

Children & Youth

August 2022

Children & Youth Section
American Sociological Association
www.childrenandyouth.weebly.com



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Officers and Committee Members

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- **Chair-Elect**
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- **Council members**
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- **Communication and Publications**
 - Ruby Bafu (chair), Ashley Larsen Gibby
- **Nominations**
 - Ingrid Castro (chair), Paula Fomby, Emily Smith-Greenaway
- **2022 Distinguished Early Career**
 - Ingrid Castro (chair), Joseph Giunta, Nazneen Kane, Rachel Kimbro, and Michela Musto
- **2022 Graduate Student Paper Award**
 - Nazneen Kane (chair), Rachel Kimbro, Gregory Elliott, Sandra Stone, Deni Mazrekaj
- **2022 Outstanding Scholarly Contribution Award**
 - Freeden Blume Oeur (chair), Kelley Fong, Ranita Ray, Derron Wallace, and Deniz Yucel

Incoming Council Members

- **Chair-Elect**
 - Holly Foster
- **Council Members**
 - Melanie Jones Gast, Matt Rafalow
- **Student Council Member**
 - Rachael Dominquez

ASA 2022 Children & Youth Events

- **Reception:** The Children and Youth ASA reception (joint with the Crime, Law, and Deviance section) will be Monday, August 8 at Bonaventure Brewing Company, 404 S. Figueroa St., Suite 418A. The reception will be held on an outdoor patio. We are reserving the first hour of the reception (6 to 7 p.m.) for graduate students (and will then open to everyone from 7 to 9 p.m.). There will be food and (alcoholic and non-alcoholic) beverages. Please mark your calendars!
- **Roundtables:** The Children and Youth roundtables will be on Monday, August 8 from 8 to 9 a.m. (JW Marriott, Gold Level, Gold Salon 4).
- **Business meeting:** The Children and Youth business meeting will be Monday, August 8 at 9 a.m. (JW Marriott, Gold Level, Gold Salon 4). Come to the roundtables and stay for the business meeting!
- **Children and the State session**, organizer and presider Frank Edwards: Monday, August 8 from 10 to 11:30 a.m. (LACC, Level 1, 150C)
- **Inequalities in Childhood session**, organizer Christine Percheski and presider Kristin Perkins: Monday, August 8 from 4 to 5:30 p.m. (LACC, Level 1, 153c)

Feature: The Impact of Gun Violence on Schools and Schoolchildren Goes Far Beyond Mass Shootings

by Nora Gross

Mass shootings are terrifying infamies. When a school is targeted, and students die, the school's name becomes notorious: Robb Elementary School. Sandy Hook. Marjory Stoneman Douglas. Columbine. But have you heard of [Simon Gratz](#), [Frankford](#), [Simeon](#), [Harper](#), or [Austin-East Magnet High School](#)?

So-called '[mass shootings](#)' in public or institutional spaces account for only about 1% of gun deaths in America each year. The majority of school-age youth who are murdered, whose stories often barely make headlines, are gunned down in the streets – accidentally, mistakenly, when arguments get overheated, in acts of desperation, in gang wars. Most of these children are Black and growing up in America's poorest city centers. These children, too, attend schools which then become marked by the catastrophic impact loss for years to come.

In each of these cases, there is another number we must heed. Another important statistic too often left out of our conversations about gun violence and youth in America. In addition to the victims themselves, and their families, the untimely death of every child damages the psyches and social worlds of their friends and classmates – a secondary impact with a tragically large radius. The death of a peer creates another kind of wound: it destabilizes aspirations, motivation, GPAs, college applications, future trajectories.

In 2016, I began a sociological study exploring the experiences of adolescents who lost friends to the kind everyday neighborhood gun violence that doesn't make national news. I spent two years embedded as an ethnographer in a Philadelphia high school getting to know multiple peer groups of Black teen boys, as well as their teachers and school administrators, aiming to understand their grief in the midst of the city's growing gun violence epidemic.

I was invited into the all-boys' college prep charter high school which became my research site a few months after the school had suffered the loss of a promising student killed the summer after his freshman year. During the following two years I was there, two more current students were fatally shot – including one who had been a central participant in my research study. By my count, more than 24 additional Philadelphia youth within the extended social networks of the school's student body were also killed during this two-year stretch.

Since then, the heartbreaking reach of gun violence has only widened. Three more students attending that small Philadelphia high school have been murdered since 2018, not to mention several more who were injured in shootings. Gun violence in cities like Philadelphia has been steadily rising in recent years, with a sharp incline [beginning in 2020](#). That year saw three times the number of youth fatalities as just five years earlier. And, across the country, the rate of gun deaths hit levels we have not seen since the mid-1990s with more than 45,000 people killed in both 2020 and 2021, and gun violence now the [leading cause of death](#) for American children and teens.

Of course, the bloodshed is not distributed evenly: Black and Brown people and poor urban communities bear the brunt of this violence, due in part to decades of socioeconomic disinvestment in their neighborhoods. Black teenage boys and young adults are most likely to be killed by guns, 17 times more likely than other demographic groups. A recent [report from Johns Hopkins](#) found that, in 2020, one out of every 1,000 young Black males, ages 15-34, was killed by a gun. In addition to the very real threat of death, this group also bears the heaviest burden of grief for lost friends, classmates, and peers.

“Death is constant right now...I tell my friends to be safe and stuff because I’ll never know my last time talking to them,” 17-year-old Jahsun confessed to me in early spring 2017. He was a junior at the Philadelphia high school where I conducted my research. Jahsun was grieving the deaths of two friends in just six months, but had his sights set on college, hoping to play football and study to become a dentist or therapist. He was never able to pursue those goals because in the fall of his senior year, he was killed, leaving his entire school utterly shaken and bereft. Many of his friends, so agonized by their grief but without the tools and spaces they might have needed to express it, struggled to get their own college applications submitted and complete their graduation requirements.

At age 18, Hercules – the apt pseudonym he chose for himself – needed more than two hands to count the number of friends and family members he had lost to gun violence. By 21, he had to add his older brother and best friend to the list. “How can you look forward to a lot of stuff when you got friends dying left and right?” he wondered. Hercules had started high school academically strong and motivated, and he was well-liked by his teachers, but as he lost more friends, his grades began to drift and coming to school felt less and less relevant with such an unsecured future and so much unresolved grief. Though he mostly kept these thoughts to himself, Hercules’ adolescence was marked by frequent worries about his own likelihood of dying young.

Despite the sensitivity of so many individual teachers and administrators and the relatively small and tight-knit community, I found that the school was wholly unprepared to respond to the enormity of grief its students were carrying. There were no curricular or social programs in place to give students the tools to make sense of what was happening or imagine a positive role for themselves in responding to the violence. Further, in most cases, the depth and nuance of the boys’ emotional experience of grief was misunderstood – or even punished – in school, forcing them to hide their emotions or express them only in peer-driven spaces, like social media. This further limited the kinds of responsive supports the school could offer. In this context, I found that the aftermath of youth gun violence affected students’ relationships with peers and teachers, their ideas about the future, and the academic motivation they needed to push through challenging moments.

The deaths of boys like Jahsun and the grief of boys like Hercules continue to be neglected in our national conversation about gun violence, even as we finally seem to be paying more attention to other horrific gun deaths of children that shatter families and upend school communities. The less we acknowledge the magnitude and hidden impacts of this form of gun violence, the more likely we are to disenfranchise the grief of those who bear its burdens – and the more we will see it dampen the long-term trajectories of promising young people.



About our feature author: Nora Gross

- *Nora Gross is a Visiting Assistant Professor in Sociology and a Core Fellow at Boston College, who will be on the tenure-track job market in 2022-2023. She received her PhD in 2020 from the University of Pennsylvania in Sociology and Education (dual degree), where she was a Harry Frank Guggenheim Dissertation Fellow. Inspired by her past life as a high school teacher in Chicago, Nora's research examines educational inequality with a focus on race, gender, and emotion in secondary school contexts.*
- *Nora is currently completing a book manuscript with the University of Chicago Press. Tentatively titled *Brothers in Grief*, the book presents an ethnographic analysis of the role of grief in the school lives of Black adolescent boys who lose friends to neighborhood gun violence, and the school practices and policies that shape their emotional and educational recovery. A secondary project explores the way white students in elite private high schools respond to their schools' diversity and inclusion efforts in the context of increasing national political polarization. Nora is also committed to interrogating and improving the ways we do research with youth and recently co-edited a book, *Care-Based Methodologies: Reimagining Qualitative Research with Youth in US Schools* (Bloomsbury Academic Press, 2022).*
- *Alongside her research, Nora is also a documentary. Her first feature-length film, *Making Sweet Tea*, tells stories of Black gay men in the South and asks viewers to think about the role of performance in sharing others' stories. She also recently collaborated with Philadelphia youth on two short films about grief in the aftermath of gun violence. Her films can be found at: <http://www.noragross.com/film>.*

Award Winners



Distinguished Early Career Freedren Blume Oeur Tufts University

- Dr. Blume Oeur's research aims to enrich Du Boisian Sociology with humanist and feminist perspectives as well as assess the historical relationship between Black feminism and the study of Black men, boys, and masculinity.
- His articles have appeared in the journals *Ethnic and Racial Studies*, *Sociological Perspectives*, *Journal of the History of Childhood and Youth*, *Socius*, and *Journal for the Scientific Study of Religion*.
- His book, *Black Boys Apart: Racial Uplift and Respectability in All-Male Public Schools* (University of Minnesota Press, 2018) has been recognized with best book awards from three ASA sections: Sex and Gender, Sociology of Education, and Racial and Ethnic Minorities.
- With Edward W. Morris, he is co-editor of a volume, *Unmasking Masculinities: Men and Society* (Sage Publications, 2017), for use in undergraduate courses on men and masculinities.
- Blume Oeur and CJ Pascoe are editing a volume titled *Gender Replay* (forthcoming 2023) that reflects on and assesses Barrie Thorne's contributions to the study of youth, schooling, and feminism.



Outstanding Contribution

Jesica Fernández
Santa Clara University

- *Growing Up Latinx: Coming of Age in a Time of Contested Citizenship* (NYU Press, 2021)
- As a transdisciplinary scholar, Jesica's book explores the lives of Latinx youth as they grapple with their social and political identities from an early age in an increasingly hostile political climate that shapes their school, family, and community experiences of belonging. With a compassionate eye, she shows us how Latinx youth strive to identify, and ultimately redefine, what it means to come of age—and fight for their rights—in a country that does not always recognize them. *Growing Up Latinx* invites readers to witness the inspiring power of youth as they develop and make their political voices heard, thereby expanding meanings and representations of citizenship in the United States.



Outstanding Contribution

Forrest Stuart
Stanford University

- *Ballad of the Bullet: Gangs, Drill Music, and the Power of Online Infamy* (Princeton University Press, 2020)
- His book draws on two years of ethnographic fieldwork to examine how digital social media transform the social organization of gangs, gang violence, urban culture, and poor urban neighborhoods more generally. On a broader level, this research sheds much-needed light on the manifestations and meanings of urban inequality in the digital age.



Outstanding Graduate Student Paper Angel Alfonso Escamilla Garcia Northwestern University

- “When Internal Migration Fails: A Case Study of Central American Youth Who Relocate Internally Before Leaving Their Countries”
- Abstract: This paper examines the experiences of Central American youth who have attempted internal relocation before migrating internationally. Based on interviews and participant observation with Guatemalan, Honduran, and Salvadoran youth migrating through Mexico, this paper shows how youth from the Northern Countries of Central America turn to their domestic networks to escape labor exploitation and gang violence before undertaking international journeys. The paper further demonstrates how those domestic networks lead youth into contexts of poverty and violence similar to those they seek to escape, making their internal relocation a disappointment. The failure of their internal relocation attempts makes them turn to international migrant networks as their next option. This paper sheds light on the underexplored issue of internal migration among Central American youth and that migration's synergy with Central American youths' migration to the United States. The paper finds that internal relocation is unsuccessful when the internal destination fails to resolve the issues from which youth are attempting to escape. This failure ultimately triggers their departure from their home country.
- Most recent publication: García, A. A. E. (2022). The “Borderlandization” of Mexico: Mexico’s New Policies of Deportation and Detention of Minor Migrants and their Effects on Migrant Movement. In *Children and Youths' Migration in a Global Landscape* (Vol. 29, pp. 11-31). Emerald Publishing Limited.

Some Children & Youth Members on the Job Market



Julio Alicea

- Julio Alicea is a sociologist of race/ethnicity, education, and cities. His dissertation, which is supported by a 2022 NAEd /Spencer dissertation fellowship, situates school-based racial stratification within the racial-spatial politics of Black displacement in a growing Latinx community. As a longitudinal ethnography, the project includes participant observation, in-depth interviews, historical analysis, and qualitative spatial methods. The study utilizes data from four consecutive school years to show how one school's politics and pedagogies evolved over time as racial landscapes changed and new crises emerged to shift organizational priorities. It argues that self-described social justice schools serving exclusively students of color can and still do perpetuate racial stratification; this is most evident in the real tensions that exist between antiracism and the work needed to undo anti-Blackness.
- His scholarship is forthcoming or already published in *The Urban Review*, *Sociology Compass*, *Urban Education*, and the *Handbook of Urban Education*, among others.
- As a former public school teacher, he is committed to rigorous and inclusive university teaching. At UCLA, he served as a teaching associate for courses in Education, Public Affairs, and Chicana/o and Central American Studies. Prior to UCLA, he served as an Adjunct Professor in the Community Development program at Roger Williams University, where he taught an original course entitled "Role of Urban Education in Community Development" and a practicum course on social justice pedagogy.



Angel Alfonso Escamilla Garcia

- Julio Alicea is a sociologist of race/ethnicity, education, and cities. His dissertation, which is supported by a 2022 NAEd /Spencer dissertation fellowship, situates school-based racial stratification within the racial-spatial politics of Black displacement in a growing Latinx community. As a longitudinal ethnography, the project includes participant observation, in-depth interviews, historical analysis, and qualitative spatial methods. The study utilizes data from four consecutive school years to show how one school's politics and pedagogies evolved over time as racial landscapes changed and new crises emerged to shift organizational priorities. It argues that self-described social justice schools serving exclusively students of color can and still do perpetuate racial stratification; this is most evident in the real tensions that exist between antiracism and the work needed to undo anti-Blackness.
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Adrienne Lee Atterberry

- Adrienne Lee Atterberry earned her Ph.D. in sociology from Syracuse University in 2021, and currently works as a PRODiG Fellow with the title of Visiting Assistant Professor of Sociology at SUNY New Paltz. Her research interests include parenting, international migration, and teachers' work.
- Currently, she is working on book project that investigates how the global IT industry affects the lives and lifestyles of transnationally mobile professionals and their families. Through this project, she examines why well-settled immigrants return to their country of origin, how they raise their children, and the effects of growing up within a transnational context on children and youth. One finding from this study is that living a transnationally mobile lifestyle affects children and youths' relationship to and understanding of their ethnic identity. Atterberry documents these findings in the book chapter: *Transnational Migration, Ethnic Identity, and Blurred Boundaries: Indian American Youth Redefine being a Second-Generation Immigrant*. This chapter is published in the volume *Children and Youths' Migration in a Global Landscape*, which is part of the Sociological Studies of Children and Youth Series (Emerald). Atterberry served as the lead co-editor of this book.
- Atterberry is currently developing a project that expands upon her article *Intensive Teaching: Examining Teachers' Professional Pressures and Pedagogical Practices at an Elite School*. This project will explore how teachers at elite K-12 schools navigate professional challenges as they work hard to produce 'high achieving' students.
- Additionally, Atterberry has taught the following courses: Qualitative Methods in Sociology, Introduction to Sociology, and Education and Society. As an instructor she aims to cultivate students who are curious and empathetic by encouraging them to explore topics of interest, exposing them to people from various segments of society, and implementing class activities that require self-reflection.



Jose Eos Trinidad

- Jose Eos Trinidad is a Joint PhD candidate with the Departments of Sociology and Comparative Human Development at the University of Chicago. Bringing together organizational perspectives and education policy studies, his research investigates the role of nonprofit, philanthropic, and research organizations in initiating and institutionalizing educational practices. His dissertation, *Webs of Improvement: How Outside Organizations Spread School Innovation*, investigates the spread of dropout prediction systems across and beyond Chicago, Philadelphia, and New York City.
- Over the past five years, he has published 28 peer-reviewed journal articles and two books, one of which won the Philippine National Book Award. His research has three strands: (1) quantitative studies on educational programs and policies that have been published in *International Studies in Sociology of Education*, *Studies in Educational Evaluation*, and *Social Psychology of Education*; (2) qualitative studies on organizational change and leadership in higher education published in *Journal of Further and Higher Education*, *College Teaching*, and *Industry and Higher Education*; and (3) causal inference studies regarding youths using quasi-experimental methods published in *Social Science and Medicine*, *Children and Youth Services Review*, and *Journal of Pediatrics*.
- His research has been supported by the National Academy of Education/ Spencer Foundation, American Sociological Association/ National Science Foundation, Asian Development Bank, RAND Corporation, and the Mansueto Institute for Urban Innovation. Eos has taught classes on research methods, education innovations, and human development.



Theresa Hice-Fromille

- Theresa Hice-Fromille is a doctoral candidate in sociology at the University of California, Santa Cruz with designated emphases in Critical Race and Ethnic Studies and Feminist Studies. Theresa's dissertation, titled, "Feminist Leadership, Girlhood, and Community-Based Education in the Global Black Imaginary," examines the complex processes of teaching, learning, and imagining within the African diaspora by centering the experiences of the Black women leaders and Black girl participants of two community-based educational organizations that incorporate travel abroad. Theresa's dissertation encompasses ethnographic research in five countries and prioritizes community-engaged methods, including youth participatory action research (YPAR) projects. She has collaborated with Professors Steve McKay and Rebecca London on community-engaged projects in California and her forthcoming article in *Youth & Society* (co-authored with Professor London) investigates the role of space in middle school student experiences through a critical geography framework. Theresa has also published preliminary analyses of her dissertation research in *Sociological Perspectives* and *Hypatia: A Journal of Feminist Philosophy* and in her forthcoming book chapter, "Teaching for Black Girls: What every graduate student instructor can learn from Black Girlhood Studies," she discusses curricular approaches that early career university instructors can use to cultivate a pro-Black pedagogical praxis that centers care for Black girls.
- Outside of the academic job market, Theresa is interested in bringing a humanistic focus to the tech industry. She is currently a Graduate Public Fellow with Reality Labs where she designed and is leading a project entitled, "Speculative Technologies and Visions of an Inclusive Metaverse in Diverse Global Fiction."



Alexandra Cooperstock

Alexandra Cooperstock is a PhD Candidate in Sociology at Cornell University. Her research interests examine how the intersection of schools, neighborhoods, and policy shape inequality and educational opportunity. Her projects on school district secession, multigenerational neighborhood disadvantage, and teacher perceptions of the COVID-19 pandemic have been published in *Social Forces*, *Research in Social Stratification and Mobility*, and *Frontiers in Education*, and were recognized with paper awards from the American Educational Research Association (AERA) and Cornell University.

- Cooperstock's dissertation, "Place-Based Education Investment: Opportunity Gaps and Student Outcomes," centers on a new iteration of federal education intervention: Promise Neighborhoods. This research has been supported by an AERA-NSF dissertation fellowship, an early career scholar grant from the Russell Sage Foundation and the William T. Grant Foundation, as well as a series of research support grants from Cornell University.
- Her dissertation answers two primary research questions: (1) Does the funding selection process for Promise Neighborhoods target the most disadvantaged schools and neighborhoods? and (2) What is the effect of Promise Neighborhood funding on neighborhoods, schools, and student outcomes? Promise Neighborhood boundaries are in non-standard geographic units because target areas are defined by the applicants. She uses spatial techniques to create a novel database at the Promise Neighborhood level and combines several national data sources to capture the social and economic conditions of these units; key neighborhood and school indicators stem from the U.S. Census, the Common Core of Data, the Stanford Education Data Archive, and administrative data from the Texas statewide longitudinal data system. She then uses quasi-experimental methods to estimate Promise Neighborhood effects.



Sadie Ridgeway

- Sadie Ridgeway is a doctoral candidate in the department of sociology at Washington State University graduating spring 2023. Her areas of interest are medical sociology and sociology of health, the body and embodiment, children and youth, and quantitative methods. Broadly, her work considers how the body and in particular its size influences our experiences, chances, and opportunities in the social world and consequently our health. She views body size as an important but understudied basis of inequality and stratification.
- Her dissertation explores the role of social mechanisms in the relationship between body size and health among youth and young adults, focusing on stigma and discrimination. She draws on two complex longitudinal studies to measure stigma innovatively through both interpersonal discrimination based on body size and social network position, utilizing advanced statistical methods. Her research underscores the importance of exploring this topic with a sociological lens, demonstrating through scientific inquiry that weight stigma and discrimination are important public health problems. Sadie received a grant from the Graduate and Professional Student Association at Washington State University and a Graduate Research and Creative Activity Award from the College in support of her dissertation. Her previous work was recognized by Alpha Kappa Delta. In addition, she was awarded the William Julius Wilson Graduate Student Health Equity Fellowship through which she has developed in-progress publications with faculty members.
- Sadie has taught medical sociology, social inequality, introduction to sociology, as well as instructed the lab for quantitative techniques in sociology. She previously worked as a survey design consultant at the Social and Economics Sciences Research Center at Washington State University. Sadie is on the market this year and intends to get an academic job where she can continue contributing to scholarship on the sociology of health through both teaching and research.



Lacey Bobier

- Lacey is a PhD candidate at University of Michigan (pronouns: she/her). Lacey's research lies at the intersections of childhood and adolescence, education, embodiment, gender and sexuality, medicine and reproductive health, and race and class. Using an intersectional approach, she seeks to expand scholarship on early adolescence as a life stage that significantly impacts embodied inequalities. She examines processes that prioritize girls' bodies over their minds and simultaneously deny girls knowledge about their bodies and control over them.
- Lacey's two co-authored book chapters examine early childhood sexuality education. Her work on menstruation and adolescence includes a book chapter on the sexualization of menstruation and an article in progress on *Seventeen* magazine's medicalization of menstruation.
- Lacey's dissertation, "Dress Coded: A Middle School Education in Gender, Race, and Appearance," uses middle school dress codes to demonstrate how, by combining gendered, sexualized, racialized, and classed expectations, practices of body management create an embodied hierarchy. She uses qualitative data from in-depth interviews with middle school students, teachers, and administrators along with content analysis of one hundred middle school handbooks to illustrate how school dress codes participate in a larger system of discipline and punishment. Dress policies are based on white, heterosexual middle-class standards. Interviews reveal that students' adherence to these standards is used to evaluate student character; rule violators are cast in the role of troublemaker and are disciplined accordingly. In contrast, students' primary concern is comfort, followed by a desire for self-expression, rather than willful rebellion. Her findings thus highlight a discrepancy between adult perceptions of dress code violations and student views. Girls of color are especially susceptible to surveillance, punishment, and resulting alienation from education. Focusing on early adolescence as a time when girls transition to their role as sexualized other and attending to how this experience varies with race and class, this project details processes of sexualization, objectification, and self-objectification that negatively impact developing sexuality. Policies that position girls' bodies as distractions further relegate their education and comfort to a secondary position, giving priority to boys' education. This language of distractions signals to girls that their bodies are inferior and incompatible with their learning environments.



Annaliese Grant

- Annaliese Grant (she/they) is a PhD Candidate in Sociology at the University of Wisconsin – Madison, affiliated and trained by the Center for Demography and Ecology and the Institute for Research on Poverty. Her work has been published in the Journal of Marriage and Family, Children & Society, and Currents.
- She studies the everyday aspects of classed family and child inequality from a feminist perspective. She uses both qualitative and quantitative methods to focus on three arenas: children’s responsibilities, family relationships, and media use. Her qualitative work often focused on financially struggling white families. Her interests broadly include childhood and youth, class, gender, family, media use, and whiteness.
- Her dissertation research focuses on the classed dynamics of family media use, expanding longstanding research that low-income children, teens, and adults spend more time on average using media. Using multiple methods – statistical analysis of nationally representative survey data, interviews, participant observation, and time diaries of participants in low- and middle-income families, and discourse analysis – she investigates how low- and middle-income families use media differently, how the meaning they make out of media use varies, and how the “screen time” discourse is classed, gendered, and racialized. She uncovers the ways family members bond and relate to one another and the world and use media as a way to survive the intense stress of financial struggle. This dissertation work was funded by the American Sociological Association Doctoral Dissertation Research Improvement Grant and the Institute for Research on Poverty Dissertation Research Fellowship. Her other current research focuses on daughters’ responsibilities in low-income white families and the role of parent-child relationships in child wellbeing.
- Annaliese holds an MS in Sociology from UW – Madison, and a BA from Barnard College. Connect with her on Twitter (@annaliese_grant) and on her website (www.annaliesegrant.com).

Recent Publications by Section Members

- New book by section member Natasha Warikoo: [Race at the Top: Asian Americans and Whites in Pursuit of the American Dream in Suburban Schools](#) May 2022, University of Chicago Press. This book addresses the impact of Asian American youth's academic success on ethnic assimilation. The findings are based on research in a well-off suburban community with a large and growing Asian American population. In "Woodcrest" white and Asian parents alike mobilize their resources to bolster their children's achievements in both academics and extracurricular activities. Asian parents tend to prioritize academics while white parents tend to prioritize extracurriculars, especially sports. The book shows how tensions over the 'right' way to parent develop when Asian American youth catapult ahead of their white peers academically. Rather than whites and Asians assimilating, either by Asians adopting dominant 'white' upper middle class parenting practices or whites adopting the strategies of upper middle class Asians, parents instead engage in moral boundary making to defend their own parenting, especially against well-known stereotypes about Asian parents being too demanding and white children being outsmarted by their Asian American peers. Ultimately, both white and Asian families alike benefit from the race and class segregation that keeps working class and poor families, especially those who are African American or Latinx, out of their town altogether, through policies designed to maintain racial and class segregation.
- New book by section member Emily Navarro: "[Unaccompanied: The Plight of Immigrant Youth at the Border](#)"
- New article by section member Mai Thai: "[Policing and Symbolic Control: The Process of Valorization](#)." *American Journal of Sociology* 27(4): 1183-1220. This article draws on fieldwork of a high school junior police academy to understand how law enforcement exerts power in schools that serve marginalized youth.
- New article by section member Peter Harvey: "<https://www.journals.uchicago.edu/doi/10.1086/719406>." *American Journal of Sociology* 127(5):1417–59.
- New volume of *Sociological Studies of Children and Youth*: <https://books.emeraldinsight.com/page/detail/the-roles-of-independent-children%EF%BF%BDs-rights-institutions-in-advancing-human-rights-of-children/?k=9781801176095>, edited by section members Agnes Lux and Brian Gran

- New article by section member Alexandra Cooperstock: "The Demographics of School District Secession." in *Social Forces*. <https://doi.org/10.1093/sf/soac069>.
- New articles by section member Annaliese Grant:
 - Grant, Annaliese. (2022). "Normal" childhood in the lives of financially struggling white daughters and mothers. *Journal of Marriage and Family*, 1–18. <https://doi.org/10.1111/jomf.12872>
 - Grant, Annaliese, Eric Grodsky, Maria Velazquez, Rosie Miesner, Elizabeth Blair, and Lyn Macgregor. (2022). Individual adjustments for many and structural change for some: Teacher and school responses to classed out-of-school responsibilities. *Children & Society*, 00, 1–18. <http://doi.org/10.1111/chso.12617>
- New articles by section member Melanie Gast:
 - Gast, Melanie Jones, James. S. Chisholm, *Yohimar Sivira. Online First. "Racialization of 'ESL Students' in a Diverse School and Multilingual Latina/o Peer Mentors." *Race Ethnicity and Education*. DOI: 10.1080/13613324.2022.2069737
 - Gast, Melanie Jones, James. S. Chisholm, *Yohimar Sivira, and *Trisha Douin. 2022. "Racialized Moments in Qualitative Interviews: Confronting Colour-blind and Subtle Racism in Real Time." *International Journal of Research & Method in Education*. DOI: 10.1080/1743727X.2022.2046726
 - Gast, Melanie Jones. 2022. "Re-Conceptualizing College Knowledge: Class, Race, and Black Students in a College-Counseling Field." *Sociology of Education*. 95:43-60. doi/10.1177/00380407211046053
 - Chisholm, James S., Melanie Jones Gast, & Ashley L. Arnold. 2022. "Culturally Responsive Caring and Emergent Tensions in a Bilingual Mentoring Program in a Diverse School" in *Care-Based Methodologies: Reimagining Qualitative Research with Youth in US Schools*, edited by V. Vasudevan, N. Gross, P. Nagarajan, & K. Clonan-Roy. New York, NY: Bloomsbury.
- Forthcoming book by section member Jessica Halliday Hardie: "Best Laid Plans: Women Coming of Age in Uncertain Times." UC Press. This book follows Black and White, middle-class, working class, and poor young women from high school and into the transition to adulthood, showing how unequal social and economic resources inform their plans for the future and ability to follow through on those plans. Drawing on longitudinal interview data, the book makes the case for why we need to move beyond the individual appeal to "dream bigger" and "plan better" and toward systematic changes that will put young people's aspirations within reach.

- New books by section member Radosveta Dimitrova:
 - Dimitrova, R., & Wiium, N. (2021) (Eds.). Handbook of Positive Youth Development. Advancing Research, Policy and Practice in Global Contexts. Springer.
 - Dimitrova, R., Sam, D. L., & Ferrer-Wreder, L. (2021) (Eds.). Roma Minority Youth Across Cultural Contexts: Taking a Positive Approach to Research, Policy and Practice. Oxford University Press.

- The Centre for Research on Discretion and Paternalism at the University of Bergen, Norway, would like to announce a new publication, [Structuring Practice for Children's Participation](#), a report evaluating seminal guidelines for frontline child protection practitioners about children's participation in Norway.
 - Developed by [Frøydis Petersen Jensen](#), [Professor Katrin Križ](#), and [Professor Marit Skivenes](#)
 - This report aims to critically assess and provide suggestions for improving guidelines to promote children's participation in practice. Moreover, it lays the foundation for developing new management, practice, and training programs for the future.
 - The report is part of the project [Children's Right to Participation](#) (PARTICIPATION), funded by the Research Council of Norway (320149). The project is a collaborative knowledge project and is a partnership between researchers at the [Centre for Research on Discretion and Paternalism](#) at the University of Bergen and four partners representing the Norwegian child protection system: the Change Factory (experts by experience), the Norwegian County Social Welfare Boards, the Norwegian Courts and their administration, and Bergen Municipality.

- Two public scholarship pieces on gun violence in *Medium* written by section member Yvonne Vissing
 - <https://medium.com/@yvissing/what-can-we-do-to-prevent-another-school-shooting-68a9538232d9>
 - <https://medium.com/@yvissing/deciding-whether-to-become-a-pistol-packing-teacher-93827f30d030>

Announcements

- Special issue in *Genealogy* on Family diversity, Fertility Preferences, and Other Family-Building Strategies:
https://www.mdpi.com/journal/genealogy/special_issues/genealogy_family
 - Papers due October 5
- Call for papers: NEOS, the flagship publication of the Anthropology of Children and Youth Interest Group, welcomes submissions for the Fall 2022 issue: Doing and Undoing “Family” in Uncertain Times. This upcoming issue aims to reposition classical anthropological questions focused on the formation of family and cultivation of kinship by applying contemporary, critical, and interdisciplinary lenses toward how family is done and undone in highly uncertain and unequal times.
 - We invite short-form original research articles (1,200 words max, excluding references) that address the issue’s theme. NEOS also welcomes short pieces (1,200 words max, excluding references) on scholarship and applied research that uplifts racial, economic, and social justice and the dismantling of systemic oppression, for a dedicated standing column on anti-racism and equity in child and youth studies.
 - The deadline for submissions is August 16, 2022 (end of the day). While not required, authors are encouraged to submit a brief message about their intent to submit to the Co-Editors by August 2, 2022. The NEOS Editorial Team may be reached at acyig.editor@gmail.com. Visit our website for further information on NEOS, as well as submission guidelines and instructions. You may access the submission portal for the Fall 2022 Issue [here](#).
- Message from *American Sociological Review* editors, Art Alderson and Dina Okamoto: As we reach the halfway mark of our three-year term as editors of *American Sociological Review*, we continue to be impressed by the wide variety of papers we receive in regard to substantive area/topic, theory, method/analytical approach, and geographic focus. That said, we would like to encourage authors from all ASA sections and subfields to submit their work to ASR, as we would like to see the journal reflect the breadth and diversity of the discipline. We especially welcome and encourage submissions featuring research on non-U.S. populations and dynamics; in the areas of race, sexualities, migration, science/technology, and other areas that are currently underrepresented in the journal; and that use qualitative and quantitative methods alike, including ethnographic, interview-based, archival, and comparative approaches. We very much look forward to receiving your papers for review.

Newsletter prepared by



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