

# Sociology of Children & Youth

## Section Newsletter

Fall 2014

### A Note from the Chair, Allison Pugh:



Dear Fellow Section Members:

Greetings from Dublin! I am writing you this message from the Semester-at-Sea fall voyage, as the ship docks into the Irish port. I'm teaching a sociology of childhood class here, and last week my students and I trekked out to Rotterdam to investigate their "child in the city" program, where they've incorporated safe traffic routes, climbable trees, and a bit of whimsy into their urban planning. Visiting this region has reminded me that children occupy a bit more central ground in

Europe and the UK, spatially, culturally, and, I think, intellectually – with conferences, grants and programs entirely devoted to the study of children and youth, and some coverage in their mainstream journals as well. Perhaps you have been like me, waiting for American sociology to wake up to the theoretical and empirical richness of what children and youth have to tell us.

This section is poised to help make that happen. I have been so gratified by all the ready volunteers, and the energy that members are putting into helping us thrive and grow. We now have eight committees full of people serving the section, including two new ones for social media and reception planning. Here's a sampling of what's been going on:

- **ASA Panels:** We get five sessions next year, thanks to new members and the fact that we get an extra session because our section meetings are on Tuesday, the last day of the conference. What a luxury! Here are the offerings; all but one are open, so start planning your submissions now to make the January deadline. Big thanks to the organizers for agreeing to serve:
  - \* Research with Children and Youth: Lessons for Social Theory (invited). Organizer: Jessica Taft, UC Santa Cruz
  - \* Children, Youth and Sexualities. Organizer: Emily Kane, Bates College
  - \* Immigrant Children and Children of Immigration: New Perspectives on Children's Experiences in a Changing Policy Environment. Organizer: Joanna Dreby, the University of Albany
  - \* Peer Cultures of Children and Youth. Organizer: Timothy Stablein, Union College
  - \* Children and Youth roundtables. Organizer: Carrie Shandra, SUNY Stony brook, and Jeff Sacha, University of Southern California.
- **IRB Policy and Research Workshop:** In addition, the ASA 2015 program committee invited a "policy and research workshop" entitled "Navigating IRB approval for studies of vulnerable populations: the case of children and youth." This will be a continuation of meetings we've had at ASA 2014 and Easterns 2014; more later on what we'll do next year. (*Continued on page 2*)

# Sociology of Children & Youth

## Section Newsletter

Fall 2014

On a related note, volunteers have signed up to help Melissa Swauger, at Indiana University of Pennsylvania, organize a series of brief guides for researchers, IRBs and schools about working with children and youth. Contact her at [melissa.swauger@iup.edu](mailto:melissa.swauger@iup.edu) for more information if you are interested in joining that effort.

- **ASA Reception:** We have arranged to co-sponsor our Chicago reception with the Communication and Information section, a similarly sized group headed this year by Laura Robinson of Santa Clara University, who writes on youth and media access.
- **Section Awards:** This year we will have three awards: an Outstanding Graduate Student Paper award, an Outstanding Contribution award (this year focused on articles), and a Distinguished Early Career award. Start planning your nominations now!
- **Membership:** Thanks to the initiative and inventiveness of the membership committee (and funds from council members), we successfully increased our membership to above the threshold needed to get us that fifth session for ASA 2015. Stay tuned later for some outreach from this committee about how the section might better serve you, the members.

### Inside This Issue:

2014 CY Section Award	
Winners	P. 4
New Publications by Members	P. 10
New Books by Members	P. 15
Interview with Barrie Thorne	P. 18
New Faculty Positions	P. 19
Members' Grants	P. 20
Call for Information	P. 21
Call for Papers	P. 22
Section Award Nominations	P. 26
SAGE Contest Winners	P. 28

- **Social Media:** The social media committee has taken on the large and important task of beefing up our online presence.
  - \* If you use any of these venues, follow us on Twitter at @asayouth, 'like' the section page on Facebook at <https://www.facebook.com/pages/ASA-Section-on-Children-and-Youth>, or visit the website at [childrenandyouth.weebly.com](http://childrenandyouth.weebly.com), so you can keep up with the latest news.
  - \* If you *have* any news, send them to Nancy Marshall, the committee chair, at [nmarshall@wellesley.edu](mailto:nmarshall@wellesley.edu), or to the newsletter co-editor, Sara Gill, at [saraanng@rams.colostate.edu](mailto:saraanng@rams.colostate.edu).

The section is hopping! Thanks for all your work in helping to make it that way. Let me know if you have any ideas as for how we can make it even better. Have a terrific fall.

Best,

Allison Pugh, Chair

# SECTION ON CHILDREN AND 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.

## 2014-15 Section Officers:

### CHAIR:

Allison Pugh  
*University of Virginia*

### CHAIR-ELECT:

Grace Kao  
*University of Pennsylvania*

### PAST CHAIR:

Dalton Conley  
*New York University*

### FOUNDING CHAIR:

Gertrud Lenzer  
*Brooklyn College and the Graduate Center,  
CUNY*

### SECRETARY-TREASURER:

Kelly Musick  
*Cornell University*

### PUBLICATIONS CHAIR:

Ann Beutel  
*University of Oklahoma*

### COUNCIL:

Paula Fomby  
*University of Michigan*  
Christopher Wildeman  
*Cornell University*  
Shannon Cavanagh  
*University of Texas at Austin*  
Dana L. Haynie  
*Ohio State University*  
Stefanie Mollborn  
*University of Colorado Boulder*  
Heather Beth Johnson  
*Lehigh University*  
Elizabeth Vaquera  
*University of South Florida*

### STUDENT REPRESENTATIVES:

Alicia Raia  
*Rutgers University*  
Chelsea Smith  
*University of Texas at Austin*

### NEWSLETTER CO-EDITORS:

Sara Gill  
*Colorado State University*  
Nicholas Adams  
*University of New Hampshire*

### SOCIAL MEDIA CHAIR:

Nancy Marshall  
*Wellesley College*

### WEBSITE EDITOR:

Matthew Rafalow  
*University of California, Irvine*

# 2014 CY SECTION AWARD WINNERS

## Distinguished Scholarly Contribution Award

Winner: Edward Morris, University of Kentucky, for *Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education.*

*“...the book (is) rich in ethnographic detail and genuinely illuminating about the forces driving young men toward versions of masculinity that don’t foster school success.”*  
(selection committee member comment)

Runner Up: Elizabeth Armstrong, University of Michigan, and Laura Hamilton, University of California, Merced, for *Paying for the Party: How College Maintains Inequality.*

Selection Committee: Loretta Bass (chair), Elizabeth Vaquera, and Julia Wrigley

## Graduate Student Paper Award

Winner: Anthony Jack, Harvard University, for “Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality.”

*“Jack develops a compelling argument that the timing in the life course and the type of institution in which youth experience crossing social boundaries shapes their response to it.”*  
(selection committee member comment)

Honorable Mention: Christina Diaz, University of Wisconsin, for “Social Mobility in the Context of Fathering: The Intergenerational Link in Parenting among Co-Resident Fathers.”

Honorable Mention: Kristin Perkins, Harvard University, for “Reconsidering the Effects of Residential Mobility on Child Mental Health.”

Selection Committee: Monica Kirkpatrick Johnson (chair), Bill Corsaro, Lance Erickson, Kristin Turney, and Alicia Bonaparte

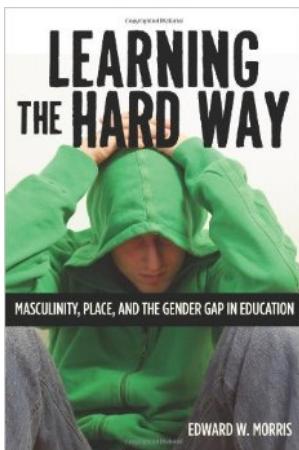
*Congratulations to the winners! Read on to learn more about their award-winning work.*

## 2014 CY SECTION AWARD WINNERS

### Distinguished Scholarly Contribution Award

Winner: **Edward Morris**, University of Kentucky

*Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education*



Morris, Edward W. 2012. *Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education*. New Brunswick, NJ: Rutgers University Press.

An avalanche of recent newspapers, weekly newsmagazines, scholarly journals, and academic books has helped to spark a heated debate by publishing warnings of a “boy crisis” in which male students at all academic levels have begun falling behind their female peers. In *Learning the Hard Way*, Morris explores and analyzes detailed ethnographic data on this purported gender gap between boys and girls in educational achievement at two low-income high schools—one rural and predominantly white, the other urban and mostly African American. Crucial questions arose from his study of gender at these two schools. Why did boys tend to show less interest in and more defiance toward school? Why did girls significantly outperform boys at both schools? Why did people at the schools still describe boys as especially “smart”?

Morris examines these questions and, in the process, illuminates connections of gender to race, class, and place. This book is not simply about the educational troubles of boys, but the troubled and complex experience of gender in school. It reveals how particular race, class, and geographical experiences shape masculinity and femininity in ways that affect academic performance. His findings add a new perspective to the “gender gap” in achievement.



**Ed Morris** is Associate Professor of Sociology and Director of Undergraduate Studies at the University of Kentucky. His research interests include the intersections of race, class, and gender; sociology of education; rural and urban education; and white privilege. His previous publications include articles in *Symbolic Interaction*, *Youth & Society*, *Sociology of Education*, and *Gender & Society*, and a book entitled *An Unexpected Minority: White Kids in an Urban School* (Rutgers University Press 2006).

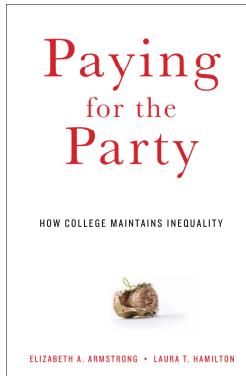
# 2014 CY SECTION AWARD WINNERS

## Distinguished Scholarly Contribution Award

Runner Up: **Elizabeth Armstrong<sup>1</sup> and Laura Hamilton<sup>2</sup>**

*Paying for the Party: How College Maintains Inequality*

<sup>1</sup>University of Michigan <sup>2</sup>University of California, Merced



Armstrong, Elizabeth A. and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Cambridge, MA: Harvard University Press.

Two young women, dormitory mates, embark on their education at a big state university. Five years later, one is earning a good salary at a prestigious accounting firm. With no loans to repay, she lives in a fashionable apartment with her fiancé. The other woman, saddled with burdensome debt and a low GPA, is still struggling to finish her degree in tourism. In an era of skyrocketing tuition and mounting concern over whether college is "worth it," *Paying for the Party* is an indispensable contribution to the dialogue assessing the state of American higher education. A powerful exposé of unmet obligations and misplaced priorities, it explains in vivid detail why so many leave college with so little to show for it.

Drawing on findings from a five-year interview study, Elizabeth Armstrong and Laura Hamilton bring us to the campus of "MU," a flagship Midwestern public university, where we follow a group of women drawn into a culture of status seeking and sororities. Mapping different pathways available to MU students, the authors demonstrate that the most well-resourced and seductive route is a "party pathway" anchored in the Greek system and facilitated by the administration. This pathway exerts influence over the academic and social experiences of all students, and while it benefits the affluent and well-connected, Armstrong and Hamilton make clear how it seriously disadvantages the majority.



**Elizabeth Armstrong** is Associate Professor of Sociology & Organizational Studies at the University of Michigan. Her research interests are in the areas of sexuality, gender, culture, organizations, social movements, and higher education. She earned her M.A. and Ph.D. degrees in Sociology at the University of California-Berkeley and a B.A. in Sociology and Computer Science from the University of Michigan.



**Laura Hamilton** is Associate Professor of Sociology at the University of California, Merced. Broadly, her interests include gender, sexuality, family, education, social class, and mixed research methods. Hamilton earned her M.A. and Ph.D. in sociology from Indiana University in 2003 and 2010, respectively, and her B.A. in sociology from DePauw University in 2001.

# 2014 CY SECTION AWARD WINNERS

## Graduate Student Paper Award

Winner: **Anthony Jack**, Harvard University

“Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality”

Jack, Anthony A. 2014. “Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality.” *Sociological Forum* 29(2):453-75.

**Paper Abstract:** Existing explanations of class marginality predict similar social experiences for all lower-income undergraduates. This paper extends this literature by presenting data highlighting the cultural and social contingencies that account for differences in experiences of class marginality. The degree of cultural and social dissimilarity between one's life before and during college helps explain variation in experiences. I contrast the experiences of two groups of lower-income, black undergraduates—the Doubly Disadvantaged and Privileged Poor. Although from comparable disadvantaged households and neighborhoods, they travel along divergent paths to college. Unlike the Doubly Disadvantaged, whose precollege experiences are localized, the Privileged Poor cross social boundaries for school. In college, the Doubly Disadvantaged report negative interactions with peers and professors and adopt isolationist strategies, while the Privileged Poor generally report positive interactions and adopt integrationist strategies. In addition to extending present conceptualizations of class marginality, this study advances our understanding of how and when class and culture matter in stratification processes in college.



**Anthony Jack** is a Ph.D. Candidate in Sociology and an Associate Doctoral Fellow in the Multidisciplinary Program in Inequality & Social Policy at Harvard University. Anthony is interested in race, culture, education, urban poverty, and qualitative methods. More specifically, Tony researches present-day experiences of lower-income undergraduates at elite colleges and universities in the context of race- and class-based affirmative action measures in admissions. His dissertation outlines the overlooked diversity in lower-income undergraduates' trajectories to college and examines how these divergent pathways, and the accompanying precollege experiences, affect undergraduates' social experiences once they enter the college gates. Tony's research also examines how African Americans respond to racism and discrimination in their daily lives. His work appears in the *Du Bois Review* and *Sociological Forum*.

# 2014 CY SECTION AWARD WINNERS

## Graduate Student Paper Award

Honorable Mention: **Christina Diaz**, University of Wisconsin  
“Social Mobility in the Context of Fathering: The Intergenerational Link in Parenting among Co-Resident Fathers”

Diaz, Christina. 2014. “Social Mobility in the Context of Fathering: The Intergenerational Link in Parenting among Co-Resident Fathers.” *Social Science Research* 47:1-15.

**Paper Abstract:** Intergenerational transmissions extend across a number of family-related behaviors, including marriage timing, fertility, and divorce. Surprisingly, few studies investigate the link between the fathering men experience and the fathering they ultimately engage in. I use data on the grandfathers and fathers of the 2001 U.S. birth cohort – measured in the Early Childhood Longitudinal Study ( $N = 4050$ ) – to test whether men’s perception of the parenting they received influences their subsequent paternal self-assessments and behaviors. I find a nonlinear association between experiencing warm fathering and men’s self-assessed parenting quality and stress. Men with particularly warm fathers are more likely to report being good fathers themselves. Those who report having the harshest fathers also exhibit better paternal self-perceptions and lower stress. Perceptions of paternal warmth show similar associations with men’s fathering engagement. This research sheds light on the significance of family dynamics and how a legacy of fathering may contribute to inequality.



**Christina Diaz** is a doctoral student in sociology at the University of Wisconsin-Madison. Her work spans two areas of scholarship: intergenerational transmissions and migration. She is also an affiliate of the Center for Demography and Ecology and a Ford Foundation pre-doctoral fellow. Her dissertation research examines complexities of immigrant assimilation, with a particular focus on how U.S. society and culture is altered by migrants and their children.

# 2014 CY SECTION AWARD WINNERS

## Graduate Student Paper Award

Honorable Mention: **Kristin Perkins**, Harvard University  
“Reconsidering the Effects of Residential Mobility on Child Mental Health”

**Paper Abstract:** Residential mobility and changes in family structure resulting from relationship formation and dissolution are relatively common experiences among Americans. Scholars have long sought to determine how either residential mobility or changes in family structure affect the development and well-being of children and adolescents, investigating outcomes such as educational attainment, delinquency, substance abuse, and physical and mental health. Rarely, however, does research account for the coincidence of residential mobility and family structure changes. This paper considers the impact of moving homes on children's emotional and behavioral problems using fixed-effects models and longitudinal data from the Project on Human Development in Chicago Neighborhoods. The findings in this paper suggest that, controlling for a wide range of individual, caregiver, household and neighborhood characteristics, residential mobility increases social withdrawal and aggression among children. When caregiver relationship changes are added to the model, residential mobility is no longer significantly associated with social withdrawal, while caregiver relationship changes increase social withdrawal. This paper also presents suggestive evidence that residential mobility and caregiver relationship changes affect girls and boys differently: moving may be a more consequential type of instability for the emotional and behavioral well-being of girls, and caregiver relationship changes may be a more consequential type of instability for boys.



**Kristin Perkins** is a Ph.D. student in Sociology and Social Policy. Originally from Indiana, Perkins earned a B.S. in Urban and Regional Studies from Cornell University and a Master of City Planning from the University of California, Berkeley. Prior to enrolling at Harvard, she was a researcher at the New York City Department of Housing Preservation and Development where she examined the effects of concentrated foreclosure in New York and the impact of the agency's subsidized housing on health outcomes of its residents. Her research interests include urban sociology, inequality, family sociology, and demography.

## NEW PUBLICATIONS BY MEMBERS



**Cairns, Kate.** 2014. "Both Here and Elsewhere: Rural Girls' Contradictory Visions of the Future." *Gender and Education* 26 (5):477-89.

*Abstract:* Girls' studies have made an important contribution to the literature on subjectivity and schooling in neoliberal times; however, girlhood studies within Western contexts remain predominantly urban in focus. This article brings an analysis of place to debates about gendered subjectivity formation by exploring gendered patterns within rural students' imagined futures. Drawing upon ethnographic research with grade 7/8 students in rural Ontario (Canada), the analysis demonstrates how girls construct contradictory future narratives envisioning urban femininities while insisting they will remain living in the country. I argue that this tension must be explored in relation to the gendered context of rural social space, as well as post-feminist discourses of 'girl power'. The analysis contributes to the fields of rural education and girlhood studies by foregrounding the significance of place within the gendered formation of student subjectivities and future aspirations.



**Calarco, Jessica.** 2014. "Coached for the Classroom: Parents' Cultural Transmission and Children's Reproduction of Educational Inequalities." *American Sociological Review* 79(5):1015-37.

*Abstract:* Scholars typically view class socialization as an implicit process. This study instead shows how parents actively transmit class-based cultures to children and how these lessons reproduce inequalities. Through observations and interviews with children, parents, and teachers, I found that middle- and working-class parents expressed contrasting beliefs about appropriate classroom behavior, beliefs that shaped parents' cultural coaching efforts. These efforts led children to activate class-based problem-solving strategies, which generated stratified profits at school. By showing how these processes vary along social class lines, this study reveals a key source of children's class-based behaviors and highlights the efforts by which parents and children together reproduce inequalities.

## NEW PUBLICATIONS BY MEMBERS



**Wilkins, Amy C.** 2014. "Race, Age, and Identity Transformations in the Transition from High School to College for Black and First-generation White Men." *Sociology of Education* 87 (3):171-87.

*Abstract:* Race and class differences in academic and social integration matter for educational success, social mobility, and personal well-being. In this article, I use interview data with students attending predominantly white four-year research universities to investigate the integration experiences of black and first-generation white men. I examine each group's accounts of both high school and college. Both groups of men reported having positive social experiences in high school. However, while first-generation white men were able to transport their identity strategies to college, the transition to college complicated integration and identities for black men. These processes supported white men's collegiate goals but undermined black men's, increasing the emotional costs of college for black men, undermining academic support, and blocking their ability to construct satisfying pathways to adulthood. I argue that identity experiences in high school matter for identity processes in college, where contextual intersectional identity expectations can change in unexpected ways for different groups. More attention is needed to the relationship between precollege and collegiate identities and to the ways intersectionality complicates identity processes.



Photographer: Lynn Lickteig. 2009. <http://cyec.colorado.edu-thumbnails.php?ObjectID=301>

## NEW PUBLICATIONS BY MEMBERS



**Yeung, Wei-Jun Jean and Emily Rauscher.** 2014. "Youth Early Employment and Behavior Problems: Human Capital and Social Network Pathways to Adulthood." *Sociological Perspectives* 57(3):382-403.

*Abstract:* We examine the relationship between early youth employment and behavior problems and ask whether this relationship differs by race, job quality, or work intensity. Drawing on Panel Study of In-



come Dynamics data, we depict the employment patterns of American youth aged 12 through 18 and test conflicting hypotheses about mediating mechanisms through which youth employment shapes children's behavior. Results show that employment is associated with fewer behavior problems but only when the jobs offer opportunities for human capital development and only when working moderate hours. We find significant differences in employment rates and job characteristics between black and white youth. High-quality employment has a stronger impact on black than on white youth, and the positive effect of work is mediated by positive peer influence. Findings support social and human capital theories and, more broadly, the social network/role model explanation for adolescent behavior.



**Ji, Yingchun and Wei-Jun Jean Yeung.** 2014. "Heterogeneity in Contemporary Chinese Marriage." *Journal of Family Issues* 35(12):1662-82.

*Abstract:* Is universal and early marriage still true in China after decades of dramatic socioeconomic changes? Based on the 2005 Population Survey data, we find that by age 35 to 39 years, almost all women are married, and less than 5% of men remain single with the singulate mean age at marriage (SMAM) in the country at 25.7 and 23.5 for men and women, respectively. There are notable regional variations in marriage prevalence and timing across China, likely due to economic development, migration, and cultural norms particularly for ethnic minorities. Those who live in the East and in urban areas tend to enter marriage later. Universal and early marriage is particularly true for women with no education and least so for men with no education. College education delays marriage for both men and women, but most of them eventually marry. We discuss the implications of findings for highly educated women and poorly educated men.

## NEW PUBLICATIONS BY MEMBERS



**Jones, Gavin W. and Wei-Jun Jean Yeung.** 2014. "Marriage in Asia." *Journal of Family Issues* 35(12):1567-83.

*Abstract:* This introductory article provides some comparative background on marriage trends in Asia, to show where the countries

included in this special issue fit into overall Asian and international patterns. It also notes the contribution of different chapters to our understanding of these issues. This special issue gives readers a taste of the diversity of Asia, by including articles on countries from Turkey in the west to the Philippines in the east, two of Asia's three largest countries—China and Indonesia—and a country in South Asia—Sri Lanka. The articles examine the trends in marriage and explore the possible factors contributing to these trends in different national circumstances. We explore why, although similar forces continue to shape changes in Asian societies, including the institution of marriage, sharp differences in marriage patterns and systems persist throughout the region. Finally, we note limitations in extant literature and speculate about future marriage trends in Asia.



Photographer: Tashiro Kumi. 2012. <http://cyec.colorado.edu/thumbnails.php?ObjectID=2201>

## NEW PUBLICATIONS BY MEMBERS



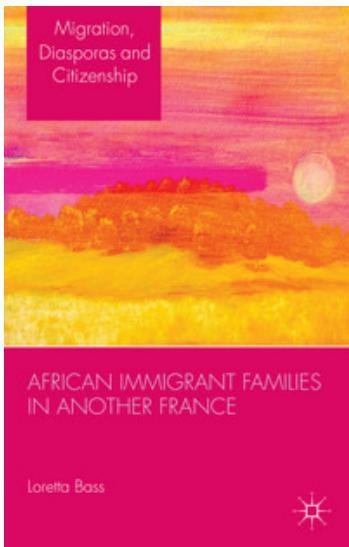
**Chen, Jen-Hao.** 2014. "Asthma and Child Behavioral Skills: Does Family Socioeconomic Status Matter?" *Social Science & Medicine* 115(August):38-48.

*Abstract:* Asthma is associated with poorer behavioral and psychological outcomes in children, yet little is known about whether and how the social stratification process affects the impacts of asthma on children's outcomes. Using data from the Early Childhood Longitudinal Study—Birth Cohort, this study considered the role of socioeconomic status in shaping the developmental consequences of children's asthma. Results showed that asthma was negatively associated with attention and social competence and positively associated with externalizing problem behaviors for children with low-educated mothers and children who lived in poor households. However, the adverse consequences of asthma disappeared for children with high-educated mothers and children who did not experience poverty. Additionally, the socioeconomic disparities were not fully explained by healthcare resources, family process, and exposure to environment risks and the disparities were found for both mild and severe cases. These findings suggest that, to fully understand the developmental consequences of illness in children, it is important to place socioeconomic status at the center of investigation.



Photographer: James Njuguna. 2007. <http://cyec.colorado.edu/thumbnails.php?ObjectID=1552>

## NEW BOOKS BY MEMBERS



***African Immigrant Families in Another France***  
By Loretta E. Bass, The University of Oklahoma

The incorporation of Sub-Saharan African immigrant families is a key issue for France and Europe at large. Using the voices of first- and second-generation immigrants to describe their integration experiences, this book illustrates how racial and immigrant statuses are assigned simultaneously and inseparably for those of African descent in France, and in turn limit employment and social cohesion, often irrespective of an individual's qualifications or citizenship documents. First- and second-generation African youth report being, "French on the inside, African on the out," because they hold a French mentality but are continually treated as outsiders. At the same time, this research connects individual-level cultural and religious factors that shape varied levels of resilience and immigrant outcomes. This book explains how the practices of French universalism and secularism together have become a straightjacket and ostrich policy for France, as the difficulties of incorporation are obfuscated by data regulations that limit the ability to measure social inequalities patterned by ethnic or immigrant descent.

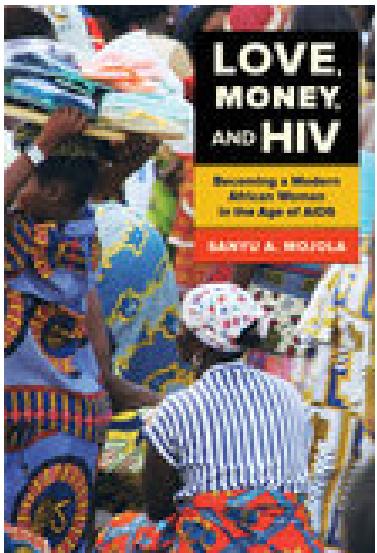
For more information, visit: [http://www.palgrave.com/page/detail/?sf1=id\\_product&st1=544985&loc=uk](http://www.palgrave.com/page/detail/?sf1=id_product&st1=544985&loc=uk)

**Loretta E. Bass** is Professor of Sociology and Adjunct Instructor of African and African-American Studies at The University of Oklahoma. Her research focuses on stratification issues in the United States, Africa, and Europe.

Dr. Bass is currently the Series Editor for the *Sociological Studies of Children and Youth* (SSCY), and serves on the Editorial Board for the journals *Sociological Inquiry*, *Population Research and Policy Review*, and *Current Sociology*. Additionally, she serves as the President of Research Committee 53, Sociology of Childhood, within the International Sociological Association (ISA) and is a past Chair of the Children and Youth Section of the American Sociological Association (ASA).



## NEW BOOKS BY MEMBERS



### *Love, Money and HIV: Becoming a Modern African Woman in the Age of AIDS*

By Sanyu A. Mojola, University of Colorado Boulder

How do modern women in developing countries experience sexuality and love? Drawing on a rich array of interview, ethnographic, and survey data from her native country of Kenya, Sanyu A. Mojola examines how young African women, who suffer disproportionate rates of HIV infection compared to young African men, navigate their relationships, schooling, employment, and finances in the context of economic inequality and a devastating HIV epidemic. Writing from a unique outsider-insider perspective, Mojola argues that the entanglement of love, money, and the transformation of girls into "consuming women" lies at the heart of women's coming-of-age and health crises. At once engaging and compassionate, this text is an incisive analysis of gender, sexuality, and health in Africa.

For more information, visit: <http://www.ucpress.edu/book.php?isbn=9780520280946>

**Sanyu A. Mojola** is Assistant Professor of Sociology at the University of Colorado Boulder. Her research examines social structural processes underlying health disparities in a variety of settings including Kenya, South Africa, and Washington DC. Her current work uses mixed methods to examine gender disparities in HIV rates among African youth, the HIV epidemic among older adults in rural South Africa, and the HIV epidemic among African Americans in Washington DC. Her methodological specialty is combining qualitative methods (such as focus group and life history interviews) with quantitative methods (survey analysis) to answer research questions.



## NEW VOLUMES FROM *SOCIOLOGICAL STUDIES OF CHILDREN AND YOUTH*

*Sociological Studies of Children and Youth* is a series published by Emerald Group Publishing, edited by Loretta E. Bass, The University of Oklahoma. It is sponsored by the section on Children and Youth of the ASA. The series provides an outlet for social scientists researching topics related to children and youth.

### ***Child Labour in Global Society***

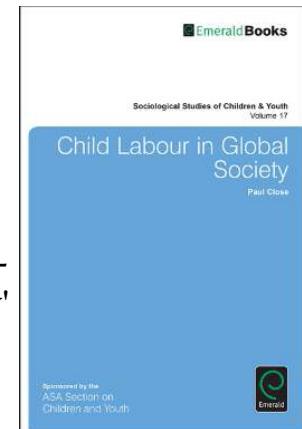
Authored by Paul Close

Published: 30 May 2014

ISBN: 9781783507795

Price: \$114.95, \$80.46 for section members

**Synopsis:** *Child Labour in Global Society* is a critical response to the modern educational regime, compulsory schooling and the 'slavery industry' in a globalizing world; to evolving and exploitative notions of 'slavery'; to definitions of 'slavery' in international law; to approaches to 'educational labour', including in international human rights law; and to cultural, common-sense and professional perspectives on 'slavery' and 'educational labour', in the light of which it is arguable that children's 'slave labour' in modern and modernizing societies is grossly under-estimated and otherwise greatly, if conveniently, misrepresented.



### ***Soul of Society: A Focus on the Lives of Children and Youth***

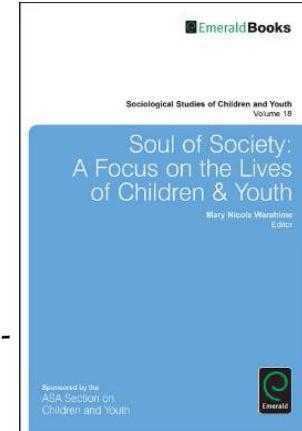
Edited by Mary Nicole Warehime

Published: 29 September 2014

ISBN: 9781784410605

Price: \$144.95, \$101.47 for section members

**Synopsis:** As social scientists, we are called to investigate society. A powerful component of understanding society can be found when researching the lives of children and youth. "There can be no keener revelation of a society's soul than the way in which it treats its children" stated Nelson Mandela. This volume provides a glimpse into the lives of children and youth; thus, *The Soul of Society: A Focus on the Lives of Children and Youth*.



# WATERING SURROUNDING DESERTS: A LIFETIME OF SPREADING FEMINIST INSIGHTS. AN INTERVIEW WITH BARRIE THORNE, UC BERKELEY



**Barrie Thorne** – who was until recently Professor and Acting Chair of Gender & Women’s Studies and Professor of Sociology at the University of California, Berkeley – has been active in the collective effort to bring feminism into the US academic world. She has fought relentlessly for over 40 years to promote women and gender studies in higher education. This creative sociologist is also a much appreciated teacher and mentor. Laurence Bachmann interviewed her on campus in

February 2012, a few months before she retired. The interview covered a range of topics, including the influence of the Women’s Movement on Thorne’s sociological thinking, her attempts to bring feminist thought into mainstream sociology, and of particular interest to members of the Children and Youth section, her ground-breaking research on gender in children’s lives. When asked during the interview about her primary contribution to the sociological study of gender, Thorne replied:

*Besides teaching many students, I think that my book, Gender Play (1993), has been my most creative and influential contribution. Having children of my own alerted me to the adult-centered assumptions of the social sciences and opened my eyes to the ways in which children exert agency and develop their own perspectives and worlds of meaning. I came to see that children, like women, have been excluded from traditional ideas about who exerts agency and whose standpoints inform conventional knowledge... With gender issues on my mind, I explored the worlds children created on the playground and in subterranean moments and areas of classrooms, hallways, and the school cafeteria. It took me a while to step on out and assert that children actively participate not only in reproducing gender structures and meanings but also in processes of change.*

To read the full interview, go to: [http://unige.ch/sciences-societe/socio/files/4614/0533/6272/sociograph\\_wp10.pdf](http://unige.ch/sciences-societe/socio/files/4614/0533/6272/sociograph_wp10.pdf)

**Laurence Bachmann** is a research fellow at the University of Applied Sciences and Arts Western Switzerland and a member of the Gender Studies Institute at the University of Geneva. Her interests center on gender transformation, the everyday appropriation of feminist critique, the family, care, emotions, masculinity, and the relationship to money. You may contact her at [Laurence.Bachmann@hesge.ch](mailto:Laurence.Bachmann@hesge.ch)



## NEW FACULTY POSITIONS

*The Department of Childhood Studies at Rutgers University would like to welcome three new faculty!*



**Sarada Balagopalan** joins the department as Associate Professor from the Centre for the Study of Developing Societies in New Delhi. She received her PhD in International Education from New York University. Her work on postcolonial childhoods foregrounds the tension between children's work and schooling as a key site where discourses of colonial modernity, the 'developmental' nation-state, late capitalism and current transnational efforts around children's rights play out. One of the founding editors of *Contemporary Education Dialogue*, Dr. Balagopalan has published widely on pedagogy, ethnography, globalization and feminism. Her book, *Inhabiting 'Childhood': Children, Labour and Schooling in Postcolonial India* (Palgrave), was recently published.



**Meredith Bak** joins the department as Assistant Professor from Franklin & Marshall College. She received her PhD in Film and Media Studies from the University of California, Santa Barbara. Dr. Bak examines the relationship between children and new media from the nineteenth century to the present. She is at work on a book manuscript examining the role of pre-cinematic visual media in cultivating children as modern media spectators. Her work has been published in *Early Popular Visual Culture* and is forthcoming in *Theory of Science*. Before completing her PhD, Dr. Bak worked in museum education and as a teaching artist in New York City public schools.



**Kate Cairns** joins the department as Assistant Professor after completing a Postdoctoral Fellowship in the Department of Sociology at the University of Toronto where she received her PhD in Sociology and Equity Studies. Her research explores the interplay between discursive constructions of youth and childhood and young people's subjectivity formation, focusing on the way that children and youth are constructed as the promise of collective futures. Combining insights from education, feminist theory, cultural studies, and cultural geography, Dr. Cairns has published widely on schooling, arts education, food and consumption in venues such as *Ethnography and Education*, *Journal of Consumer Culture*, and *Gender and Education*. Kate is an active member of the Children and Youth Section.

## GRANTS RECEIVED BY MEMBERS

### *Recent Grants Awarded to Members*



**Nazneen Kane** is Assistant Professor of Sociology in the Department of Sociology and Social Work at Mount St. Joseph University. Her research focuses on contemporary families and childhood. Her current research explores the intersection of childhood and societal and family trends, investigates the ways in which the global economy and consumer cultures shape childhood experiences and styles of parenting, and theorizes the relationship between religious rituals and concepts of women and motherhood.

Dr. Kane recently received a \$1000 grant from the Greater Cincinnati Foundation Summertime Kids Program for her project entitled “The Enchanted Garden.” The Enchanted Garden is an outdoor/nature themed early childhood summer camp that is crafted according to evidence-based research and is designed to promote outdoor social play. The grant enabled children from low-income families to participate in the program at no cost.

**Wei-Jun Jean Yeung** is Professor of Sociology and the Cluster Leader in the Changing Family in Asia research cluster in the Asia Research Institute at the National University of Singapore. She chairs the Family, Children, and Youth Research Cluster in the Faculty of Arts and Social Sciences at NUS. She is currently conducting a study with colleagues to examine the impact of migration on Chinese children’s development. Professor Yeung’s current research includes various family demographic issues in Asia and in America.



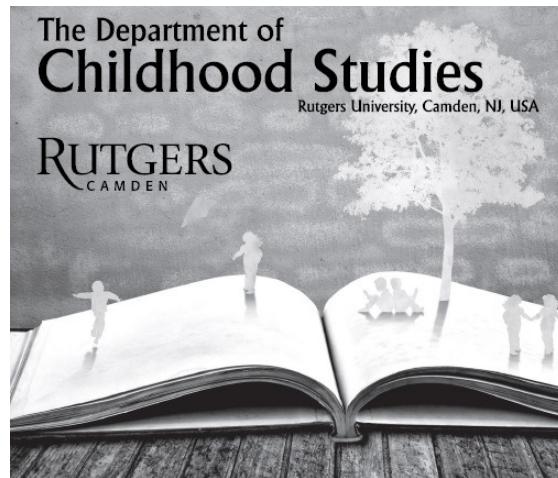
Dr. Yeung recently received a grant from the National University of Singapore: “Center Grant for Center for Family and Population Research.” This grant helped form the Centre for Family and Population Research (CFPR) at the National University of Singapore. The CFPR is a newly established faculty-level interdisciplinary centre dedicated to the scientific advancement of research and training in the study of trends, determinants, and consequences of family and population changes, particularly in Asia. For more information about the CFPR, visit: <http://www.fas.nus.edu.sg/cfpr/index.html>

## GENERAL CALL FOR INFORMATION

### *Applications now being accepted for PhD and Masters Programs in Childhood Studies at Rutgers University*

The Department of Childhood Studies at Rutgers University in Camden, New Jersey (<http://childhood.camden.rutgers.edu/>), opened its doors in September 2007 as the first PhD granting program in Childhood Studies in North America. In addition to the PhD, the multidisciplinary program offers BA and MA degrees. Graduate students in the program (<http://childhood.camden.rutgers.edu/graduate-program/graduate-students/>), come from a variety of backgrounds and bring with them an impressive array of educational and life experience. The Masters of Art program continues to grow and produce new and innovative leaders in their field.

Applications are now being accepted for the Fall 2015 entering doctoral class; applications for the Masters of Arts program are accepted year-round. **Deadline for applications for doctoral study is January 5, 2014. Funding is available on a competitive basis for qualified applicants.** Visit the Graduate Admissions website at <http://gradstudy.rutgers.edu/>



Offering Master of Arts & Ph.D. degrees in Childhood Studies  
Applications now being accepted for 2015

Initiated in 2007 and founded with a multidisciplinary sensitivity, the Childhood Studies program puts the issues, concepts and debates surrounding the study of children and childhoods at the center of its research, teaching and outreach missions.

For more information, please contact us.

<http://childhood.camden.rutgers.edu/>  
[cstudies@camden.rutgers.edu](mailto:cstudies@camden.rutgers.edu)  
+1 856 225 6741

Students in the program pursue a wide range of research projects, engage in critical dialogue and actively shape the field by situating children and their childhoods in contemporary, historical and global contexts.

Funding is available to qualified Ph.D. applicants on a competitive basis.

Ph.D. application deadline: January 5, 2015.

M.A. applications are accepted throughout the year.

## CALL FOR PAPERS

### *Contemporary Perspectives in Family Research*

*Contemporary Perspectives in Family Research*, an annual series which focuses upon cutting-edge topics in family research around the globe, is seeking manuscript submissions for its 2015 volume. The 2015 volume of *CPFR* will focus on the theme of '**Violence and Crime in the Family: Patterns, Causes, and Consequences.**' In virtually all societies, crime is an ever-present problem. Although families are often envisioned as a 'safe haven,' criminologists and family researchers have found the familial context to be at the core of many forms of crime and violence. This multi-disciplinary volume of *CPFR* will address topics such as: child abuse and neglect, spousal violence, marital rape, incarceration and parenting, community crime and family well-being, family life and delinquency, intrafamily violence, familial homicide, sexual abuse, parental kidnapping, and filicide.

The 2015 volume will be coedited by Sheila Royo Maxwell of Michigan State University and Sampson Lee Blair of The State University of New York (Buffalo).

Manuscripts should be submitted directly to the editors ([maxwel22@msu.edu](mailto:maxwel22@msu.edu) and [slblair@buffalo.edu](mailto:slblair@buffalo.edu)), preferably in MS WORD format. Manuscripts should not exceed 40 double-spaced pages (not including tables, figures, and references). Submission of a manuscript implies commitment to publish in *CPFR*. Manuscripts should adhere to the APA format. Manuscripts should represent previously unpublished work. An abstract of 150-200 words should be included at the beginning of each manuscript. All manuscripts will undergo peer review.

**The deadline for initial submissions is January 20, 2015.** Any questions may be directed to the editors at [maxwel22@msu.edu](mailto:maxwel22@msu.edu) and [slblair@buffalo.edu](mailto:slblair@buffalo.edu).

# CALL FOR PAPERS

## *Journal of Sociology and Social Work*

*Journal of Sociology and Social Work* is a scholarly international journal in its fields. The journal remains a leading voice for analysis and research in the social sciences. The journal welcomes research papers from all areas of sociology, with an emphasis on theory building and innovative methods. It strives to speak to the general sociological reader and is open to sociologically informed contributions from anthropologists, statisticians, economists, educators, historians, and political scientists. The journal also publishes articles that promote, debate and analyze current themes and issues in social work theory, research, policy and practice. The journal follows a double-blind peer review process. The journal is published by the American Research Institute for Policy Development that serves as a focal point for academicians, professionals, graduate and undergraduate students, fellows, and associates pursuing research throughout the world. Interested contributors are highly encouraged to submit their manuscripts/papers to the executive editor via e-mail at [editor@aripd.org](mailto:editor@aripd.org). Please indicate the name of the journal (*Journal of Sociology and Social Work*) in the cover letter or simply put 'Journal of Sociology and Social Work' in the subject box during submission via e-mail. The journal is Abstracted/Index in CrossRef, Cross-Check, Cabell's, Ulrich's, Griffith Research Online, Google Scholar, Education.edu, Informatics, Universe Digital Library, Standard Periodical Directory, Gale, Open J-Gate, EBSCO, Journal Seek, DRJI, ProQuest, BASE, InfoBase Index, OCLC, IBSS, Academic Journal Databases, Scientific Index.

E-Publication First™ is a feature offered through our journal platform. It allows PDF versions of manuscripts that have been peer reviewed and accepted, to be hosted online prior to their inclusion in a final printed journal. Readers can freely access or cite the article. The accepted papers are published online within one week after the completion of all necessary publishing steps.

Each paper published in *Journal of Sociology and Social Work* is assigned a DOI® number, which appears beneath the author's affiliation in the published paper. For any additional information, please contact the executive editor at [editor@aripd.org](mailto:editor@aripd.org)

Regards,  
 Dr. Kyoung-Ho Shin, Northwest Missouri State University, USA.  
 Editor-in-Chief  
*Journal of Sociology and Social Work*



## CALL FOR PAPERS

### *Sociological Studies of Children and Youth*

*Sociological Studies of Children and Youth*, an annual series which focuses upon research on children and adolescents, is seeking manuscript submissions for its 2015 volume. The volume will focus on the theme of '**Technology and Youth: Growing up in a Digital World.**' Advancements in communication and leisure technologies over the past decade have radically transformed the role of technology in the lives of youth. Around the globe, children and adolescents are often seen as being the first to embrace new technologies, such as new forms of social media. Having a cell phone, once regarded as an adult technology, has become a necessity within youth culture in many societies. Even video games, once limited to stand-alone computers, have become a venue for social gatherings of youth. The rapid pace of technological advancement has brought about profound changes in the very nature of childhood and adolescence. The 2015 volume of *SSCY* will examine the role of technology in the lives of children and adolescents. The volume will address topics such as: cyberbullying, video games and aggressive behavior, online gaming and the development of social skills, sexting and sexuality, child pornography, virtual communities for children, social networking and peer relations, and other related issues.

The 2015 volume will be coedited by Sampson Lee Blair, The State University of New York (Buffalo), and Patricia Neff Claster and Samuel M. Claster, Edinboro University. Manuscripts should be submitted directly to the editors ([slblair@buffalo.edu](mailto:slblair@buffalo.edu), [pnclaster@edinboro.edu](mailto:pnclaster@edinboro.edu), [sclaster@edinboro.edu](mailto:sclaster@edinboro.edu)), preferably in MS WORD format. Manuscripts should not exceed 40 double-spaced pages (not including tables, figures, and references). Submission of a manuscript implies commitment to publish in *SSCY*. Manuscripts should adhere to the APA format. Manuscripts should represent previously unpublished work. An abstract of 150-200 words should be included at the beginning of each manuscript. All manuscripts will undergo peer review.

**The deadline for initial submissions is December 31, 2014.**  
Any questions may be directed to the editors at  
[slblair@buffalo.edu](mailto:slblair@buffalo.edu), [pnclaster@edinboro.edu](mailto:pnclaster@edinboro.edu), and  
[sclaster@edinboro.edu](mailto:sclaster@edinboro.edu).

 Emerald Books

Sociological Studies of  
Children and Youth



# CALL FOR PAPERS

## *Children, Youth and Environments*

***Children, Youth and Environments* (CYE)** is the world's leading publication for the latest news on children, youth and their environments. Endorsed by UN-Habitat and guided by a distinguished editorial advisory board, the journal is a one-stop online resource, which supports the sharing of knowledge across disciplinary and national boundaries.

Along with traditional academic articles and book reviews, the publication *CYE* features field reports, which are short articles about innovative initiatives to improve environments for children and youth. These reports give researchers and practitioners an opportunity to share insights and information about their work. A good field report tells a real-life story about a specific program, initiative or policy in a reflective and informative way.

We would like to invite you to submit a field report to *CYE*. Guidelines are available at: <http://www.colorado.edu/journals/cye/fieldguidelines.htm>

Field reports are reviewed by the *CYE* editorial staff within 6-8 weeks of submission. *CYE* is published three times a year and accepts submissions on an ongoing basis. Please address submissions and any questions to:

Lori Peek, Ph.D.  
CYE Field Report Editor  
Department of Sociology  
Colorado State University  
B-237 Clark Building  
Fort Collins, CO 80523-1784, USA  
[Lori.Peek@colostate.edu](mailto:Lori.Peek@colostate.edu)  
(970) 491-6777

### **Children, Youth & Environments Journal**

Peer-reviewed research, reports on innovative practice, book and film reviews, and news related to children, youth and the environments where they live, learn, work and play.



More than 12,000 readers in more than 150 countries who download more than 400 papers daily.

Endorsed by UN-Habitat and guided by a distinguished Editorial Advisory Board.

Readers include researchers and practitioners in architecture, landscape design, planning, education, public health, and the social sciences.



## NOMINATIONS FOR SECTION AWARDS

### *Outstanding Scholarly Contribution Award of the Section on Children and Youth*

This award is given in odd years to an article and in even years to a book published in the preceding two years that has had a major impact on the field of children and youth. Articles under consideration for the 2015 award should have been published in 2013-2014. Nominees must be current members of the American Sociological Association (ASA). While not a requirement, we encourage nominees to become members of ASA's Section on Children and Youth. Self-nominations are appropriate. To make a nomination, write a letter briefly stating why the article should be considered and submit with a copy of the publication to Elizabeth Vaquera, University of South Florida, at [evaquera@usf.edu](mailto:evaquera@usf.edu). **The deadline is March 1, 2015.**

### *Outstanding Graduate Student Paper Award of the Section on Children and Youth*

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 2013-14, 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 (ASA). While not a requirement, we encourage nominees to become members of ASA's Section on Children and Youth. Self-nominations are appropriate. To make a nomination, write a letter briefly stating why the paper should be considered and submit with a copy of the paper to the committee chair, Dalton Conley, New York University, at [conley@nyu.edu](mailto:conley@nyu.edu). **The deadline is March 1, 2015.**

## NOMINATIONS FOR SECTION AWARDS

### *Distinguished Early Career Award of the Section on Children and Youth*

This award honors individuals for distinguished contributions to research and teaching on the sociology of children and youth. Candidates must have received their PhD within the six calendar years prior to the nomination deadline. Nominees must be current members of the American Sociological Association (ASA). While not a requirement, we encourage nominees to become members of ASA's Section on Children and Youth. Self-nominations are appropriate. To make a nomination, write a letter briefly stating why the person should be considered and submit with a copy of his/her c.v. to the committee chair, Heather Beth Johnson, Lehigh University at [hbj2@lehigh.edu](mailto:hbj2@lehigh.edu). **The deadline is March 1, 2015.**



Photographer: Nader Afzalan. <http://cyec.colorado.edu/thumbnails.php?ObjectID=2662>

## WINNERS OF *THE SAGE HANDBOOK OF CHILD RESEARCH* CONTEST



**Loretta E. Bass**

*University of Oklahoma*



**Amy C. Wilkins**

*University of Colorado Boulder*



This fall we ran a contest for two free copies of *The SAGE Handbook of Child Research*. Any member who submitted to the fall newsletter was entered in the contest. We are happy to announce that the winners of the contest are **Loretta E. Bass** and **Amy C. Wilkins!** Congratulations to Dr. Bass and Dr. Wilkins, we hope you enjoy your new handbooks! Thanks to everyone who submitted to the fall newsletter!

**The Sociology of Children & Youth Newsletter  
is prepared by the Publications Committee:**



**Ann Beutel (Chair),**  
*University of Oklahoma*



**Deniz Yucel**  
*William Patterson  
University*



**Sara Gill**  
*Colorado State  
University*



**Nicholas Adams**  
*University of  
New Hampshire*

The next issue of the Sociology of Children & Youth Newsletter  
is scheduled for Winter 2015.

*Please send submissions to Sara Gill at  
[saraanng@rams.colostate.edu](mailto: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*