Sociology of Children & Youth

Section Newsletter

Summer 2015

A Note from the Chair, Allison Pugh:

Greetings to all!

There's plenty going on in the children and youth section nowadays. First off, our section reception at the annual meetings in Chicago will be held Monday 8/24 from 6:30-8:30 p.m. in the off-site restaurant the Gage, 24 S. Michigan Avenue. We're co-sponsoring with the newly renamed "Communication, Information Technologies, and Media Sociology" section. Free drink tickets to the first 150 who attend!

Second, our sessions: Imagine a panel in which some great thinkers get together to talk about what studying children and youth has to offer the rest of social science. That is a session you not only should attend, but also bring someone with you who needs to hear about what they are missing by not "thinking with" children and youth. The fabulous Andreana Clay, Nick Lee (flying in from the UK for the event) and Tey Meadow – all terrific scholars, who write about gender-nonconforming children, youth of color, social movement activism, the law, biopolitics and other cutting-edge concerns – will bring their wisdom to bear here. I'll serve as discussant, Jessica Taft will preside, and you – with your queries and comments – will help make it a terrific session (Tuesday 8:30-10:10 a.m.).

We also have several other outstanding sessions lined up, such as a panel on "Immigrant Children and Children of Immigration: New Perspectives on Children's Experiences in a Changing Policy Environment" organized by Joanna Dreby, whose own work on the subject has been so groundbreaking (4:30-6:10 p.m. Monday). Emily Kane of Bates College organized a session on "Children, Youth and Sexualities," in keeping with the theme of the meetings, very relevant to her own recent work in the area, and including high-quality papers on queer youth, digital media, mental health and families (12:30-2:10 p.m. Tuesday). We have another session on "Peer Cultures of Children and Youth," organized by Timothy Stablein of Union College, that includes papers on the causes and consequences of peer cultures using a variety of methods (2:30-4:10 p.m. Tuesday). Finally we have a terrific session of roundtables organized by Carrie Shandra and Jeffrey Sacha (10:30-11:30 a.m. Tuesday).

Please don't forget to also attend the business meeting to help shape the sessions at the next year's ASA, to volunteer for section committees and tasks, and to hear about our section's health, wellbeing and future directions (11:30 a.m.-12:10 p.m. Tuesday).

Finally, I'd like to take this opportunity to thank all who have worked so hard this year for the section. We did a lot this year, and it took many hands to do it all. Among our many activities (above and beyond the expected):
The membership committee not only got us above the 400 needed to secure our sessions in the fall, but also designed and implemented two programs designed to improve our outreach and service to graduate students: a trial mentorship program and a student-sponsorship program;
The social media committee fielded a newly active (very active) Facebook account and Twitter feed, and breathed new life into the section weebly website;
The publications committee produced several great newsletters, including brand new "meet the scholar" and "meet the graduate student" features;
The nominations committee fielded a great slate of candidates, including for an office that they found out all of a sudden needed filling;
The award committees considered multiple submissions from section membership, handling issues of potential conflicts of interest and notification with aplomb;
The newly formed **committee on research and ethics** drafted documents for the section to consider on helping scholars and IRBs manage research ethics issues in projects involving children and youth.
All committee chairs took on the extra work of putting together our first section annual report, documenting their processes and recommendations to help future section leadership.
And You! Section membership was remarkably responsive to calls for volunteers for presiders, committee members, and other positions. Thanks!

We may be small but we're mighty. Thanks again for all your work; it's been a pleasure to serve with such a dedicated group of scholars.

Warm regards, Allison

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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.

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Section on Children & Youth at the 2015 ASA Annual Meeting

The preliminary program of the 2015 Annual Meeting of the American Sociological Association (ASA) is out and we wanted to let you know about the activities the Section on Children and Youth has planned. Please be sure to check the final program that comes out soon – but in the meantime, make sure to set aside time to attend these events!

Event	Date	Time	Location
CY Reception Hosted with Communication, Information Technologies, and Media Sociology Section	Monday, August 24th	6:30 to 8:30 p.m.	Gage 24 S. Michigan Ave
CY Paper Session #1: Immigrant Children and Children of Immigration: New Perspectives on Children's Experiences in a Changing Policy Environment	Monday, August 24th	4:30 to 6:10 p.m.	TBA
Invited Session Research with Children and Youth: Lessons for Social Theory	Tuesday, August 25th	8:30 to 10:10 a.m.	TBA
CY Roundtables	Tuesday, August 25th	10:30 to 11:30 a.m.	TBA
CY Business Meeting	Tuesday, August 25th	11:30 a.m. to 12:10 p.m.	TBA
CY Paper Session #2: Children, Youth and Sexualities	Tuesday, August 25th	12:30 to 2:10 p.m.	TBA
CY Paper Session #3: Peer Cultures of Children and Youth	Tuesday, August 25th	2:30 to 4:10 p.m.	TBA

CY Paper Session #1 at 2015 ASA

Immigrant Children and Children of Immigration: New Perspectives on Children's Experiences in a Changing Policy Environment

Monday, August 24th
4:30 to 6:10 p.m.

Session Organizer: Joanna Dreby, State University of New York-Albany

Presider: Nilda Flores-Gonzalez, University of Illinois-Chicago

Individual Submissions

- *Changes in the Transnational Family Structures of Mexican Farm Workers in the Era of Border Militarization.* By Erin R. Hamilton, University of California-Davis and Jo Mhairi Hale, University of California-Davis.
- *Diet Acculturation among Bhutanese Refugee Adolescents in the United States.* By Sarah Gray, Emory University; Solveig Argeseanu Cunningham, Emory University and Elizabeth Vaquera, University of South Florida.
- *The Political Incorporation of Undocumented Youth.* By Angela S. Garcia, University of California-San Diego; Tom K. Wong, University of California-San Diego and Carolina Valdivia Ordorica, California State University-San Marcos.
- *Undocumented Disadvantage, Citizen Advantage, or Both? Comparative Educational Outcomes of Second and 1.5-Generation Latino Young Adults.* By Caitlin Patler, University of California-Irvine.

Photo by Alejandro Guarcha. This photo is from the CYE Global Photo Library, University of Colorado: Learn more about this amazing collection!

CY Paper Session #2 at 2015 ASA

Children, Youth and Sexualities

Tuesday, August 25th
12:30 to 2:10 p.m.

Session Organizer: Emily W. Kane, Bates College

Presider and Discussant: Karl Bryant, State University of New York-New Paltz

Individual Submissions

- *Childhood Gender and Sexuality in Homeschooling Families.* Kate H. Averett, University of Texas-Austin.
- *Doing It My Way: Sexual Intercourse, Romantic Relationship Inauthenticity, and Adolescent Mental Health.* Brian Soller, University of New Mexico; Dana L. Haynie, The Ohio State University and Alena Kuhlemeier, University of New Mexico.
- *Street Disorientation; Feeling Queer in the Inner-City.* Stephen Bernardini, State University of New Jersey-Rutgers.

Photo by Carole MacNeil. This photo is from the CYE Global Photo Library, University of Colorado: Learn more about this amazing collection!

CY Paper Session #3 at 2015 ASA

Peer Cultures of Children and Youth

Tuesday, August 25th
2:30 to 4:10 p.m.

Session Organizer: Timothy Stablein, Union College

Individual Submissions

- *How White Kids Talk about Race When Adults Aren't Around.* By Margaret A. Hagerman, Mississippi State University.
- *Peer Matters: Student Dynamics and Academic Achievement in Elite and Non-elite High Schools.* By Yi-Lin Chiang, University of Pennsylvania.
- *Technology, Visibility, and Changes in Teenage Culture.* By Murray Milner, University of Virginia.
- *The Double Standard at Sexual Debut: Gender, Sexual Behavior and Early Adolescent Peer Acceptance.* By Derek A. Kreager, Pennsylvania State University; Jeremy Staff, Pennsylvania State University; Gertrude Robin Gauthier, Duke University; Eva Lefkowitz, Pennsylvania State University and Mark Feinberg, Pennsylvania State University.

Photo by Jennifer Kirschke. This photo is from the CYE Global Photo Library, University of Colorado: Learn more about this amazing collection!

Invited Session at 2015 ASA

Research with Children and Youth: Lessons for Social Theory

Tuesday, August 25th
8:30 to 10:10 a.m.

Session Organizer and Presider: Jessica Karen Taft, University of California-Santa Cruz

Discussant: Allison Pugh, University of Virginia

Panelists:

- Nick Lee, University of Warwick
- Andreana L. Clay, San Francisco State University
- Tey Meadow, Princeton University

Abstract:

Rather than treating the study of childhood as being only about children, this panel seeks to highlight the ways that research with children and youth can contribute to conversations and debates in the field more broadly. Scholars of other marginalized groups have frequently challenged the idea that the study of these groups is more specific and less generally relevant than the study of dominant populations. This panel makes a similar move in regard to children and childhood, bringing together papers that each show how studying children and young people's lives and experiences, and thinking carefully about childhood and youth as social categories, can profoundly alter our understandings of larger social processes and the theories we use to explain the social world.

Photo by Kees Both. This photo is from the CYE Global Photo Library, University of Colorado: Learn more about this amazing collection!

CY Roundtables at 2015 ASA

Tuesday, August 25th
10:30 to 11:30 a.m.

Session Organizers: Carrie L. Shandra, State University of New York-Stony Brook, and Jeffrey O. Sacha, University of Southern California

Table 1: Race, Class, and Immigration
Table 2: Family and the Home Environment
Table 3: School Readiness and Success
Table 4: Educational Achievement and Attainment
Table 5: Aspirations and Expectations
Table 6: Sexual Behaviors, Risk, and Debut
Table 7: Health Outcomes
Table 8: Peers and Social Networks
Table 9: Meaning Making and Special Populations
Table 10: Parental Effects and Socialization

Learn more about all the CY events – and find abstracts of all the papers – in the preliminary ASA program, now online !

Photo by Rusty Keeler. This photo is from the CYE Global Photo Library, University of Colorado: Learn more about this amazing collection!

New Books by Members

Alice Fothergill

Lori Peek

Fothergill, Alice and Lori Peek. 2015. *Children of Katrina*. Austin: University of Texas Press. The Katrina Bookshelf, Kai Erikson, Series Editor: http://utpress.utexas.edu/index.php/books/fothergill-peek-children-of-katrina

When children experience upheaval and trauma, adults often view them as either helpless or as resilient and able to easily "bounce back." But the reality is far more complex for the children and youth whose lives are suddenly upended by disaster. How are children actually affected by catastrophic events? How do they cope with the damage and disruption? *Children of Katrina* offers one of the only long-term studies of young people following disaster.

Sociologists Alice Fothergill and Lori Peek spent seven years after Hurricane Katrina interviewing and observing several hundred children and their family members, friends, neighbors, teachers, and other care givers. In this book, they focus on seven children between the ages of three and eighteen, selected because they exemplify the varied experiences of the larger group. They find that children followed three different post-disaster trajectories—declining, finding equilibrium, and fluctuating. The children's moving stories illuminate how a devastating disaster affects health and well-being, families, housing and neighborhood contexts, schooling, peer relationships, and extracurricular activities. This work also demonstrates how outcomes were often worse for children who were vulnerable and living in crisis before the storm. Fothergill and Peek clarify what kinds of assistance children need during emergency response and recovery periods; moreover, they identify the individual, familial, social, and structural factors that aid or hinder children in getting that support. Throughout, *Children of Katrina* provides inspiring examples of how young people helped themselves, other youths, and adults recover from one of the most destructive disasters in modern US history.

New Books by Members

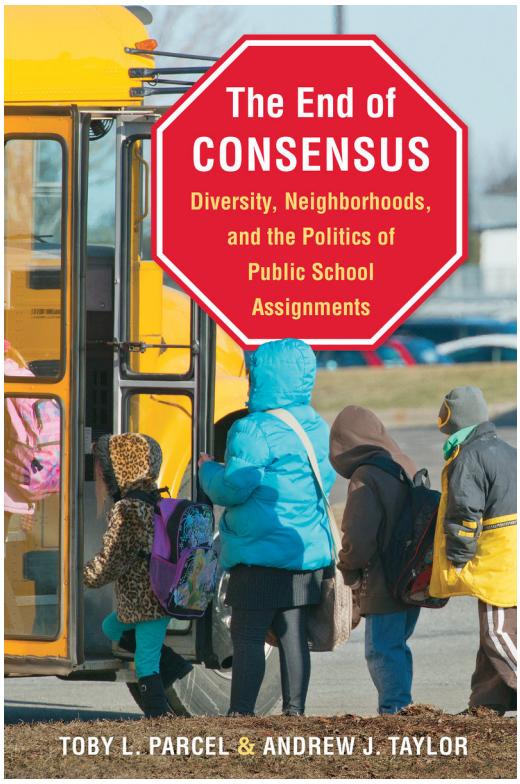
Toby Parcel

Andrew Taylor

Parcel, Toby L. and Andrew J. Taylor. 2015. *The End of Consensus: Diversity, Neighborhoods, and the Politics of Public School Assignments.* Chapel Hill: The University of North Carolina Press. http://uncpress.unc.edu/books/12111.html

One of the nation's fastest growing metropolitan areas, Wake County, North Carolina, added more than a quarter million new residents during the first decade of this century, an increase of almost 45 percent. At the same time, partisanship increasingly dominated local politics, including school board races. Against this backdrop, Toby Parcel and Andrew Taylor consider the ways diversity and neighborhood schools have influenced school assignment policies in Wake County, particularly during 2000-2012, when these policies became controversial locally and a topic of national attention.

The *End of Consensus* explores the extraordinary transformation of Wake County during this period, revealing inextricable links between population growth, political ideology, and controversial K–12 education policies. Drawing on media coverage, in-depth interviews with community leaders, and responses from focus groups, Parcel and Taylor's innovative work combines insights from these sources with findings from a survey of 1,700 county residents. Using a broad range of materials and methods, the authors have produced the definitive story of politics and change in public school assignments in Wake County while demonstrating the importance of these dynamics to cities across the country.



New Publications by Members

Wang, Leslie Kim, Iris Chin Ponte, and Elizabeth Weber Ollen. 2015. "Letting Her Go: Western Adoptive Families' Search and Reunion with Chinese Birth Parents." *Adoption Quarterly* 18(1):45-66.

Leslie Wang

Iris Chin Ponte

Elizabeth Weber Ollen

Abstract: This is the first study to investigate the trend of adopted individuals from China who search for and reunite with their birth parents. The authors suggest that the closed nature of China's international adoption program and growing ethical concerns about children's true origins impact the desire to search. Due to the generally younger ages of Chinese adoptees, adoptive parents have taken an unprecedentedly proactive role in this process. This article relies on in-depth interviews with adopted children and adoptive parents from seven Western families who reunited with Chinese birth parents. Interviews focused on the decision to search and methods used; the initial reunion; the development of bonds between adoptive and birth families; and post-reunion views of searching.

Update from the 2014 Winner of the Outstanding Graduate Student Paper Award

Anthony Jack

Congratulations to **Anthony A. Jack**, last year's winner of the Outstanding Graduate Student Paper Award for the Children and Youth section, who recently had his paper featured in several news outlets. "Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality" was featured in *The New York Times, The Boston Globe*, and *American Radio-Works* this past April. Links for the articles are below. Check them out!

Pappano, Laura. 2015. "First-Generation Students Unite." *The New York Times*, April 8.

Foster, Brooke Leah. 2015. "What Is It like to Be Poor at an Ivy League School?" BostonGlobe.com, April 9.

Pekow, Suzanne. 2015. "The First Gen Movement." American RadioWorks, April 22.

Anthony's paper, "(No) Harm in Asking: Culture, Class, and Undergraduates' Help-Seeking and Engagement Strategies," won the 2015 Educational Problems Graduate Student Paper Prize presented by the Society for the Study of Social Problems. He will be receiving the award this August in Chicago.

Anthony was also named a National Academy of Education/Spencer Dissertation Fellow for the 2015-2016 academic year. He is one of only 31 recipients out of over 400 applicants to receive this prestigious award. His dissertation is entitled, "Same Folks, Different Strokes: Class, Culture, and the 'New' Diversity at Elite Colleges and Universities."

Congratulations to Anthony for all of his achievements in the past year! We are glad to see a graduate student member doing so well!

Meet the Scholar: Freeden Oeur

Freeden Oeur

Our faculty scholar for this newsletter's "Meet the Scholar Interview" is **Freeden Oeur**. He received a B.A. in Anthropology from Williams College in 2003, an M.S. in Elementary Education from St. Joseph's University in 2005, and a Ph.D. in Sociology from the University of California, Berkeley in 2012. He presently is an Assistant Professor of Sociology at Tufts University, where he also is affiliated with the Program in Women's, Gender, and Sexuality Studies. Freeden's interests lie in the areas of gender and masculinity, education, children and youth, culture, feminist theory, and qualitative methods. He has two books in the works, *The Men You Will Become: Black Boys and Single-Sex Public Education* (under contract with the University of Minnesota Press) and a co-edited volume with Edward Morris, *Unmasking Masculinities in the 21st Century* (under contract with Sage Publications).

Ann Beutel (CY Publications Committee Member) asked Freeden the following questions.

Ann: How did you first become interested in studying youth?

Freeden: Before starting my Ph.D., I taught in a public middle school. There I realized I wanted to do research on youth populations. I had initial interests in racial inequality, but in graduate school I found a terrific community of people studying gender and I never looked back. I had a wonderful advisor, Barrie Thorne, whose own work blends feminist theorizing with the study of children. That has had a lasting impact on me.

Ann: What can you tell us about your current research on black boys and single-sex public education?

Freeden: My book asks: What does it mean to offer and deny care to young men who are unduly punished in an era of surveillance? What does it mean to separate children by sex who are otherwise segregated from majority populations by race and class? To answer these questions, I spent a year doing qualitative research at two all-boys public high schools in a single city. Both schools served a predominantly low-income, black student population, but otherwise had important differences in resources and aims. I found that the school drew on notions of their young men as different—from girls, from majority populations—and cultivated disparate notions of manhood. On a theoretical level, the book teases out areas of tension and harmony between notions of "care," on the one hand, and "justice," on the other. These questions have been central to a rich line of feminist theorizing, and the book integrates into this line of work more recent analyses of judicial inequities from the youth criminalization literature. *(Continued on next page)*

Meet the Scholar: Freeden Oeur

Ann: What projects are you looking forward to working on in the future?

Freeden: One short-term and practical project brings together insights from critical studies of youth and recent theorizing on masculinities, and asks how institutions secure privilege for boys in a process I call "boyhood acts." A long-term and less practical project is a comparative case study of the "hockey habitus" of young boys who grow up playing the sport in Canada and in Russia. It would use that data to examine issues of national pride and xenophobia, and grace and brutality, across the sport.

Ann: You have been an assistant professor for a few years. What advice do you have for advanced graduate students and new assistant professors?

Freeden: For advanced graduate students: get feedback from people who do not primarily work in your research area or engage your methodologies. It's important to be able to communicate what your work means to people across the field, especially when you're on the market. Working with those who are intimately knowledgeable with your areas of research is critical, of course, but it sometimes creates an echo chamber that's hard to recognize. Also, read widely in the field, take detailed notes, and prepare annotated bibliographies. I've found I have much less time now to read things closely, and I'm grateful for my notes from graduate school. For junior faculty: create a writing group and carve out time to write. Accountability helps with sticking to a schedule.

Ann: Do you have any hobbies or other interests that you would like to share with the Children and Youth (CY) newsletter readers?

Freeden: I'm an avid professional hockey fan and frequent concertgoer.

Ann: Is there anything else about yourself and your research that you would like to share with the CY newsletter readers?

Freeden: It's not for everyone, but I'd encourage people to join an active community of children and youth scholars (and more generally, sociologists) on Twitter. I think it's a neat way to meet people in the field. It's helped to keep me up to date on developments in the field, to learn about other people's research, and to get helpful teaching materials. I'm not one of these people myself, but I admire those who do excellent research *and* are also active on social media and blogs.

Meet the Graduate Student: Stacy Salerno

Stacy Salerno

Our graduate student for this newsletter's "Meet the Graduate Student Interview" is **Stacy Salerno**, a third-year sociology Ph.D. student at Florida State University. Stacy was raised in Venezuela and identifies as Venezuelan. She moved to the US after graduating from high school in 1993. After receiving a BA at Florida Atlantic University in Sociology, Stacy spent six years teaching Spanish, US History and Sociology as a high school teacher in Boca Raton, Florida. As a graduate student at FSU, Stacey received the Wilson-Auzenne Fellowship Teaching Assistantship Award in 2014. She is married with two children, who keep her "grounded and inspired."

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

Ann: What are the youth-related aspects of your research?

Stacy: The focus of my research is the experience of Latino adolescents, particularly in high school. As a growing population in the US, I believe it is important to capture the mechanisms driving the differences among whites and ethnic minority students in terms of how they navigate and experience high school, their academic achievement, and overall mental health. My ethnographic research included over 100 hours of observations in native Spanish-speaking classrooms, as well as interviews with teachers and administrators. I found that students often form school ethnic enclaves with peers, teachers and administrators for both instrumental and emotional benefits. Instrumental benefits include access to tutors, part-time jobs, and help with English for English Language Learners (ELL), among others. Emotional benefits include a feeling of belonging, guidance from co-ethnic adults on personal problems outside of school, and strong bonds with co-ethnic peers.

Another part of my research is concerned with the differences in mental health among immigrant youth by generational status. First generation, second generation, and third generation immigrants experience mainstream American culture differently, and are consequently exposed to stress and other ill health effects in different ways. I believe that it is important to explore what those differences are, and how social statuses such as race, class, and gender intersect and influence the mental health outcomes of young immigrants.

Finally, I am currently conducting a content analysis of images used by United We Dream (UWD), a social movement fighting for the rights of undocumented immigrants in the US. The images I am working on are found mainly on Facebook, and they are used to convey the movement's main message: allowing undocumented students to attend US universities. I focus on the branch of the movement concerned with undocumented LGBTQ youth—a subgroup of UWD that experiences the intersection of race, ethnicity, legal status, and sexuality as a source of discrimination in both their sending countries and the US. The Dream Act is available in some states of the US, but has failed to become a federal mandate. Millions of undocumented youth graduate from high school and are faced with deportation or engagement in an unstable informal economy. *(Continued on next page)*

Meet the Graduate Student: Stacy Salerno

Ann: What could the Children and Youth (CY) section do to help its graduate student members?

Stacy: I would like to begin by saying that the Children and Youth section is a fantastic resource for graduate students, specifically because of the availability of a variety of research that I would otherwise not come across. Perhaps it would also be helpful to provide a forum where graduate students can share their experiences and resources with other graduate students who may be just beginning their program. Another way of providing this type of support is to have a "letter to fellow students" section in the newsletter. Graduate students tend to share very similar experiences, and many have the same questions about topics like publishing, but may feel too nervous to ask.

[Note from the CY Publications Committee: In the fall newsletter, we will follow up on Stacy's suggestion to provide a forum for graduate students by having a distinguished CY scholar answer a graduate student question about creating a research agenda.]

Ann: What advice do you have for other graduate students?

Stacy: My advice is to be each other's allies. Forging long-lasting relationships will allow you to have a strong network later in your career. My mentors have also advised that I choose a topic for research that inspires me and keeps me motivated. At the beginning, many graduate students are unsure of their trajectories, but eventually they should find something that moves them. Finally, find something outside of grad school that makes you happy. Maintaining a healthy work/life balance is important for success.

Ann: What projects are you looking forward to working on in the future?

Stacy: I look forward to collaborating with my peers in an effort to promote important scholarship on the experiences of young Latinas/os in the US. In particular, I plan on continuing my research on high school Latinas/os and their experiences, and this will keep me engaged with the population I'm interested in. I also wish to incorporate current high school curriculum analysis as it pertains to minority students and their academic outcomes.

Ann: Do you have any hobbies or other interests that you would like to share with the CY newsletter readers?

Stacy: As the mother of two young children (ages 8 and 6), much of my free time is spent with them. We love exploring Tallahassee and enjoy outdoor activities. I run and try to stay physically active whenever possible. Finally, my daughter has a passion for the performing arts, so we try to see as many musicals as possible.

Call for Abstracts

Session Title: Youth and Climate Change
Organizer: Jeylan T. Mortimer, University of Minnesota
ISA Forum, Vienna, July 10-14, 2016

Climate scientists predict that intensifying planetary warming will cause more frequent severe weather events, droughts and water shortages. These will likely cause massive population migrations and wars over declining resources. Youth are often the most able and willing to migrate, and they become the soldiers in war, voluntarily or not. Such changes may disrupt the passage to adulthood, especially in the global South, as migrant youth experience difficulties in assimilating into new societies. Many youth may find it difficult to see ahead, to envision stable life courses for themselves and future generations. Failure of governments to act may foster a decline in confidence in, and disconnection from, societal institutions.

This session will draw attention to the challenges and potentially catastrophic consequences posed by climate change for present and future youth generations and encourage research on this topic. Illustrative questions to be considered: How have recent severe weather events impacted youth? Are youth becoming aware of the threat of climate change? How is it affecting their outlooks to the future? Are value shifts occurring among young people as it becomes increasingly evident that the planet's capacity to support life is eroding--e.g., values surrounding economic growth, population size, energy conservation, life styles and living arrangements? Are youth becoming attracted to social movements advocating governmental and individual ameliorative action, or are they increasingly acknowledging dystopian futures, assuming a fatalistic stance, and turning inward? To what extent are youth spearheading social movements to address climate change?

Abstract submission portal: http://www.isa-sociology.org/forum-2016/
Sponsored by RC34, Research Committee on Youth
Deadline: September 30, 2015

Call for Papers

A proposal for a special section in the *International Journal of Psychology*
Youth and the Great Recession – are values, achievement orientation and health affected?
Ingrid Schoon and Jeylan Mortimer, Guest Editors

The recent global economic downturn has undermined employment prospects for young people and is likely to also undermine youth confidence, self perceptions, values, health, and outlook to the future. Increasing uncertainty about the future may especially affect young people who study towards or recently received an educational degree. How do young people navigate and respond to changing education and employment conditions, and how do they see their futures in times of economic instability? Initial evidence indicates that recessionary times undermine confidence in society and its institutions, yet the same effect is not necessarily apparent regarding achievement orientations, self concepts and health outcomes, at least in the immediate aftermath of the recession. Furthermore, there are great variations in adjustment between countries, suggesting that there might be country-specific pre-existing trends that have to be taken into account to understand the impact of the recession on young people. The question is whether confidence in societal institutions is indeed more responsive to current events, while achievement orientations, health and other outcomes are more enduring, carrying over from more prosperous to more difficult times.

The Special Section aims to bring together contemporary evidence on how events at the macro level cascade down to individual level experiences, and to provide new insights into the impact of the recession on young people's evaluation of their situation in different countries characterised by distinct welfare regimes and economic circumstances. Studies may comprise quantitative and qualitative empirical studies of data gathered before and after the 2008 Great Recession, including work and family values, career goals, self concepts, the perceived likelihood of realizing one's goals in the future, mental health or physical health. The studies should address circumstances in the wider socio-economic context and include objective markers of economic hardship, information regarding concurrent welfare systems and assessment of individual level experiences. Bringing together evidence from different countries will facilitate a comparison of similarities and differences in the consequences of economic difficulties for young people. Identification of generalizable patterns across countries as well as differences in experiences due to country specific scenarios has the potential to inform ameliorative public policies.

Researchers interested in submitting an article to the Special Section should submit a letter of intent via email to Ingrid Schoon (I.Schoon@ioe.ac.uk) and Jeylan Mortimer (morti002@umn.edu) no later than September 1, 2015. The letter should include the tentative title and an abstract of 500 words maximum (including a short theoretical statement, sample description, preliminary results, and a sentence about the importance of the study for the field). The letters will be reviewed by the section editors and potential contributors will be selected based on the originality of the research, overall diversity of topics, and fit to the general theme of the Special Section. Successful authors will be notified within two weeks and invited to submit first drafts of manuscripts by January 1, 2016. Manuscripts should be no longer than 6,000 words (including footnotes, references, tables, and figures, but excluding the abstract), have no more than 30 references, and include a 200-word abstract. All manuscripts will be subject to an external review process.

For further questions concerning the Special Section, please contact Ingrid Schoon, (I.Schoon@ioe.ac.uk) and Jeylan Mortimer (morti002@umn.edu).
For further information concerning the *International Journal of Psychology*, visit the website at http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291464-066X or contact the Editor-in-Chief, Rainer K. Silbereisen at rainer.silbereisen@uni-jena.de.

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

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Sara Gill
Colorado State University

Nicholas Adams
University of New Hampshire

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

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

You can also find us on the Web at our site:
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