

Children & Youth News

SPRING 2013

Letter from the Chair

It's May, and that means we've reached that great time of year when things come together and we can start to see the results of our collective labor. ASA has posted the preliminary program online: <http://www.asanet.org/AM2013/programschedule.cfm>

The Children and Youth Section will kick off its activities with a reception on Saturday evening, 6:30 -8:30pm. Please come for good conversation, good refreshments, and to honor our section award winners. Section Day is Sunday, on which we have three terrific sessions that tackle issues of social change in the lives of children and youth (The Changing Transition to Adulthood: Developing Skills, Capacities and Orientations for Success; Digital Youth: Young People, New Media and Social Change; Youth and Troubled Economic Times). Our section roundtables and business meeting, also held on Sunday, round out the program. More details on these sessions appear in this Newsletter on page 22.

May is also election time for the ASA. Voting is open May 6th to June 6th. We have a terrific slate of candidates and are very appreciative of their willingness to stand for election and work on behalf of the section. Information on candidates appears on page 4.

Finally, I'm happy to report that our request to partner with Emerald Publishing on the annual volume, *Sociological Studies of Children and Youth*, has been approved by the ASA Committee on Publications. Thank you to past Chair, Loretta Bass, for her work in coordinating with Emerald and for helping to craft the request. This provides yet another reason to celebrate in New York!

I look forward to seeing as many of you as possible in August. In the meantime, take a few minutes and enjoy this edition of the newsletter—see what your colleagues and the section as a whole are up to, consider new opportunities, and make note of some new works to add to your reading list.



Best Wishes,
Monica

Section on Children & 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.

Section on Children and Youth Officers

CHAIR:

Monica Kirkpatrick Johnson
Washington State University

CHAIR-ELECT:

Dalton Conley
New York University

PAST CHAIR:

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University of Oklahoma

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Brooklyn College and the
Graduate Center, CUNY

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Dana Haynie
Ohio State University

STUDENT REPRESENTATIVES:
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University of Illinois, Chicago

Jason Blind
Indiana University, Bloomington



In this edition:

ASA Election Nominees 4

Accomplishments 6

New Books by Section Members..... 7

New & Upcoming Publications by Section Members..... 8

New Edition of Sociological Studies of Children & Youth..... 17

New Organizational Research Report..... 18

Call for Reviewers..... 19

Calls for Papers, Authors and Symposia..... 20

News..... 23

ASA Annual Meeting: Section Paper Sessions..... 24



ASA Election: Candidates for Section Officers

Nominees for Chair Elect:



Rachel Gordon, Associate Professor, Sociology, University of Illinois at Chicago
<http://sociology.las.uic.edu/sociology/people/faculty/ragordon>



Allison Pugh, Assistant Professor, Sociology, University of Virginia
<http://www.allisonpugh.com/>

Nominees for Student Member of Council:



Alicia Raia-Hawrylak, Graduate Student, Sociology, Rutgers University
<http://sociology.rutgers.edu/gradstudents.html>



Matt Rafalow, Ph.D. Student, Sociology, University of California-Irvine
<http://www.mendeley.com/profiles/>

ASA Election: Candidates for Section Officers

Nominees for 2 Open Council Seats:



Heather Beth Johnson, Associate Professor,
Sociology, Lehigh University
[http://cas.lehigh.edu/Roster/Profile.aspx?
key=dG0zRkNLaWRZMEJRaW9WM1jUjUXNC
Zz09&theme=dialog](http://cas.lehigh.edu/Roster/Profile.aspx?key=dG0zRkNLaWRZMEJRaW9WM1jUjUXNCZz09&theme=dialog)



Jeremy Staff, Associate Professor, Crime, Law,
and Justice and Sociology, Penn State University
<http://www.pop.psu.edu/directory/jus25>



Elizabeth Vaquera, Assistant Professor,
Sociology, University of South Florida
<http://sociology.usf.edu/faculty/evaquera/>

Accomplishments



Brandi Gilbert, recipient of the 2013 Minority Dissertation Fellowship, successfully defended her dissertation entitled "Through the Eyes of Youth: Sensemaking and Coping Following the 2010 BP Oil Spill" at the University of Colorado-Boulder.

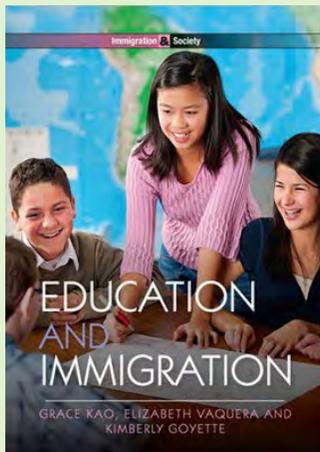


Nazneen Kane, Assistant Professor of Sociology at the College of Mount St. Joseph, has received a Leadership Research Grant, totaling \$5,500, that supports the "Enchanted Garden." The Enchanted Garden is an early childhood summer camp that offers an imaginative, enriching and nature-based experience. Based on contemporary childhood research on the decline of childhood play, the daily rhythm of this camp involves gardening, outdoor exploration, water-play, sand-play, and stories of the summer solstice. The grant also supports Dr. Kane's research on the relationship between commodified childhood and early childhood education.



Yvonne Vissing was awarded \$8400 from the Marion and Jasper Whiting Foundation to meet and talk with with faculty and administrators at model programs in childhood and adolescent studies in the United Kingdom to determine how they instruct undergraduate and graduate students in the delivery of interdisciplinary and interdepartmental instruction. The UK has developed some model programs in the area of multidisciplinary children's studies. The purpose of the Whiting Foundation grants is to assist professors in New England to gain information that will improve their instruction. Dr. Vissing developed Salem State University's Center for Childhood and Youth Studies.

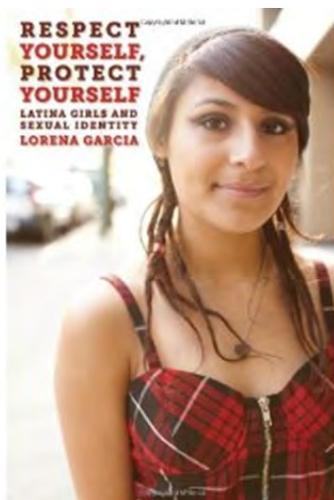
New Books by Section Members



Kao, Grace, Elizabeth Vaquera, and Kimberly Goyette. 2013. *Education and Immigration*. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0745648312.html>

Description: Education is a crucially important social institution, closely correlated with wealth, occupational prestige, psychological well-being, and health outcomes. Moreover, for children of immigrants – who account for almost one in four school-aged children in the U.S.

– it is the primary means through which they become incorporated into American society. This insightful new book explores the educational outcomes of post-1965 immigrants and their children. Tracing the historical context and key contemporary scholarship on immigration, the authors examine issues such as structural versus cultural theories of education stratification, the overlap of immigrant status with race and ethnicity, and the role of language in educational outcomes. Throughout, the authors pay attention to the great diversity among immigrants: some arrive with PhDs to work as research professors, while others arrive with a primary school education and no English skills to work as migrant laborers. As immigrants come from an ever-increasing array of races, ethnicities, and national origins, immigrant assimilation is more complex than ever before, and education is central to their adaptation to American society. Shedding light on often misunderstood topics, this book will be invaluable for advanced undergraduate and beginning graduate-level courses in sociology of education, immigration, and race and ethnicity.



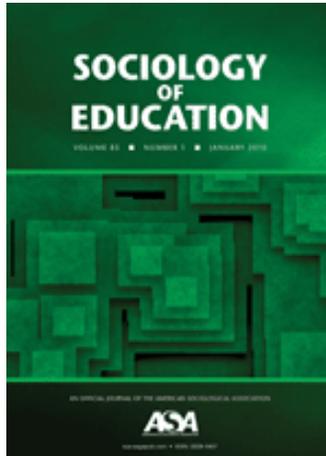
Garcia, Lorena. 2012. *Respect Yourself, Protect Yourself: Latina Girls and Sexual Identity*. New York; New York University Press.

Description: While Latina girls have high teen birth rates and are at increasing risk for contracting sexually transmitted infections, their sexual

lives are much more complex than the negative stereotypes of them as “helpless” or “risky” (or worse) suggest. In *Respect Yourself, Protect Yourself*, Lorena Garcia examines how Latina girls negotiate their emerging sexual identities and attempt to create positive sexual experiences for themselves. Through a focus on their sexual agency, Garcia demonstrates that Latina girls' experiences with sexism, racism, homophobia and socioeconomic marginality inform how they engage and begin to rework their meanings and processes of gender and sexuality, emphasizing how Latina youth themselves understand their sexuality, particularly how they conceptualize and approach sexual safety and pleasure. At a time of controversy over the appropriate role of sex education in schools, *Respect Yourself, Protect Yourself*, provides a rare look and an important understanding of the sexual lives of a traditionally marginalized group.

New & Upcoming Publications from Section Members

Cavanagh, Shannon and Paula Fomby. 2012. "School Context, Family Instability, and the Academic Careers of Adolescents: The Role of Family Instability within Schools." *Sociology of Education* 85(1): 81-97.



Abstract: An emerging literature suggests that the increasingly complex family histories of American children are linked with multiple domains of adolescent development. Much of this scholarship focuses on associations at the individual level. Here, the authors consider whether key dimensions of the school context, specifically the aggregate level of family instability and the academic press within schools, moderate the link between family instability and young people's course-taking patterns in mathematics in high school. Using the school-based design and the retrospective reports of family structure in the National Longitudinal Study of Adolescent Health and the linked academic transcript data in the Adolescent Health and Achievement Study ($n = 6,545$), the authors find that students from unstable families do more poorly when they attend schools with a high proportion of academically oriented students. The prevalence of family instability in a school does not moderate the individual experience of family instability in predicting course-taking patterns.

Chen, Jen-Hao. 2013. "Multiple Childcare Arrangements and Health Outcomes in Early Childhood." *Maternal and Child Health Journal* 17(3):448-455.



Abstract: This study examined the associations between multiple childcare arrangements and young children's health problems. This study used three waves of the Early Childhood Longitudinal Study—Birth Cohort, collected from a nationally representative sample of children when they were 9 months old, 2 years old, and 4 years old ($N = 7,150$). 'Multiple childcare arrangements' was defined and measured by the number of non-parental childcare arrangements that occurred on a regular basis. During each wave of the data collection, the mother reported the number of regular childcare arrangements by three types: relative care, non-relative care, and center-based care. These numbers were summed to calculate the total number of arrangements. The mother also reported the incidence of ear infections, gastrointestinal illnesses, asthma diagnosis, and unintentional injuries of the child. Random effects and fixed effects regression models were used to estimate the association between the number of childcare arrangements and measures of early childhood health problems. Increases in the total number of childcare arrangements were associated with an elevated risk of ear infections, gastrointestinal illnesses, and diagnosed asthma in children. Further analysis indicates that increases in both the number of center-based care and non-relative care (but not relative care) arrangements can lead to a greater chance of health problems in young children. Multiple childcare arrangements are associated with communicable illness and diagnosed asthma in early childhood and appear to be a risk factor for health problems in early childhood.

New & Upcoming Publications from Section Members

Claessens, Amy and Jen-Hao Chen. 2013. "Multiple Childcare Arrangements and Child Well Being: Early Care Experiences in Australia." *Early Childhood Research Quarterly* 28(1): 49-61.



Abstract: Nearly one quarter of Australian children under the age of 5 experience multiple non-parental child care arrangements. Research focused on the relationship between multiple child care arrangements and child socioemotional development is limited, particularly in Australia. Evidence from the United States and Europe has linked multiple child care arrangements to increases in children's problem behaviors, but there is little corresponding evidence on Australian children's child care experiences. Using a nationally representative sample of Australian children, we examined the associations between concurrent multiple child care arrangements and child socioemotional and behavioral development at age 4.5. We found suggestive evidence that child care multiplicity at age 4.5 is related to higher levels of behavior problems. However, this relationship is moderated by prior child care experiences. We found that prior care multiplicity mitigates the relationship between concurrent multiplicity and children's prosocial skills and conduct problems. In contrast, moving from a single arrangement or no non-parental child care to multiple arrangements appears to be negatively associated with children's concurrent socioemotional skills. Implications for policy and practice are discussed.

Crosnoe, Robert, Jennifer Augustine, and Aletha C. Huston. 2012. "Children's Early Child Care and Mother's Later Involvement with Schools." *Child Development* 83(2): 758-772.

CHILD DEVELOPMENT

Abstract: Theory and policy highlight the role of child care in preparing children for the transition into school. Approaching this issue in a different way, this study investigated whether children's care experiences before this transition promoted

their mothers' school involvement after it, with the hypothesized mechanism for this link being the cultivation of children's social and academic skills. Analyses of 1,352 children (1 month-6 years) and parents in the NICHD Study of Early Child Care and Youth Development revealed that mothers were more involved at their children's schools when children had prior histories of high-quality nonparental care. This pattern, which was fairly stable across levels of maternal education and employment, was mediated by children's academic skills and home environments.

Crosnoe, Robert, Aprile D. Benner, and Barbara Schneider. 2012. "Drinking, Socioemotional Functioning, and Academic Progress in Secondary School." *Journal of Health and Social Behavior* 53(2): 150-164.

JOURNAL of HEALTH and SOCIAL BEHAVIOR

Abstract: Secondary schools are sites of academic instruction but also contexts of socioemotional development, and the intertwining of these two functions has consequences for adolescents' future health and education. Drawing on nationally representative data from the National Longitudinal

Study of Adolescent Health ($n = 8,271$), this study explored the bidirectional associations among indicators of adolescents' alcohol use and their feelings of social integration at school. Socioemotional problems did not predict increased drinking over time, but drinking predicted declining socioemotional functioning, with negative implications for adolescents' academic grades by the end of high school. These associations, however, were conditioned by aspects of school context, with drinkers feeling more marginalized in schools characterized by dense networks with low rates of drinking.

New & Upcoming Publications from Section Members

Crosnoe, Robert. 2012. "Obesity, Family Instability, and Socioemotional Functioning in Adolescence." *Economics and Human Biology* 10(4): 375-384.



Abstract: The last two decades have witnessed dramatic increases in obesity and family instability. To the extent that the social stigma of obesity is a risk factor and family instability represents the potential compromise of important protective factors, their convergence may disrupt socioemotional health, especially during periods of heightened social uncertainty. Drawing on data from the National Longitudinal Study of Adolescent Health, this study found that obese youth at the start of high school had higher levels of internalizing symptoms and lower levels of perceived social integration in school only when they had also experienced multiple family transitions since birth. This pattern, however, did not hold for boys, and it did not extend to overweight (as opposed to obese) adolescents of either gender.

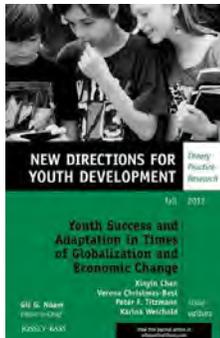
Crosnoe, Robert. 2012. "Family-School Connections, Early Learning, and Socioeconomic Inequality in the U.S." *Multidisciplinary Journal of Educational Research* 2(1): 1-36.



Abstract: Policy interest in parental involvement in the U.S. has rapidly grown, necessitating a deeper understanding of how families and schools can partner to promote learning and reduce performance disparities in this country. Matching multidisciplinary theory with growth curve analyses of American children in the Early Childhood Longitudinal Study Kindergarten Cohort, this study

found that familyschool engagement (in which school personnel and parents reached out to each other) and familyschool symmetry (in which parents and teachers constructed parallel learning environments) were associated with greater reading gains during the primary grades. Socioeconomically disadvantaged children appeared more at risk from one-sided engagement, and their more advantaged peers appeared to benefit more from symmetry.

Crosnoe, Robert and Aprile Benner. 2012. "Families, Schools, and Major Demographic Trends in the U.S." *New Directions in Youth Development* 135: 87-95.



Abstract: The ability of schools to serve young people may be jeopardized if their approaches to parental involvement do not evolve to reflect the growing diversity of their students brought on by long-term demographic changes.

Crosnoe, Robert and Andrew Fuligni. 2012. "Children from Immigrant Families: Introduction to the Special Section." *Child Development* 83(5): 1471-1476.

New & Upcoming Publications from Section Members

Herman-Kinney, Nancy J. and David A. Kinney. 2013. "The Stigma of Sobriety and How Some College Students 'Stay Dry' on a 'Wet' Campus." *Journal of Contemporary Ethnography* 42(1): 64–103.



Abstract: Social scientists have conducted numerous studies on college students' binge drinking behavior. They have not, however, conducted any systematic studies of nondrinkers on college campuses. Our study focuses on the everyday experiences of nondrinking undergraduates who stay "dry" while living on "wet" campuses. We use the symbolic interactionist notions of identity work and deviance to show how nondrinkers employ a variety of stigma management strategies to avoid being labeled deviant. These strategies include the procurement of drinking props, fictive storytelling, alteration of personal appearance, concealment, disclosure, and capitulation. We extend the sociological study of identity work and deviance by documenting how nondrinkers experience and manage stigma and negotiate positive social and personal identities. Moreover, we apply the concepts of "negative deviants," "rate busters," and "positive deviants" to delineate how nondrinkers are viewed by different audiences on a "wet" campus.

Hua-Yu Sebastian Cherng, Jessica McCrory Calarco, and Grace Kao. 2013. "Along for the Ride : Best Friends' Resources and Adolescents' College Completion." *American Educational Research Journal* 50(1): 76-106.



Abstract: Research on social capital in education rarely considers how the resources students can access through their friendships affect educational outcomes later in life. Using the National Longitudinal Study of Adolescent Health, we explore how having resource-rich best friends impacts adolescents' college completion. We compare the influence of friends' material and cultural resources and their effects relative to adolescents' family resources. We find that having a best friend with a college-educated mother significantly increases the likelihood of college completion, though having a best friend whose parents are high income does not. This positive effect of best friends' cultural resources is not explained fully by school achievement or by the expectations of respondents, best friends, or parents. We conclude that adolescent friendships are an underrecognized source of social capital.

New & Upcoming Publications from Section Members

Humphries, Melissa, Chandra Muller, and Kathryn Schiller. 2013. "The Political Socialization of Adolescent Children of Immigrants." *Social Science Quarterly*. (Online Version Available).

**SOCIAL SCIENCE
QUARTERLY**

Abstract: This study aims to evaluate the adolescent political socialization processes that predict political participation in young adulthood, and whether these processes are different for children of immigrants compared to white third-plus-generation adolescents. We focus on socialization agents based in the family, community, and school. We use a nationally representative longitudinal survey of adolescents to evaluate the predictors of three measures of political participation—voter registration, voting, and political party identification—and whether the process leading to political participation varies by immigrant status and race/ethnic group. We find that the parental education level of adolescents is not as predictive for many minority children of immigrants compared to white children of native-born parents for registration. Additionally, the academic rigor of the courses taken in high school has a greater positive estimated effect on the likelihood of registration and party identification for Latino children of immigrants compared to white third-plus-generation young adults. The process of general integration into U.S. society for adolescent children of immigrants may lead to differing pathways to political participation in young adulthood, with certain aspects of their schooling experience having particular importance in developing political participation behaviors.

Johnson, Monica Kirkpatrick and John R. Reynolds 2013. "[Educational expectation trajectories and attainment in the transition to adulthood.](#)" *Social Science Research* 42, (3): 818-835.

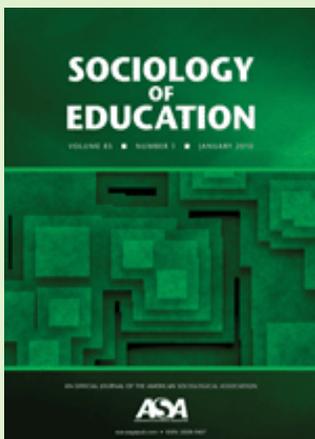


Abstract: How consequential is family socioeconomic status for maintaining plans to get a bachelor's degree during the transition to adulthood? This article examines persistence and change in educational expectations, focusing on the extent to which family socioeconomic status shapes overtime trajectories of bachelor's degree expectations, how the influence involves the timing of family formation and full-time work vs. college attendance, and how persistence in expectations is consequential for getting a 4-year degree. The findings, based on the high school senior classes of 1987–1990, demonstrate that adolescents from higher socioeconomic status families are much more likely to hold onto their expectations to earn 4-year degrees, both in the early years after high school and, for those who do not earn degrees within that period, on

through their 20s. These more persistent expectations in young adulthood, more so than adolescent expectations, help explain the greater success of young people from higher socioeconomic status backgrounds in earning a 4-year degree. Persistence of expectations to earn a bachelor's degree in the years after high school is shaped by stratified pathways of school, work, and family roles in the transition to adulthood.

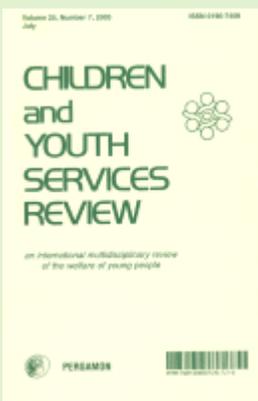
New & Upcoming Publications from Section Members

Milner, Murray Jr. 2013. "Paradoxical Inequalities: Adolescent Peer Relations in Indian Secondary Schools." *Sociology of Education*. (Online version available).



Abstract: Peer relationships in secondary schools in two different cultural areas of India are compared. A general theory of status relations and a specification of the distinctive cultural features of each area are used to explain the observed differences in peer inequality, clique formation, petty deviance, putdowns, fashion consciousness, romantic relationships, and gossip. A surprising finding is that the degree of status inequality among school peers is inversely related to an ideological emphasis on equality and hierarchy: The more egalitarian the cultural ideology, the greater the inequality in peer relationships, and conversely, the more emphasis on hierarchy, the less the actual peer inequality. The apparent paradox is resolved by specifying the structural mechanisms through which cultural and ideological differences operate. Brief comparisons with the United States suggest that these findings are not unique to India.

Elizabeth Raleigh and Grace Kao. 2013. "Is there a (transracial) adoption achievement gap? A national longitudinal analysis of adopted children's educational performance." *Children and Youth Services Review* 35 (1):142-150.



Abstract: In one of the first longitudinal population-based studies examining adopted children's educational achievement, we analyze whether there is a test-score gap between children in adoptive families and children in biological families. Using data from the Early Childhood Longitudinal Study, we find in aggregate adopted children have lower reading and math scores than their counterparts living in biological families. Yet there is significant variation among adoptive families by their race and health status. On one hand adoptive parents tend to be White and have more economic capital than their non-adoptive counterparts potentially contributing to educational advantages. However adopted children are also more likely to have special educational needs, contributing to greater educational disadvantages. Untangling these variables through a multivariate regression analysis, we find that transracially adopted children have similar test scores to White children living with biological parents. We point to the interaction between race, family resources and

children's health status and how these characteristics differentially shape achievement outcomes for adopted children.

New & Upcoming Publications from Section Members

Shifrer, Dara, Rebecca Callahan, and Chandra Muller. 2013. "Equity or Marginalization? The High School Course-Taking of Students Labeled with a Learning Disability." *American Educational Research Journal*. (Online Version Available).



Abstract: Placement of some students into the courses needed only for high school graduation and others into those that prepare them for college constitutes academic stratification. This study uses data from the Education Longitudinal Study of 2002 to investigate whether students labeled with learning disabilities complete fewer academic courses by the end of high school compared to their peers who are not labeled. Results indicate large disparities in completion of college preparatory coursework, especially in math, science, and foreign language, even net of students' academic preparation for high school and their cognitive and noncognitive skills. The evidence supports the possibility that school processes contribute to the poorer course-taking outcomes of students labeled with learning disabilities.

Turney, Kristin. 2012. "Pathways of Disadvantage: Explaining the Relationship between Maternal Depression and Children's Problem Behaviors." *Social Science Research* 41:1546-1564.



Abstract: A large body of literature documents that children of depressed mothers have impaired cognitive, behavioral, and health outcomes throughout the life course, though much less is known about the mechanisms linking maternal depression to children's outcomes. In this paper, I use data from the Fragile Families and Child Wellbeing Study to estimate and explain the consequences of maternal depression for 5-year-old children's internalizing and externalizing problem behaviors. Ordinary least squared (OLS) regression models and propensity score models show that children exposed to both chronic and intermittent maternal depression have more problem behaviors than their counterparts with never depressed mothers. Results also show that economic resources and maternal parenting behaviors mediate much of the association between maternal depression and children's problem behaviors, but that relationships with romantic partners and social support do little to explain this association. This research extends past literature by illuminating some mechanisms through which maternal depression matters for children; by utilizing longitudinal measures of depression; by employing rigorous statistical techniques to lend confidence to the findings; and by using a large, diverse, and non-clinical sample of children most susceptible to maternal depression. Given that early childhood problem behaviors lay a crucial foundation for short- and long-term life trajectories, the social consequences of maternal depression may be far-reaching.

Turney, Kristin. 2013. "Family Structure and Early Child Health: Policy Implications and Directions for Future Research." *Journal of Applied Research on Children: Informing Policy for Children at Risk* 4(1), Article 15.

New & Upcoming Publications from Section Members

Wildeman, Christopher, Sara Wakefield, and Kristin Turney. 2013 "Misidentifying the Effects of Parental Incarceration? A Comment on Johnson and Easterling (2012)." *Journal of Marriage and Family* 75:252-258.

Special Issue of *Developmental Psychology* on Educational and Occupational Planning and Choice as Core Developmental Tasks during the Transition to Adulthood. 2012. Volume 48, Issue 6 (Nov).



This issue features articles by several section members including:

Perez-Felkner, Lara, Sarah-Kathryn McDonald, Barbara Schneider, and Erin Grogan. 2012. "Female and male adolescents' subjective orientations to mathematics and the influence of those orientations on postsecondary majors." Pages 1658-1673.

Abstract: Although important strides toward gender parity have been made in several scientific fields, women remain underrepresented in the physical sciences, engineering, mathematics, and computer sciences (PEMCs). This study examines the effects of adolescents' subjective orientations, course taking, and academic performance on the likelihood of majoring in PEMC in college. Results indicate that racial-ethnic and gender underrepresentation in science, technology, engineering, and mathematics (STEM) fields are interrelated and should be examined with attention to the intersecting factors influencing female and racial-ethnic minority adolescents' pathways toward careers in these fields. Among those who major in PEMC fields, women closely resemble men with respect to their subjective orientations. The effects of subjective orientations on women's chances of majoring in PEMC vary by their secondary school mathematics course completion levels. Women who take more mathematics courses are more likely to major in PEMC; however, course taking alone does not attenuate gender disparities in declaring these majors. High mathematics ability (as measured by standardized test scores in the 10th grade) appears to be positively associated with women's selection of social, behavioral, clinical, and health science majors. This association is less robust (and slightly negative) for women in PEMC. While advanced course taking appears to assist women in selecting PEMC majors, women who enter these fields may not be as strong as those who select other, less male-dominated scientific fields.

Benson, Janel E., Monica Kirkpatrick Johnson, and Glen H Elder, Jr. "The implications of adult identity for educational and work attainment in young adulthood." Pages 1752-1758.

Abstract: This study investigates the relation of young adult identities (ages 18–22 years), reflecting subjective age and psychosocial maturity, to educational and career attainment in young adulthood (ages 25–29 years). Add Health data show that having an older subjective age alone does not curtail attainment; the critical issue is the level of psychosocial maturity that accompanies subjective age. Those with older subjective ages and low psychosocial maturation have the lowest attainment at ages 25–29 years, while those with older subjective ages and high psychosocial maturation show considerable progress toward work-related attainment. For those with younger subjective ages, a lower level of psychosocial maturity is not as detrimental to attainment.

New & Upcoming Publications from Section Members

Vuolo, Mike, Jeremy Staff, and Jeylan T. Mortimer. "[Weathering the great recession: Psychological and behavioral trajectories in the transition from school to work.](#)" Pages 1759-1773.

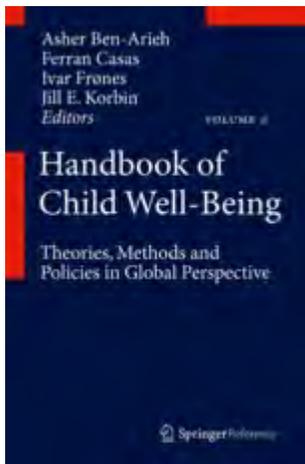
Abstract: Studies of career development highlight the importance of finding a good "fit" between individual values, needs, and abilities and the experiences and rewards to be found in particular occupations. Rapid economic change and labor market turbulence make career choice and development life-long processes. Still, early careers are particularly unstable, as young workers move from "survival jobs" to "career jobs" in their quest for a good person–job fit. Little is known, however, about the psychological orientations and behaviors in the postadolescent period that foster longer term success in the world of work. The maintenance of high aspirations, crystallization of career goals, and intensive job search may be particularly important. Using multilevel latent class analysis applied to longitudinal data obtained from 1,010 youth surveyed by the ongoing Youth Development Study (YDS), we examine the interrelations of psychological orientations and behaviors indicative of agentic striving from age 18 to 31 years. In addition, we assess how these trajectories influence adaptation to declining labor market conditions during the severe economic recession that began in 2007. We find that those who maintain high aspiration and certainty over career goals were better insulated against unemployment between 2007 and 2009 (ages 33–35), even when educational and self-identified career attainments, adolescent achievement orientations, and social background variables indicative of advantage are controlled. They also had higher hourly wages in 2009.

Upcoming Publication

Ben-Arieh, Asher, Casas, Ferran, Fronès, Ivar. and Korbin, Jill E. (Eds.) (in press) *Handbook of Child Well-Being. Theories, Methods and Policies in Global Perspective*. Dordrecht: Springer.

<http://www.springer.com/social+sciences/wellbeing+%26+quality-of-life/book/978-90-481-9062-1>

Publication date anticipated July 2013



- Addresses the theme of child well-being from a variety of angles and disciplines
- Enables readers from a vast scope of professions and disciplines to gain a profound overview of the complexities and implications of the scientific and practical pursuit of children's well-being
- The only interdisciplinary handbook on child well-being in the field Edited by four leaders in the field.

This volume will feature work by at least two section members. Richard Settersten's, Oregon State University, chapter: "Life Course and Child Well-Being" and Janel Benson's, Colgate University, chapter: "Transitions to Adulthood"

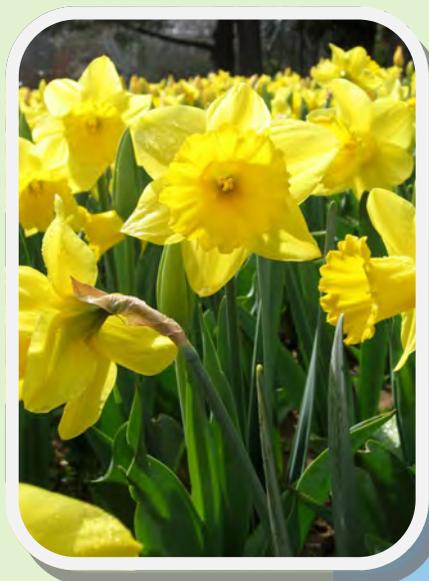
New Edition of Sociological Studies of Children & Youth

Jessica K. Taft (Davidson College) and Sandi Kawecka Nenga (Southwestern University) are pleased to announce publication of Volume 16 of Sociological Studies of Children and Youth, titled *Youth Engagement: The Civic-Political Lives of Children and Youth*.



Volume description: In recent years, civic and political institutions have stepped up their efforts to encourage youth participation: schools promote volunteerism, non-profits provide opportunities for service, local governments create youth councils, and social movement organizations discuss the need to encourage a new generation of activists. This volume adopts a critical approach to the civic and political socialization projects which aim to transform children and youth into upstanding citizens. By synthesizing the study of young people's civic and political socialization under the rubric of 'Youth Engagement', the interplay of the civic and the political throughout young people's lives is considered. Chapters critically examine the multiple and contested meanings of ideal citizenship and reveal how children and youth craft active citizenship as they encounter and respond to the various institutions and organizations designed to encourage their civic and political development.

Link: <http://www.emeraldinsight.com/books.htm?issn=1537-4661&volume=16>



New Organizational Research Report

Children's Health After the Oil Spill



The National Center for Disaster Preparedness at Columbia University has released the following report:

“Children’s Health after the Oil Spill: A Four-State Study. Findings from the Gulf Coast Population Impact (GCPI) Project.” By David Abramson, Lori Peek, Irwin Redlener, Jaishree Beedasy, Thomas Aguilar, Jonathan Sury, Akilah Banister, and Rebecca May. NCDP Briefing Report 2013. Columbia University Mailman School of Public Health, New York. (Release date 25 January 2013).

The report summarizes findings from the research team’s ongoing investigation of the impact of the Deepwater Horizon oil spill on children’s health in the Gulf Coast. Find the full report at: <http://ncdp.mailman.columbia.edu/brafreport.html>

Call for Reviewers



Call For Media Reviews: Humanity and Society

Recognizing the multiple modalities of communication and how these presentations enhance our sociological understanding of the complex realities of the 21st century, *Humanity and Society*, the journal of the Association for Humanist Sociology, announces the introduction of media reviews. We invite reviewers of sociological messages in photography, web-based art, websites, popular films and documentaries, radio broadcasts, and multimedia presentations. We also invite suggestions for media reviews. Please note that book reviews can be sent to our book review editor at RJ-Hironimus-Wendt@wiu.edu.

As a generalist journal, *Humanity & Society* publishes media reviews on a wide variety of topics. We are particularly interested in media presentations that are relevant to humanist sociology. Humanist sociology is broadly defined as a sociology that views people not only as products of social forces but also as agents in their lives and the world. We are committed to a sociology that contributes to a more humane, equal, and just society.

The journal welcomes reviewers from diverse backgrounds and with diverse perspectives, including activists, graduate students, and practitioners in fields other than sociology. Potential reviewers are also encouraged to contact the Editor with suggestions for reviews in their areas of interest and expertise. Agreement to prepare a review for *Humanity & Society* assumes that the reviewer has no substantial material or personal connection to the material or to the producer. Reviews in violation of this guideline will not be published.

Written submissions should not exceed 1000 words. Reviews should also include your:

Name:

Position:

Media Outlet:

Mailing Address:

Email Address:

And the titles and dates published, along with URLs for electronic and multimedia presentations. If you think any additional contextual information would be useful, please include it with your submission/review.

To review for *Humanity & Society*, or to offer suggestions for reviews, please contact our Media Editor, Pamela Anne Quiroz, with a brief summary of your chosen review (paquiroz@uic.edu). We look forward to hearing from you and Thank You for your contributions!

Calls for Papers, Authors, & Symposia

Call for Papers and Panel Proposals

The Children and Childhood Studies Area of the Mid-Atlantic Popular and American Culture Association invites you to participate in the annual MAPACA conference. Papers in this area examine the impact of popular culture on children and childhood, as well as the role of children and young adults as influencers and creators of popular and American culture.

Single papers, panels, roundtables, and alternative formats are welcome. Proposals should take the form of 300-word abstracts. The deadline for submission is Friday, June 14, 2013. This year's conference will be in Atlantic City, NJ, Nov. 7-9, 2013. For the complete call as well info on how to submit a proposal, please see <http://mapaca.net/>. Please direct any questions about the Children and Childhood Studies area to area chair Patrick Cox at ptcox@camden.rutgers.edu.

MAPACA welcomes proposals on all aspects of popular and American Culture. For a list of MAPACA's other areas and area chair contact information, visit Subject Areas. General questions can be directed to mapaca@mapaca.net.

MAPACA is an inclusive professional organization dedicated to the study of popular and American culture in all their multi-disciplinary manifestations. The association is comprised of college and university faculty, independent scholars and artists, and graduate and undergraduate students. It is a regional division of the Popular Culture and American Culture Association, which, in the words of Popular Culture Association founder Ray Browne, is "a multi-disciplinary association interested in new approaches to the expressions, mass media and all other phenomena of everyday life."

Calls for Papers, Authors, & Symposia

CALL FOR AUTHORS: Social History of American Families: An Encyclopedia

The statistics tell the story of the American family: According to the U.S. Census Bureau, 2010 marked the milestone when blended families or stepfamilies became the most common form of family in America; 2,100 new blended families are formed every day in this country; 41 percent of unmarried couples living together have children living in the home; over 65 percent of Americans are now a stepparent, a stepchild, a stepsibling, a step-grandparent, or touched directly by a stepfamily scenario. Moreover, the Pew Research Center reports interracial marriages are on the rise in America--in 1980, 3 percent of married couples were mixed race; today 1 in 12 couples are interracial couples.

We will produce a carefully balanced academic work that chronicles the social, cultural, economic, and political aspects of American families from the colonial period to the present. Key themes will include families and culture (including mass media), families and religion, families and the economy, families and social issues, families and social stratification and conflict, family structures (including marriage and divorce, gender roles, parenting and children, and mixed and non-modal family forms), and family law and policy. Approximately 600 articles, richly illustrated with historical photographs and video clips in the online edition, will provide the historical context for students to examine political and social debates about the importance of the family and the evolving constructions of the American family.

The work will also include a collection of primary source documents demonstrating these themes across time. The signed articles, with cross-references and Further Readings are accompanied by pedagogical elements, including the Reader's Guide, Chronology of American Families, Resource Guide, Glossary, and thorough index.

This comprehensive project will be published by SAGE Reference and will be marketed to academic and public libraries as a print and digital product available to students via the library's electronic services. The General Editors, who will be reviewing each submission to the project, are Drs. Lawrence Ganong and Marilyn Coleman, University of Missouri.

We are currently making assignment with a deadline of June 7, 2013.

If you are interested in contributing to this cutting-edge reference, it is a unique opportunity to contribute to the contemporary literature, redefining sociological issues in today's terms. SAGE Publications offers an honorarium ranging from SAGE book credits for smaller articles up to a free set of the printed product for contributions totaling 10,000 words or more.

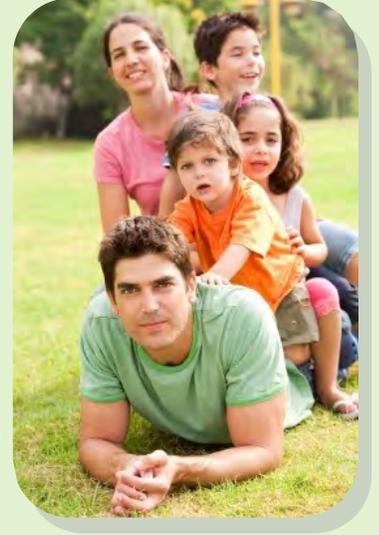
The list of available articles is already prepared, and as a next step we will e-mail you the Article List (Excel file) from which you can select topics that best fit your expertise and interests. Additionally, Style and Submission Guidelines will be provided that detail article specifications. If you would like to contribute to building a truly outstanding reference with Social History of American Families, please contact me by the e-mail information below. Please provide your CV or a brief summary of your academic/publishing credentials in related disciplines.

Contact Joseph K. Golson, Author Manager, at families@golsonmedia.com for more information.

Calls for Papers, Author & Symposia

Upcoming Symposium

Penn State's 21st Annual Symposium on Family Issues is titled, "Diverging Destinies: Families in an Era of Increasing Inequality," Join us on October 7-8, 2013 on the University Park, PA campus as 16 scholars address how children, young adults, parents, and families are faring in an era of increasing social inequality.



The diverging destinies of children have been unfolding within the context of three decades of growing economic inequality in the U.S. In a provocative article published in 2004, Sara McLanahan described the diverging destinies of American families and children. She noted that women were following two trajectories, one involving delays in childrearing and increases in employment, and the other involving high levels of divorce and non-marital childbearing. Women with the most opportunities were following the first trajectory, whereas women with the fewest opportunities were following the second. Consequently, changes in family demographics were exacerbating social class disparities in children's access to

News

Salem State University Center for Child and Youth Studies



Over a hundred town and university leaders met together on April 17 to initiate the Salem (MA) as a Safer Child Community endeavor. This is a town-gown effort to begin conversations about how to better work together to make sure children as a safe as we can help them to be. This event, ironically, occurred two days after the bombing at the nearby Boston Marathon. We will be working together to see how many different ways we can create to make certain kids are safer in our community. Salem State University students engaged under a creative research seminar that resulted in their creation of a Public Service Announcement (PSA) that was debuted at the conference and may be shown on local public television to encourage others to promote child safety. The symposium highlighted presentations by Diane Levin of Wheelock College who talked about the importance of early socialization and the impact of media and education, as well as a team of judges, probation, police, and social service agencies working to help high risk youth to become successful - many of whom were present in their band where they performed an original song, 12-14-12, about the Sandy Hook shootings. More information about this initiative can be obtained by Salem State University's Center for Childhood and Youth Studies director, Yvonne Vissing (yvissing@salemstate.edu). If you live near a Salem in your state (since most states have one), let us know and you can join our collaboration!



2013 ASA Annual Meeting: Children & Youth Paper Sessions

Paper Session #1: The Changing Transition to Adulthood: Developing Skills, Capacities and Orientations for Success

Sun Aug 11 2013, 8:30 to 10:10am

Session Organizer & Presider: Richard A. Settersten (Oregon State University)

Papers:

“Experiences Within High School Activities and Risky Substance Use in Young Adulthood: Why Breadth Matters” by Lisa A. Kort-Butler (University of Nebraska Lincoln)

“The Push and the Pull: Adolescents' Expectations for Early Pregnancy” by Chelsea Smith (University of Texas-Austin)

“The Effects of Having a Disabled Sibling during Childhood on Young Adult Educational Attainment” by Anna Penner (University of California-Riverside)

“Childhood Activities, Achievement, and Immigrant Transitions to Adulthood” by Sandra L. Hofferth (University of Maryland-College Park) and Ui Jeong Moon (University of Maryland)

“Neighborhood and Schools Effects on Intergenerational Transmissions of Socioeconomic Status during the Transition to Adulthood” by Karen Gerken (University of North Carolina)

Paper Session #2: Digital Youth: Young People, New Media and Social Change

Sun Aug 11 2013, 12:30 to 2:10pm

Session Organizer & Presider: C.J. Pascoe (Colorado College)

Papers:

“Does Technology Empower Urban Youth? The Relationship of Technology Use to Self-Efficacy” by Daniel B. Shank (University of Alabama-Birmingham) and Shelia R. Cotten (University of Alabama at Birmingham)

“Exploring the social impact of low internet use among young people in Britain” by Anne Kathrine Geniets (University of Oxford) and Rebecca Eynon (Oxford Internet Institute, University of Oxford)

“Play to Pay?: Adolescent Video Game Play and STEM Choice” by Amanda Jacqueline Turner (Temple University)

“Striving to Succeed: The Role of Informational Resources in Digital Inequalities” by Laura Robinson (Santa Clara University)

2013 ASA Annual Meeting: Children & Youth Paper Sessions

Paper Session #3: Youth and Troubled Economic Times

Sun Aug 11 2013, 2:30 to 4:10pm

Session Organizer & Presider: Jeremy Staff (Pennsylvania State University)

Discussant: Patrick Wightman

Papers:

“*Students' Decisions to Stopout of College: The Role of Family Background and Financial Challenges*” by Veronica Terriquez (University of Southern California) and Oded Gurantz (Stanford University)

“*Young Adult Poverty during the Great Recession: The Safety Net, Taxes, and the Family*” by Christopher Wimer (Columbia University) and Sheela Kennedy (University of Minnesota)

“*The Impact of the Patient Protection and Affordable Care Act on Young Adults' Health*” by Daniel L. Carlson (Georgia State University), Benjamin Lennox Kail (Duke University), and Jamie L. Lynch (St. Norbert College)

Roundtable Sessions

Sun Aug 11 2013, 10:30 to 11:30am

Table 01. Preferences and Behaviors among College Students

Table 02. Income, Investments, and Child Well-being

Table 03. Youth At Risk: Homelessness and Gang Activity

Table 04. Agency and Voice among Children and Youth

Table 05. Children and Youth Negotiating Changing Environments

Table 06. Media Portrayals of Children and Youth

Table 07. Access to Resources, Parental Support, and Transitions to Adulthood

Table 08. Parenting Decisions and Behaviors

Table 09. Aspirations, Personality, and Identity Development among Children and Youth

Table 10. Obesity and Food Insecurity among Children and Youth

Table 11. Foster Care Youth and Transitions to Adulthood

Table 12. Adolescent Health Behavior

Children & Youth News is Prepared by the Publications Committee:

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The next issue of Child & Youth news is scheduled for Summer 2013.

Please send submissions to Meghan Mordy at meghan.mordy@colostate.edu.

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

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

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

Thank you for reading this edition of our newsletter!

Sincerely, The Publication Committee

The Publications Committee:



Janel



Meghan



Jason



Matt