

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

Child & Youth News

WINTER 2012

A Message from the Chair



I am writing to you from Togo in West Africa, the eighth poorest country in our world, where the mortality rate for children under five is 100 in 1,000 live births. One child smiles and enjoys life, and the next street over another is dead due to a lack of basic sanitation or uneven access to medical care. Meanwhile, in Syria, children are victims of targeted violence. One report noted how a Syrian officer shot and killed a two-year old girl because he did not want her to grow up to become a demonstrator. These examples remind us of the value and real-world implications of our research as sociologists, whether it is documenting inequalities or advocating for change. What we do matters.

This spring, two major Section activities include participating in the election of incoming Council members and nominating colleagues for Children and Youth Section awards. The conference theme of “Real Utopias” will find a lot of synergy with our Section’s offerings. We are coordinating two sessions with the Aging and the Life Course Section. Together, we hope to find common ground and even consider other approaches to researching children and youth. A detailed summary of the exciting papers and panelists for one of these co-sponsored sessions – *Children, Youth and Life, What Has Age Got to Do with It?* – is already finalized and announced later in this newsletter. Other sessions to look for include: 1) *Children, Youth and the Future of Aging*, 2) *Working with Youth*, 3) *Children and the Post Industrial Economy*, and 4) the *Children and Youth Refereed Roundtables* session in tandem with the Section business meeting.

Finally, beyond the thoughtful research, teaching and advocacy that you do in the field of child and youth studies, thank you for being active and committed Section members. I look forward to seeing you and having meaningful interactions in August in Denver. I hope that 2012 is going well for you.

Very best wishes,

Loretta



Section on Children & Youth 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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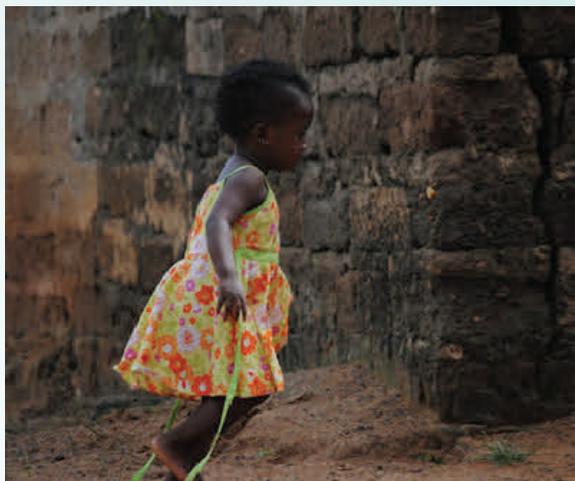
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Inside this issue...



<i>ASA C&Y Section Meeting News</i>	4-5
<i>Nominees for Upcoming Election of C&Y Section Officers</i>	5
<i>Call for C&Y Section Award Nominations</i>	6
<i>Digital Database of C&Y Scholarship</i>	7
<i>New Books by Section Members</i>	8
<i>New Articles by Section Members</i>	9-11
<i>Conference Announcements</i>	12-13
<i>Call for Papers</i>	14-16
<i>Job Opportunities</i>	17-18
<i>General C&Y Announcements</i>	19-20
<i>Remembering April Brayfield</i>	21

Special C&Y Session at ASA Meeting:
Children, Youth, Life:
What Has Age Got to Do With It?



When: Friday, August 17, 2012, ASA Annual Meeting

What: Invited Session - Section on Children and Youth
Co-sponsored with Section on Aging and the Life Course

Organizers: Loretta E. Bass, University of Oklahoma, & Richard Settersten, Oregon State University

Panelists:

Phyllis Moen, University of Minnesota, & Jeylan Mortimer, University of Minnesota: *The Social Reconstruction of Age: Precarious Identities and Enactments of Age-Graded Social Roles*

Jens Qvortrup, University of Science and Technology, Trondheim, Norway: *What has generation got to do with it?*

Gerry Handel, City College and the Graduate Center of the City University of New York: *Sociology is Missing an Age: Some Comments on Age, Socialization, Primary Groups, and Life Course*

Daniel Thomas Cook, Rutgers University-Camden: *The Deepening Entanglements of Social and Commercial Meanings of Age and Age Categories: The Case of American Childhood and 'Youth,'*

Discussant: Glen Elder, University of North Carolina

Description:

This session will examine age as a construct that defines categories of the life course, specifically focusing on children and youth, but also considering that insights from childhood and youth studies may inform and even include the study of other age-categorized groups, such as mid-life adults and the elderly. Childhood and youth experiences are connected to and inform later life experiences, and this session will consider the relationships across human maturation and the life course as these take form and are interpreted within particular social, cultural, generational and historical frames. Theorizing 'what has age got to do with it' allows the examination of socially constructed and negotiated boundaries across age groups, as well as intersections with other points and trajectories of difference and inequality experienced over the life course.

***ASA C&Y Section Day is
Friday, August 17, 2012 :***

The Children and Youth Section will have its business meeting, most regular and invited sessions, and on-site evening reception scheduled for Friday, August 17, 2012. Having the last day of the meeting in 2011, our Section day is rotating to the first day of the meeting for 2012.

Please plan accordingly when making your travel reservations.

We look forward to seeing you in Denver!



Nominees for Upcoming Section Officer Elections:

Chair Elect

- ☆ Ross Macmillan, Universita Bocconi
- ☆ Dalton Conley, New York University

Secretary/Treasurer

- ☆ Ann Beutel, University of Oklahoma
- ☆ Kelly Musick, Cornell University

Council Members (3 Open Seats)

- ☆ Shannon Cavanagh, University of Texas
- ☆ Dana Haynie, Ohio State University
- ☆ Stefanie Mollborn, University of Colorado Boulder
- ☆ Hedwig (Hedy) Lee, University of Washington

Student Representatives

- ☆ Kristin Abner, University of Illinois at Chicago
- ☆ Matt Rafalow, Columbia Law School

CALL FOR NOMINATIONS:

At the 2012 ASAs, C&Y Section will award scholars in the following categories:

Outstanding Graduate Student Paper Award

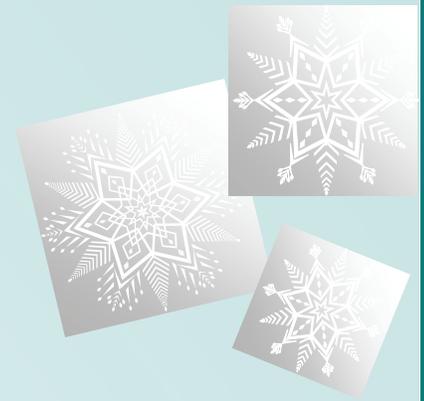
This award recognizes an outstanding paper authored by one or more graduate students. To qualify for this year's competition, the author and any co-authors must have been students at the time the paper was written. A paper is eligible if it made a "public appearance" in 2011-12, defined as one of the 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. Papers should be unpublished, but could be under journal review at the time of the award's submission due date. Students are welcome to submit their own papers. Please send paper submissions to the Committee Chair, Rob Crosnoe, at crosnoe@austin.utexas.edu by **March 15, 2012**.

Distinguished Scholarly Contribution Award

This award is given in even years to a book or journal article published in the preceding two years that has had a major impact on the field of Children and Youth. In a two-year cycle, the award rotates with the Distinguished Career Service Award. If nominating a book or article, it should have been published in 2010 or later. To make a nomination, write a letter briefly stating why the book or article should be considered and submit with a copy of the publication. Self nominations are appropriate. Textbooks and edited volumes are not eligible. The deadline is **March 15, 2012**. Please send nominations and publications in electronic format to the selection Committee Chair, Holly Heard at hheard@rice.edu.

Distinguished Early Career Award

This award recognizes exceptional achievement and scholarly contribution to research on the sociology of children and youth early in one's career. This award recognizes scholars in the early years of their careers. In a two-year cycle to be awarded in even years, this award rotates with the Distinguished Career Award. Nominations must include electronic copies of the following: 1) A letter of nomination outlining the nominee's accomplishments to date and anticipated future contributions in the area of children and youth; and 2) A copy of the nominee's current curriculum vitae. Nominees must be a member of the section, and have received their PhD within seven calendar years of the nomination deadline and/or not yet be tenured at the time of the nomination submission. Self nominations are appropriate. Please send a nomination letter and other supporting material by **March 15, 2012** to the selection Committee Chair: David A. Kinney at kinnel1da@cmich.edu.



New Digital Database of Children & Youth Scholarship C&Y Mendeley

The database is hosted by Mendeley, a free service that you can access at: [Mendeley Group: Sociology of Childhood](#).

Although you do not have to be a member of Mendeley to view the annotated list of texts, membership allows you to utilize the service as a citation management tool. Moreover, groups like Mendeley can be used *collaboratively*, rendering this bibliography as a living document that can be edited and expanded over time.

We seek your assistance with the following:

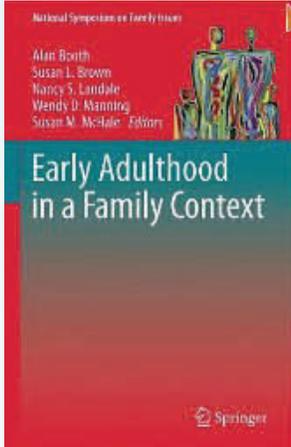
1) **RECOMMENDATIONS** from experienced section members regarding key texts in the sociology of children and youth. Please email Matt Rafalow (mrafalow@uci.edu) the names of authors and publication titles that you believe should be included in this bibliography.

2) **JOIN** the Mendeley Sociology of Childhood group!

Please contact Matt Rafalow (mrafalow@uci.edu) with you questions or concerns.

Thank you for participating!

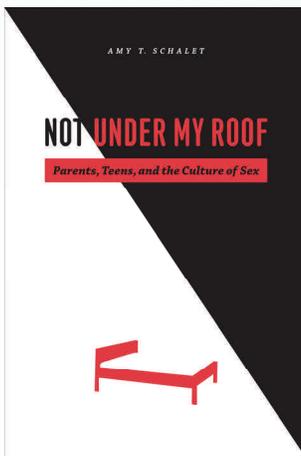
New Books by Section Members



Early Adulthood in a Family Context ***(National Symposium on Family Issues)***

Edited by Alan Booth, Susan L. Brown, Nancy S. Landale, Wendy D. Manning, Susan M. McHale. Springer, 2012. <http://www.springer.com/social+sciences/book/978-1-4614-1435-3>

Graduation, full-time employment, independent living, marriage, parenthood—for decades this has been the idealized trajectory to adulthood. More recently, however, scholars, practitioners, and young adults themselves are recognizing the disconnect between long-held cultural scripts and current social and economic realities, as more young adults are following a wide range of pathways to adulthood. *Early Adulthood in a Family Context* provides insight on a contemporary cross-section of families that are diverse in terms of class, ethnicity, immigrant status, and economic circumstances. Focusing on family characteristics and dynamics that promote successful transitions to early adulthood, the book presents new theories, methodologies, and findings about the familial experiences and behaviors of young adults with their parents, partners, and offspring.



Not Under My Roof: ***Parents, Teens, and the Culture of Sex***

By Amy T. Schalet. Chicago: University of Chicago Press, 2011. <http://www.amyschalet.com/not-under-my-roof-parents-teens-and-the-culture-of-sex/>

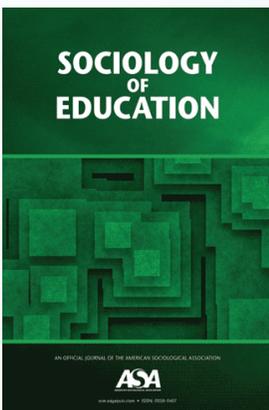
For American parents, teenage sex is something to be feared and forbidden, and sex is often a source of family conflict. In the Netherlands, where teenage pregnancies are far less frequent than in the United States, parents aim above all for family cohesiveness, often permitting older teenage couples to sleep together and providing them with contraceptives. Probing our child-rearing for what it tells us about our culture, *Not Under My Roof* offers an unprecedented, intimate account of the ways girls and boys in both countries negotiate sex, love, and growing up.

New Articles by Section Members



“Young Adult Identities and their Pathways: A Developmental and Life Course Model.” By Janel E. Benson and Glen H. Elder Jr., *Developmental Psychology*, 47(6): 1646-1657, 2011.

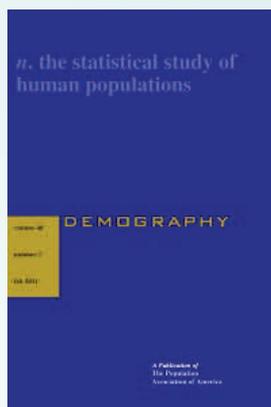
Abstract: Developmental and life course studies of young adult identities have focused on 2 dimensions: subjective age and psychosocial maturity. This study examines the developmental synchrony of these 2 processes. In a longitudinal sample of young adults from Add Health (ages 18–22), a person-centered analysis of indicators of these dimensions identified 4 identity profiles. Two depict early and late patterns of identity; the others represent contrasting types of discordance: pseudo-adult, with subjective age more advanced than maturation level, and anticipatory, with subjective age less advanced than maturational level. The profiles vary by gender, socioeconomic status, and race–ethnicity, as well as by adolescent (ages 12–16) pubertal maturation, psychosocial adjustment, and family context. These results provide support for a more holistic, interdisciplinary understanding of adult identity and show that young adult identities in the Add Health sample follow differentiated paths into the adult years, with largely unknown consequences for the subsequent life course.



“Partnership Instability, School Readiness, and Gender Disparities.” By Carey E. Cooper, Cynthia A. Osborne, Audrey N. Beck, and Sara S. McLanahan. *Sociology of Education*, 84: 246–259, 2012.

Abstract: Trends in family formation during the past several decades have increased children’s exposure to mothers’ partnership instability, defined as an entrance into or exit from a coresidential union or a dating partnership. Instability, in turn, is associated with negative outcomes for children and adolescents. This study uses data from the Fragile Families and Child Wellbeing Study to examine associations between mothers’ partnership instability and children’s school readiness, differences between coresidential and dating transitions, and the moderating role of child gender. Mothers’ partnership transitions are negatively associated with children’s verbal ability and positively associated with boys’ behavioral problems at age five. In general, coresidential and dating transitions have similar effects on school readiness. The findings have important implications for our understanding of the growing gender gap in educational attainment.

New Articles by Section Members



“Beyond Absenteeism: Father Incarceration and Child Development.” By Amanda Geller, Carey Cooper, Irwin Garfinkel, Ofira Schwartz-Soicher and Ronald Mincy. *Demography*, 49 (1): 49-76, 2012.

Abstract: High rates of incarceration among American men, coupled with high rates of fatherhood among men in prison, have motivated recent research on the effects of parental imprisonment on children’s development. We examine the relationship between paternal incarceration and developmental outcomes for approximately 3,000 urban children. We estimate cross-sectional and longitudinal regression models that control not only for fathers’ basic demographic characteristics and a rich set of potential confounders, but also for several measures of pre-incarceration child development and family fixed effects. We find significant increases in aggressive behaviors and some evidence of increased attention problems among children whose fathers are incarcerated. The estimated effects of paternal incarceration are stronger than those of other forms of father absence, suggesting that children with incarcerated fathers may require specialized support from caretakers, teachers, and social service providers.



“I Need Help!’ Social Class and Children’s Help-Seeking in Elementary School.” By Jessica McCrory Calarco. *American Sociological Review*, 76 (6): 862-882, 2011.

Abstract: What role do children play in education and stratification? Are they merely passive recipients of unequal opportunities that schools and parents create for them? Or do they actively shape their own opportunities? Through a longitudinal, ethnographic study of one socioeconomically diverse, public elementary school, I show that children’s social-class backgrounds affect when and how they seek help in the classroom. Compared to their working-class peers, middle-class children request more help from teachers and do so using different strategies. Rather than wait for assistance, they call out or approach teachers directly, even interrupting to make requests. In doing so, middle-class children receive more help from teachers, spend less time waiting, and are better able to complete assignments. By demonstrating these skills and strategies, middle-class children create their own advantages and contribute to inequalities in the classroom. These findings have implications for theories of cultural capital, stratification, and social reproduction.

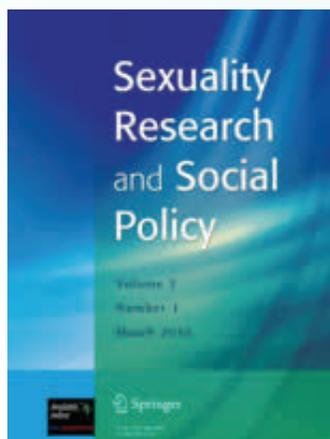
New Articles by Section Members



“Multiple Transitions and HIV Risk among Orphaned Kenyan School Girls.” By Sanyu A. Mojola. *Studies in Family Planning*, 42(1):29-40, 2011.

Abstract: Why are orphaned girls at particular risk of acquiring HIV infection? Using a transition-to adulthood framework, this study employs qualitative data from Nyanza Province, Kenya, to explore pathways to HIV risk among orphaned and nonorphaned high-school girls. It shows how simultaneous processes such as leaving their parental home, negotiating financial access, and relationship transitions interact to produce disproportionate risk for orphaned girls. The role of financial provision and parental love in modifying girls’ trajectories to risk are also explored. A testable theoretical model is proposed based on the qualitative findings, and policy implications are suggested.

“Resource and Risk: Youth Sexuality and New Media Use.” By C.J. Pascoe 2011. *Sexuality Research and Social Policy*, 8 (1): 5-17, 2011.



Abstract: Some contemporary moral panics orbit around youth sexuality and new media use. This article addresses those moral panics by investigating teenagers’ practices regarding new media and sexuality. New media technologies are central parts of young people’s social, romantic, and sexual lives. These communication technologies are important in their practices of meeting, dating, and breaking up. New media technologies also provide important resources about sexual health and identities.

However, these informational and relational resources are not equally available to all young people. Indeed use and access to new media technologies often mirrors the contemporary ordering of economic, racialized, and gendered power. Additionally, while youth are aware of online safety practices, some youth are more vulnerable to online risks than others.

Conference Announcements



Visions and Voices of Childhood **A Graduate Student Conference** **May 21-22, 2012** **Rutgers-Camden University**

The Rutgers University-Camden Childhood Studies Graduate Student Organization (GSO) hosts its second formal graduate student conference May 21-22, 2012 on the Camden, NJ campus. Graduate students from many disciplines will come together to share current research in Childhood Studies. Registration will open in March and continue until the day of the conference.

Visit our conference website at:

<http://www.clam.rutgers.edu/~childgso/conference2012.html>

Childhood and beyond: Tracing Cohorts Across the Lifecourse **EUCCONET & SLLS International Conference** **October 29-31, 2012** **Paris, France (Venue: FIAP Jean Monnet)**



This conference offers a broader forum for research on the whole lifecourse and longitudinal methodology. It comprises keynote lectures, parallel groups and poster sessions featuring reports and research from the teams following the multi-purpose child cohort studies in European Child Cohort Network (EUCCONET). It is co-hosted by the EUCCONET *and Life Course Studies International Conference* (SLLS). This will be the final conference of the ESF-funded EUCCONET, combined with the third conference of the Society for Longitudinal and Life Course Studies (SLLS).

Visit our conference website at:

http://www.euconet.com/?page_id=721

Conference Announcements



Transitions from Adolescence to Adulthood
**Society for Research in Child Development
(SRCD) 2012 Themed Meeting**
October 18-20, 2012
Tampa, Florida

The goal of this meeting is to promote new ways of thinking about transitions to adulthood. This meeting will focus on five areas: 1) education and work, 2) family, peer, romantic, and other social relationships, 3) biological, neurological and physical development, 4) mental health and problem behavior; 5) policy, intervention, and vulnerable populations.

We are accepting paper and poster submissions through April 5, 2012. To learn more visit our conference website:

<http://us1.campaign-archive2.com/?u=addb5e7d7d66625647754af3f&id=83c79e4e9b&e=78d5b1d22e>



Special Issue of French Journal

The French journal *Carnets de Géographes* presents a special issue about "Géographies des enfants et des jeunes".

<http://www.carnetsdegeographes.org/index.php>

Call for Papers
The Children and Childhood Network
Social Science History Association
Deadline: March 1, 2012



We invite you to participate in the 37th annual meeting of the Social Science History Association by submitting a paper or session proposal to the Children and Childhood Network of the SSHA. The conference will take place November 1-4, 2012 in Vancouver, British Columbia. For more information on the conference as well as the general call for proposals, please refer to the SSHA website: <http://www.ssha.org/>. The deadline for full panel or individual paper proposals is March 1, 2012.

The association particularly emphasizes interdisciplinary and transnational research, and the annual meeting provides a very supportive environment in which to present new work. The theme of the 2012 conference is “Histories of Capitalism,” though papers related to the conference location of Vancouver or other aspects of social science history are also welcome. Please see a preliminary list below of session ideas generated at last year’s C & C network meeting. Complete panels must include at least 4 papers and presenters from more than one academic institution. Other formats, including roundtable discussions and book sessions, are also possible.

Possible panels suggested at the 2011 C&C network meeting:

- youth, parents, and the market
- children’s social capital
- indigeneity and youth
- globalization of child labor
- trafficking
- surrogacy/reproductive technologies
- child placement in histories of capitalism
- disability, the medicalization of childhood
- children and consumerism
- international adoption
- roundtable on pedagogy: teaching the history of childhood
- queer childhoods

If you need any help making a submission or have any questions, please contact either of the Children and Childhood network co-chairs: **Birgitte Søland:** so-land.1@osu.edu and **Emily Bruce:** bruce088@umn.edu

Second Call for Papers
5th International Conference on Multidisciplinary
Perspectives on Child and Teen Consumption
Deadline: March 31, 2012



Child and Teen Consumption (CTC) 2012: “Food Consumption, Communication, Life Styles and Fashion”
December 12-14, 2012
Milan, Italy

CTC2012 welcomes single papers and thematic session proposals, hoping for participants preferably from different countries and several disciplines. Potential interdisciplinary themes of the conference might include, between others:

- Children and Teens in a Consumption Society
- Children, Teens and Parents as Consumers
- State Regulation NGO and the Self Regulating Market
- Advertising & Children and Youth
- Capitalism and the Commodification of Play
- Postmodernism and Media Consumption
- Children’s and Teens’ Media Culture
- Globalization, Regionalization and Individualization in Consumption Practices
- Consumer Education
- Consumption and Gender Identity
- Creating Consumer Citizens
- Consuming Tradition or Changing the Future?
- Children’s Bodies and Consumption
- Consuming Sustainable Consumption
- Food, Advertising, and Health

The Conference includes keynote speakers, parallel sessions with chairs and appointed commentators, and presented poster sessions.

PhD & Master Students’ Pre-Conference Workshop.: PhD & Master students in the inter- and transdisciplinary field of research on Consumer Behavior are warmly invited to attend the pre-Conference "Research on Child & Teens Consumption. Present and Future Perspectives".

Learn more at our website: <http://www.ctc2012.org/#!/download>

Call for Papers

Special Issue: Social and Emotional Learning in Early Education Early Education and Development

Guest Editors: Susan E. Rivers & Marc A. Brackett

The goal of this special issue is to explore more deeply the role of social and emotional learning (SEL) in the development of 3- to 6-year-olds and programming efforts in classroom settings. SEL involves the acquisition of knowledge and the development of skills related to self- and social awareness, responsible decision making, self-management, and relationship management. Over the last two decades, numerous programs have been developed to promote SEL among children. SEL programs are designed to complement existing school curricula by teaching the social and emotional skills that contribute to better social and emotional adjustment and higher academic achievement. A recent meta-analysis of 207 studies examining the effects of SEL programs revealed that students enrolled in such programs perform significantly better in school and on standardized tests compared to non-participating students (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

This special issue will explore research, practice, and policy implications for SEL during the early childhood years. Suggested topics include:

- ◆ Examinations of links between SEL and social and emotional development, cognitive development, and outcomes such as school readiness and health
- ◆ Unique challenges and strategies for quality implementation of SEL programs
- ◆ Methods for assessing SEL in early childhood and testing short- and longer-term impacts of SEL programs delivered in early education
- ◆ Active ingredients of effective SEL programming in early education
- ◆ Role of the family in promoting SEL
- ◆ State-wide initiatives for addressing SEL in young children
- ◆ Teacher practices and characteristics that promote SEL in young children
- ◆ Role of teachers' emotional competence/emotional intelligence in promoting the social and emotional development of young children

We invite both theoretical and empirical papers that draw on qualitative or quantitative data, as well as articles linking practice to policy.

Inquiries regarding this special issue should be directed to Dr. Susan Rivers (susan.rivers@yale.edu).

Submission deadline: June 1, 2012.

Publication of this special issue is scheduled for October 2013.

Job Opportunities

**Advanced Assistant, Associate or Full Professor
(Full-Time, 50% Department of Sociology, 50%
SESRC)
Social and Economic Sciences Research Center
(SESRC)**

Position Summary: The occupant of the position is expected to pursue external grant funding opportunities in survey research, provide training in survey methods, collaborate with Social and Economic Sciences Research Center (SESRC) staff on survey projects, conduct independent research leading to publication, teach undergraduate and graduate sociology courses, mentor undergraduate and graduate students, and engage in service.



Minimum/Required Qualifications:

The successful candidate must have a Ph.D. in Sociology or related field by August 16, 2012 as well as expertise in applied survey research methodology and an excellent record of research or research potential.

Preferred Qualifications:

Preference will be given to candidates who demonstrate an ability to secure external funding, teach at the undergraduate and graduate levels, and have knowledge of and show proficiency in advanced survey design. We invite candidates to apply who will build on the SESRC's existing infrastructure by providing training in survey methods, and collaborating with SESRC staff on survey projects (see here: <http://www.sesrc.wsu.edu/sesrcsite/>). Candidates whose other research specializations enhance current Sociology departmental research strengths will be preferred (see here for departmental research strengths: <http://libarts.wsu.edu/soc/research/>).

Special Notification to Applicant:

Applicants should apply online at wsujobs.com and be ready to upload a letter of interest (cover letter), a recent curriculum vitae, two (2) samples of recent written work (writing sample 1 & writing sample 2), and the names and contact information of three (3) references.

Direct inquires about the search to: Professor Julie A. Kmec, Chair of the Search Committee, 509-335-8760 or jkmec@wsu.edu.

Job Opportunities

Two Post-doctoral Research Position Openings Tufts University, Community-Centered Evaluations Eliot-Pearson Department of Child Development Department of Urban & Environmental Policy & Planning

Community-centered Evaluations at Tufts University (CEval) seeks two qualified PhD-level researchers for post-doctoral research positions. The initial appointment will be for one year, with the possibility of extension for an additional 2-3 years. Our team of researchers is conducting several grant-funded evaluations of statewide home visiting programs; all studies are at various stages of design and implementation, and involve both quantitative and qualitative data. CEval is looking for thoughtful, collegial, and highly-motivated individuals interested in making a contribution to the fields of child and family research and policy. We seek one post-doctoral fellow with primary expertise in quantitative analysis and one with primary expertise in qualitative analysis.

Responsibilities will include, but are not limited to:

- Data management and analysis of large sample multi-method data,
- Supervision and mentoring of graduate and undergraduate students;
- Presentation of research findings at national and international meetings;
- Publication of research findings in peer-reviewed journals;
- Grant writing and report writing for funders;

Requirements:

- Ph.D. or Ed.D. in a social science field (psychology, public health, sociology, public policy, child development, family studies, education);
- Knowledge of advanced quantitative statistical methods (e.g., confirmatory factor analysis, multiple imputation methods, structural equation models, multi-level models) and/or qualitative methods (e.g., software packages such as Atlas ti, coding procedures, and knowledge of mixed method approaches);
- Experience working with SPSS;
- Experience working in a team environment, ability to work both independently and collaboratively;

Salary: \$55,000-\$58,000 + excellent benefits package.

Please send a cover letter, curriculum vitae, 1-2 publications, and the names and contact information of three references to: **Jessica Goldberg, Ph.D., CEval Project Director** (jessica.goldberg@tufts.edu)



New Online International Review

AnthropoChildren is a new online international Review edited at the University of Liège (Belgium). The Review publishes original articles in the area of Social and Cultural Anthropology of Children and Childhood. It subscribes to voluntary open access in an attempt to foster debate between academics, students and professionals worldwide.

The importance of long-term fieldwork and participant observation as a scientific process and a singular relation in the construction of subject matter is a starting point for addressing questions and issues on the development of the discipline. However, even if Anthropology of Children and Childhood is a field unto itself, there is no reason to separate it from the other areas within general anthropology (kinship, religion, economics, politics, etc.). The Review aims to bring together various academic traditions so that they may enlighten each other on the basis of ethnographic fieldwork conducted in different social categories and groups, communities, institutions, and societies around the world.

Find us at: http://popups.ulg.ac.be/AnthropoChildren_eng.htm

New Newsletter from the University-Based Child and Family Consortium

Please click through to learn more about the Consortium's new *Initiative for Evidence-Based Early Childhood Policy and Practice* and to see details about the upcoming conference co-sponsored by the Consortium and the Council on Contemporary Families.

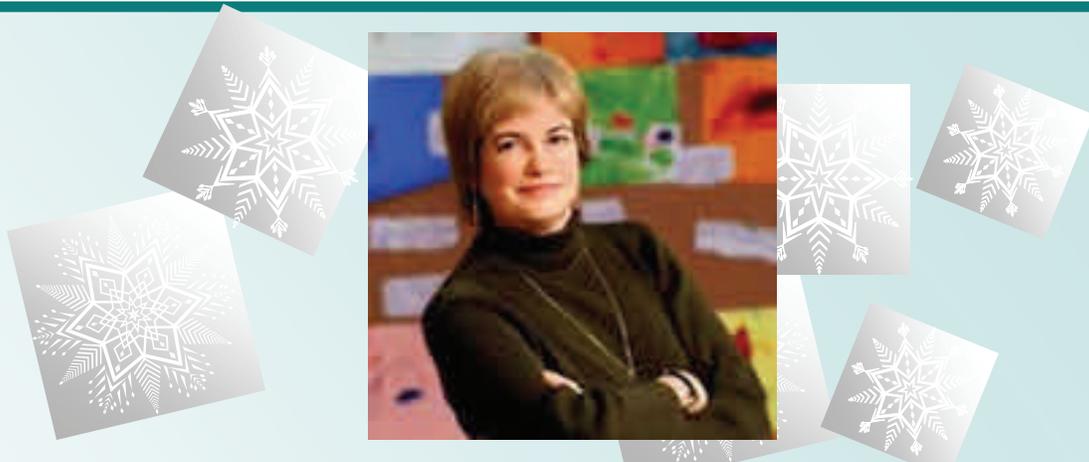
[http://
www.childpolicyuniversityconsortium.com/pdfs/E-Newsletter_January2012.pdf](http://www.childpolicyuniversityconsortium.com/pdfs/E-Newsletter_January2012.pdf)



JOIN the Society for Longitudinal and Life Course Studies (SLLS)

This is a rapidly growing society comprised of a vibrant group of researchers from a wide range of disciplines who are interested in an equally broad set of longitudinal and life course issues. The past two conferences have been well worth attending and the newly formed society also has an affiliated journal, "Longitudinal and Life Course Studies." Membership information can be found on the SLLS website:

[http://www.longstudies.longviewuk.com/
pages/membership.shtml](http://www.longstudies.longviewuk.com/pages/membership.shtml)



In Memory of April Brayfield 1959-2011

Devoted teacher, colleague, and scholar April Brayfield, Tulane Associate Professor of Sociology, Newcomb Fellow, and Women's Studies/Gender & Sexuality Studies faculty associate, died December 13, 2011, following a long battle with cancer. April was a long-time member of the Children and Youth Section, and she served as both Board Member and Secretary/Treasurer. Her widely published research investigated critical questions with respect to changes in the domestic and work spheres in the US and internationally. She also made important contributions to the academic and applied policy literatures on gender roles, childhood, and child care policy. Dr Brayfield's professional passion was teaching and mentoring. In the course of her almost twenty-year career at Tulane, Dr. Brayfield trained and advised hundreds of Tulane undergraduates and dozens of graduate students in research analysis as well as in her other academic specialties. Dedicating herself to the training of the next generation of scholars, she mentored promising graduate students and trained them to be capable scholars and teachers in their own right. Dr. Brayfield's legacy includes numerous students who have gone on to pursue successful research and teaching careers in academia and policy institutes across the country and globe.

Please read her full obituary at:

<http://obits.nola.com/obituaries/nola/obituary.aspx?n=april-brayfield&pid=155068254&fhid=4708>



Child & Youth News is prepared by the Publications Committee:

Janel Benson (Chair), *Colgate University*

Meghan Mordy (Newsletter Co-Editor), *Colorado State University*

Sarah Patterson (Newsletter Co-Editor), *Indiana University Purdue University—Indianapolis*

Matt Rafalow (Website Editor), *University of California, Irvine*



Janel



Meghan



Sarah



Matt

The next issue of Child & Youth news is scheduled for Spring 2012.

Please send submissions to Meghan Mordy at

meghan.mordy@colostate.edu

You can also find us on the web at our newly redesigned site:

<http://www2.asanet.org/sectionchildren/index.htm>

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

