

Sociology of Children & Youth

Section Newsletter

Spring 2016

A Note from the Chair, Grace Kao:



Dear Section on Children and Youth Members:

Happy Spring! This year marks the 25th Anniversary of our section. Our founding chair, Gertrud Lenzer, has offered recollections about our founding in this newsletter.

I am excited about the upcoming ASA Meetings in Seattle, WA. We will have three paper sessions and one roundtable session, all on the first day of the meeting. Our reception will be on the first day of the ASA Meetings (Saturday, August 20, 2016) from 6:30-8:30pm at the **Alibi Room** (in the Pike Place Market), 85 Pike Street, #410 (in Post Alley). This restaurant is 5 blocks away from the hotel. Please join us for drinks and appetizers. In addition to our usual business of presenting awards, we will also celebrate our anniversary. If you know anyone who was involved in our section in the past, please extend a warm invitation to the reception to them. I hope to see all of you at our panels and reception!

I encourage you to donate section memberships to your students or to our general fund. While we often have a push for increasing our membership numbers just after the ASA Meetings, you can donate memberships at anytime. From our Membership Chair Chelsea Smith:

- 1) Faculty members can directly fund students' section memberships. In your ASA home screen/portal, under Contribute/Give, click "Purchase a gift section membership." Select the Section on Children and Youth, search for and add your students who are ASA members, and proceed to check out. Students can also ask faculty members to sponsor them and share these instructions for the online system.
- 2) At this year's meeting in Chicago, members contributed \$264 which will fund 44 student memberships. The first 44 students who email Chelsea Smith (chelsea.c.smith@utexas.edu) will be gifted those memberships.

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If you have any questions about this process or would like to help, email the section's student representative, Chelsea Smith, at chelsea.c.smith@utexas.edu.

If you have not yet done so, please subscribe to our Facebook page.

Best,

Grace

SECTION ON CHILDREN AND YOUTH

Mission Statement:

The purpose of the Section on Children and Youth is to encourage the development and dissemination of sociological perspectives on children in the areas of research, theory, policy, practice, and teaching. Here, the term "children" includes every human being from infancy through the transition to adulthood.

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CELEBRATING THE FOUNDING OF THE ASA SECTION ON CHILDREN AND YOUTH: AN INTERVIEW WITH GERTRUD LENZER

In Memoriam: Carla B. Howery

In honor of the 25th anniversary of the Sociology of Children and Youth section (originally called the “Sociology of Children Section”), founding chair **Dr. Gertrud Lenzer**, Professor Emerita, Brooklyn College and The Graduate Center, The City University of New York, offered reflections and answered questions from CY Publications Committee Member Ann Beutel.

Ann: What was your impetus for forming the Sociology of Children Section?

Gertrud Lenzer: My major fields were the history of social and political thought and philosophy, and I was very interested in social policy developments nationally and internationally. In this connection, I wrote to Washington for a report by the Committee on Ways and Means of the US House of Representatives on *Children in Poverty*, May 22, 1985. In the following semester, I decided to give a seminar on “Children and Social Responsibility” and discovered that we as sociologists had forgotten about an entire class of human beings, children, and so had the other social sciences. (Of course, we had socialization, and deviant behavior, and education and the family.) It was then when I told my friend, the chair of the department, that I would start the “Sociology of Children” once our little son was somewhat older.



Dr. Gertrud Lenzer

And so it happened one day in May 1991 that I had a discussion with Barbara Fields, an African American historian from Columbia University, about what was happening to minority children. I told her on the spot that I was going to start the Sociology of Children that very day. I went upstairs and called Jonathan Cole at Columbia and asked him what he thought. He thought that it was a splendid idea, and I called the ASA in Washington and spoke with Carla B. Howery. She was the Deputy Executive Director of ASA. She was most receptive and wonderful and suggested that I write a piece for *Footnotes*. (In fact, I would like to dedicate this interview to her memory.) Carla Howery and I stayed in touch for the following months until the Council voted for “Section-in-Formation” in January 1992. By the way, numerous other colleagues across the country helped with recruiting members for the section, and after all these many years I would like to thank them again for their active involvement.

Ann: Your article entitled “Is There Sufficient Interest to Establish a Sociology of Children?” appeared in *Footnotes* in August 1991. In the article, you wrote that having “Sociology of Children as a new special field of study within sociology would promote new theoretical perspectives, facilitate the synthesis and integration of existing research interests and provide better opportunities for sociologists to contribute to and play a role in the shaping of public policies as they affect children.” What was the reaction to your article? I know that James Coleman wrote an addendum that appeared next to your article in the August 1991 issue of *Footnotes*.

Gertrud Lenzer: Then President-elect Professor James S. Coleman supported the formation of such a section even though in personal communications (*continued on the next page*)

AN INTERVIEW WITH GERTRUD LENZER

he indicated to me that this might perhaps not be necessary, since we already had the fields of the Sociology of the Family, the Sociology of Education, and the Sociology of Generation.

It was interesting that within a week or two of the publication of the *Footnotes* article, I received numerous letters from colleagues from across the country and abroad, all supporting the foundation of such a section and new field. (Only one colleague felt that it was unnecessary.) In fact, many colleagues wrote that they had no home for their research and publications and warmly welcomed the formation of this new special sociological field. Within a few months, the numbers of interested colleagues increased so that by January 1992 the Sociology of Children was officially declared by the ASA as a "Section-in-Formation." By Spring 1992 the number of members had increased that we were allotted two sessions during the August 1992 meetings of the ASA. It was also then that during the organizing meeting at the annual meetings the first Section officers were elected. Fortunately, the Section was so successful that we were able to hand it over with more than 400 members two years later. By then, we also had instituted the newsletter – *Child News* – invited foreign members to our board and meetings including those who established the Sociology of Childhood in Europe.

It should be noted that it was the intention that "children" like in all official and national accounts of United States departments and statistics—were meant to be the generational class from zero to 18 years of age and not merely young children. Also, the UN Convention on the Rights of the Child defines a child as "every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier." In other words, this is what we had in mind when we called the section and new field the "Sociology of Children."

Ann: Is there anything you can tell us about the founding of the Section that most current Children and Youth Section members might not know?

Gertrud Lenzer: Perhaps it might be of interest to our current members that the Section was meant to have a major human rights perspective and framework by including the UN Convention on the Rights of the Child in the bylaws which we wrote in 1992. In other words, the Section was also seen as a contribution to this international treaty which was adopted by the UN General Assembly on November 20, 1989. I believe, and unfortunately so, this human rights dimension was subsequently omitted from the bylaws and also as a major focus of the Section and new field.

Ann: Looking back over the 25 years that the Section has been in existence, do you have any particular thoughts or reflections that you would like to share with the current members of the Section? Is there anything you would like the Section to do in its next 25 years?

Gertrud Lenzer: Much important work has been done by members of the Section over these many years. However, as I indicated earlier, I firmly believe that the human rights of children should become a major framework of the work of the Section for the next 25 years. Even though the United States is the only country which has not ratified the children's rights treaty, the UN Convention on the Rights of the Child should help inform the work of the Section. Also, it would be wonderful if the Section were to get more involved in national and state policies affecting children and youth. Children need a voice and our Section could have more of a representative function of the interests and concerns relating to children and youth in our polity.

To conclude, I would like to congratulate the Section and all its many members on this, its 25th anniversary, for all the fabulous work it has done, and I wish it much success in the future.

CALL FOR PAPERS



Global Studies Association North America

The Global Studies Association of North America
15th Annual Conference University of Texas, Austin: June 9 - 11, 2016

Co-sponsor: International Relations and Global Studies Program

CROSSING BORDERS: PEOPLE, CULTURE AND CAPITAL

Call for Papers: Accepting papers on all topics that include aspects of global studies.
Send 100 word abstracts to: Jerry Harris at gharris234@comcast.net. Deadline May 1st.
For more information, go to our web site at: <http://www.net4dem.org/mayglobal>

Keynote Speakers:

Dr. Saskia Sassen, Columbia University

World-renowned sociologist Saskia Sassen is the Robert S. Lynd Professor of Sociology and Chair of The Committee on Global Thought at Columbia University. Her books are translated into over 20 languages. She is the recipient of diverse awards and mentions. Most recently, she was awarded the Principe de Asturias 2013 Prize in the Social Sciences, and she was made a member of the Royal Academy of the Sciences of the Netherlands. Among her books are: *Guests and Aliens; Expulsions: Brutality and Complexity in the Global Economy*; and *Territory, Authority, Rights: From Medieval to Global Assemblages*.

Dr. David Montejano, UC Berkeley

Historian and sociologist David Montejano is Professor of Ethnic Studies. He is former Chair of the Center for Latino Policy Research, a Unit of the Institute for the Study of Social Change, and former Director of the Center for Mexican Studies at the University of Texas. He was a Resident Scholar of the National Endowment for the Humanities and recipient of the Frederick Jackson Turner Award. He is the author of: *Anglos and Mexican in the Making of Texas, 1836-1986* and *Quixote's Soldiers: A Local History of the Chicano Movement, 1966-1981*.

Susan Gzesh, University of Chicago

Susan Gzesh is Executive Director of the Pozen Family Center for Human Rights at the University of Chicago. She was Director of the Mexico-US Network and co-founded the Regional Network of Civil Organizations for Migration. From 1997-1999 she was the legal advisor to the Mexican Foreign Ministry on US immigration law and policy. More recently Gzesh was appointed to the Illinois New Americans Immigrant Policy Council and to the United Food & Commercial Workers Union Task Force on Investigating Misconduct by Immigration Agents. She has served on the Chicago Council on Global Affairs Task Force on Immigration Policy in the Midwest, and she is a Fellow of the Migration Policy Institute in Washington DC. She is an active member of the Midwest Coalition for Human Rights and the Chicago Committee for Human Rights Watch. Gzesh also has been a member of civil society delegations to the United Nations High Level Dialogue on Migration & Development and the Global Forum on Migration and Development.

Dr. Alfonso Gonzales, University of Texas

Alfonso Gonzales is an expert in Latino and Latin American politics, migration control, and migrant social movements in the United States, Mexico, and Central America. He is particularly interested in the politics of migration control, which includes policing, asylum, detention, deportation, democracy, human rights, and justice. Gonzales is a renowned public speaker and has lectured at major universities and conferences in the United States, Mexico, and Spain. He is the author of *Reform Without Justice: Latino Migrant Politics and the Homeland Security State*.

CONFERENCES



The Panel Study of Income Dynamics (PSID) announces upcoming training and research events for new and experienced data users. Please contact us with any questions about either of these events at PSIDhelp@umich.edu.

PSID Data User Training Workshop June 13-17, 2016, University of Michigan, Ann Arbor

This five-day workshop will orient participants to the content and structure of the core PSID interview, its special topics modules, and its supplemental studies. The workshop pairs morning instructional sessions led by experienced PSID researchers and staff with afternoon guided lab sessions in which users construct their own analytic data files.

Learn more about the workshop and apply to participate through the ICPSR Summer Program.

Support is provided by the Eunice Kennedy Shriver National Institute on Child Health and Human Development.

PSID Annual User Conference September 15-16, 2016, University of Michigan, Ann Arbor

PSID announces a call for papers for the first PSID Annual User Conference. We invite submissions on any topic using data from PSID or one of its major supplements, such as the Child Development Supplement, the Transition into Adulthood Supplement, the Disability and Use of Time Supplement, the Family Rosters and Transfers Module, or the Childhood Retrospective Circumstances Study. Scholars from all disciplines are welcome.

Between 15 and 25 papers and posters will be accepted for the conference. Travel and lodging expenses will be available for one author per accepted paper or poster. Meals will be provided for all participants.

Submissions will be accepted until June 17, 2016. The submission webpage is:
<https://psidonline.isr.umich.edu/conference/registration/>

Support for this event is provided by the Eunice Kennedy Shriver National Institute on Child Health and Human Development, the National Institute on Aging, and the National Science Foundation.

CONFERENCES



The Department of Sociology at DePaul University is pleased to announce the 18th Annual Chicago Ethnography Conference. This annual graduate student conference is hosted on a rotating basis by one of several Chicago-area Sociology departments, including DePaul University, Illinois Institute of Technology, Loyola University, Northern Illinois University, Northwestern University, University of Notre Dame, the University of Chicago, and University of Illinois at Chicago. The conference provides an opportunity for graduate students to share their ethnographic scholarship with one another and get feedback from faculty and other graduate students based in the Chicago area and beyond. This year's conference will be held at DePaul University in Chicago, IL on Saturday, April 30, 2016.

The theme of this year's conference is "Beyond the Case Study: Connecting Theory and Generalizability."

The keynote speakers are Michael Burawoy and Claudio Benzecry:

Michael Burawoy is Professor of Sociology at the University of California at Berkeley. He has been a participant observer of industrial workplaces in four countries: Zambia, United States, Hungary and Russia. In his different projects he has tried to illuminate — from the standpoint of the working class — postcolonialism, the organization of consent to capitalism, the peculiar forms of class-consciousness and work organization in state socialism, and, finally, the dilemmas of transition from socialism to capitalism. He is the author of several books, including *Manufacturing Consent: Changes in the Labor Process under Monopoly Capitalism* (1979), two volumes co-authored with graduate students, *Ethnography Unbound: Power and Resistance in the Modern Metropolis* (1991) and *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World* (2000), as well as a collection of theoretical and methodological essays, *The Extended Case Method: Four Countries, Four Decades, Four Great Transformations and One Theoretical Tradition* (2009).

Claudio E. Benzecry is Associate Professor of Communication Studies and Sociology (by courtesy) at Northwestern University. His book, *The Opera Fanatic: Ethnography of an Obsession* (University of Chicago Press, 2011), received the Mary Douglas Award for Best Book in the Sociology of Culture (2012) and Honorable Mention for the ASA Distinguished Book Award (2014). He is also the editor of two books on culture and knowledge, and has published articles on sociological theory, sociology of culture, and the arts in such journals as *Sociological Theory*, *Ethnography*, *British Journal of Sociology* and *Theory & Society*.

For more information, visit: chicagoethnography.wordpress.com.

CONFERENCES



Society for Longitudinal and Life Course Studies 2016 Conference

“Education and the Life Course: Determinants and Consequences of Unequal Educational Opportunities”

Bamberg, Germany, 5 - 8 October 2016

Although the overall conference theme will focus on the determinants and consequences of unequal education in the life course, conference submissions from many areas of longitudinal and life course studies will be covered: physical, psychological, social developmental and ageing processes and functioning within and across life course stages from infancy to old age; methods and findings of cohort studies; other sources of longitudinal data such as panel studies and record linkage; international comparisons; household, and income dynamics; gene-environment interactions; ‘mixed’ and comparative methods; and innovative methodology in design, measurement, data management, analysis and research practice (quantitative and qualitative).

Keynote Speakers:



Professor Hans-Peter Blossfeld, European University Institute, Italy



Professor Jeylan Mortimer, University of Minnesota, USA



Professor Sabine Weinert, University of Bamberg, Germany

For more information, visit: <http://www.slls.org.uk/#!/clients/c1tsl>

PUBLICATIONS BY MEMBERS



Simone Ispa-Landa

Ispa-Landa, Simone. 2016. "Legitimizing Family Management: The Role of Adolescents' Understandings of Risk." *Journal of Marriage and Family* 78(2): 516-30. DOI: 10.1111/jomf.12280

Abstract:

Few studies use the kinds of rich qualitative data that permit the analyst to probe for the numerous ways that contextual demands could explain adolescents' interpretations of the socialization processes within their families. Using inductive techniques, the author analyzed Black adolescents' (N = 64) interpretations of their parents' expectations and rules. Several findings emerged. First, agreeing with parents' assessments of risk was critical to participants' acceptance of family management. Second, participants legitimized their parents' practices as helping them avoid the risks of getting in trouble with the law, acquiring a disreputable identity, and failing to ascend the class ladder. Third, boys and girls legitimized different expectations and rules because they experienced and assessed risks in gender-specific ways. The author argues that adolescents bring an understanding of risk to bear on their interpretations of family life and uses these findings to develop a grounded concept of legitimizing parents' controlling practices.



Emir Estrada

Estrada, Emir. 2016. "Be Selfish!: The Advice I Never Received and Never Imagined Giving to My Own Latino Students." *The Society Pages*

<https://thesocietypages.org/feminist/2016/02/18/be-selfish-the-advice-i-never-received-and-never-imagined-giving-to-my-own-latino-students/>

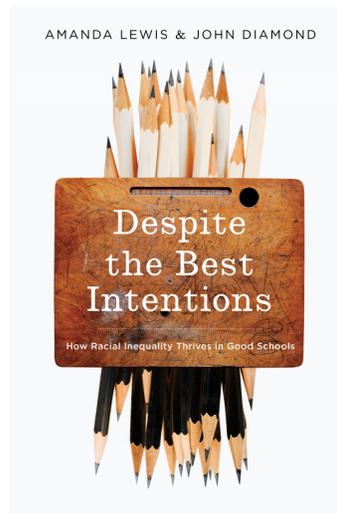
and

Estrada, Emir. 2016. "Economic Empathy in Family Entrepreneurship: Mexican-Origin Street Vendor Children and Their Parents." *Ethnic and Racial Studies*. <http://www.tandfonline.com/doi/abs/10.1080/01419870.2016.1159709>

Abstract:

Research on ethnic entrepreneurship has shown that children of immigrants may experience an economic advantage associated with their entrepreneurial parents' 'modes of incorporation' – the individual, group, and structural opportunities and characteristics that facilitate entrepreneurial participation and consequent economic progress. This ethnographic study examines street vending as a family enterprise and finds that the entrepreneurial, but nevertheless, disadvantaged Latino street vending parents experience economic stagnation. Child street vendors in this study experience compounded disadvantages stemming from their parents' social locations rooted in unauthorized status, informal work, and stigma, as working together shortens the distance between 'adulthood' and 'childhood'. Yet, street vending also sets the stage for children to develop *economic empathy*, a resiliency that results from experiencing their parent's position of oppression that helps prevent an authority shift in favour of the children.

PUBLICATIONS BY MEMBERS



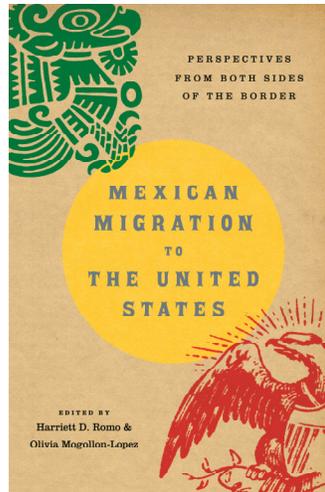
Lewis, Amanda and John B. Diamond. 2015. *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. New York: Oxford University Press.

Description:

On the surface, Riverview High School looks like the post-racial ideal. Serving an enviably affluent and diverse district, the school is well-funded, its teachers are well-trained, and many of its students are high-achieving. Yet, Riverview has not escaped the same question that plagues schools throughout America: why is it that even when all of the circumstances seem right, black and Latina/o students continue to lag behind their peers?

Through five years' worth of interviews and data-gathering at Riverview, Amanda Lewis and John Diamond have created a powerful and illuminating study of how the racial achievement gap continues to afflict American schools more than fifty years after the formal dismantling of segregation. As students progress from elementary school to middle school to high school, their level of academic achievement increasingly tracks along racial lines, with white and Asian students maintaining higher GPAs and standardized testing scores, taking more advanced classes, and attaining better college admission results than their black and Latina/o counterparts. Departing from most of the research that focuses on poverty and family stability affecting school performance in chiefly urban areas, Lewis and Diamond instead situate their research in a suburban school, and look at what factors within the school itself could be causing the disparity. Most crucially, they challenge many common explanations of the "racial achievement gap," exploring what race actually means in the school context, and how it matters. An in-depth study with far-reaching consequences, *Despite the Best Intentions* offers new insights on the mechanisms that reproduce racial inequality in the post-civil rights era.

PUBLICATIONS BY MEMBERS



Romo, Harriett D. and Olivia Mogollon-Lopez, eds. 2016. *Mexican Migration to the United States: Perspectives From Both Sides of the Border*. Austin: University of Texas Press.

Description:

Borderlands migration has been the subject of considerable study, but the authorship has usually reflected a north-of-the-border perspective only. Gathering a transnational group of prominent researchers, including leading Mexican scholars whose work is not readily available in the United States and academics from US universities, *Mexican Migration to the United States* brings together an array of often-overlooked viewpoints, reflecting the interconnectedness of immigration policy.

This collection's research, principally empirical, reveals significant aspects of labor markets, family life, and educational processes. Presenting recent data and accessible explanations of complex histories, the essays capture the evolving legal frameworks and economic implications of Mexico-US migrations at the national and municipal levels, as well as the experiences of receiving communities in the United States. The volume includes illuminating reports on populations ranging from undocumented young adults to elite Mexican women immigrants, health-care rights, Mexico's incorporation of return migration, the impact of Deferred Action for Childhood Arrivals on higher education, and the experiences of young children returning to Mexican schools after living in the United States. Reflecting a multidisciplinary approach, the list of contributors includes anthropologists, demographers, economists, educators, policy analysts, and sociologists.

Underscoring the fact that Mexican migration to the United States is unique and complex, this timely work exemplifies the cross-border collaboration crucial to the development of immigration policies that serve people in both countries.

MEET THE GRADUATE STUDENT: DANIELA NEGRAIA



Daniela Negraia

Our graduate student for this newsletter's "Meet the Graduate Student" interview is **Daniela Negraia**, a fourth year PhD student at the University of South Carolina (USC). She came to USC in 2012 from the University of Groningen, the Netherlands, where she obtained a master's degree in Sociology (2012). Previously, she earned bachelor's degrees at the University of Bucharest, Romania in Psychology (2008) and in Sociology (2009). At USC, she has taught courses on introductory sociology, sociology of the family, and introductory statistics for sociologists. Daniela currently is working on her dissertation, which aims to further our understanding of how parenting (i.e., raising children) vs. not parenting affects adults' well-being (i.e., subjective happiness, self-reported mental and physical health) over the life course. Her broad areas of interest are: family, population health, the life course and human development, social demography, and social psychology.

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

Ann: How did you become interested in studying children and youth? What are the children- and youth-related aspects of your research?

Daniela: I started my graduate studies at USC working in the social psychology laboratory and investigating problems like cooperation, altruism and morality. I became exposed to issues regarding families when I taught the Sociology of the Family course at the undergraduate level. That is when I became highly interested in learning more about the strains that parenthood imposes on adults' lives and how different families manage these demands. Although generally not advised or conventional, I decided to change directions at that point and specialize in the study of families and health. After several years of working on family research, I know that I made the right decision as I continue to find satisfaction, meaning and inspiration for future projects in my daily work life.

Currently, the focus of my research is on the relationship between parents and children with a lens on the parents. Specifically, I am working on two projects: the first one sets to further our understanding of how the presence or absence of children from adults' lives (i.e., being a parent vs. not being a parent) affects adults' wellbeing when considering factors like adults' different education levels and the diverse costs and benefits of parenting children at various developmental stages; the second project looks at how various characteristics of children (i.e., their age, their number, their gender, etc.) affects the amount of time and the type of activities that parents are involved in with their children.

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

Daniela: Following my graduate studies, I plan to situate my research within a cross-national perspective by comparing the results of my two analyses to similar analyses based on European data. *(Continued)*

MEET THE GRADUATE STUDENT

For my analysis on parenthood and wellbeing, I also intend to investigate historical patterns and collect time-diary data on parents and non-parents to obtain a deeper understanding of how parental status affects different aspects of adults' lives and why.

Ann: What advice do you have for other graduate students interested in studying children and youth?

Daniela: Here are six aspects that I believe are essential for a successful graduate experience. First, identifying a mentor who is active in your area of research and who is willing to invest in your professional development (i.e., working together on research projects, introducing you to potential collaborators, etc.) is vital to navigating the unwritten rules of graduate school and reaching one's full potential. Second, teaching a higher-level class in your area of research, such as sociology of the family or sociology of childhood, can help you reach a deeper level of understanding of the processes and mechanisms you work with and identify new research questions for future projects. Third, being strategic and choosing a dissertation topic that spans multiple ASA sections (e.g., children and youth and stratification) will open up opportunities in a highly competitive job market. Fourth, submitting your work to ASA, to roundtables and regular sessions where you can have an in-depth discussion of your research, will benefit your projects because ASA is one of the few venues where such a large number of researchers sharing a common interest but using diverse methods and theories gather together to provide feedback on each other's work. Fifth, in line with the previous point, not being shy to contact scholars you admire and asking for feedback on your projects can help further your work and establish potential collaborations. Finally, graduate school can take away one's free time or make it look like the key to success is perpetual work. I believe that maintaining work-life balance and protecting one's time off work is a key condition for academic productivity because a rested brain is a prerequisite to innovative ideas and quality work.

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

Daniela: Yes. I am a social person who enjoys the outdoors. Thus, I enjoy spending my free time in the company of friends and family, reading, tending to my plants or traveling.



Photo by Kees Booth. [This photo is from the CYE Global Photo Library, University of Colorado.](#)

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



Ann Beutel (Chair),
University of Oklahoma



Sara Gill
Colorado State University



Nicholas Adams
University of New Hampshire

The next issue of the Sociology of Children & Youth Newsletter
is scheduled for Summer 2016.

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

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

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

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

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

Sincerely, The Publication Committee