

# CHILDREN & YOUTH

American Sociological Association



**ASA**  
**Annual**  
**Conference**  
**Issue**

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# A Note from the Chair

By Aaron Pallas

Happy anniversary! Wait a minute ... didn't we just have an anniversary in 2016? Why yes, we did. In 2016, we celebrated the steps Gertrud Lenzer took to initiate our section, most notably, an article in the August, 1991 issue of *Footnotes* entitled "Is There Sufficient Interest to Establish a Sociology of Children?" Gertrud recounted the section's formation in an interview with Newsletter Editor Ann Beutel, published in our spring, [2016 section newsletter](#).

But you can't have too many celebrations, and there's a distinction between celebrating the anniversary of a "first date" and of a marriage. 2019 marks the 25<sup>th</sup> anniversary of the Section on Children & Youth attaining full section status. In 1994, we joined the sections on Latino/Latina Sociology, Sociology of Law, and Sociology of Religion in achieving this formal recognition. Seventeen of ASA's 52 current sections were officially recognized after our section.

Does our reaching this milestone before so many other sections matter? Maybe for bragging rights, but not for much else. There's not just one way to map the sociological landscape, and the configuration of ASA sections is a function of Tony Becher's colorful characterization of academic tribes and territories. In contrast to ASA, the British Sociological Association has 42 separate study groups, including a Childhood Study Group and a Youth Study Group. Some of our members may know the history of that bifurcation.

What's most important is that the Section on Children & Youth serve as a hub for the sociological study of children and youth, in the U.S. and abroad. We do this in a variety of ways, including an increasing reliance on social media to alert our members, and the public, about new opportunities and new research. (Including our wonderful section newsletter!) We also count on the section's program at the annual meeting for both intellectual sustenance and social support. This year, we are thrilled to represent the work of 89 different scholars in our program of paper sessions and roundtables. (Not all of whom are members of the section ... hint, hint.)

I am grateful to the many colleagues who have helped guide the section this year—our awards committee chairs and members, our Section Council members, our membership, newsletter and social media leaders, to name just a few—and especially my predecessor, Stef Mollborn, and successor, Anna Mueller. I also need to mention our Secretary-Treasurer, Seth Abrutyn, who had the difficult task of figuring out whether e-mails he was receiving under my name were actually from me, or from the phishing scammers who were targeting ASA sections. (As comedian John Mulaney asks, "How much of our time is spent trying to prove to a robot that you're not a robot!") It turns out that phishing scammers are much more organized and persistent than I am.

I hope to see you at section events at the annual meeting in New York!

## OFFICERS AND COMMITTEE MEMBERS

**Chair:** Aaron Pallas, *Teachers College, Columbia University*

**Chair-Elect:** Anna Mueller, *Indiana University*

**Past Chair:** Stefanie Mollborn, *University of Colorado, Boulder*

**Founding Chair:** Gertrud Lenzer, *Brooklyn College and the Graduate Center, CUNY*

**Secretary-Treasurer:** Seth Abrutyn, *University of British Columbia*

**Council Members:** Kelly Balistreri (*Bowling Green State University*), Margaret Hagerman (*Mississippi State University*), Hyeyoung Kwon (*Indiana University*), Edward Morris (*University of Kentucky*), Matt Rafalow (*Google*), Laura Tach (*Cornell University*)

**Student Representatives:** Mary Kate Blake (*Valparaiso University*), Lilla Pivnick (*University of Texas, Austin*)

**Communication and Publications:** Anna Mueller (*Indiana University*), chair; Ann Beutel (*University of Oklahoma*), Nancy Marshall (*Wellesley College*), Matt Rafalow (*Google*), Sung Park (*University of California, Los Angeles*), Lilla Pivnick (*University of Texas, Austin*)

**Membership:** Kelly Balistreri (*Bowling Green State University*), Mary Kate Blake (*University of Notre Dame*), co-chairs

**Nominations:** Stefanie Mollborn (*University of Colorado, Boulder*), chair; Jennifer Augustine (*University of South Carolina*), Laura Backstrom (*Florida Atlantic University*), Teresa Swartz (*University of Minnesota*), Youngmin Yi (*Cornell University*)

**Research and Ethics:** Ingrid Castro (*Massachusetts College of Liberal Arts*), Melissa Swauger (*Indiana University of Pennsylvania*), co-chairs; Brent Harger (*Gettysburg College*)

**2019 ASA Program and Sessions:** Jessica Calarco (*Indiana University*), chair

**2019 Distinguished Career Award:** Robert Crosnoe (*University of Texas, Austin*), chair; Christopher Wildeman (*Cornell University*), Tyrone Forman (*University of Illinois, Chicago*), Karin Martin (*University of Michigan*)

**2019 Graduate Student Paper Award:** Sarah Ovink (*Virginia Polytechnic Institute and State University*), chair; Heidi Gansen (*Northwestern University*), Joanne Golann (*Vanderbilt University*), Matt Rafalow (*Google*), Emily Rauscher (*Brown University*)

**2019 Outstanding Scholarly Contribution (Article) Award:** Kara Joyner (*Bowling Green State University*), chair; Anthony Jack (*Harvard University*), Monica Kirkpatrick Johnson (*Washington State University*)

## ASA '19 CHILDREN AND YOUTH EVENTS

<b>Event</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
C&Y Reception and Awards Presentation*	Monday, August 12	7:00-9:00pm	Green Fig, 4th floor of YO-TEL NYC, at 570 Tenth Ave. in midtown Manhattan at West 42nd St.
C&Y Roundtables	Tuesday, August 13	8:30-9:30am	Sheraton New York, Third Floor, Riverside Ballroom
C&Y Business Meeting	Tuesday, August 13	9:30-10:10am	Sheraton New York, Third Floor, Riverside Ballroom
Session: Power and Inequality in the Lives of Children and Youth	Tuesday, August 13	10:30am-12:10pm	Sheraton New York, Lower Level, Union Square
Session: Children, Youth, and Institutions	Tuesday, August 13	12:30-2:10pm	Sheraton New York, Lower Level, Union Square
Session: Children and Youth in a Changing World	Tuesday, August 13	2:30-4:10pm	Sheraton New York, Lower Level, Union Square

\* Joint Reception with Section on Crime, Law, and Deviance

## ROUNDTABLES

Tuesday, August 13<sup>th</sup>, 8:30-9:30am  
Sheraton New York, Third Floor, Riverside Ballroom

Roundtable	
Emotional Health	1
Physical Health	2
Institutional Contexts	3
Social Policy	4
Early Childhood Education	5
Adolescent Education	6
Educational Disparities	7
Legal Inequalities	8
Social Inequalities	9

## PAPER SESSION 1

POWER AND EQUALITY IN THE LIVES  
OF CHILDREN & YOUTHTuesday, August 13<sup>th</sup>, 10:30am-12:10pm

Sheraton New York, Lower Level, Union Square

President: *Catherine Kaukinen*, University of Central Florida

Paper	Authors
Crowd Sourcing: Do Strangers' Assumptions about Peer Crowds Match Reality?	<i>Lilla K. Pivnick</i> , UT-Austin; <i>Rachel A. Gordon</i> , University of Illinois-Chicago; <i>Robert Crosnoe</i> , UT-Austin
To Bully without Bullying: Subtle Hostilities and the Reproduction of Inequality	<i>Sarah A. Miller</i> , Boston University
Inclusion Work: Children of Immigrants Protesting Social Exclusion	<i>Hyeyoung Kwon</i> , Indiana University
Vulnerable and Resilient: Family Routines and Maternal Knowledge in Mexican and Central American-origin Families	<i>Eileen Diaz McConnell</i> , Arizona State University; <i>Aggie Jooyoung Yellow Horse</i> , Arizona State University
Disparate Child Discipline: Differences in Classroom Behavior Management Based on Teacher Experience	<i>Maritza Mestre Steele</i> , Indiana University

## PAPER SESSION 2

## CHILDREN, YOUTH, &amp; INSTITUTIONS

Tuesday, August 13<sup>th</sup>, 12:30-2:10pm  
 Sheraton New York, Lower Level, Union Square  
 Presider: *Freden Blume Oeur*, Tufts University

Paper	Authors
Affluenza Anonymous: Theorizing Social Restoration among Affluent Youth in a Therapeutic Boarding School	<i>Jessica Ann Pfaffendorf</i> , University of Arizona
"I Think She Would Vibe Here": Justifying Gendered Privilege at an Elite University	<i>Simone Ispa-Landa</i> , Northwestern University; <i>Mariana Oliver</i> , Northwestern University
Punishing or Supporting School Girls? Race, Gender, Class, and Multi-Dimensional Control of High School Girls	<i>Katherine Irwin</i> , University of Hawaii-Manoa
The Gendered Social Construction of Intelligence in Early Adolescence	<i>Michela Musto</i> , Stanford University
Innocent and Vulnerable: Constructions of Childhood and Social Justice in Pediatric Medicine	<i>Liberty Barnes</i> , University of Oregon
Industry Perspectives on Improving High School Educational Pathways into the Manufacturing and High-Tech Workforce	<i>Will Tyson</i> , University of South Florida

# PAPER SESSION 3

# CHILDREN & YOUTH IN A CHANGING WORLD

Tuesday, August 13<sup>th</sup>, 2:30-4:10pm

Sheraton New York, Lower Level, Union Square

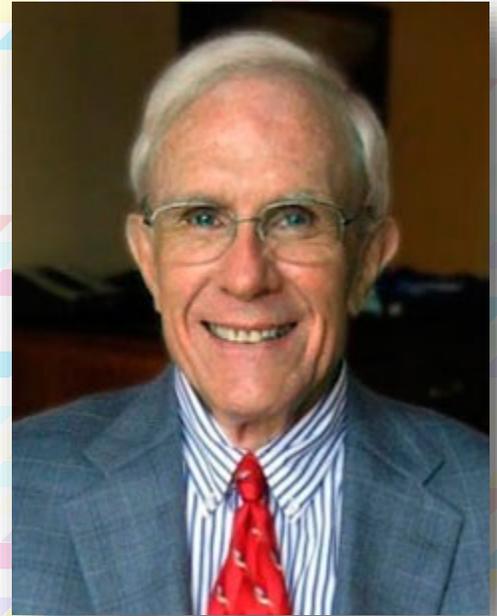
Presider: *Tanya Rouleau Whitworth*, University of Massachusetts-Amherst

Paper	Authors
"Our Year to Shine:" Exploring How Media Affects Black Girls	<i>Lauren Christine Mims</i> , University of Virginia
Gender and Videogames in the Path to Computing Careers	<i>Jennifer M. Ashlock</i> , University of North Carolina-Chapel Hill; <i>Miodrag Stojnic</i> , University of North Carolina-Chapel Hill; <i>Zeynep Tufekci</i> , University of North Carolina-Chapel Hill
Schools as Socializing Agents for Digital Participation	<i>Matt Rafalow</i> , Google
Parenting and Social Media	<i>Lauren Harris</i> , University of Pennsylvania; <i>Jerry Jacobs</i> , University of Pennsylvania
Some Time is Better Spent than Other Time: Chinese Adolescents' Time Use and Developmental Outcomes	<i>Shu Hu</i> , Singapore University of Social Sciences; <i>Zheng Mu</i> , National University of Singapore

## GLEN H. ELDER, JR.

## DISTINGUISHED CAREER AWARD

The Odum Distinguished Research Professor of Sociology at the University of North Carolina at Chapel Hill, Glen H. Elder, Jr. played an integral role in the early years of the ASA Children and Youth Section, much as he has been a key figure in the development of the sociological tradition of research on children and youth. The architect of the life course perspective on human development, which advocates studying children's lives "the long way", he has conducted important and influential historical research on children and youth living through—and often thriving despite—major historical crises of great social and economic upheaval. In the process, his work has substantially enriched the field theoretically, greatly expanded its range of methodologies, and fostered its increasing interdisciplinarity. Perhaps epitomizing this line of research is his book *Children of the Great Depression*, which has been cited thousands of times and has long been foundational reading for generations of sociologists.



For these reasons, he has won distinguished career awards from multiple sections of ASA as well as ASA's W.E.B. DuBois Career of Distinguished Scholarship Award. Given that the Children and Youth section has long been Glen's "home" in ASA, the section's honoring him with its own highest award is certainly fitting.

The committee selected Glen H. Elder, Jr. as the winner of this award because of his incredible legacy of innovative research on children and youth, his long-time service to ASA and the Children and Youth Section in particular, his admirable commitment to mentoring students and early career scholars, and his role in elevating the study of children and youth to a position of greater prominence in the discipline.

**Committee Members:** Robert Crosnoe (chair), Tyrone Foreman, Karin Martin, and Christopher Wildeman

## OUTSTANDING SCHOLARLY CONTRIBUTIONS

*Winner*

**Florencia Torche**

"Prenatal Exposure to an Acute Stressor and Children's Cognitive Outcomes." *Demography* 55(5):1611-39.



Exposure to environmental stressors is highly prevalent and unequally distributed along socioeconomic lines and may have enduring negative consequences, even when experienced before birth. Yet, estimating the consequences of prenatal stress on children's outcomes is complicated by the issue of confounding (i.e., unobserved factors correlated with stress exposure and with children's outcomes). I combine a natural experiment—a strong earthquake in Chile—with a panel survey to capture the effect of prenatal exposure on acute stress and children's cognitive ability. I find that stress exposure in early pregnancy has no effect on children's cognition among middle-class families, but it has a strong negative influence among disadvantaged families. I then examine possible pathways accounting for the socioeconomic stratification in the effect of stress, including differential exposure across socioeconomic status, differential sensitivity, and parental responses. Findings suggest that the interaction between prenatal exposures and socioeconomic advantage provides a powerful mechanism for the intergenerational transmission of disadvantage.

Adults may still be catching up to digital age, but digital youth bring to school digital skills they learn from each other. Comparative ethnographic analysis of three middle schools that vary by student class and race reveals that students' similar digital skills are differently transformed by teachers into cultural capital for achievement. Teachers effectively discipline students' digital play but in different ways. At a school serving working-class Latino youth, students are told their digital expressions are irrelevant to learning; at a school with mostly middle-class Asian American youth, students' digital expressions are seen as threats to their ability to succeed academically; and at a private school with mainly wealthy white youth, students' digital skills are positioned as essential to school success. Insofar as digital competency represents a kind of cultural capital, the minority and working-class students also have that capital. But theirs is not translated into teacher-supported opportunities for achievement.

*Honorable Mention*

**Matthew Rafalow**

"Disciplining Play: Digital Youth Culture as Capital at School." *AJS* 123(5):1416-52.



**Committee Members:** Kara Joyner (chair), Anthony Abraham Jack, and Monica Kirkpatrick Johnson

## GRADUATE STUDENT PAPER AWARDS

### Winner

**Peter Harvey**

"Not So Easy: Lessons in Body Management in an Elite Elementary School"



The learning of (embodied) ease is presumed to be easy. Research on class socialization concentrates on cognitive features and their consequences for social reproduction, largely overlooking embodiment and the process of transmission. Using 19 months of observations in an elite elementary school, supplemented by 68 interviews with students, parents, and teachers, I detail how students at "Truman Academy" receive regular lessons – both explicit and implicit – in how to manage and comport their bodies. Specifically, they receive lessons on greetings, bodily refinement (posture, eye contact, and facial expression), and voice. Over time – and despite some resistance – children incorporate these lessons such that they become habitual. This paper shows that transmitting class advantage, even subtle dispositions that affect one's sense of ease and being, requires work. In addition, I highlight the significance of embodiment in class socialization, and its ramifications for social reproduction and mobility more broadly.

Beyond punishment and criminalization, how else does social control operate in the policing of marginalized communities? While previous studies on urban policing often conceptualize social control in terms of its rational-instrumental forms, this paper offers a cultural framework to explain the symbolic dimensions of social control. I draw from more than 25 months of fieldwork examining a junior police academy—a school-police partnership that exposes young people to college and careers in law enforcement—to conceptualize a type of social control that I call valorization, a process that shapes boundaries about social worth and deservingness. Findings show that valorization can be both enabling and constraining for marginalized communities; it can unlock individual youth's potential, but simultaneously legitimizes the social and political order. I show how this framework helps explain another aspect of contemporary police governance, change and stability, and mechanisms of inequality.

### Honorable Mention

**Mai Thai**

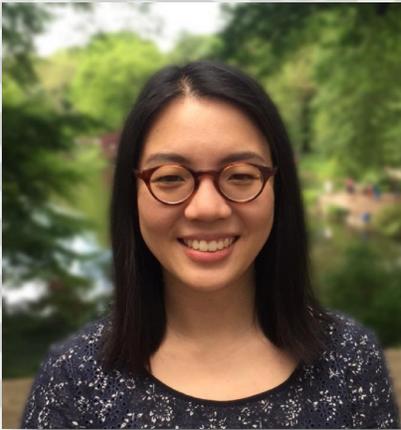
"Valorization as Symbolic Social Control: Youth and the Junior Police Academy"



**Committee Members:** Sarah Ovink (chair), Heidi Gansen, Joanne Golann, Matt Rafalow, and Emily Rauscher

## ON THE MARKET

## Kelley Fong

*Harvard University*

I am a PhD candidate in sociology and social policy at Harvard University studying poverty, social policy, children and youth, education, and family life, with particular attention to family-state relations in contexts of poverty and inequality: how families engage with state systems, how these systems affect families, and how these processes perpetuate adversity and inequality. Much of my current research focuses on Child Protective Services (CPS) as a state response to families facing adversity, analyzing the implications of a system that can provide support to families but that also wields coercive power. I draw on administrative data as well as fieldwork with mothers, CPS social workers, and professionals mandated to report child maltreatment. In a recent paper, I examined how CPS concerns inform how low-income mothers mobilize institutional resources for their families. Beyond CPS, I also study families' residential and school selection. My research has been enriched by interdisciplinary scholarship on child well-being, facilitated by the Doris Duke Fellowship for the Promotion of Child Well-Being and the Julius B. Richmond Fellowship at the Harvard Center for the Developing Child, and appears in *Social Forces*, *Sociology of Education*, *Sociological Forum*, *Child Abuse & Neglect*, and *Children & Youth Services Review*.

Brittany Fox-Williams is a PhD Candidate in Sociology at Columbia University. Her research specializations include inequality, race and ethnicity, education, and urban sociology. Brittany uses quantitative and qualitative methods to analyze inequality in young people's relationships with authority figures in the education and justice systems. Her dissertation, entitled "Trust Matters: Race, Relationships, and Student Achievement," examines the role of trust in student-teacher relationships, the salience of trust for student outcomes, and racial differences in trust among youth. To study this topic, Brittany draws on longitudinal survey data from the NYC Department of Education and a yearlong interview study of two public high schools in Manhattan. Her dissertation research is supported by the National Science Foundation and MDRC. Beyond her dissertation, Brittany authored an article on gender differences in youth responses to law enforcement, which is published in *Sociological Forum*. This paper won an award from the Society for the Study of Social Problems. Brittany completed her undergraduate studies at Cheyney University of Pennsylvania, where she was class valedictorian. She also holds a Master of Public Administration degree from Columbia University School of International and Public Affairs.

## Brittany Fox-Williams

*Columbia University*

## ON THE MARKET

## Chiara Galli

University of California-  
Los Angeles



Chiara Galli is a doctoral candidate in Sociology at UCLA. Her dissertation, “Refugee Children or Immigrant Teenagers? The Precarious Rights and Belonging of Central American Unaccompanied Minors in the United States,” sheds light on a new facet of migration world-wide that prior research, focused almost exclusively on adults, has largely neglected: the rise of unaccompanied child migration. In the past 10 years alone, over 400,000 children migrated to the US without their parents, with 2019 seeing Central American unaccompanied minors arriving in record numbers. Between 2015 and 2019, Galli conducted 4 years of ethnographic fieldwork in legal clinics in Los Angeles, shadowing immigration attorneys as they prepared Central American unaccompanied minors’ asylum applications. She also undertook 95 semi-structured interviews with unaccompanied minors and their attorneys. Her dissertation builds on existing scholarship in the fields of international migration and the sociology of law by examining how protections based on age in US immigration law shape immigrants’ access to legal status and incorporation. Contact: [cgalli@ucla.edu](mailto:cgalli@ucla.edu) <http://www.gallichia.com>

I am a community-engaged scholar of race, class, and gender; social movements; youth; and health. I am an ASA MFP fellow and a PhD candidate at the University of Southern California. My dissertation, “Emotional Counterpublics of Black, Latinx, and Asian American Youth,” argues that youth-led movements inject new life into intersectional resistance. I build on Black feminist scholarship to show how emotions propel creative resistance—from healing wounds of racialized, classed, and gendered trauma to negotiating for equitable policies in city council chambers. Youth embrace affective knowledge to critique systems as fundamentally ill and debunk hierarchies pathologizing their emotional states. They enact expansive possibilities for social change by refusing to glorify burnout and experimenting with novel ways to build across difference. I draw on three years of participant observation in three youth-led social movement organizations, 100 interviews, and survey analysis. My research/teaching revolves around expansive resistance on terrains re-made by intersectionally marginalized communities. Other peer reviewed articles in *Journal of Ethnic and Migration Studies* and *Health Affairs* examine Asian American and immigrant young adult political engagement and health equity in community organizing. I also regularly collaborate with community groups and youth to produce publicly relevant research. Contact: [www.mayhlin.com](http://www.mayhlin.com) [maylin@usc.edu](mailto:maylin@usc.edu)

## May Lin

University of  
Southern California



## ON THE MARKET

## Isabel Pike

University of  
Wisconsin-Madison



Isabel Pike is a PhD Candidate in Sociology at the University of Wisconsin-Madison. Her research focuses on gender and the transition to adulthood in sub-Saharan Africa, drawing on qualitative and quantitative methods. Based on 200 interviews at an urban and rural site in Central Kenya, her dissertation explores how gendered narratives and social categories, such as “youth” and the “boy child,” gain salience, and how this reflects broader processes of socio-economic change. She is a 2019-2020 Woodrow Wilson Dissertation Fellow in Women’s Studies and her research has been published or is forthcoming in *Gender & Society*, *Journal of Marriage and Family*, and *Population Studies*. At ASA, she will be presenting her dissertation chapter “Forgotten Boys, Idle Men: Using Gender to Talk about Poverty in Kenya” on the panel Gender and the Crises of Global Capitalism at 10:30 am on Tuesday, August 13. More information on Isabel’s research can be found at [www.isabelpike.com](http://www.isabelpike.com) and she can be reached at [ipike@wisc.edu](mailto:ipike@wisc.edu).

Robert W. Ressler (PhD, Sociology, The University of Texas at Austin) researches how community organizations can support families as they confront complex social problems such as inequality in the educational system. A mixed-methods researcher with a focus on large, longitudinal, and text-based data sets, Robert’s work combines nonprofit leadership and management studies, theories on child development, and race/ethnicity within the educational context to uncover how civic infrastructure, or the organizational supports that build trust, collaboration, and participation among community members, can help families on the margins confront demanding and culturally biased parental involvement norms, develop strong family-school partnerships, and enact practical strategies for navigating their children’s educational development. Currently living in Spokane, Washington, Robert is continuing his postdoctoral research through working on established projects at the Population Research Center as well as pursuing new opportunities with community organizations and local educational institutions.

## Robert Ressler

University of Texas-Austin



## ON THE MARKET

## Dialika Sall

*Columbia University*

Dialika Sall is a PhD candidate in Sociology at Columbia University and sociologist of immigration, race and ethnicity. Her dissertation project, titled “(Re)Defining Blackness: Race, Ethnicity and the Children of African Immigrants,” studies the processes by which the adolescent children of West African immigrants integrate into American society and the racial and ethnic identity-work central to these processes. She draws on 127 interviews and ethnographic observations with West African high school students, their teachers, and Black American, Hispanic and Afro-Caribbean peers across three New York City high schools. This project has implications for how we understand assimilation processes among racialized immigrant youth and sheds light on changing meanings of Blackness in the context of the country’s shifting racial demographics. Articles based on her work have appeared in *Journal of Ethnic and Migration Studies* and *African and Black Diaspora: An International Journal*, among others. This research is supported by grants from the National Science Foundation.

Youngmin Yi is a PhD Candidate in Sociology at Cornell University, with concentrations in social stratification and inequality, sociology of race and ethnicity, and demography. Her research investigates the intersection of family life with the criminal justice, child welfare, and immigration systems and the role it plays in the (re)production and moderation of disparities in wellbeing in the United States. Her dissertation uses quantitative analysis of the National Longitudinal Survey of Youth, the National Survey of Child and Adolescent Wellbeing, and linked administrative data from New York City to explore the relationship between criminal justice and child welfare system involvement on home-leaving in the transition to adulthood, caregiver and living arrangement instability in childhood, and infant birth outcomes. Her other research investigates these dynamics and related topics and has been published in outlets including *Journal of Marriage and Family*, *Social Forces*, *Future of Children*, and *Population and Development Review*. Prior to beginning her doctoral training, Youngmin worked as policy researcher in Washington, DC and completed an undergraduate degree in Economics and French at Wellesley College. More information about Youngmin’s scholarship, teaching and mentoring, and service are available at [yyiresearch.com](http://yyiresearch.com).

## Youngmin Yi

*Cornell University*

## ON THE MARKET

Henry Zonio

*University of Kentucky*

Henry Zonio is a PhD Candidate at the University of Kentucky specializing in the areas of Social Inequalities, Children & Childhoods, Religion, and Qualitative Methods. Over the past five years, Henry has taught face-to-face and online courses in Intro to Sociology, Social Inequalities, Sociological Theory, Sex and Gender, Global Inequalities, and Public Sociology at the University of Kentucky, Asbury University, Eastern Kentucky University, and Transylvania University. He has also overseen various independent courses of study for students. His dissertation is entitled “Race and Gender in the Protestant Sunday School: An Ethnography of Three Racially Homogenous Churches.” This research is the result of 15 months of field work at a predominantly white church, predominantly African American church, and predominantly Latinx church as a participant observer, conducting group interviews of children attendees, and collecting curricular materials at each of the churches. What Henry’s research uncovers is a null religious curriculum amongst young children regarding race and gender hierarchies. Henry further theorizes that this null religious curriculum creates an ideological vacuum that reinforces a white, male religious habitus. Henry is scheduled to defend his dissertation in Spring 2020. Henry can be contacted at [henry.zonio@uky.edu](mailto:henry.zonio@uky.edu).

## C&amp;Y 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.*

“

## A CHAT WITH PAST C&Y CHAIRS

*“What do you think is uniquely important about having an ASA section focused on children and youth?”*

The creation of the C&Y Section in ASA righted what I considered to be a wrong. Albeit an unintentional one, that wrong was the lack of recognition for the value of research on young people, which mirrored the historical lack of recognition of the importance of young people in society. Before the creation of the section, sociologists studying children and youth were certainly well-represented in ASA, but they were spread out across a number of sections (e.g., Family Sociology, Sociology of Education, Medical Sociology) organized around topic areas that were relevant to young people but not particularly focused on them. That meant that the interests of children and youth were not always primary—a situation akin to a larger social world in which the rights and needs of children and youth are often treated as extensions of the adults in their lives. The creation of the section, therefore, was a symbolic statement. Over time, having a section of our own has proved to be far more than symbolism. The section has provided concrete opportunities for sociologists to come together to support and expand the field of research



**Rob Crosnoe**  
C&Y Chair: 2010-2011

on children and youth as a means of enriching the discipline while also serving the needs of the very young people we are studying. That progress is precisely why we owe a debt to the pioneering sociologists who created this section and need to invest in the early career scholars who will carry this section into the future.



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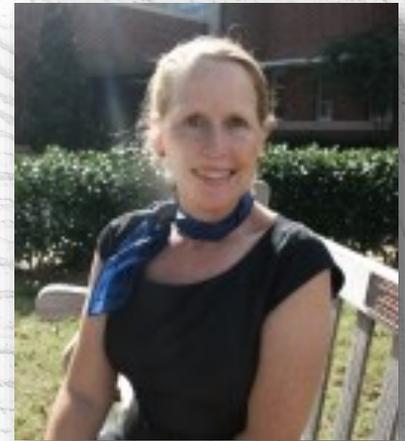
*...a means of enriching the discipline while also serving the needs of the very young*

”

## A CHAT WITH PAST C&Y CHAIRS

*“What do you think is uniquely important about having an ASA section focused on children and youth?”*

The ASA C&Y section provides a community and an intellectual home to researchers who study young people. There is no other nesting place within the ASA or on the annual meeting program for people like us. As a grad student 25 years ago, I began attending Children and Youth Section activities at the annual meeting, because the larger program seemed overwhelming. It was here in the section where I met other scholars passionate about the study of young people, and, moreover, it is here in the C&Y Section where I made new colleague friends at other universities. I have enjoyed attending the C&Y Section-sponsored sessions at the annual meeting, but also I have appreciated attending the Business Meeting, where it is possible to volunteer to get involved in the institutional life of our Section, as well as the annual meeting reception, where it is possible to reconnect with colleagues and make new friends.



**Loretta Bass**  
C&Y Chair: 2011-2012



**Monica Johnson**  
C&Y Chair: 2012-2013

Age is one of several major status dimensions that cross-cut experiences in many domains of life. Having a section in the ASA focused on children and youth is critical because these socially constructed and contested categories place people in stratification systems and define in many ways their place and relations in major social institutions—family, criminal justice system, labor market and so on. Our section facilitates understanding processes across these institutions and life domains that reveal the sometimes different, sometimes similar, workings than operate for adults. It also encourages us to critically assess and wrestle with the meaning and operation of seemingly age-unrelated concepts (e.g., agency) for understanding the lives of children and youth.

## A CHAT WITH PAST C&Y CHAIRS

*“What do you think is uniquely important about having an ASA section focused on children and youth?”*

A section devoted to children and youth insists upon their irreducibility. Children and youth are uniquely positioned in the social world, thanks to the meanings we impart to age. While many sections involve scholarship that *\*applies\** to children (from family to education to medical, not to mention race, gender and class), none fully considers how age intersects with other social dimensions to shape the lives of children and youth. We may pay a price for having our own silo, of course, in the continued nose-wrinkling of journal editors and other gatekeepers who do not quite understand what children and youth have to add usefully to the broader conversation. With our own section, however, we can highlight excellent work, deepen our intellectual communion with each other, mentor students who care about children and youth, and strengthen our resolve to reveal the constructedness of age, the topography of its inequality, and the resources and challenges it imparts to young people. No one else will do that for us.



**Allison Pugh**  
C&Y Chair: 2014-2015



“

*...we can highlight excellent work, deepen our intellectual communion with each other, and mentor students who care about children and youth...*

”

## A CHAT WITH PAST C&Y CHAIRS

*“What do you think is uniquely important about having an ASA section focused on children and youth?”*

Our children and youth are the future of our social world. By studying how social inequalities, conflicts, and changes shape the lives of children and youth, we gain a window into the future that informs what we are doing today and how it may matter. But as scholars in

*“...understanding young people’s agency, experiences, and ideas brings fresh knowledge to the broader discipline that is sorely needed...”*

fresh knowledge to the broader discipline that is sorely needed, as former section chair Allison Pugh eloquently argued in her 2014 *Theory & Society* article, "The theoretical costs of ignoring childhood: rethinking independence, insecurity, and inequality." Finally, having a section on children and youth brings together scholars

from diverse substantive subfields who, without this shared interest, might otherwise not have an opportunity to exchange ideas.

Criminologists, family scholars, education scholars, technology researchers, and researchers studying hazards and disasters share insights and problems during our section events that benefit everyone's work in innovative ways. This gives our section events a special feel that is unlike any other section.



**Stefanie Mollborn**  
C&Y Chair: 2017-2018



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*“...special feel that is unlike any other section..”*

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## A CHAT WITH PAST C&Y CHAIRS

*“What do you think is uniquely important about having an ASA section focused on children and youth?”*

I finished graduate school a decade before the Children and Youth section was formally founded in 1994, three years after Gertrud Lenzer’s call to action in *Footnotes*. Studying at Johns Hopkins not long after the departure of James Coleman, and under the watchful eye of an array of scholars studying education, it was easy to identify as a sociologist of education, and with the ASA Section on Sociology of Education. At that time, sociology of education was a wholly-owned subsidiary of the study of social stratification and mobility, and the status attainment tradition invoked children and youth solely to highlight the forces shaping their aspirations and expectations. Children and youth were the cases that illuminated school and schooling effects and the forces of social reproduction. They weren’t of intrinsic interest.



**Aaron Pallas**  
C&Y Chair: 2018-2019

I knew something was missing. My exposure to the sociology of the life course, and to interdisciplinary perspectives on human development, at the hands of Doris Entwisle made clear that children and youth were not just passive vessels absorbing external socialization forces. Rather, they had minds, bodies, and emotions, of their own, and were acting on their

*“...children and youth were not just passive vessels absorbing external socialization forces...”*

environments in ways that had real consequences for them and for others. I began reading the work of Bill Corsaro, Donna Eder, Viviana Zelizer, Gerald Handel, Gertrud Lenzer, Philippe Aries and Joseph Kett, and many others who expanded my worldview.

Some of this work was associated with the sociology of the family, and some with the sociology of education, but neither subfield captured childhood and adolescence as life course stages, nor children and youth as the individuals who inhabited them. The other organizational locus I explored was the Society for Research in Child Development, whose conception of an interdisciplinary developmental science always felt much more psychological than sociological to me. I began to feel that if a sociology of children and youth didn’t exist, we’d need to create it. And, fortunately, Gertrud did! Her August, 1991 *Footnotes* article pointed the way, with a boost from ASA President Jim Coleman. In this internet era, it’s hard to believe that we depended on sign-up sheets at the 1991 annual meeting in Cincinnati to get off the ground.

## PUBLICATIONS BY SECTION MEMBERS

### New Book

Estrada, Emir. 2019. *Kids At Work: Latinx Families Selling Food on the Streets of Los Angeles*. NYU Press.

Street food markets have become wildly popular in Los Angeles—and behind the scenes, Latinx children have been instrumental in making these small informal businesses grow. In *Kids at Work*, Emir Estrada shines a light on the surprising labor of these young workers, providing the first ethnography on the participation of Latinx children in street vending.

Drawing on dozens of interviews with children and their undocumented parents, as well as three years spent on the streets shadowing families at work, Estrada brings attention to the unique set of hardships Latinx youth experience in this occupation. She also highlights how these hardships can serve to cement family bonds, develop empathy towards parents, encourage hard work, and support children—and their parents—in their efforts to make a living together in the United States. *Kids at Work* provides a compassionate, up-close portrait of Latinx children, detailing the complexities and nuances of family relations when children help generate income for the household as they peddle the streets of LA alongside their immigrant parents. <https://nyupress.org/9781479873708/>

### New Articles

Golash-Boza, Tanya, Maria D. Duenas, and Chia Xiong. 2019. "Global Capitalism, White Supremacy, and Patriarchy in Migration Studies." *American Behavioral Scientist*. <https://doi.org/10.1177/0002764219842624>

O'Quinn, Jamie and Jessica Fields. 2019. "The Future of Evidence: Queerness in Progressive Visions of Sexuality Education." *Sexuality Research and Social Policy*. <https://link.springer.com/article/10.1007/s13178-019-00395-z>

Pivnick, Lilla K. "Non-parental Caregivers, Parents, and Early Academic Achievement among Children from Latino/a Immigrant Households." *Sociological Perspectives*. <https://doi.org/10.1177/0731121419851093>

Ray, Ranita and Korey Tillman. "Envisioning a Feminist Urban Ethnography: Structure, Culture, and New Directions in Poverty Studies." *Sociology Compass*. <https://doi.org/10.1111/soc4.12652>

Sall, Dialika. 2019. "Selective Acculturation among Low-income Second-generation West Africans." *Journal of Ethnic and Migration Studies*. <https://doi.org/10.1080/1369183X.2019.1610367>

## MEMBER ANNOUNCEMENTS

**Maria D. Duenas** (University of California, Merced) was awarded the National Science Foundation AGEP California HSI Alliance Fellowship. She also received an Honorable Mention for the Ford Foundation Dissertation Fellowship. Lastly, she was awarded the Center for Engaged Teaching and Learning Fellowship at the University of California, Merced.

Children and Youth Section members, **Dr. Ann Beutel** and **Dr. Loretta Bass**, were honored with university-wide honors at the 2019 Tribute to the Faculty Awards ceremony at the University of Oklahoma. Ann Beutel was honored with the General Education Teaching Award for her steadfast excellence, care and leadership in teaching. Loretta Bass was selected for the Edith Kinney Gaylord Presidential Professorship for excellence in teaching and mentoring students, research, and public service.

**Ranita Ray**, Assistant Professor of Sociology at the University of Nevada—Las Vegas, was selected as a 2019 NAEEd/Spencer Postdoctoral Fellow. During the fellowship, Ranita will be finalizing her longitudinal and multi-contextual ethnography and archival research on education, schooling, gender, and racial dominance in Las Vegas.

**Ranita Ray**, Assistant Professor of Sociology at the University of Nevada—Las Vegas, received the 2019 ASA Race, Gender, and Class Section article award for her article "Identity of Distance: How Economically Marginalized Black and Latina Women Navigate Risk Discourse and Employ Feminist Ideals." *Social Problems* 65:456-72.

**Ranita Ray's** book *The Making of Teenage Service Class: Poverty and Mobility in an American City*, received an honorable mention from ASA Race, Gender, and Class Section book award.



Maria Duenas



Ann Beutel



Loretta Bass



Ranita Ray

# COMMUNICATION AND PUBLICATIONS COMMITTEE

This issue of the Sociology of Children & Youth Newsletter was prepared by members of the Communication and Publications Committee:

Ann Beutel

The University of Oklahoma

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The University of Texas at Austin

For the Fall 2019 Children & Youth Newsletter...

Please send submissions to Ann Beutel at [ambeutel@ou.edu](mailto:ambeutel@ou.edu)

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