalo.edu. Authors are encouraged to submit a brief abstract prior to the manuscript deadline.

OPEN EDITOR POSITION

Hi Colleagues,

I have served as the series editor of Sociological Studies of Children & Youth (SSCY) since 2012, but I am now stepping down. This has been a great experience for me as a scholar, and I hope to recruit a new series editor. If you would like to learn more about the workload associated with this opportunity, please contact me: Loretta Bass, University of Oklahoma (Lbass@ou.edu). Just below is the official call from Emerald Publishing. Thanks so much!

Series Editor Opportunity: Sociological Studies of Children & Youth

We are currently recruiting a new series editor for Sociological Studies of Children & Youth, a flagship book series published by Emerald Publishing. This is an exciting opportunity to steer forward a vehicle of quality scholarship in a growing and evolving discipline.

The series provides an outlet for social scientists researching topics related to children or youth. Emerald contracts individual Guest Editors to develop the volumes in this series, and some volumes focus on a specific theme, while others include a range of chapters on diverse topics. Contributions from all methodological and theoretical orientations are welcomed. The series has a history of publishing work by international scholars and continues to welcome contributions from around the world.

Qualities Required:

- Managerial skills to oversee the editorial cycle and meet deadlines
- A willingness to work closely and collaboratively with the Emerald Editor
- The ability to inspire an active Editorial Advisory Board
- An appreciation of the series' editorial objective to publish high quality research.

Main Responsibilities:

- Soliciting high quality chapters, bringing volumes together, and assisting authors through the editorial process when required
- Initial screening of submissions and volume proposals
- Supplying accepted volumes to the Publisher, or working with volume editors to do so, working within the agreed schedule
- Working with and managing the contribution of the Editorial Advisory Board
- Advising Emerald on the direction and development of the series
- Promoting the series to your networks and at conferences to encourage authorship and usage

Get in Touch: To register your interest in this opportunity, please send your CV and cover letter to Katy Mathers, Senior Commissioning Editor, Emerald (kmathers@emerald.com). If you would like to learn more about the day-to-day workload associated with this opportunity, contact the current Series Editor, contact Loretta Bass, University of Oklahoma (Lbass@ou.edu).

NEWS FROM THE YOUTH DEVELOPMENT STUDY

The Youth Development Study (YDS) addresses many topics of interest to sociologists, social psychologists, developmental psychologists, criminologists, and life course scholars. Data from the 20th survey of YDS G2 participants, and the 4th survey of G3 participants is now available at the ICPSR (Inter-university Center for Political and Social Research, University of Michigan), along with prior data from the study.

The Youth Development Study (YDS) was initiated in 1988 as a school-based study of adolescent children and their parents to examine the consequences of formative experiences in adolescence for mental health, value formation, educational achievement, and multiple facets of behavioral adjustment. Particular attention was directed to the impacts of early work experiences, parent-child and peer relationships, and experiences in school. As the study continued, the focus shifted to the transition to adulthood, adult development, intergenerational mobility and, most recently, mid-life adjustment and health. This comprehensive longitudinal study encompasses three generations: a cohort studied from adolescence to mid-life (G2, 1988-2019), their parents (G1, 1988, 1991), and their adolescent children (G3, 2009-2011, 2020). Data from three generations in the same families enable study of intergenerational relationships and differences in the experience of adolescence and transition to adulthood across parent and child cohorts.

For Data Files, Usage Report, and Publications:

<https://www.icpsr.umich.edu/web/ICPSR/studies/24881/datadocumentation>

For Codebook: Data Archive Codebook

For further information, contact Jeylan Mortimer: morti002@umn.edu

NEWS FROM THE SOCIOLOGICAL STUDIES OF CHILDREN AND YOUTH SERIES

Ingrid E. Castro is the new Series editor for the Sociological Studies of Children and Youth Series (Emerald), succeeding Loretta Bass.

CALL FOR PAPERS

Series Title: Sociology Studies of Children and Youth (Emerald Insight),
Edited by Loretta E. Bass

Volume Title: Uprooted! The Wellbeing and Social Integration of Migrant Children and Youth

Thematic focus and rationale: Migration represents a challenge and opportunity. About 2.3 percent of the world's population live outside of their country of nationality. In 2020, UNICEF estimated that 36 million of the world's 281 million international migrants were children. Among the world's migrants are nearly 34 million refugees and asylum seekers; of these, half are estimated to be children. Adding to this, within countries, internal rural-to-urban migration represents another facet of population movement; children and youth represent a substantial component of this vulnerable population. As the world struggles to cope with global economic imbalances, diverging demographic trends, and climate change, international and internal migration are increasingly salient for the wellbeing, social integration, and civil and human rights of children and youth.

This peer-reviewed, annual volume invites research contributions that illuminate and engage with children and youth as migrants and seeks to address several questions. Examining root causes and agency, to what extent do children and youth exercise volition in the decision to migrate either internally or internationally? From their vantage points to what extent are children and youth on the move, uprooted, and vulnerable? Upon resettlement, what are the social integration challenges and opportunities for children or youth, and to what extent are children and youth migrants constrained in this new context? What do children and youth experience because of migration, and what does this mean for their wellbeing, social integration, and rights?

This edited collection invites scholarship from different contexts and regions, and from varied methodological and theoretical orientations. This title will be a compilation of articles providing empirical insights from a global perspective of children and youth who are affected by migration processes. We welcome contributions from scholars at all career stages and from all parts of the globe.

Possible topics include but are not limited to chapters examining:

- Children's and youths' narratives of migration
- The root causes of migration for children and youth
- Children and/or youth as internal or rural-urban migrants
- Children and/or youth as international migrants
- Gendered perspectives on the migration of children and/or youth
- The social or civic integration or acceptance of children and/or youth migrants
- Children/youth as refugees or asylum seekers
- Human rights and children's rights in migration contexts

Submission Deadline is July 1, 2024. Full papers (5,000-8,000 words).

Please send abstracts and papers to Loretta Bass, Professor, University of Oklahoma (Lbass@ou.edu).

Newsletter Prepared By



Rachael Dominguez



Ashley Larsen Gibby