

# Children & Youth

American Sociological Association  
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Logo Created by Victor Castro, age 11,  
and Valerie Castro, age 9

<https://childrenandyouth.weebly.com>

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# Children & Youth Section at the 2023 ASA Annual Conference

We are excited to see you in Philly during the [annual conference](#) – August 17-21! Here are the Children & Youth sessions and events.

## **Gender Replay: On Kids, Schools, and Feminism**

**Mon, August 21, 10:00-11:30am, Pennsylvania Convention Center, Floor: 100 Level, 105A**

Session Organizer: Ingrid E. Castro, Massachusetts College of Liberal Arts

Discussant & Presider: Freeden Blume Oeur, Tufts University

Panelists:

- Amy L. Best, George Mason University
- Ingrid E. Castro, Massachusetts College of Liberal Arts
- Margaret A. Hagerman, Mississippi State University
- Michael A. Messner, University of Southern California
- Cassidy Puckett, Emory University
- Allison Pugh, University of Virginia
- Erendira Rueda, Vassar College

## **(Dis)Abilities in Childhood**

**Mon, August 21, 12:00-1:30 pm, Marriott Philadelphia Downtown, Floor: Level 4, Franklin Hall 9**

Session Organizer: Ashley Larsen Gibby, Brigham Young University-Provo

Discussant: Hillary Steinberg, Drexel University

Presider: Jake J. Hayes, University of Michigan-Ann Arbor

Presenters:

- Disability and College Academic Success: New Evidence from a Mediation Analysis: Andrew Myers, Indiana University-Bloomington; Andrew Halpern-Manners, Indiana University-Bloomington; Jane D. McLeod, Indiana University-Bloomington
- "I Didn't Know I Had a Choice": Disabled Students' Experiences in China's National College Entrance Exam: Shixin Huang, Lingnan University
- "Only Americans Really Volunteer to Adopt Special Needs Children": Using Disability to Defend U.S. Exceptionalism: Lisa Gulya, Macalester College
- The Landscape of (Dis)Abilities: Organizational Contexts of Neurodiversity: Patricia Snell-Herzog, Indiana University-Purdue; Francesco Cafaro, Indiana University-Purdue; Erin Brady, Indiana University-Purdue
- Where Care and Violence Merge: The Neurochemical Taming of a Child in Poverty: Ekédi Mpondo-Dika, University of California-Berkeley

## **Children's Geographies: Place and Space Matterings**

**Mon, August 21, 2:00-3:30pm, Pennsylvania Convention Center, Floor: 100 Level, 105A**

Session Organizer: Ingrid E. Castro, Massachusetts College of Liberal Arts

Discussant: Kate Cairns, Rutgers University-Camden

Presider: Joseph V. Giunta, Rutgers University-Camden

Presenters:

- The Institutional Double Bind: Working-Class Children of Immigrants' Struggles to Manage Family Work and School Work: Hyeyoung Kwon, Indiana University-Bloomington
- Social relationships and child labour migration from Karamoja, Uganda: Holly Howell Koogler, Johns Hopkins University
- Border Commuting Student Experiences: Developing Transborder/Transfronterize Identities: Paula Michelle Ochoa, Texas A&M University
- Moving Against School-Based Constraints: Black Girl Refusal and Educational Injustice: Jomaira Salas Pujols, Bard College
- "Youth Don't Get Treated as Student:" Black Students and Schooling in the Carceral Context: Julissa Ortiz Muñiz, University of Texas-Austin

## **Section on Children and Youth Roundtables**

**Mon, August 21, 8:00-9:00am, Pennsylvania Convention Center, Floor: 100 Level, 103B**

Session Organizer: Holly Foster, Texas A&M University-College Station

### **Table 1. Violence/ Maltreatment in Lives of Children & Youth**

Presider: Holly Foster, Texas A&M University-College Station

Papers:

- Child Soldier Identity Using a Three Stage Life Experience Model: Randall Salm, College of Southern Maryland
- Sexual Violence Against Men. A Life Course Approach to Study Gender-Based Violence: Lucie Wicky, School of Advanced Studies in the Social Sciences (EHSS)

### **Table 2. Issues in Lives of Young Adults/ Transitions to Adulthood**

Presider: Ashley Larsen Gibby, Brigham Young University-Provo

Papers:

- One Flew Over Social Class: An Imagination of Unemployed University Graduates from Chinses Counties
- Lishuang Wei; Jingyin Wang
- "Busting Out of a Non-stop Train": Quitting a Job as an assertion of autonomy: Sejin Um, New York University
- Continuities and Changes in Millennial Attitudes toward Adulthood Milestones: Phoebe Ho, University of North Texas; Ronald Kwon

**Table 3. Health and Well-Being in the Lives of Children and Youth**

Presider: Kristin Turney, University of California-Irvine

Papers:

- Changes in College Students' Perceptions of Mental Health due to COVID-19: Anna Penner, Pepperdine University; Colin Storm, Pepperdine University; Jessica Velicer, Pepperdine University
- Media Framings of the Adolescent Mental Health "Crisis:" 2018-2022: Mahala Miller, University of Minnesota-Twin Cities
- Child disability and family food insecurity: Laryssa Mykyta, U.S. Census Bureau Julie D. Weeks, National Center for Health Statistics

**Table 4. Intergenerational Influences/Parenting/Families**

Presider: Loretta Bass, University of Oklahoma

Papers:

- Daughter Disadvantage: Constructing and Responding to Risk in New Threats to Parenting: Hillary Steinberg, Drexel University; Stefanie Mollborn, Stockholm University; Katie Holstein Mercer, University of Colorado-Boulder; Theresa Edwards-Capen, University of Colorado Boulder; Jennifer Ann Pace, Midwestern State University
- Parental Vaccination Attitudes And Childrens Vaccination Record: A Consistent Relationship Across Differently Motivated Groups: Raphael Duerr, The Chinese University of Hong Kong CUHK
- Mechanisms of Multilingualism: Language Practices and Children's Perceptions of Family Belonging: Noor Anwar Ali, Northwestern University; Elif Buyukakbas, Northwestern University

**Table 5. Educational Aspirations/ Activities**

Presider: Joseph V Giunta, Rutgers University-Camden

Papers:

- Return Migrant Children in Contemporary China: Estimating Impacts of Return Migration on Children's Educational Aspirations: Xinyue Wu, Washington State University
- Dress Codes Are a Distraction: How School Dress Codes Compromise Education: Lacey Bobier, University of Michigan

**Table 6. Education & Schooling: Policy, Practice and Context**

Presider: Ingrid E. Castro, Massachusetts College of Liberal Arts

Papers:

- 'Because back in my country...': Newcomer youth's perspectives of school discipline practices: Johanne Jean-Pierre, York University; Maria Brisbane, University of Waterloo
- "Don't Let Me Lose My Students": Education Policy, Stigma, and Disciplinary Decisions in the Rural South: Meaghan Mingo, Cornell University

**Table 7. Youth Physical Activity/ Friendships/Intimate Relationships**

Presider: Christina Cross, Harvard University

Papers:

- Gender Differences in the Association Between Social Status and Physical Activity among Early Adolescents: Shuyin Liu, University of Massachusetts Amherst; Mark C. Pachucki, University of Massachusetts-Amherst; Lindiwe Sibeko, University of Massachusetts Amherst; James A. Kitts, University of Massachusetts; John Sirard, University of Massachusetts Amherst
- Individual and Dyadic Predictors of Friendship Dissolution: Liann Tucker, Duke University
- Association between Chinese youth's sources of sexual knowledge and sexual intercourse: a mediation analysis: Xinye Zou; Siyu Zou; Kefan Xue, University of Oxford; Ruiwen Qin; Wenzhen Cao; Kun Tang, Tsinghua University

**Table 8. School and Community Contexts of Bullying & Harsh Discipline**

Presider: Jessica Taft, University of California-Santa Cruz

Papers:

- School Bullying Victimization in Adolescence and The Short- and Long-term Life Outcomes: Evidence from China: Ruolin Su, Shanghai Jiao Tong University; Wensong Shen, The Chinese University of Hong Kong
- Social Perspectives on Bullying at School: Unlocking the Potential of School Sociologists: Christopher Donoghue, Montclair State University; Brent Harger, Gettysburg College; Alicia Raia-Hawrylak, Rutgers University; Noushig Ohanian, Montclair State University; Stephen Shahin, Montclair State University; Ashley Steimle, Montclair State University
- Community Gender Relations, Child Age and Harsh Childhood Discipline in Ghana: Kofi D. Benefo, CUNY-Lehman College

**Table 9. Stress and Coping Resources in Lives of Children and Youth**

Presider: Imge Dogan, Texas A&M University

Papers:

- Environmental Racism and Early Childhood Development: A Critical Review: Allison Ford, Sonoma State University
- Killing What Kind of Pain? Loneliness as a Form of Emotional Strain: Josephine E Johnson, Pennsylvania State University; Kira England, Pennsylvania State University
- The Social Stratification of the Effect of Parental Investment on Grit: Reinforcement or Compensation? Eugene Hwang; Dohoon Lee, Yonsei University

**C&Y Section Reception (joint with CLD Section):**

Sunday August 20, 6-8 PM

Harper's Garden: 31 S 18th St, Philadelphia, PA 19103



## A Message from the Chair: Ingrid Castro

Happy Summer Everyone! I am really excited for ASA Philly 2023 and hope you will attend C&Y's fantastic line-up of sessions and panels on Monday Aug 21. Our reception will be from 6-8 the evening before, held jointly with the CLD section: note that the first 100 C&Y/CLD section members (please wear your ASA nametag to the reception!) can enjoy an open bar for the first hour. We'll have some great food and present the

awards too! Thanks to all who submitted applications for the C&Y awards this year and to all who served as members of the award committees. Congrats to all 2023 awardees, including two of our former C&Y Chairs, Allison Pugh and Anna Mueller, who are the inaugural co-winners of our new Distinguished Mid-Career Award!

This ASA conference will be my first since 2019 (oh, how I lament Rockefeller Center's Bouchon was closed for a private event my last day in NYC...I could not get my favorite cream puffs and Bouchon, like so many other great eateries, closed their doors for good because of COVID's impact). But I digress: I am so looking forward to reconnecting with my C&Y and MFP friends and colleagues in Philly. As a former ASA Minority Fellow (shoutout to Cohort 26!), I am excited that Philly begins ASA's year-long celebration of the 50<sup>th</sup> anniversary of ASA's MFP Program and the important support, training, and mentorship the MFP gives to some of our discipline's rising racial and ethnic minority scholars. To note, I just looked up what a 50<sup>th</sup> year celebration is called and learned it is a Golden Jubilee, with all jubilees' colors/gems mirroring those of wedding anniversaries. Yet another example of how traditionally gendered culture infiltrates and reproduces in pop culture. (As a side note, I was eating cookies yesterday and realized that Chessmen do the same thing. Reflecting on Annaliese Grant's piece found in this newsletter, we often do not think of all the ways "normal" is codified in our everyday lives and worlds...I try to teach my students never to use the word "normal." By the way, I just looked it up and you can buy a chess set of women on etsy).

You may have noticed it on the front page (and if not, see below): we now have a C&Y logo! I think my leading mission as Chair was to get a logo in place for our section, which will now be present on all C&Y awards, C&Y publications, and the C&Y website. The council rightly decided we should have children design the logo and so my niece and nephew (Valerie - age 9 and Victor - age 11) came up with a design. Laden with my linear adult brain, I NEVER would have figured out that C&Y actually spells out the child-apropos Candy. Thus, with the brilliance of children V&V designed a candy-themed logo for our section to use for years to come. Apparently, sweet-tooths run in my family. Maybe we can have t-shirts made? Ingrid.



# Children & Youth Section Awards 2023

## Outstanding Scholarly Contribution Award



AND



[Hyeyoung Kwon](#)  
Indiana University-Bloomington

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[Mai Thai](#)  
Occidental College

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Kwon, Hyeyoung. "[Inclusion work: Children of immigrants claiming membership in everyday life.](#)" *American Journal of Sociology* 127, no. 6 (2022): 1818-1859.

Thai, Mai. "[Policing and Symbolic Control: The Process of Valorization.](#)" *American Journal of Sociology* 127, no. 4 (2022): 1183-1220.

## Honorable Mention



[Casey Stockstill](#), Research Director Early Milestones Colorado

Stockstill, Casey. "[The “stuff” of class: How property rules in preschool reproduce class inequality.](#)" *Social Problems* 70, no. 1 (2023): 1-21.



## Distinguished Mid-Career Award



[Anna S. Mueller](#)  
Indiana University-Bloomington

AND



[Allison J. Pugh](#)  
University of Virginia

## Outstanding Graduate Student Paper Award



[Mia Brantley](#), Ohio State University

“Can’t Just Send Our Children Out: Intensive Motherwork and Experiences of Black Motherhood”



## Featured Piece: Children have Responsibilities. Is that “Normal,” and How do Lower-Class White Daughters Talk about It?

By [Annaliese Grant](#)

In the US, we tend to think of childhood as a relatively responsibility-free period of the lifecycle. Sure, parents might enforce some “chores” or other small tasks, but we also perpetuate the idea that childhood is a period of life we should protect from the everyday obligations that come in adulthood.

That lack of responsibility throughout childhood, however, is a [relatively recent](#) development in the U.S. Up until the 1920s, the majority of children engaged in some [form of support](#) for their family – working in the paid labor force, on family farms, or in the home. It was only with the privileges of white, middle-class non-rural family life that a new “normal” was established: childhood free from family responsibility. In [recent years](#), “ideal” childhood has also come to mean parents (often mothers) wholly invested in their children’s development.

A number of scholars have pointed to the ways families defy this idealized “normal.” We have evidence that [children in immigrant families](#), children whose [parents have disabilities](#), and children in [low-income families](#) engage in a number of responsibilities that are vital for keeping the family as a whole going. In many ways, it seems childhood wholly free from major responsibility may not be entirely “normal” after all. In my interviews with 40 financially struggling white mothers and young adult daughters (all of whom can be categorized as “low income” for some sizeable period of the daughter’s childhood), participants reflected back on childhoods filled with essential responsibilities (beginning from age 7 to 17). They described caring for younger siblings every weekend for months, being in charge of grocery shopping, prescription pick-up, and meal prep for years, and counseling parents through some of the most stressful periods of their lives. For many children in the US, childhood is not free from responsibility, but instead a time where they learn about very real responsibilities and the impact they can have for their family’s survival.

But what does it mean for so many children’s daily lives to not be included in what is often portrayed as the country’s “normal?” Previous scholars have pointed to the role of [racialization](#). Children of color frequently interpret the differences in their lived experiences as [racialized ones](#). They observe that “normal” is what white families do. Those children aren’t wrong – longstanding systems of racialized oppression, anti-Blackness, and systemic white supremacy mean that white youth benefit from privileges (including economic ones) that children of color do not. However, lower-class white families have also always existed in the US, and as racialized

inequalities and policies became less explicit, [white poor folks](#) in the US leaned-in to an emphasis on the respectability of whiteness, and de-emphasized financial strain (itself reproducing racism). This created a context where white youth ([and particularly women](#)) are unlikely to see class difference as class at all. Lower-class experiences and identities among white people can be illegible in the US, where class is highly racialized.

So if white people are assumed middle-class, and lower-class white daughters still have major family responsibilities, how do those daughters make sense of their experiences? I find that many daughters make sense of those differences through the language of “normal.”

Daughters hold responsibilities that they know make sense, and that they describe as implicitly classed – linking their responsibilities to things like parent’s work hours, lack of job, and the stresses of poverty. Emily (all names are pseudonyms), for example, described her sibling care responsibilities for when she was 11 years old to her 6-year-old brother as follows:

Emily: “So like when my mom was working, she worked weekends and nights and so I would like cook for my brother—or like microwave shit for my brother. And um... make sure he didn’t like kill himself [laughs]. Right? Cause he was a child. And I’d make him like take his medicine and stuff and make him go to bed eventually.”

Emily knew *why* she needed to care for her brother, and that it made sense given her brother’s age and her mother’s need for a job (even one that had inconvenient hours). However, even when daughters described the circumstances that made their responsibilities necessary (and even connected them to financial strain), they also referred to their responsibilities, not as classed or because they were poor, but instead as just not “normal.” For example, Maya (who uses they/them pronouns) began their interview by describing how their relationship with their mother was “weird” because they cared for their mothers in addition to their mother caring for them. They said,

Maya: “I always felt like I had to take care of my mom. At least for a little bit, it was just the two of us and there were a lot of times where, you know, she would get upset or something and I’d be like, “Here, I’ll fix it.” Um, and I guess that’s actually kind of a *weird relationship*. Usually, like, you know, the parent is always taking care of the kid. But like, when I left after high school, when I moved [...] I was more worried about how she was gonna handle it than, than about me.” [emphasis added]

Avery described how her sibling care responsibilities and emotional monitoring for her mother meant that she explicitly felt less close to “normal.” She said,

Avery: “I felt weird around other kids my age. I feel like I kind of gave up my childhood, in a sense. [...] I had a really hard time making friends and even now I do because I’m just so many levels ahead of everyone else as far as maturity and like knowing about life. Like I don’t screw around when it comes to money because [laughing] I’ve been through all of this before. [...] I don’t know, I’ve always consciously thought out every decision. And it’s just not like that with a lot of kids. So I feel like *I gave up my chance at*

*normalcy almost.* That’s okay, normal people are boring anyway [laughs].” [emphasis added]

For daughters like Maya and Avery, “normal” became almost coded language for class. Even in instances where daughters would explicitly identify that they were “poor” as children, they still didn’t describe their responsibilities around class. Those daughters also described not knowing that the factor distancing them from more privileged peers was class or finances *while they were children*. Instead, they described realizing and learning that it was class as they became young adults.

Mothers were not immune from the power of “normal,” and instead described agency and guilt over the responsibilities their daughter held, reinforcing what we know about the [guilt and blame](#) placed on mothers.

At least when it comes to children’s responsibilities in the family, the white daughters in this study used reference to “normal” as coded language for class. Rather than describing how their daily lives differed from middle-class ones, they told me how they weren’t “normal.” In this way, norms are powerful, especially for financially struggling (and low-income) white families. “Normal” functions as one legible way to distinguish families, without the acknowledgement of the system of inequality that shaped that difference from “normal” – class.

Daughters in this study have a wide range of emotions about their childhood responsibilities (from pride to dissatisfaction). In my ongoing work with financially stable white mothers and young adult daughters, I start to ask what classed differences in childhood responsibilities might also mean for orientations toward care from a young age, and how that shapes experiences in young adulthood.

To read more about this study (and hear more about how mothers navigated their daughter’s childhood experiences of major family responsibilities), read the full open-access text here:  
Grant, Annaliese. 2023. “‘Normal’ Childhood in the Lives of Financially Struggling White Daughters and Mothers.” *Journal of Marriage and Family* 85(1):116–33. doi: [10.1111/jomf.12872](https://doi.org/10.1111/jomf.12872).

# Recent Publications

## Books

- Epstein, Joyce L. and Steven B. Sheldon. 2023. *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*, 3rd Edition, Taylor & Francis.
  - Summary sent by author: This book prepares future teachers and administrators to conduct research-based programs of family and community engagement for student success in school. The authors present theories, research, policies, and practices shown to improve partnership programs in diverse communities and at all grade levels. All chapters include activities for professors to help future educators understand that family and community engagement is part of their professional work. For more information, see [www.routledge.com/9780367002008](http://www.routledge.com/9780367002008).
- Galli, Chiara. 2023. *Precarious Protections: Unaccompanied Minors Seeking Asylum in the United States*. Univ of California Press.
- Gjika, Anna. Coming December 2023. *When Rape Goes Viral: Youth and Sexual Assault in the Digital Age*. University of California Press.
- Lux, Agnes, Brian Gran, and Loretta E. Bass, eds. 2022. "*The Roles of Independent Children's Rights Institutions in Advancing Human Rights of Children.*" Published via the Section's relationship with Emerald's Sociological Studies of Children and Youth)
- Mukherjee, Utsa. 2023. *Race, Class, Parenting and Children's Leisure: Children's Leisurescapes and Parenting Cultures in Middle-class British Indian Families*. Policy Press.
- Oeur, Freeden Blume, and C.J. Pasco. 2023. "*Gender Replay: On Kids, Schools, and Feminism.*" NYU Press.
- Rodriguez, Cassaundra. 2023. *Contested Americans: Mixed-Status Families in Anti-Immigrant Times*. New York University Press.
- Wallace, D. 2023. *The culture trap: Ethnic Expectations and Unequal Schooling for Black Youth*. Oxford University Press.

## Articles

- Dreby, Joanna, Florencia Silveira and Eunju Lee. 2022. "Anatomy of Immigration Enforcement: Longstanding socioemotional impacts as children age into adulthood" *Journal of Marriage and Family* 84(3): 713-733. <https://doi.org/10.1111/jomf.12830>.
- Ethan Chang, Uriel Serrano and Julie Kasper. 2023. "Allied Attestations: Troubling a Progressive Goodwill and 'Duty to Speak Out.'" *Equity & Excellence in Education*, 56:1-2, 129-143, <https://doi.org/10.1080/10665684.2023.2192982>.

- Hillary Steinberg, Stefanie Mollborn, Jennifer Pace. 2023. “‘Mature Enough to Handle it?’: Gendered Parental Interventions in and Adolescents’ Reactions to Technology Use during the COVID-19 Pandemic” *Journal of Family Issues*.  
<https://doi.org/10.1177/0192513X22115097>.
- Schmalzbauer, Leah and Joanna Dreby (Eds). 2023. [Special Issue: Rethinking the Mobilities of Children and Youth Across the Americas](#). *Social Sciences*.
- Schmalzbauer, Leah and Manuel Rodriguez. 2023. “Pathways to Mobility: Family and Education in the Lives of Latino Youth.” *Qualitative Sociology*, 46: 21-46.  
<https://doi.org/10.1007/s11133-022-09523-5>.

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