

CHILDREN & YOUTH

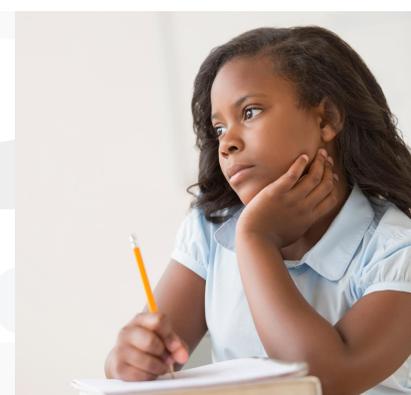
Late Summer/Fall 2020

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



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A Note from the Chair

Anna Mueller

Let me begin by recognizing what a challenging moment this is, from the COVID-19 pandemic to the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, to federal troops being deployed against U.S. citizens. I hope that in all of this uncertainty you are all doing as well as can be expected. While I hope that none of you have experienced a loss during the pandemic, I think it is also important to recognize that many are experiencing grief and bereavement while also under safer-at-home orders or far from loved ones; and that is a deeply challenging reality.



While I think it's important to honor your own limits and take care of your own mental health, I also do see a deep and important need for sociologists of children and youth to share their expertise with the world right now. For example, how do we build an environment that facilitates behaviors that protect public health - in both the adolescent and adult societies and across age groups? How are youth impacted by the social movements unfolding in many of their communities? How do conversations about racism, police violence, and COVID-19 change how youth feel about their community or their school? I hope that those who can contribute to understanding youth in this complicated historical moment - and when you do, that you let us know here at the Section so that we can support and promote your work. I believe the Children & Youth blog could be grown into a better tool for getting our voices and knowledge out there - we just need to use it more often. So please do not be shy. While my time as the Chair is drawing to a close, I will continue my work on the blog (perhaps with a little bit more time and energy!), and I'm thrilled that Ranita Ray will be joining the publications committee to also help in that effort.

Of course, this moment also calls for reflection as sociologists and as a Section to consider what we can do to end structural inequality within the discipline - because it still exists and still needs to be called out and deconstructed on a regular basis (I feel the need to say that quite bluntly). One step the Council took this year was to donate our 2020 reception budget (\$2,500) to the ASA Minority Fellowship Program. This action is part of a larger movement led by Allison Pugh, a past-chair of the Section on Children & Youth and current chair of the Section on Sociology of Culture (though I believe perhaps the original idea should be credited to David Brady of the Inequality, Poverty, and Mobility Section). All 52 sections of the ASA agreed to donate over \$70,000 to the MFP as an affirmation of our support of Black, Indigenous, Latinx, and other scholars of color in sociology. If you have additional ideas about how the Section can facilitate social change within ASA and beyond, please bring your ideas to our business meeting. It is on August 8th from 10:30-11:10am Pacific Time (see page 6).

I also want to express my gratitude to the organizers and presenters in our ASA 2020 sessions – all of which will be happening. Our sessions are all timely:

- Children and Youth in a Changing World, organized by Jessica Taft
- Making Research on Children & Youth Matter: Strategies & Challenges, organized by Sarah Diefendorf
- Power, Agency, and Resistance in Youth’s Lives, organized by Maria Schmeeckle
- The Roundtables, organized by Uriel Serrano

We will also be hosting a “Social Hour” so that we can all visit a bit informally from 12-1pm Pacific Time. Just drop in! Say hello.

Finally, last but absolutely not least, I want to take a moment on behalf of the Section, to extend sincere gratitude to Ann Beutel for editing our newsletter for so many years.

Ann, you’ve done a beautiful job with the newsletters. The hard work of being a newsletter editor (do professors ever respond without being reminded repeatedly???) is some of the most important work within a section – and yet it often is taken for granted. You’re leaving big shoes to fill! We wish you well on your next endeavors. We luckily won’t have to miss you as I am sure you’ll continue as an active member of the Section. On a more personal note, I have deeply enjoyed collaborating with Ann and getting to know her these past 3 years that I have done my tiny part on the newsletters. She is a wonderfully generous, thoughtful scholar, who always brightens my day with her emails. Thanks for all you have done for the Section and thanks for being such a wonderful colleague and friend.



***Thank you,
Ann!***

Stay safe everyone. See you soon, on Zoom.

Warmly,

Anna S. Mueller



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Uriel Serrano, UC-Santa Cruz

Maria Schmeekle, Illinois State University

Jessica Calarco, Indiana University

2020 Distinguished Early Career Award:

Ingrid Castro, Mass. College of Liberal Arts, chair

Nazneen Kane, Randolph Macon College

Ruby Bafu, University of Wisconsin-Madison

Brittney Miles, University of Cincinnati

2020 Graduate Student Paper Award:

Hyeyoung Kwon, Indiana University, chair

Lisbeth Loft, University of Copenhagen

Ranita Ray, University of Nevada-Las Vegas

2020 Outstanding Scholarly Contribution Award:

Rachel Kimbro, Rice University, chair

Melissa Osborne, Western Washington University

Victor Rios, UC-Santa Barbara

* Indicates officers and committee members cycling off this year



ASA 2020 C&Y Events - August 8

- 8:30-10:10 AM
(PST) **Making Research on Children and Youth Matter – Organizer Sarah Diefendorf**
- [Click here to join from computer or mobile.](#)
 - Meeting ID: 659 199 1655
 - Password: 5xubVm
- 10:30-11:10 AM
(PST) **Section on Children & Youth Business Meeting – Host Anna Mueller**
- [Click here to join from computer or mobile](#)
 - Meeting ID: 996 6620 5833
 - Password: 510249
- 11:10-12:10 PM
(PST) **Section on Children & Youth Roundtables – Organizer Uriel Serrano**
- Table 1: Cultural Capital, Equity, and Inequality
- [Click here to join from computer or mobile](#)
 - Meeting ID: 938 1242 4277
 - Password: C&YRTable
- Table 2: Children, Youth, Institutions, and Technology Use
- [Click here to join from computer or mobile](#)
 - Meeting ID: 978 5784 4539
 - Password: C&YRTable2
- 12:15-1:15 PM
(PST) **Children & Youth Social Hour – Host Anna Mueller**
- [Click here to join from computer or mobile](#)
 - Meeting ID: 919 4732 0601
 - Password: 689547
- 2:30-4:10 PM
(PST) **Session on Power, Agency, and Resistance in Youth's Lives
– Organizer Maria Schmeckle**
- [Click here to join from computer or mobile](#)
 - Meeting ID: 975 5786 7847
 - Join by SIP: 97557867847@zoomcrc.com
- 4:30-6:10 PM
(PST) **Session on Children and Youth in a Changing World – Organizer Jessica Taft**
- [Click here to join from computer or mobile](#)



C&Y Award Winners

2020 Distinguished Early Career Award

The American Sociological Association's Section on Children and Youth Early Career Award goes to two equally deserving faculty. Eve Ewing, Assistant Professor in the University of Chicago School of Social Service Administration, is a sociologist whose research focuses on race and education. She has published many works of poetry, creates and exhibits street/emplaced artwork, and is the writer of several Marvel Comics series. Jerry Flores, Assistant Professor of Sociology at the University of Toronto, studies race, Latinas/os, gender, ethnography, and crime. He regularly writes op-eds and news articles on childhood, girlhood, Latinas, and migration.

Jerry Flores: I want to thank the Children and Youth section for this amazing award. I would also like to thank my partner Angie and three children Sol, Carlos and Marcos for being so supportive. Finally, I want to thank all of the incarcerated youth I've interviewed over the years. I hope that one day we can live in a world where research like my own is no longer necessary. In solidarity.

Eve Ewing: I'm truly honored and floored to receive this recognition, and deeply thankful to my colleagues and peers for this award. It is important to me in my work that we keep young people at the center of all we do, and that we never lose sight of the fact that behind every statistic, theory, finding, behind every dot on a graph or line in a journal article is a real live person-- a child or a teen with big dreams and hopes and fears, an infant yet to make their way into the world, or an adult fighting for them to have a chance. I see this honor as a celebration of that idea and a humbling reminder to never forget it. Thanks very much.

Selection Committee: Ingrid E. Castro (Chair, Massachusetts College of Liberal Arts), Ruby Bafu (University of Wisconsin-Madison), Nazneen Kane (Randolph-Macon College), and Brittney Miles (University of Cincinnati)



[Jerry Flores](#)
University of Toronto



[Eve Ewing](#)
University of Chicago



2020 Graduate Student Paper Award

"Racial/Ethnic Differences in the Association Between Family Structure and Children's Education" published in 2020 in *Journal of Marriage and Family*, 82(2), 691-712.



Winner

[Christina Cross](#)

Harvard University

Committee: While public policies have long endorsed the two-parent family model as the ideal form for raising academically successful children, Cross's poignant research powerfully demonstrates that group differences in socioeconomic resources outweigh the effects of family structure for Black children. Publicly relevant and methodologically rigorous, Cross's brilliant research casts light on the deep historical legacies of structural racism.

Christina Cross: I am delighted and deeply humbled to have been selected as the 2020 recipient of the ASA Section on Children and Youth's Graduate Student Paper Award. I would like to give special thanks to the selection committee for their careful review of my manuscript, as well as to my interlocutors and anonymous reviewers for their thoughtful feedback on my work throughout its development. I look forward to my continued involvement with the section, and I eagerly await the opportunity to celebrate in-person with section members when circumstances permit.

"I Became a Mom Overnight": How Parental Detentions and Deportations Impact Young Adults' Roles and Educational Trajectories."



Honorable mention

[Carolina Valdivia](#)

Harvard University

Committee: Based on extensive interviews, Valdivia's impressive research shows the devastating effects of the deportation regime on the lives of young people. With heartbreaking and striking narratives, Valdivia illuminates how inhumane immigration enforcement, which violently separates families, profoundly shapes young people's responsibilities, educational trajectory, and mere survival.

Carolina Valdivia: I am grateful and honored to receive this year's Outstanding Graduate Student Paper Award honorable mention in the Section on Children & Youth. I would like to first and foremost express my gratitude to the selection committee. Thank you for your time, energy, and support. I also appreciate the Section's efforts as a whole to continue to advance and support research that documents the unique set of challenges confronting children and their loved ones, as well as helps to identify policy and practice solutions to best support the well-being, development, and trajectories of the next generation. This recognition is particularly meaningful because at a time of great uncertainty, it reminds us of the importance and the responsibility we have in engaging with the communities we grew up in as researchers.

Selection Committee: Hyeyoung Kwon (Chair, Indiana University), Lisbeth Loft (University of Copenhagen) and Ranita Ray (University of Nevada Las Vegas)

2020 Outstanding Scholarly Contribution Award



Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles

[Emir Estrada](#)

Arizona State University

Committee: "Estrada's book is a rigorously studied, gorgeously-written, wide-ranging, fresh perspective on the second generation, children's agency, gender, and labor."

Emir Estrada: I want to thank the Youth and Childhood Section of the American Sociological Association for honoring my book with such a distinguished award. I have been a member of this section since I was a graduate student at USC and I have always admired and valued the contribution of my colleagues and fellow students who make this section great. I want to give special gratitude to the committee that reviewed my book along with other important manuscripts in this category and for choosing *Kids at Work* as the winner for the 2020 scholarly contribution. This is hard work and I appreciate your time and dedication to the field. Gracias!

Selection Committee: Rachel Kimbro (Chair, Rice University), Melissa Osborne (Western Washington University) and Victor Rios (University of California Santa Barbara)

Kids at Work

Ann Beutel asked Emir Estrada the following questions about her award-winning book

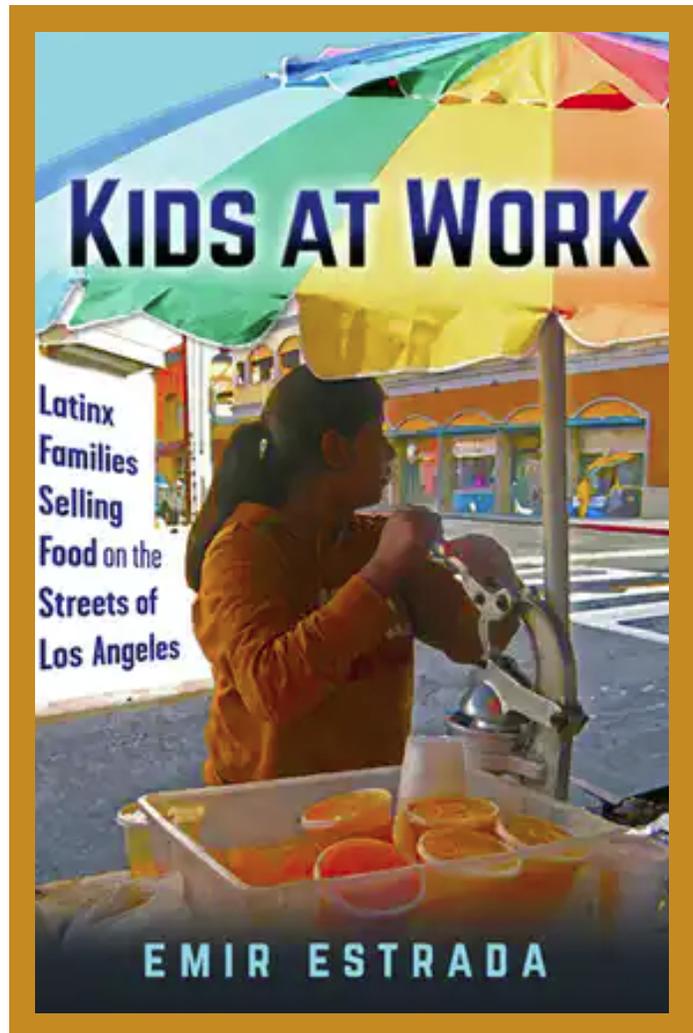
What was it like conducting the research you report in the book?

EE: I began this study as my dissertation project with a personal interest in the subject of children and work. As a young girl, I worked with my parents in both Mexico and the United States. I saw working with my family as something normal and as my responsibility to help my parents. In the book, I elaborate and reflect more about my own childhood work experience (see page 7 of *Kids at Work*). I spent three years in the field conducting observations in various places of their social life including the street, their homes and at several social events. I also conducted 66 in-depth interviews with the children and their parents who work side

by side making a living together. My goal with this book is to highlight the agency of the children and parents who made this book possible by sharing their life stories with me at the micro level, while also zooming out to see how the narratives of these street vending families fit into a larger narrative about childhood, immigration, incorporation, and race relations in the United States.

Can you give us a brief overview of your findings? Did any of your findings, such as those pertaining to family dynamics and gender dynamics, surprise you?

EE: My research on child street vendors and their families is the most comprehensive study of its kind. It is the first study to look at the participation of children in street vending, an occupation that was unregulated, heavily gendered and racialized as a Latino immigrant occupation in the United States. The main subjects portrayed in this book are the children of undocumented Latino immigrants who are relegated to street vending because of lack of opportunities to work in the formal sector of the economy. They help their parents prepare and sell ethnic food from México and Central America, such as *pozole*, *pupusas*, *tamales*, *champurrado*, *tacos*, *tejuino*, and sell these to earn family income on the streets of Los Angeles, California. This book shows the resiliency and development of children who work in the shadows of their socially marginalized and economically invisible parents.



In the book I argue that child street vendors in the United States remains largely uninvestigated. The children of immigrants experience adult responsibilities that are often taken for granted or are rendered invisible. Shedding light on the experience of children in this occupation highlights the complexities and nuances of family relations when children become economic co-contributors. This phenomenon, however, is not unique to street vending families in Los Angeles. The findings in this book are also relatable and useful in helping us understand children in other occupational and social contexts.

How can we use your findings to understand the current historical moment?

EE: Before *Kids at Work*, the topic of street vending was understood and theorized through the perspective of adult and first generation immigrants. Focusing on child street vendors enabled me to expand on the understanding of the world of street vendors and much more. It also helped me expand our understanding of childhood and family work relations. *Kids at Work* forces a reconsideration of traditional notions of childhood and family work relations and work.

Moreover, this book offers a unique contribution to the production of social science knowledge in the areas of immigration, childhood, racial and ethnic relations, intersectionality theory, segmented assimilation theory, social capital theory and ethnic entrepreneurship.

I pride myself in working hard to ground my study with empirical evidence from my three-year field work and 66 in-depth interviews with children and their parents. My book vividly captures the texture of everyday life among children of immigrants who work selling food in the streets of Los Angeles.



Your book had its beginnings largely in your dissertation, I believe. What was it like turning your dissertation into a book? What advice do you have for new PhDs who hope to do the same?

EE: Writing this book has been such a transformative and rewarding process. It has also been one of the hardest things I have ever created and I have two kids! However, the love and the passion for the subject matter made it possible to get to the finish line. I am grateful that so many people believed in me and in this book and that they offered their help along the way. My advice for new PhDs is to remain coachable and to not let fear or egos get in the way of your dreams. I also recommend that they surround themselves with people who believe in them. Healthy surroundings are very important. I strongly believe that our ability grows to match our dreams.



Is there anything else related to your book that you would like to share with CY section members? Do you have any other advice for us?

Kids at Work shows rather than tells the life of street vending children and their families. I tried to write each chapter in a way that richly grounds the study by including ethnographic vignettes from my fieldwork. I tried to maintain disciplinary rigor, while also eliminating unnecessary jargon that would distract or discourage the reader. My goal is that this book is accessible to a variety of readers in and outside of academia.

Emir Estrada is Assistant Professor of Sociology at Arizona State University. She earned doctorate and master's degrees in sociology from the University of Southern California and a bachelor's degree in sociology with a minor in Chicano/a Studies from the University of California, Los Angeles. She is also a proud graduate of Long Beach City College. Estrada studies migration and the incorporation of immigrants from Latin America using a family-centered approach in order to understand parent-child dynamics among immigrant families. She was awarded the 2020 Outstanding Scholarly Contribution (Book) Award from the ASA Section on Children and Youth for her book, *Kids at Work: Latinx Families Selling Food on the Streets of Los Angeles* (NYU Press, 2019). To learn more about her work and philanthropy projects, please visit her website at www.emirestrada.com.

GRADUATE STUDENTS ON THE MARKET

SEE THE CHILDREN AND YOUTH SECTION
MEMBERS WHO ARE ON THE ACADEMIC
JOB MARKET THIS YEAR

NATALIA DE GRAVELLES

I graduated from the University of Maryland College Park in Spring 2018, with BAs in Sociology (concentration in Stratification) and History. I am currently finishing an international master's degree in Politics and Economics of Contemporary Southeastern and Eastern Europe at the University of Macedonia in Thessaloniki, Greece. Broadly, my research interest is the experience of childhood and adolescence in displacement, particularly concerning migration flows from MENA and sub-Saharan African countries to the EU.

More specifically, I study how displacement shapes adolescents' transition to adulthood, and how these young people are affected by European countries' response to the "refugee child." I also research how young migrants employ agency as they cope with restrictive asylum and migration policies. My thesis, which I will be submitting in September 2020, is entitled "*No Longer a Child, Not Quite an Adult: A Critique of European Human Rights Approaches to Unaccompanied Minor Migrants in their Transition to Adulthood.*" It examines the challenges faced by unaccompanied minor refugees in Europe as they turn 18, and lose the protections afforded to children under domestic, EU and international frameworks. Outside of academia, I have become involved with local humanitarian organizations and refugee aid initiatives over the past year. In September 2019, I co-founded a Thessaloniki hub of Amala, a UK-based organization that brings accredited secondary education courses to displaced young people. I also volunteer with the Intereuropean Human Aid Association in their child-friendly space, which serves the families of the Lagadikia refugee center.



APOORVA GHOSH

Apoorva Ghosh is a lecturer in sociology at the University of California, Merced. He has obtained his PhD in sociology from the University of California, Irvine in 2020. His research is located at the intersection of sociology of family, globalization, organizations, sexualities, and social movements. His sole-authored papers in these areas come from *Gender, Work & Organization*, *Handbook of Research in Workforce Diversity: Technologies & Concepts*, *Indian Journal of Industrial Relations*, *Management and Labour Studies*, *Sexualities*, *Sociology Compass*, *South Asian Journal of Management*, and the *Wiley-Blackwell Companion to Sexuality Studies*. The purpose of his research is to understand the actors shaping LGBTQ (lesbian, gay, bisexual, transgender, and queer) identities and political action. Specifically, his research focuses on how LGBTQ people create boundaries, negotiate identities, and create a consciousness about their identities through participating in family, social movements, and workplace. Ghosh has held fellowships from the University of Maastricht, the Netherlands (METEOR Visiting Doctoral Student 2010), the U.S. Department of State (Fulbright 2012-13), XLRI- Xavier School of Management, India (Fellow Program in Management 2009-13), and the University of California, Irvine (Social Science Merit Fellowship 2015-21, The James Harvey Scholar Award 2020). In addition to doing research, he teaches social problems and upper division sociology courses on gender, sexualities, social movements, and globalization to undergraduate students.



RACHEL NICKENS

Rachel Nickens will be completing her Ph.D. in Sociology at University of California, Davis in Fall 2020. She also holds a M.A. in Women's, Gender, and Sexuality Studies from the University of Cincinnati. As a scholar of gender, childhood, culture, and family, Rachel uses ethnographic methods to explore how ideas about gender are produced and disseminated through youth organizations, and how this then contributes to childhood inequality more generally. Her dissertation, "The Girl Scout Advantage: Cultivating 21st Century Girlhood," investigates how Girl Scouts of the United States of America works to "create" twenty-first

century girls, with a specific focus on the family and troop level. Rachel is also passionate about teaching across the sociology curriculum as well as improving college teaching and learning more generally. Since 2018, she has worked as a Teaching Assistant Consultant with the UC Davis Center for Educational Effectiveness, and from April 2019 to September 2020, she was the Coordinator for the Teaching Assistant Consulting program.





SAUGHER NOJAN

My equity and justice-oriented values shape my research and teaching interests on Muslim and marginalized youth in and out of educational institutions. As a race scholar, I examine social and structural inequalities related to religion, civic and political engagement, and immigrant integration processes for youth and young adults. My dissertation, "How is Religion Racialized? Muslim Students Civic and Political Engagement amidst the Imperial University," draws on large-scale undergraduate survey

data and in-depth interviews with 85 students to develop theories of gendered-racialization and surveillance, racialized-religious identity effects, campus racial-religious climates, and wellbeing. I hold methodological expertise in both quantitative and qualitative methods, as well as equity-oriented community collaborative research. In my forthcoming book chapter ("Critical Equity Issues and Inclusion Incidents on Campus: Lessons Learned and Emerging Practices," published by Routledge Press), I argue that the participatory action research methodologies can potentially combat institutional inertia and inaction. In my peer-reviewed article, "Why Ethnic Studies: Building Critical Consciousness Among Middle School Students," I argue that ethnic studies curriculum enables middle school students to make meaningful connections to their lives and build academic and social confidence that promotes their success and potential for social action. I am currently a Ph.D. Candidate in Sociology (emphasis in Critical Race/Ethnic Studies) at the University of California, Santa Cruz, and I am excited to learn about opportunities to further extend my research and academic community through postdoctoral fellowships and faculty positions.

LILLA KÁRMÁN PIVNICK

Lilla Pivnick is a doctoral candidate in sociology at the University of Texas at Austin and a trainee at the Population Research Center. Pivnick is a social demographer who uses mixed methods to study socioeconomic, racial-ethnic, and sex-gender disparities in the health and well-being of children and adults, particularly adults in caregiving roles and occupations that shape the contexts in which children develop. Her dissertation, entitled "Occupational Health and Wellbeing among Professional Care Workers," examines how the unique occupation-level requirements of care work influence care workers' physiological and psychological wellbeing, both before and during the COVID-19 pandemic. Pivnick's research has appeared in *Social Psychology Quarterly*, *Sociological Perspectives*, *Journal of Adolescent Research*, and *Early Childhood Research Quarterly* and has received awards from the University of Texas at Austin and the American Sociological Association, including the 2020 Louise Johnson Scholar Award from ASA's Medical Sociology section.



HILLARY STEINBERG

Hillary Steinberg is a doctoral candidate at the University of Colorado Boulder. Her work is situated in the sociology of childhood and youth, the sociology of health, and social psychology. Her dissertation is entitled "Born and Raised in Pediatrics: Becoming a Patient in a Children's Hospital." She employs ethnographic observation and virtual interviewing of 18 pediatric patients to describe the process of becoming (and sometimes exiting) the identity of pediatric patients in a major children's hospital. Her first project focused on the transition to young adulthood in individuals who had the onset of chronic health conditions in childhood. This work can be read in *Advances in Life Course Research* and was awarded the ASA Disability in Society Outstanding Graduate Student Paper of the Year award. She has served as a research assistant for the Social Worlds and Youth Wellbeing Study based out of Indiana University. Hillary is a dedicated teacher and has been the instructor of record for an introduction to gender sociology course, introduction to sexuality course, and an upper-division sociological methods course. She has won teaching awards at the departmental and university level. Hillary has experience creating and implementing diversity and inclusion programming at the university level through her involvement with the graduate student government at CU Boulder. She currently serves as a Children and Youth student representative. Hillary is interested in all types of academic positions.



TANYA ROULEAU WHITWORTH

Tanya Rouleau Whitworth is currently a PhD candidate in Sociology at the University of Massachusetts, Amherst. She will defend her dissertation in the spring of 2021. Rouleau Whitworth's research focuses on various dimensions of well-being among adolescents and young adults and contributes to the sociological subfields of children and youth, mental health, family, and education. Her published work has appeared in the *Journal of Marriage and Family*, *Gender & Society*, and *Perspectives on Sexual and Reproductive Health*. She is also a committed and experienced teacher; in 2018, she received the University

Distinguished Teaching Award, the highest teaching honor at the University of Massachusetts, Amherst. She has contributed to the profession as past Co-Chair of the Children and Youth Section Mentoring Committee and current Student Member of the Sociology of Mental Health Section Council. Rouleau Whitworth's dissertation examines the role of parental support in contributing to inequality in college. Using nationally representative, longitudinal data from the Transition into Adulthood supplement to the Panel Study of Income Dynamics, she investigates how social class, gender, and race shape the types and amount of support—or what some theorists have conceptualized as capital—that college students receive from their mothers and fathers, and how support in turn predicts grade point average and psychological well-being.



Race and Racism as Key Dimensions of Children and Youths' Developmental Contexts

Christina Cross

Last month at the height of nationwide protests against racism and police brutality, I came across a Washington Post [opinion piece](#) detailing the long, troubled history of state-sanctioned violence against Black children and adolescents. In the article, historian Crystal Webster discusses the presence of armed police officers in K-12 public schools, the school-to-prison pipeline for Black youths, the tendency of the carceral system to adultify these minors, and the horrifying executions of Black children by various social institutions over the last two centuries.

While the contents of the article come as no surprise to myself or to millions of other Black Americans who have witnessed these injustices, they bring to the fore a reality that many well-meaning practitioners, policy makers, and even academics are reluctant to acknowledge: children and youth are racialized beings navigating racialized—and frequently *racist*—contexts. And no amount of income, wealth, compliance, or even innocence guarantees children of color protection from state-sanctioned violence. Instead, they learn from an early age what it means to grow up in a racialized social system that routinely perceives their presence as a threat that needs to be neutralized.

Despite the fact that race and racism shape the daily experiences, opportunities, and outcomes of children and youths of all backgrounds, researchers from multiple social science disciplines have noted that the contextual influences of these factors are often omitted from empirical investigations.

Put simply, scholars frequently study children and youths outside the racialized contexts in which they grow and develop. In fact, in their construction of a framework to understand developmental competencies in minority children, [Garcia Coll et al. \(1996\)](#) note a “lack of attention to issues of race, ethnicity, and culture in developmental science” and that these factors have “not been included at the core of mainstream theoretical formulation”. Similarly, in their decade review of research on families of color, [McLoyd et al. \(2000\)](#) state that social science research related to children and families “has considerable distance to go before it adequately reflects the ethnic and racial diversity of the United States”.



These omissions are not without consequence. There are several major drawbacks to a lack of attention to race and racism as salient aspects of children's developmental context. By studying youth through a race neutral lens, we effectively center the experiences of those who have the ability to navigate spaces as racially unmarked (i.e., white children). Such an approach severely limits our ability to draw accurate inferences about minority youth populations, whose social environments often differ markedly from their white peers. Not only does this make it difficult to understand children of color on their own terms, but it also undermines our ability to craft policies and interventions that address the negative consequences of their marginalized status in the U.S. Additionally, we know that compared to white youths, minority youths typically experience less favorable outcomes on key indicators of wellbeing. An inattention to contextual factors related to race and racism can give rise to research that focuses on documenting how minority children compare unfavorably to white children, absent any recognition of how racist structures contribute to disparities between groups. Without acknowledging these disparities as a product of institutional arrangements rather than a consequence of personal (or parental) failings, we run the risk of reinforcing negative stereotypes about children of color (as being delinquent, less intelligent, prone to violence, etc.) and further undermining their wellbeing.



Christina Cross is a postdoctoral fellow and incoming assistant professor of sociology at Harvard University. Broadly, her research falls at the intersection of families, race/ ethnicity, social inequality, and social demography. Her current work focuses on 1) documenting the prevalence and predictors of previously under-explored family structures that are common among minority or low-income populations (e.g., extended family households); 2) investigating the impact of family structure on individual life chances and the extent to which it differs by social location; and 3) examining within-group heterogeneity in family processes among major racial/ethnic groups.

Clearly, there is a need to better integrate notions of race and racism into research focused on children and youth. However, in the two decades since the publication of Garcia Coll et al.'s (1996) and McLoyd et al.'s (2000) work, such investigations are still rare, especially among quantitative research. As a sociologist and demographer whose work focuses on families, race and social inequality, primarily from a youth-centered perspective, I have made a personal commitment to incorporate the contextual influences of race and racism into my research. For example, [in my recent article](#) "Racial/Ethnic Differences in the Association Between Family Structure and Children's Education", I consider how Black youths' exposure to sustained socioeconomic deprivation (as a result of historic and contemporary structural racism) and access to extended family support networks render the independent impact of single parenthood less negatively consequential for their educational success.

In reflecting on this work and on plans for future scholarship, I have identified principles that I believe will be helpful in advancing research in this area. I share them here for the benefit of others (many are adapted from Garcia Coll et al.'s (1996) and McLoyd et al.'s (2000) work):

1

When examining disparities between children of different racial/ethnic backgrounds, be careful to acknowledge the social, economic, cultural, and political forces that lead to between-group variation in outcomes.

- And when discussing these contextual differences between groups, it's important to not filter them through a lens of deficiency. Rather, we should consider the strengths as well as challenges of different contexts.

2

It is also important to explicitly focus on the lived experiences of racial/ethnic minority children beyond work focused on racial/ethnic disparities.

- Note: This is not the same thing as saying that we should not study white children or that white children's lives do not matter. Instead, this statement is about recognizing that children of color matter beyond the extent to which they compare unfavorably to their white peers.

3

Be reflexive about the rich intragroup diversity that exists among children and youth of the same racial/ethnic group. This will be helpful in avoiding a common tendency to be reductive or monolithic in our understandings of race and racism. This includes considering how race intersects with class, gender, sexuality, and other social identities and axes of inequality.

4

In developing theoretical frameworks and methodological tools (e.g., survey instruments or interview protocols) to study children's social experiences and outcomes, it is important to identify and integrate aspects of minority youths' social contexts that are not shared by white youths. This will allow for the construction of more accurate and inclusive models, empirical findings, policies, and interventions.

5

In studies focused solely on children of color, apply the same rigor and methodological sophistication characteristic of studies focused on their white peers.

- While this last principle goes without saying, [scholars](#) have noted discrepancies in the data quality and methodological rigor of studies focused on white children and families versus those focused on children and families of color.

Studying children and youth in context is an ongoing process that is both challenging and deeply rewarding. Incorporating the contextual influences of race and racism into scholarship on children and youth may require additional time, effort, and attention, but it is necessary if we have any hope of addressing many of the problematic circumstances that have sparked the current social uprisings.



The Cost of Inclusion: How Student Conformity Leads to Inequality on College Campuses

Blake R. Silver

Young people are told that college is a place where they will “find themselves” by engaging with diversity and making friendships that will last a lifetime. This vision of an inclusive, diverse social experience is a fundamental part of the image colleges sell potential students. But what really happens when students arrive on campus and enter this new social world? *The Cost of Inclusion* delves into this rich moment to explore the ways students seek out a sense of belonging and the sacrifices they make to fit in.

Blake R. Silver spent a year immersed in student life at a large public university. He trained with the Cardio Club, hung out with the Learning Community, and hosted service events with the Volunteer Collective. Through these day-to-day interactions, he witnessed how students sought belonging and built their social worlds on campus. Over time, Silver realized that these students only achieved inclusion at significant cost. To fit in among new peers, they clung to or were pushed into raced and gendered cultural assumptions about behavior, becoming “the cool guy,” “the nice girl,” “the funny one,” “the leader,” “the intellectual,” or “the mom of the group.” Instead of developing dynamic identities, they crafted and adhered to a cookie-cutter self, one that was rigid and two-dimensional. Silver found that these students were ill-prepared for the challenges of a diverse college campus, and that they had little guidance from their university on how to navigate the trials of social engagement or the pressures to conform. While colleges are focused on increasing the diversity of their enrolled student body, Silver’s findings show that they need to take a hard look at how they are failing to support inclusion once students arrive on campus.



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Coming of Age in Iran: Poverty and the Struggle for Dignity

Manata Hashemi

Crippling sanctions, inflation, and unemployment have increasingly burdened young people in the Islamic Republic of Iran. In *Coming of Age in Iran*, Manata Hashemi takes us inside the lives of poor Iranian youth, showing how these young men and women face their future prospects.

Drawing on first-hand accounts, Hashemi follows their stories, one by one, as they struggle to climb up the proverbial ladder of success. Based on years of ethnographic research among these youth in their homes, workspaces, and places of leisure, Hashemi shows how public judgments can give rise to meaningful changes for some while making it harder for others to escape poverty. Ultimately, Hashemi sheds light on the pressures these young men and women face, showing how many choose to comply with—rather than resist—social norms in their pursuit of status and belonging.

Coming of Age in Iran tells the unprecedented story of how Iran's young and struggling attempt to extend dignity and alleviate misery, illuminating the promises—and limits—of finding one's place during a time of profound uncertainty.



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Publications by section members



Katherine Clonan-Roy, Nora Gross,
and Charlotte Jacobs

["Safe Rebellious Places: The Value of Informal Spaces in Schools to Counter the Emotional Silencing of Youth of Color." *International Journal of Qualitative Studies in Education*. Online First.](#)



Apoorva Ghosh

["After Coming Out: Parental Acceptance of Young Lesbian and Gay People." *Sociology Compass* 14\(1\):1-20.](#)

["The Global LGBT Workplace Equality Movement." In N. Naples \(Ed.\), *The Wiley-Blackwell Companion to Sexuality Studies* \(pp. 445-463\).](#)



["From Moral Ambivalence to Differential Congruence: Understanding Transnational Sexuality Using Cultural Schemas." *Sexualities* 23\(4\): 549-573.](#)

