

Sociology of Children & Youth

Section Newsletter

Fall 2015

A Note from the Chair, Grace Kao:



Dear ASA Children & Youth Members:

I hope you have all had a great Fall Semester/Quarter. My name is Grace Kao, and I am delighted to serve as current Chair of the Section. I received my BA in Sociology and Chinese Literature (then called Oriental Languages) from University of California, Berkeley and my MA and PhD in Sociology from The University of Chicago. I am Professor of Sociology, Education, and Asian American Studies at the University of Pennsylvania, where I have taught for 19 years. I work on race, ethnic, and immigrant differences in educational outcomes among youth, and am currently writing a book (with co-authors Kara Joyner and Kelly Stamper Balisteri) on interracial friendship and romance among youth.

I look forward to working with our section officers (see the next page). I want to especially thank **Chelsea Smith** for her fantastic work as Chair of the Membership Committee – she was instrumental in getting us over the “400” mark so that we could sponsor an additional session.

I would like to thank **Ann Beutel** for editing the newsletter, **Matt Rafalow** for maintaining our websites, and **Nancy Marshall** for her work on social media. I am hoping to consolidate our online presence so that we can provide up-to-the date information. Finally, I’d like to offer my appreciation to our session organizers (**Veronica Terriquez**, **Solveig Argeseanu**, **Shannon Cavanagh**, and **Jessica McCrory Calarco**).

We have an active Facebook page, and are currently maintaining our own webpage as well as the one attached to the ASA website. ASA is currently revamping its entire website.

We have a number of exciting sessions planned for the 2016 Meetings in Seattle, WA. The deadline for submissions is **January 6, 2016**. Please keep in mind that our section day is the first day of the conference (**Saturday, August 20, 2016**), so I hope you can plan to arrive in time to attend our sessions! We will also be holding our own reception at a restaurant near the hotel on the first day of the conference.

The Children and Youth Section will sponsor the following sessions at next year’s meetings:

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1. Civic Participation among Minority and Immigrant Youth. Alongside the theme of "Social Movements" for next year's ASA Meetings, we invite papers that examine the civic participation and social engagement of racial and ethnic minority and immigrant children and youth. Session Organizer: *Veronica Terriquez*, University of California-Santa Cruz.

2. Open Topic on Children and Youth. Session Organizer: *Solveig Argeseanu Cunningham*, Emory University.

3. Family and Relationship Stability and Its Effects on Children and Youth. Session Organizer: *Shannon Cavanagh*, University of Texas-Austin.

4. Section on Children and Youth Refereed Roundtables (one-hour). Session Organizer: *Jessica McCrory Calarco*, Indiana University. (Session will be 1-hour in length; followed by the Section’s 40-minute business meeting.)

Best, *Grace*

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.

2015-16 Section Officers:

CHAIR:

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2015 CY SECTION AWARD WINNERS

Outstanding Scholarly Contribution Award

Winners: Abrutyn, Seth and Anna S. Mueller. 2014. "Are Suicidal Behaviors Contagious in Adolescence? Using Longitudinal Data to Examine Suicide Suggestion." *American Sociological Review* 79(2):211-227.

The outstanding contribution award committee unanimously selected the work of Abrutyn and Mueller as the 2015 winner. Understanding patterns in suicide is not only a timeless concern of our discipline, but it is of particular importance for children and youth. Theirs is a very sophisticated study that makes substantial theoretical and empirical contributions to what we know about localized spikes in suicide rates in adolescence. In particular, their finding that social bonds are not always protective against suicide is one that will likely inspire new research on this topic. In addition to its sociological significance, the contributions of this study extend beyond our discipline. Their findings have deep implications into applied practice, chiefly among mental health professionals working with this age group. (Selection Committee comments)

Selection Committee Members: Elizabeth Vaquera (chair), Christopher Donoghue, Max Greenberg, and Nazneen Kane

Outstanding Graduate Student Paper Award

Winner: Hyeyoung Kwon. "Familial Double Bind: The Work of Children in Immigrant Families"

Drawing on 75 in-depth interviews, Hye-Young Kwon's "Familial Double Bind: The Work of Children in Immigrant Families" finds that the children of working-class immigrants face a familial double bind: they are pulled between the dual demands of family sacrifice and immigrant upward mobility. Kwon's results also demonstrate that attempts to reconcile their familial double bind inevitably reinforce ideologies of racialization and the American Dream. Prior research had not fully integrated the complexity of multi-generational relationships into the understanding of immigrant mobility and family ties. (Selection Committee comments)

Selection Committee Members: Dalton Conley (chair), Ingrid Castro, Kyle Longest, and Jessica Taft

Distinguished Early Career Award

Winner: Kristen Turney, University of California, Irvine

In the words of one of our committee members, "The best word to describe Turney's productivity, in terms of her number of publications, is 'dizzying.'" She has published 27 peer-reviewed articles in the past five years. Along with the sheer volume of published work, the committee was impressed by the variety of topics on which her recent work focuses. Kristin Turney is holistically approaching the experience of children with incarcerated parents. She does so through analyzing parent-child relationship quality, parenting strategies, child academic performance, child mental health, child residency, child behavior, and family stress, among other things. Her commitment to furthering our understanding of how families create, sustain, and exacerbate childhood inequalities is formidable, and is most deserving of the 2015 Early Career Award from the ASA Section on Children and Youth. (Selection Committee comments)

Selection Committee: Heather Beth Johnson (chair), Dana Haynie, David Kinney, Amanda Lewis, and Jeff Sacha

Congratulations to the winners! Read on to learn more about them and their work.

2015 CY SECTION AWARD WINNERS

Outstanding Scholarly Contribution Award

Winners: **Seth Abrutyn and Anna S. Mueller**, University of Memphis

Abrutyn, Seth and Anna S. Mueller. 2014. "Are Suicidal Behaviors Contagious in Adolescence? Using Longitudinal Data to Examine Suicide Suggestion." *American Sociological Review* 79(2):211-227.

Durkheim argued that strong social relationships protect individuals from suicide. We posit, however, that strong social relationships also have the potential to increase individuals' vulnerability when they expose people to suicidality. Using three waves of data from the National Longitudinal Study of Adolescent Health, we evaluate whether new suicidal thoughts and attempts are in part responses to exposure to role models' suicide attempts, specifically friends and family. We find that role models' suicide attempts do in fact trigger new suicidal thoughts, and in some cases attempts, even after significant controls are introduced. Moreover, we find these effects fade with time, girls are more vulnerable to them than boys, and the relationship to the role model—for teenagers at least—matters. Friends appear to be more salient role models for both boys and girls. Our findings suggest that exposure to suicidal behaviors in significant others may teach individuals new ways to deal with emotional distress, namely by becoming suicidal. This reinforces the idea that the structure—and content—of social networks conditions their role in preventing suicidality. Social ties can be conduits of not just social support, but also antisocial behaviors, like suicidality.



Seth Abrutyn

Seth Abrutyn is an Assistant Professor of Sociology at the University of Memphis. He received his Ph.D. from the University of California-Riverside in 2009 and was a Postdoctoral Research Associate at the Institute for Research on World-Systems at UC Riverside from 2009 to the spring of 2011. His areas of interest include sociological theory, suicide, mental health, and adolescence.

Anna S. Mueller is Assistant Professor in the Department of Sociology at the University of Memphis. She received her Ph.D. in Sociology in 2011 from the University of Texas at Austin. Her research examines how peers shape adolescent health and wellbeing over the transition to adulthood, with a focus on suicidality and weight-control behaviors. With Seth Abrutyn, she is working on a series of studies on the spread of suicides via social relationships.



Anna S. Mueller

2015 CY SECTION AWARD WINNERS

Outstanding Graduate Student Paper Award

Winner: **Hyeyoung Kwon**, Indiana University
(formerly at University of Southern California)

“Familial Double Bind: The Work of Children in Immigrant Families”

Existing work on intergenerational relations between U.S. raised children and their immigrant parents implicitly advances a binary understanding of immigrant family relations, which emphasizes either conflict or solidarity between children and their parents. This comparative study employs the concept of intergenerational ambivalence to examine how working-class Mexican-and Korean-Americans describe their family responsibilities and relationships with their non-English speaking parents. Drawing upon 75 in-depth interviews, results indicate that these children of immigrants face a familial double bind, pulled between the accompanying and competing expectations of immigrant sacrifice and immigrant mobility. In coping with this double bind from their subordinate positions, these youth have tried to convert their marginality into perceived assets. By demonstrating how difficult it is for youth on the margins of society to generate positive descriptions of their families without reinforcing the myth of the American Dream, this study highlights the importance of social exclusion and racialization in shaping family relations.



Hyeyoung Kwon

Hyeyoung Kwon received her Ph.D. in Sociology from the University of Southern California in 2015. Currently, she is a Postdoctoral Fellow in the Center for Research on Race, Ethnicity, and Society and a Visiting Professor in the Department of Sociology at Indiana University. Her research interests center on racial relations, social inequalities, transnationalism, and Korean American experiences.

2015 CY SECTION AWARD WINNERS

Distinguished Early Career Award

Winner: **Kristin Turney**, University of California, Irvine



Kristin Turney

Kristin Turney is an Associate Professor of Sociology at the University of California, Irvine. She received her Ph.D. in sociology from the University of Pennsylvania in 2009 and was a Robert Wood Johnson Foundation Health & Society Scholar at the University of Michigan from 2009 to 2011. Broadly, her research investigates (1) social inequalities in health and well-being and (2) the collateral consequences of mass imprisonment for family life. Kristin has published her work in numerous prestigious journals, including *American Sociological Review*, *Sociology of Education*, *Journal of Health and Social Behavior*, and *Social Forces*. Recently she was awarded a \$150,000 grant from the Foundation for Child Development's Young Scholars Program. The Selection Committee for the Distinguished Early Career Award summed up Kristin's

career well: "Turney presents on her work frequently to academic audiences, publishes widely, and is well on her way to establishing herself as a leader in our field."



Past CY chair, Allison Pugh, with some of the section winners. Everyone is looking happy! (Left: Allison Pugh with the Outstanding Scholarly Contribution winners, Seth Abrutyn and Anna Mueller. Right: Allison Pugh with Distinguished Early Career winner, Kristin Turney)

MEET THE SCHOLAR: KATE CAIRNS



Kate Cairns

Our faculty scholar for this newsletter's "Meet the Scholar" interview is **Kate Cairns**. Kate received a bachelor's degree in Sociology from McGill University in 2005 and master's and doctoral degrees in Sociology of Education from the University of Toronto in 2007 and 2011, respectively. After completing post-doctoral fellowships at the University of Toronto, she joined the Department of Childhood Studies at Rutgers University in 2014 as an Assistant Professor. Kate's substantive interests lie in the areas of childhood, gender, culture, education, and inequality. She is a co-author (with Josée Johnston) of *Food and Femininity* (2015, Bloomsbury). Kate's work also has been published in such journals as *Gender & Society*, *Theory and Society*, and *Gender and Education*. She teaches courses on childhood studies, children's geographies, girlhood studies, and gender and education. Kate can be reached at kate.cairns@rutgers.edu

Ann Beutel (CY Publications Committee Member) asked Kate the following questions:

Ann: How did you first become interested in studying children, and in particular, studying connections among children, food, and consumption?

Kate: I actually didn't start out researching food. My interest in studying children and youth began with schools. My own childhood was in a rural community in Ontario and my parents taught in schools within the area, so conversations around the dinner table often centered on the topic of education in a small-town setting. When I moved to Montreal to study sociology at McGill, I found myself returning again and again to the relationship between schooling and subjectivities – that is, how young people come to understand who they are and who they can become through schooling. I was excited to read critical scholarship exploring gender, race and class in the realm of education, but was struck by the fact that my own rural schooling experiences were rarely reflected in the research.

These experiences led to my doctoral research in a rural elementary school, exploring how seventh and eighth grade students imagined their futures. This ethnographic study examined students' experiences of a career education program called "The Real Game," which attempts to prepare young people for their adult futures in the "real world". This program promoted a kind of entrepreneurial, flexible, mobile subject that many have linked to neoliberalism; my project looked at how young people made sense of this vision of future success from their own social and geographic locations – that is, how gender, class, race, and *place* come together in young people's sense of who they are and who they can become.

While working on my dissertation, I also became involved in research on a seemingly very different topic: food. This began through work as a research assistant, and eventually led to a postdoctoral fellowship exploring issues of food, gender and inequality. This research has just been published as a book, *Food and Femininity*, coauthored with University of Toronto sociologist Josée Johnston.

In this project, the analysis of childhood relates to the everyday work of feeding children. We look at how cultural constructions of childhood shape the pressures mothers experience in their foodwork. For example, one chapter explores a gendered and classed cultural ideal that we call (*continued on next page*)

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the “organic child” – an ideal that encourages mothers to practice careful and conscientious consumption to protect children from the risks of industrial food. This ideal sets a classed standard for good mothering that is extremely labor-intensive and virtually impossible to achieve. Even privileged women with ample economic and cultural capital worry that they aren't doing enough to protect their children's health and socialize them to be ethical consumers. This is a theme that we have explored in collaboration with Rutgers sociologist Norah MacKendrick. Our analysis of the organic child reveals the gendered workings of neoliberal governance. As systemic food issues are individualized, they become the personal responsibility of consumers. It is often women – and particularly mothers – who bear the weight of this burden in their everyday foodwork.

These might seem like disparate projects – from rural schooling to feeding children. A common thread that runs through both studies has been an enduring interest in gender, inequality, and subjectivity formation in the context of neoliberalism. I come to childhood studies with particular interest in the way that children and youth are figured as the promise (or threat) of collective futures. Throughout each of these projects, I examine how ideas about children as the future do particular kinds of work – discursively, politically, and in the formation of subjectivities – whether that's in terms of young people's sense of self, or mothers' everyday care-work.

At the present moment, children's food practices are the site of immense public concern, and these concerns are often framed in terms of collective futures. So studying children, food and consumption offers a lens onto contemporary hopes and anxieties about health and well-being, environmental and social justice, and the relationship between individual and collective action. We can see these contested issues play out through debates about what children are (or should) be eating.

Ann: What can you tell us about your current and future research on children and youth?

Kate: My current research brings together my past work in education and food studies to explore the rise of initiatives seeking to connect children to their food. In recent years, there has been an explosion of interest in connecting children to their food – whether that's through educational trips to local farms, planting seedlings in a school garden, or getting kids involved in planning and cooking their own meals. And here, once again, I'm interested in how collective hopes and anxieties about the food system are projected onto young people as the promise of a healthy, sustainable future. I'm also interested in how young people make sense of these discourses, and how food figures into their own identity projects, communities, and visions for the future.

Before coming to Rutgers, I was conducting ethnographic and focus group research with youth involved in a school garden program in Toronto, and I am keen to continue that research in Camden and Philadelphia. Another aspect of this project looks at children's cookbooks, and the way that these texts address the child reader. I'm also looking at media discourses surrounding the dreaded figure of the “picky eater,” and examining how this pathologized child subject is contrasted with the figure of the “foodie child” – the child with an adventurous palate who happily eats everything. These kinds of narratives are often implicitly raced and classed, and teasing out these dynamics is a key focus of the larger project.

In terms of future research, I am keen to continue exploring articulations of *(continued on next page)*

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food and gender, shifting to the context of girlhood. In *Food and Femininity*, we found that food is still profoundly connected to femininity, and that food practices are an important way women performed their identities – for instance, as caring mothers, health-conscious consumers, or engaged citizens. While finding striking continuities with past feminist scholarship, our research also identified important changes in the way that food and femininity are woven together in a contemporary context – particularly since overt gender beliefs about foodwork as “women’s work” are widely regarded as outdated. Coming out of this research, I am curious to explore how these connections play out for girls in the performance of young food femininities. For instance, in our research with women, we found that explicit talk of “dieting” has become stigmatized and replaced with an emphasis on “healthy eating,” even though some of these practices also involve food restriction and a concern with thinness. Are girls negotiating a similar shift? More broadly, how do girls understand the significance of food in their lives – their bodies, relationships, responsibilities and desires? What kinds of food struggles and pleasures do girls encounter in relation to family, schooling, and peer social interactions? How does gender intersect with race, class and sexuality in the performance of girls’ food femininities? Clearly, I am in the “brainstorming” stage of this project, with no shortage of questions! It’s likely that these queries will spawn more than a single study in the coming years.

Ann: You work within a multidisciplinary department. What has that experience been like?

Kate: I am really thrilled to have landed in this unique program. I’ve always been drawn to interdisciplinary research, even though my training was rooted in sociology. One of the things I like most about working across disciplines is having access to a range of tools that can best help you to explore the question at hand. The feminist scholar Jacqui Alexander has written about how interdisciplinary research allows us to “follow the question,” rather than reproduce disciplinary boundaries. This has been really important for me. For instance, during my doctoral research with rural youth, I found that I needed scholarly resources to make sense of the significance of place within young people’s lives. It was by turning to the literature in children’s geographies that I was able to theorize the *geographies* of neoliberal governance. And now here I am teaching children’s geographies courses at both the undergraduate and graduate level. I feel so lucky to work in a space where this kind of multidisciplinary scholarship is celebrated. The rich and varied backgrounds of my colleagues also make my department an exciting place to be. (I have the greatest colleagues!)

Of course, multidisciplinary research does bring its own set of challenges. In our program, we are always thinking about how to ensure that students have the opportunity to forge connections within scholarly communities that often remain organized around traditional disciplines. But I think the opportunities opened up by multidisciplinary research far outweigh these sorts of challenges. There are students who have entered our program with a particular research project in mind, and have found that their multidisciplinary training opened up new ways of exploring this same question—for instance, by combining qualitative research with more humanistic approaches. These kinds of innovative approaches often allow us to see things differently, sparking questions and insights that go beyond traditional disciplinary debates.

To read more from Kate Cairn’s interview, go to: http://childrenandyouth.weebly.com/uploads/4/7/8/0/4780801/kate_cairns.pdf

MEET THE GRADUATE STUDENT: CHELSEA SMITH



Chelsea Smith

Our graduate student for this newsletter's "Meet the Graduate Student" interview is **Chelsea Smith** from the University of Texas-Austin. At UT, Chelsea is pursuing her doctoral degree in the Department of Sociology and is a graduate student trainee with the Population Research Center. Her research interests are in family, children/youth/adolescents, and demography. Specifically, her work focuses on the effects of family instability on various aspects of children's well-being as well as the correlates of family formation during the transition to adulthood.

Chelsea's dissertation will identify ecological environments that foster and reduce exposure to child maltreatment during critical developmental periods, examining how child maltreatment arises within and across different kinds of families and neighborhoods. Funded by a Doris Duke Fellowship for the Promotion of Child Well-Being, her dissertation will identify the types of neighborhoods that may be most responsive to policy interventions that build off of communities' strengths and assist parents and children whose family lives are in flux.

Before entering graduate school, Chelsea earned a B.A. in Sociology and French Studies from Rice University. She completed her M.A. thesis in the summer of 2013 as part of her current graduate program at UT-Austin.

Ann Beutel (CY Publications Committee Member) asked Chelsea the following questions:

Ann: How did you become interested in studying children and youth?

Chelsea: I first became interested in studying children and youth because I was interested in the causes and consequences of social inequality. During my undergraduate education at Rice University and the beginning of my graduate program at the University of Texas at Austin, the more I read and learned about how sociologists understand inequality, the more I came to see that inequality begins as soon as children are born—and even earlier if we include pre-natal influences and the intergenerational transmission of inequality. I also learned that childhood tends to be a developmental period when people can be most sensitive to resources or disadvantages that shape how their lives unfold. For me, it thus made sense to study life circumstances that set children and youth on trajectories that can be less malleable to interventions once those resources or disadvantages are ingrained by adulthood.

Ann: What are your current projects related to children and youth? What projects related to children and youth are you looking to working on in the future?

Chelsea: One project I am currently working on with Dr. Robert Crosnoe and Dr. Shannon Cavanagh connects family instability and children's body weight. The initial project has become three separate studies that each look at that association during different developmental stages. One study takes a longitudinal, change-in-change approach to family structure and body weight from early childhood through adolescence. Another study considers the potential impact of early family stressors on adiposity rebound, when children's body mass index drops but then goes back up from around (*continued on next page*)

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ages 4 to 6 years old. The last study that is part of this overall project explores the timing of family instability in childhood and the odds of being overweight or obese as an adolescent.

In the future, I am most looking forward to starting the analyses for my dissertation, which will investigate connections between family instability, child maltreatment, and neighborhood collective efficacy. After defending my dissertation proposal in October, I am beginning to use the Project on Human Development in Chicago Neighborhoods data. My past research has focused on other aspects of child well-being (child care, afterschool activities, body weight), but with my dissertation research I am looking forward to exploring an extreme aspect of children's well-being (i.e., maltreatment) as well as neighborhood-level sources of resilience and support.

Ann: You have been quite involved in the Children and Youth (CY) section and currently serve as chair of the membership committee. What advice do you have for graduate students who are wondering about becoming involved in the CY section or another section of ASA?

Chelsea: My advice for other graduate students is to become involved in whatever capacity they are willing and able to be. For students who are interested in becoming more involved in the section, it is as easy as emailing me (chelsea.c.smith@utexas.edu) or the other graduate student representative (Jordan Conwell at jconwell@u.northwestern.edu). Before joining the CY council, I was unaware of how much thought, time, and detail goes into maintaining our section and planning for the annual ASA meetings. In particular, the individual committees (e.g., membership, awards, reception) put in work throughout the year to make our section what it is. This also means that we are always looking for members who are willing to help out, offering as much or as little time they have to participate. For me, becoming more involved with the section over the past two years has led me to feel more invested in the section and to get to know many more faculty and graduate students than I previously had met or talked with at ASA meetings. Being part of the section has offered me a broader view of the community of children and youth researchers and increased my professional network.

Ann: What do you think the CY section could do to help its graduate student members?

Chelsea: I am very excited about the mentorship program that the membership committee has been developing over the past year. The program will pair graduate students with faculty mentors, who will meet at the annual ASA meetings each August and be in touch throughout the year. The program might even expand into more formal events such as dinners or additional networking events. I think this program will be a great opportunity for graduate students in the section to receive valuable mentoring from leading faculty studying children and youth, while expanding their professional network as well. After a pilot program this past year, I am looking forward to participating myself this coming year. Based on what I have heard from graduate students who participated in the pilot program, the faculty mentors were excellent resources and sources of support. I hope that this mentoring program will also draw in new section members.

ASK THE PROFESSOR

The Children and Youth Publications Committee is introducing something new to the newsletter, "Ask the Professor," with a graduate student asking a question and a distinguished scholar from our section answering it. Our question for this newsletter comes from **Stacy Salerno**, a sociology Ph.D. student at Florida State University. (For more information about Stacy, see her "Meet the Graduate Student" interview in the CY Summer 2015 newsletter.) Stacy's question is answered by former CY section chair **Rob Crosnoe**, Professor and Chair of Sociology and C.B. Smith, Sr. Centennial Chair #4 at the University of Texas-Austin.



Stacy Salerno

Question:

I remember that, as a first and second year graduate student, I constantly wondered how I should juggle my desire to research topics that aren't necessarily trendy with topics that are current and desirable in terms of future job prospects. Should graduate students craft a research agenda designed to "dazzle" future employers or should they follow what moves them?

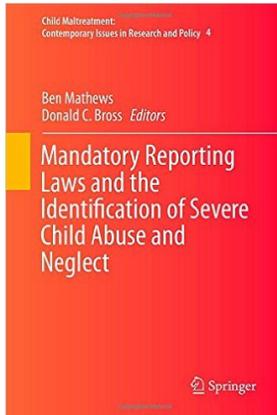


Rob Crosnoe

Answer:

The chances are good that something you are passionate about is something that others are also passionate about, so following your passions is likely to pay off anyhow. It is also probably true that topics that are "zeitgeist-y" are unlikely to be completely boring to you, so following that lead could end up sparking your passion too. My point is that this is not necessarily the either/or dichotomy that it is often made out to be, and you should not feel forced into making such a hard choice when there is an easier middle ground. Having said that, I have always thought that a big part of my job was to inject a lot of practicality into my mentoring of graduate students, and I imagine that some of the practical advice I have given to students about topics to focus on and how to craft a good CV was mistaken as advice to do what you are "supposed to do" rather than what you want to do. That probably happens a lot with mentors and students. I will also admit that, when I was a student, I often saw the hard choices more than the middle ground. So, where does that leave us? Stick with the topics that got you into sociology in the first place, but be strategic about how you pursue those topics—is this topic a trendy one? If not, is there an angle within that topic that gets you closer to what is trendy, or can you balance your passion work with parallel projects that might find a wider audience?

NEW PUBLICATIONS BY MEMBERS



Mathews, Ben and Donald C. Bross (eds.). 2015. *Mandatory Reporting Laws and the Identification of Severe Child Abuse and Neglect*. Dordrecht: Springer.

<http://www.springer.com/us/book/9789401796842>

This book provides the first comprehensive international coverage of key issues in mandatory reporting of child abuse and neglect. The book draws on a collection of the foremost scholars in the field, as well as clinicians and practice-based experts, to explore the nature, history, impact and justifiability of mandatory reporting laws, their optimal form, legal and conceptual issues, and practical issues and challenges for reporters, professional educators and governments. Key issues in non-Western nations are also explored briefly to assess the potential of socio-legal responses to sex trafficking, forced child labor and child marriage. The book is of particular value to policy makers, educators and opinion leaders in government departments dealing with children, and to professionals and organizations who work with children. It is also intended to be a key authority for researchers in the fields of medicine, nursing, social work, education, law, psychology, health and allied health fields.

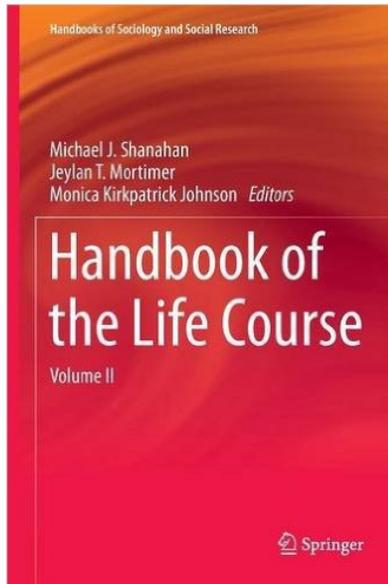


Abramowicz, Anete (ed.). 2015. *Estudos da Infância no Brasil: Encontros e Memórias (Studies on Childhood in Brazil: Meetings and Memories)*. São Carlos, Brazil: EdUFSCar.

http://www.isthmus.com.br/edufscar/ciencias-humanas/sociologia/estudos-da-infancia-no-brasil-encontros-e-memorias/1-7542/centro_detalhes.aspx

This book presents analyses of and commentary on the writings of scholars who established the sociology of childhood field in Brazil. The book also includes material from interviews with some of these pioneering scholars; CY section member Ethel Volfzon Kosminsky is one of the scholars

NEW PUBLICATIONS BY MEMBERS



Shanahan, Michael J., Jeylan T. Mortimer, and Monica Kirkpatrick Johnson (eds). 2016. *Handbook of the Life Course, Vol. II*. New York: Springer.

<http://www.springer.com/us/book/9783319208794>

Building on the success of the 2003 *Handbook of the Life Course*, this second volume identifies future directions for life course research and policy. The introductory essay and the chapters that make up the five sections of this book, show consensus on strategic “next steps” in life course studies. These next steps are explored in detail in each section: Section I, on life course theory, provides fresh perspectives on well-established topics, including cohorts, life stages, and legal and regulatory contexts. It challenges life course scholars to move beyond common individualistic paradigms. Section II highlights changes in major institutional and organizational contexts of the life course. It draws on conceptual advances and recent empirical findings to identify promising avenues for research that illuminate the interplay between structure and agency. It examines trends in family, school, and workplace, as well as contexts that deserve heightened attention, including the military, the criminal justice system, and natural and man-made disaster. The remaining three sections consider advances and suggest strategic opportunities in the study of health and development throughout the life course. They explore methodological innovations, including qualitative and three-generational longitudinal research designs, causal analysis, growth curves, and the study of place. Finally, they show ways to build bridges between life course research and public policy.

CALL FOR SUBMISSIONS

Call for Papers:

Children's Geographies

North American Editor: Pamela Anne Quiroz

Children's Geographies, a truly interdisciplinary and international journal, publishes on the intersections of space and place in children's and families lives. We encourage submissions from researchers whose work addresses these intersections in the fields of anthropology, geography, sociology, child, youth and family studies, and education. We publish empirical, theoretical and methodological articles (including the use visual media). Early career scholars are especially encouraged to take a look at the journal's website at www.tandfonline.com/loi/cchg20#.UvbkZEJdV7E.

Children's Geographies is published by Taylor & Francis and has an impact factor of .86. A manuscript should not exceed 8000 words, including tables, references, captions, visuals, footnotes/endnotes.

If you are interested in submitting to *Children's Geographies* and have any questions, please email: K. Milam Brooks, Editorial Assistant, kbrook4@uic.edu



CALL FOR 2016 CY AWARD NOMINATIONS

Outstanding Scholarly Contribution Award of the Section on Children and Youth (Book)

Deadline: March 1, 2016

Contact: Laura Hamilton, University of California, Merced, lhamilton2@ucmerced.edu

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. Books under consideration for the 2016 award should have been published in 2014-2015. 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 book should be considered and submit with a copy of the publication to Laura Hamilton, UC Merced, lhamilton2@ucmerced.edu. The deadline is **March 1, 2016**.

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

Deadline: March 1, 2016

Contact: Anthony Peguero, Virginia Tech, anthony.peguero@vt.edu

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 2014-2015, 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 publication to the committee chair, Anthony Peguero, Virginia Tech, anthony.peguero@vt.edu. The deadline is **March 1, 2016**.

Distinguished Career Award of the Section on Children and Youth

Deadline: March 1, 2016

Contact: Amanda Lewis, University of Illinois, Chicago, alewis@uic.edu

This award honors individuals for distinguished contributions to research and teaching on the sociology of children and youth. Candidates must have received their PhD at least seven 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 their CV to the committee chair, Amanda Lewis, University of Illinois, Chicago, alewis@uic.edu. The deadline is **March 1, 2016**.

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



Ann Beutel (Chair),
University of Oklahoma



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 2016.

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

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

If you are on Twitter, follow our
[ASA Children & Youth Twitter account](#).

And lastly join our [Facebook group](#),
“ASA Section on Children and Youth.”

*Thank you for reading this edition of
our newsletter!*

Sincerely, The Publication Committee