

CHILDREN & YOUTH

Spring 2021

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

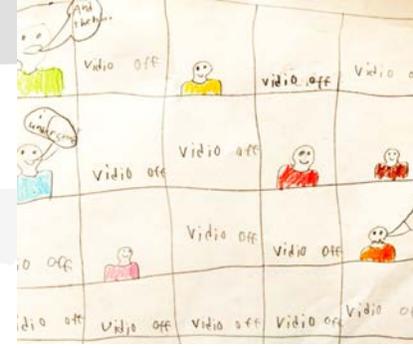


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A Note from the Chair

Paula Fomby

Dear Members of the ASA Section on Children and Youth:

I hope that you are in good health and finding ways to stay energized and engaged through another exceptional year. It's a pleasure to introduce the Section on Children and Youth Spring 2021 newsletter edited by Lilla Pivnick, Casey Stockstill, and Anna Mueller. Many thanks to our team of editors for producing another outstanding issue to highlight the perspective and activities of our members in teaching, research, and community engagement, this time focused on responses to the COVID-19 pandemic.



In this issue, Kate Averett describes her timely research on children's abrupt and nearly universal transition to remote learning during the past year. Averett is the author of [The Homeschool Choice: Parents and the Privatization of Education](#) (forthcoming, NYU Press), and here she draws a sharp distinction between the circumstances of remote learning - marked by an absence of choice, flexibility, or social connectedness for children and parents - and the more purposeful, socially embedded experience of homeschooling that families selectively and strategically choose.

Sandi Nenga shares a community-engaged learning project she and undergraduate students developed in Fall 2020 that used participatory drawing and Photovoice methods to capture children's and teens' perspectives on the changes in their lives during the pandemic. The results of this project depict children's creative, resilient, and thoughtful responses to an extraordinary historical moment. You can visit the gallery of participants' work [here](#) or at the link provided in the body of the article.

Jessica Fish and Meg Bishop highlight the distinctive impact of the pandemic on LGBTQ youth who have lost access to affirming and supportive resources in schools and community centers and who have experienced a heightened sense of isolation. Yet the authors also highlight how community services have pivoted to provide emotional support and connection through online resources, enabling them to expand their outreach.

This newsletter also offers an opportunity to celebrate the accomplishments and achievements of our members, including new publications, promotions, job placements, and grant awards. These markers remind us that the section continues to make important contributions to teaching, learning, service, and the interests of children and youth after nearly a year of ongoing disruption and uncertainty.

A few reminders of upcoming events:

- Keep an eye out for your 2021 ASA ballot, which will include elections for section officers. Thank you to Ranita Ray, Nominations Committee Chair and her fellow committee members for recruiting a slate that reflects the diversity and vitality of our section membership!
- If you have not already, please renew your section membership to stay current on news and activities of interest.
- Review of submissions to the virtual annual meeting are underway, and **authors will receive notice of final decisions by March 29**. We hope to see many of you on the program this year!

As always, I welcome your thoughts and comments on this newsletter and section activities more generally. Please feel free to reach out to me at pfomby@umich.edu, and follow the section on [Facebook](#) and [Twitter](#) (@asayouth).

Park Foley



Officers and Committee Members

Chair:

Paula Fomby, University of Michigan

Chair-Elect:

Kristin Turney, UC-Irvine

Past Chair:

Anna Mueller, Indiana University

Founding Chair:

Gertrud Lenzer, Brooklyn College-CUNY

Secretary-Treasurer:

Seth Abrutyn, University of British Columbia

Council Members:

Ingrid Castro, Mass. College of Liberal Arts
Margaret Hagerman, Mississippi State
Rachel Tolbert Kimbro, Rice University
Hyeyoung Kwon, Indiana University
Freedeen Blume Oeur, Tufts University
Ranita Ray, University of Nevada-Las Vegas

Student Representatives:

Uriel Serrano, UC-Santa Cruz
Hillary Steinberg, CU-Boulder

Communication and Publications:

Anna Mueller, Indiana University, chair
Casey Stockstill, University of Denver
Lilla Pivnick, UT-Austin
Hillary Steinberg, CU-Boulder

Newsletter editors:

Casey Stockstill, University of Denver
Lilla Pivnick, UT-Austin

Membership:

Paula Fomby, University of Michigan, chair
Rachel Kimbro, Rice University
Kristin Turney, UC-Irvine

Nominations:

Ranita Ray, University of Nevada-Las Vegas, chair
Ingrid Castro, Mass. College of Liberal Arts
Anna Mueller, Indiana University
Ed Morris, University of Kentucky
Lisa Covington, University of Iowa

Research and Ethics:

Ingrid Castro, Mass. College of Liberal Arts, chair
Hillary Steinberg, CU-Boulder

2020 ASA Program and Sessions:

Paula Fomby, University of Michigan, chair
Uriel Serrano, UC-Santa Cruz
Hyeyoung Kwon, Indiana University
Margaret Hagerman, Mississippi State

2021 Distinguished Career in Service Award:

Ingrid Castro, Mass. College of Liberal Arts, chair
Nazneen Kane, Randolph Macon College
Brittney Miles, University of Cincinnati
Joseph Giunta, Rutgers University

2021 Graduate Student Paper Award:

Freedeen Blume Oeur, Tufts University, chair
Manata Hashemi, University of Oklahoma
Jordan Conwell, University of Wisconsin
Isabel Pike, Graduate Institute of International and
Development Studies

2021 Outstanding Scholarly Contribution Award:

Seth Abrutyn, University of British Columbia, chair
Jerry Flores, University of Toronto
Emir Estrada, Arizona State University

Section Announcements

Who's on the Ballot for ASA Children and Youth Section Elections?

Below (and pictured) are the candidates on the Children & Youth Section election ballot.

Chair:

Ingrid Castro, Mass. College of Liberal Arts
Kelly Stamper-Balistreri, Bowling Green State

Secretary/Treasurer:

Brian Gran, Case Western Reserve University
Nazneen Kane, Randolph-Macon College

Council members:

Christina Cross, Harvard University
Emir Estrada, Arizona State University
Anthony Peguero, Virginia Tech
Jessica Taft, UC-Santa Cruz

Student Reps:

Ruby Bafu, University of Wisconsin
Joseph Giunta, Rutgers University

Happy 30th Anniversary to the ASA Section on Children & Youth!

2021 is the 30th anniversary of our Section having come into existence! It was in August 1991 that Founding Chair Gertrud Lenzer inquired in ASA's *Footnotes* about interest in developing a "Sociology of Children Section." See the next page to read this historic piece in *Footnotes* and the addendum of James S. Coleman - the President Elect's response to Dr. Lenzer's inquiry that ultimately resulting in the creation of our section.



Footnotes

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AUGUST 1991 FOOTNOTES

VOLUME 19
NUMBER 6

The Sociology of Children: A New ASA Section?

Is There Sufficient Interest to Establish a Sociology of Children?

by Gertrud Lenzer, Brooklyn College and the Graduate Center, CUNY

In recent years it has become apparent that children have increasingly come to occupy the focus of scholarly as well as social interest and concern. Research data and empirical investigations on the conditions of children in a variety of contexts and perspectives have been rapidly growing. An increasing number of scholars in the social sciences, law and the public health sectors are inquiring into the cultural, social, economic and political circumstances that shape infant development and the lives of children in our societies.

These research interests suggest a strong relationship to a growing awareness in the public at large of the vicissitudes and predicaments of contemporary childhood. Virtually no day passes in which such concerns are not manifested clearly in the national media. The first week in June alone provides a good example of the issues relating to children as they were represented in a variety of public forms. On June 4th, NBC televised the first of five hour long reports by the former United States Surgeon General, Dr. C. Everett Koop, on "Children at Risk" this first program addresses the extreme inadequacies of health care for millions of American children. In the same week, SCIENCE reported on recent sociological and psychological research in England and the U.S. on children and divorce. On virtually every day, the *New York Times* carries a front page article on issues that have children as a primary focus. One of these articles dealt with the social and bioethical implications of the increasing number of children who are conceived for the sole purpose of becoming organ donors for sick family members. Another article reported on sociological research dealing with fundamental changes in American households: according to this report, 15.8 million children (or 25.9 percent) today are living in single-parent households. Other issues and research findings discussed regularly in the media involve the increasing rates of poverty and homelessness among children, the failures of our public school system to educate all children in ways that will maximize their future life and occupational chances, and the particularly severe plight of inner-city Black and Hispanic children.

Even an impressionistic survey of current social science research and public discussions that involve, in a multitude of contexts, the conditions of children suggests that the time may have come when sociologists might wish to take the lead and begin to integrate these various and mostly atomistic endeavors through estab-

lishing the Sociology of Children as a theoretical and empirical part of our discipline. To be sure, a variety of special fields in sociology, such as the sociology of the family or the sociology of education, have traditionally dealt with children. In other words, we have, customarily and quite accurately, conceived on children as a social category or group to be understood through its dependencies upon a variety of social institutions. However, as these social institutions to whose care children are entrusted have themselves undergone fundamental changes or encountered problems of a kind that no longer appear to enable them to adequately discharge their obligations to children, children have clearly emerged as a major social cohort and category who are in need of being taken as the primary focus of analytic and empirical attention. In other childhood have undergone such profound changes that such a new approach appears to be both warranted and desirable. (For example, business, advertising and the mass media have fully recognized these new realities in the way they target children and adolescents in their advertising and programming activities.)

The establishment of the 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. Moreover, the existence of a Sociology of Children would be a first step in the direction of bringing together research efforts relating to children in other disciplines of the social and medical sciences and the humanities.

At this point, one should perhaps directly address the question as to whether the establishment of a Sociology of Children both as a substantive new field in sociology and a new section within the ASA would unnecessarily duplicate efforts already undertaken in existing sub-disciplines, such as the Sociology of the Family? Conversations with colleagues have led to the conclusion that such fears are unwarranted. The Sociology of the Family, for example, would continue very much as it does now. In fact, a great deal of the sociologically relevant research on children is not specialty-based in the sense that it can be accommodated fully and neatly within any of the existing sociological sub-fields. Moreover, a great deal of sociological work is conducted in the context of multi-disciplinary research projects which, for example, investigate children and poverty, or children and health

issues. In such situations, however, sociologists bring their general sociological expertise to bear upon the subject matter without the focus of a more integrated sociological perspective on children. Hence, sociologically relevant research findings in the area of children remain scattered and are less accessible than they should be. The Sociology of Children would allow many colleagues to share their findings and to combine their efforts.

As far as the introduction of courses on the Sociology of Children in our curriculum is concerned, my own experience over the last few years has been very encouraging. Students appeared to be very interested and did splendid work in two seminars with an interdisciplinary emphasis on the topic of "The Sociology of Children: Children and Social Responsibility." Moreover, and in the long run, we can expect that colleagues who will be teaching courses in the Sociology of Children will also be able to join forces with scholars from other disciplines in cross-disciplinary endeavors and courses on children.

The purpose then of this communication is to inquire from colleagues whether indeed there exists sufficient completed or ongoing research on as well as research interests in the topic of children to warrant the establishment of the Sociology of Children both as a special undertaking and a new section within the American Sociological Association. Preliminary discussions with colleagues in sociology and other social sciences have been extremely positive and encouraging and have suggested this first step. The ASA has offered to provide sign-up sheets at the meetings in Cincinnati for all those colleagues who wish to indicate their interest in establishing the Sociology of Children. I would like to encourage you to get in touch with me directly (39 Claremont Avenue, New York, New York 10027).

Addendum

by James S. Coleman, ASA President-Elect

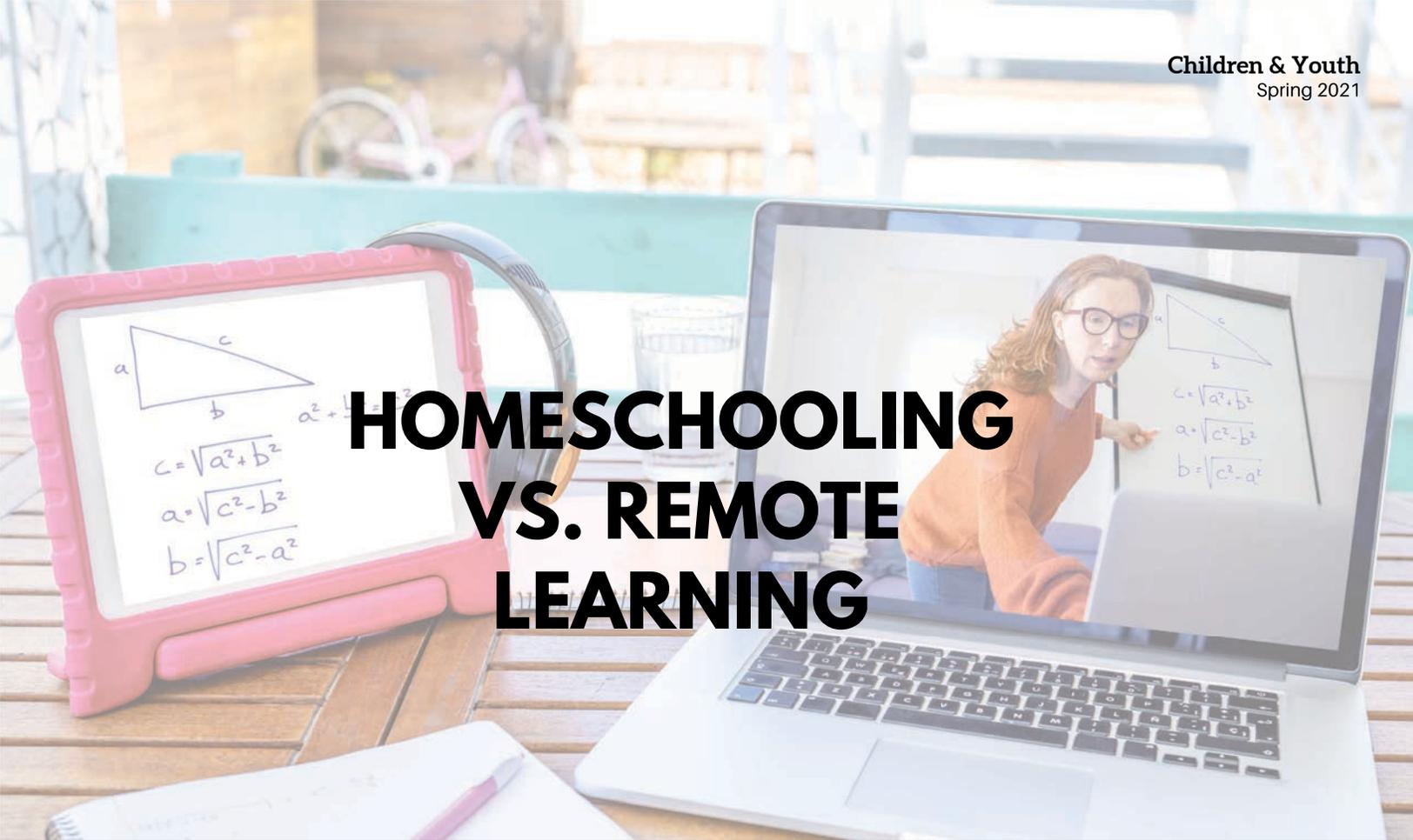
As an addendum to Gertrud Lenzer's communication, I would like to add my encouragement of further discussion concerning the merits of a section on Sociology of Children. I am personally not certain what my own stand on the question would be, because I haven't resolved all the pros and cons. What is clear, however, is that insufficient attention is given to children by sociologists, just as insufficient attention is given to children in society as a whole. Much of my own empirical research has been on children and youth. That choice of research has been dictated by the fact that a central task of any society is to produce and to shape the next generation, those who will replace its current members. As this task becomes increasingly one that takes place outside the family, it becomes increasingly evident that neither the incentives nor the skills for addressing the needs of children are sufficient. Thus it becomes important for sociologists to provide knowledge that can help repair this deficiency. This includes, of course, educational institutions, but certainly goes beyond research in education.

In short, I believe that the call for increased attention to the sociology of children is well-placed, and it may be that a new section of the ASA is the best way to do that. □

Download

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leagues to get in touch with me directly
(39 Claremont Avenue, New York, New
York 10027).

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HOMESCHOOLING VS. REMOTE LEARNING

KATE AVERETT ON THE CONTEXT OF CHILDREN'S EDUCATIONAL EXPERIENCES DURING COVID-19

In mid-March, 2020, as the idea that schools in the United States may close due to COVID-19 moved rapidly from being possible, to probable, to real, I was finishing final edits on my book about homeschooling ([The Homeschool Choice: Parents and the Privatization of Education](#)).

As schools nationwide began announcing closures, my phone lit up with texts from family and friends who were nervous about educating their kids at home. Realizing that something important was happening here, I paused my edits and spent the next few days alternating between answering those texts and drafting an IRB protocol to study parental responses to remote learning during COVID-19 school closures. A week and half later, approval in hand, I began conducting interviews. Over the next six weeks, I interviewed 88 parents of K-12 children across the United States about their experiences with remote learning, and in August, I interviewed an additional 24 parents as they decided how to educate their children for the fall semester.

I did the study because I suspected that, despite the fact that what most families were doing was technically a form of "home-schooling," the experience of learning-at-home during the pandemic would probably differ in important ways from the experiences of the families in my earlier homeschooling research. In fact, one of the parents that I interviewed for the COVID-19 study had homeschooled her two children until about two years ago, when they started attending public school. She remarked that what she was experiencing now was quite different from what life was like when she was homeschooling on purpose.

Besides the fact that it's taking place during a pandemic, what is different about remote learning during COVID-19 and more "traditional" homeschooling? Below, I discuss four major differences between the two. Contrasting remote learning during the pandemic with homeschooling, I think, helps us contextualize children's lives during the pandemic—a context that it is vital for researchers, educators, and policy-makers to understand.

Choice—or a lack thereof:

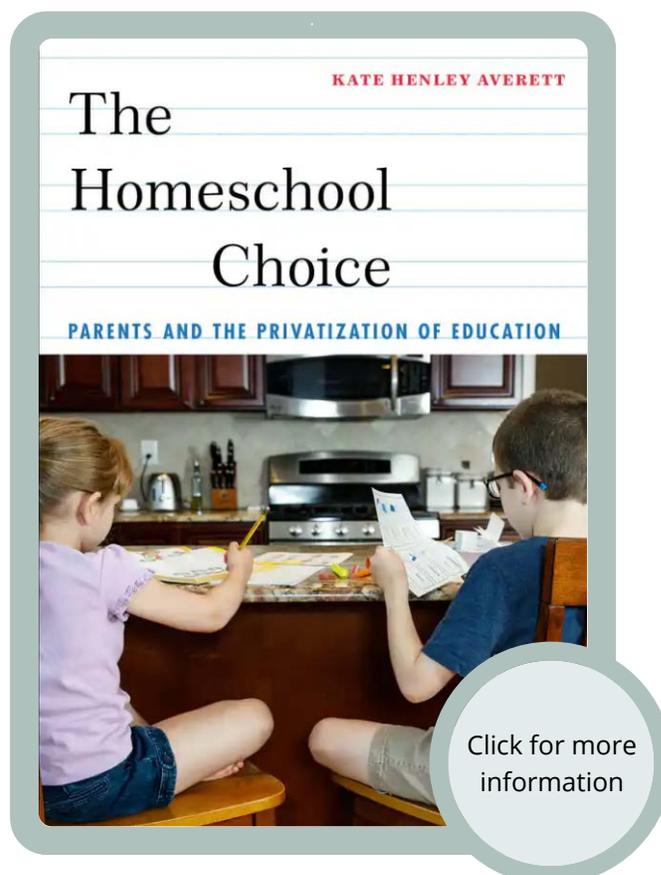
As the title of my book makes clear, homeschoolers overwhelmingly talk about the decision to homeschool as a choice. This framing is important to how they make sense of the practice, and the sacrifices that mothers, especially, have to make to make homeschooling work.

In the early weeks and months of the pandemic, however, remote schooling was primarily characterized by a pretty extreme lack of choice. Several of the parents I interviewed told me that they never wanted to be a teacher, or that they never had any desire to homeschool. More than one parent remarked that overseeing their children's day-to-day education didn't feel like it aligned with their particular skillset, and that they felt like they weren't doing a good job because it wasn't something they had any preparation for.

In August 2020, as I interviewed parents who were thinking about the fall, discussions about choice emerged again. But unlike the homeschooling parents I interviewed for my book, who largely felt empowered in making decisions about their children's education, these parents felt overwhelmed to be choosing among what they saw as several equally poor options. The fact that their choice had implications for the health of their children and other family members—a choice that for some, may be life-or-death—made the ability to choose feel like a burden.

Daily Routine

Regulation of homeschooling in the U.S. varies widely by state. In some states, parents submit curricula and regular progress reports for approval and homeschooled children take regular standardized tests, whereas in others, there's little oversight of homeschooling. But even in the more regulated states, families have flexibility in how they structure their days, weeks, and even school years. Families can focus completely on one subject for a few days in a row, and then switch. They can start the school day at 2:00pm, or finish it before lunch.



This flexibility was treasured by many parents I interviewed for my book—their kids could sleep in, focus on subjects that interested them, and take vacation whenever they wanted, not when the school calendar dictated.

The parents I interviewed during the pandemic had no such flexibility. Several parents expressed frustration about unrealistic, frequently-changing timelines and strict attendance rules for Zoom classes, especially when they had multiple children who needed to be signed in and attentively watching their teachers at different, overlapping times of day. Some parents noted that their children found this difficult, as well. These parents felt that attempting to pace remote schooling similarly to in-person schooling just didn't work—but they didn't feel like they could do anything about it.

Social Life

A common misconception about homeschoolers is that they spend all their time at home. However, most of the homeschoolers I met while doing the research for my book were very social. They spent a lot of time out of the house, interacting with other homeschooling families through co-ops, park days, and field trips. Their children were far from socially isolated.

In my interviews about pandemic schooling, on the other hand, the number one thing that parents say when I ask how their children feel about school being closed is “they miss their friends.” Parents were concerned about the social isolation of children during the pandemic, and this weighed heavily on the parents I spoke to in August, as parents weighed the risks of in-person schooling in the fall.

That said, it's important to remember that even those who have been homeschooling for years are impacted in a similar way by the pandemic, as their usual methods of educating their kids alongside other homeschooling families have also been disrupted.



Managing Work, School, and Childcare

As I discuss at length in my book, most homeschooling labor is performed by mothers who have purposefully structured their lives around homeschooling. Many of the mothers I interviewed either didn't work in the paid labor force, or worked part-time or in jobs with very flexible hours (like one single mom, who was a self-employed consultant). For the few mothers with more traditional, full-time jobs, they made homeschooling work by enlisting the help of other adults, like extended family or nannies.

In other words, the vast majority of the homeschooling parents I met were not trying to balance two full-time jobs while homeschooling their kids. But this is exactly what most of the parents I interviewed this past year were trying to do. And due to the pandemic, they were also largely cut off from other adults, such as grandparents, babysitters, and friends, who often lend a hand with childcare. One mother I interviewed, who lives in Nebraska, talked about how it's common for them to have several days in a row—even a week or more—of no school during bad winter storms. When that happens, she said, a few of the moms in the neighborhood trade off watching each other's kids, so that no individual mom needs to miss more than a few hours of work.

These kinds of creative, multi-household childcare solutions are risky during a pandemic in which we are advised to avoid unnecessary contact outside of the household unit. It's no wonder that, as [I've described elsewhere](#), most of the parents I have interviewed have found the experience of managing their children's education during the COVID-19 pandemic to be incredibly stressful.



Kate Henley Averett (she/her) is an Assistant Professor in the Department of Sociology, and an affiliate in the Department of Women's, Gender, & Sexuality Studies, at the University at Albany, SUNY. Her research focuses on gender, sexuality, parenting, and childhood, particularly in the context of education. Her book *The Homeschool Choice: Parents and the Privatization of Education* will be published by NYU Press in May 2021.

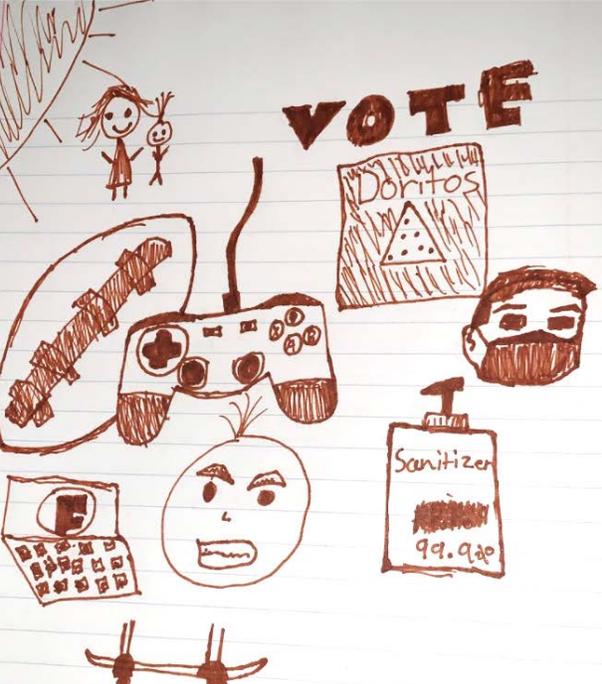
Childhoods During the Pandemic

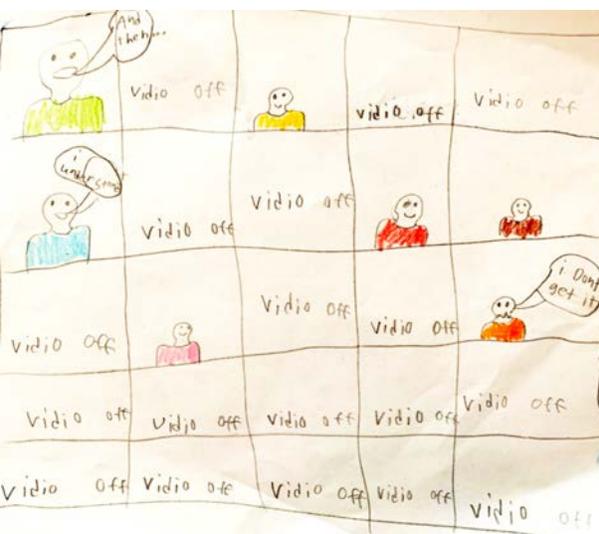
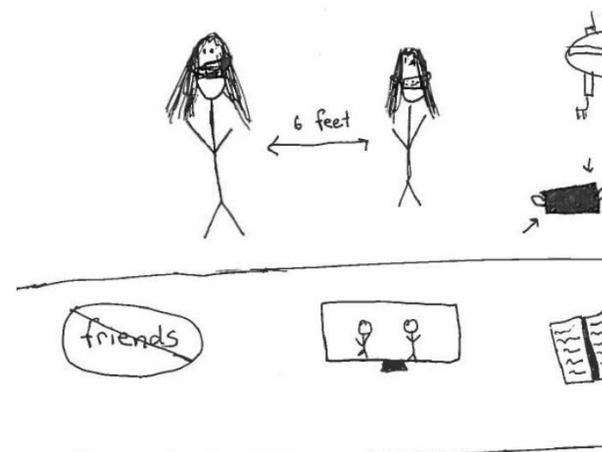
Sandi Nenga

In fall 2020, I taught an upper-level undergraduate sociology class, Childhood and Youth, that was tagged as a community-engaged learning class. Pre-pandemic, my students would have spent 20 hours volunteering at local after-school programs. The safety protocols instituted in response to the global COVID-19 pandemic meant that we could not volunteer face to face.

Instead, my sociology students and I designed and conducted a community-engaged learning project that used participatory drawing and Photovoice methods to capture kids' perspectives on the changes in their lives during the pandemic. We recruited the children of university faculty, staff, alumni, and local community members. After I obtained parental consent, I assigned each student in my college class to work with one kid aged 6-17. My college students meant with their child co-researchers via videoconferencing twice. In the first session, my college student and the child co-researcher each drew a picture of what their lives were like during the pandemic. In the second session, my college student asked the child co-researcher to take three pictures showing us what their everyday lives were like. For each image, we asked the kids what was in the image and why they chose to draw or photograph that. To protect confidentiality, we asked kids if they wanted us to use their real first names or a fake name. We also blurred out faces and changed identifying information on images and in their quotations.

My students and I then used the kids' images and what they said about them to create an online exhibit titled Childhoods During the Pandemic, [which you can see here](#).





The galleries are most easily viewed on a larger screen (like a computer) rather than a smaller screen like a tablet or phone. Clicking on each image will take you to a larger version of it and allow you to read what each kid said about their image.

As a community-engaged learning project and an ethical research project, it was important to us to make sure that children and their parents benefitted from their participation. Many kids who were kept at home for online schooling had little opportunity to meet new people, and the two online sessions allowed them to meet and chat with a college student. Parents wrote to tell me that their kids' "moods were elevated" after each session and the kids were "excited" and "engaged" as they thought about which three pictures to take for the second session.

After the conclusion of the second session, my college students hand-wrote a thank you note on university stationery, enclosed two temporary tattoos and mailed the card. Several parents told me that their kids were excited to receive mail and to wear the temporary tattoos. One co-researcher put on her temporary tattoo and showed it to her friends at school, telling them that she had received the tattoo for participating in a "very important research project."

Once the exhibit went live, I sent the link to each parent. One parent wrote to say that her kid wanted to see each image and read every quote because it helped her kid reflect on the changes in her life and to realize that she was not alone in her pandemic struggles. The project allowed us to see what kids' lives were like from their perspective and offered kids a chance to be part of something bigger than themselves.



Sandi K. Nenga (she/her) is a Professor of Sociology at Southwestern University in Georgetown, Texas. Her primary areas of scholarship are the sociology of childhood and youth, and the lived experience of social class. She has published articles in *Journal of Contemporary Ethnography*, *Childhood*, *Sociological Studies of Children and Youth*, and *Journal of Youth Studies*. With Allison Hurst, she is the co-editor of the book *Working in Class: Recognizing How Social Class Shapes Our Academic Work*.

LGBTQ Youth and the Whirlwinds of COVID-19

*Jessica Fish and
Meg Bishop*

In the early months of the COVID-19 pandemic, a flurry of opinion writers forecasted economic and health risks specific to LGBTQ populations; few centered on the pandemic's impacts on LGBTQ youth. In an attempt to elevate LGBTQ youth voices, and in consultation with our ongoing youth advisory board, my colleagues and I leveraged our access to online LGBTQ youth chat transcripts to gain quick and real-time perspectives on youth's experiences in the early months of the pandemic.

Although the pandemic's emotional weight is universally felt, LGBTQ youth may face unique stress and strain due to changes in access to affirming and supportive resources. Even before the pandemic, LGBTQ youth were at greater risk than their heterosexual, cisgender peers of poor mental health, substance use, suicide attempts, and homelessness because of the stigma, victimization, and rejection they experience. The pandemic's social and economic consequences compound these existing stressors and may create distinct problems for LGBTQ youth both during and after the pandemic.



Schools are often spaces of adversity for LGBTQ youth, but they also offer a unique set of resources. Many LGBTQ youth describe school as the only context where they can be out about their Sexual Orientation, Gender Identity, or Expression (SOGIE). At school, LGBTQ youth can interact with LGBTQ and allied peers or seek support specifically related to their LGBTQ identity through Gender and Sexuality Alliances (GSAs), teachers, and school counselors. One-third of U.S. schools have LGBTQ student clubs (e.g., GSAs), and over 95% of LGBTQ students can name at least one supportive adult at school—resources associated with better mental health for LGBTQ youth. Yet, with the challenges of COVID-19, schools have had to limit these extracurricular resources, which constrain LGBTQ youth’s access to crucial support systems when they may be most needed. A recent brief from the Society for Research in Child Development emphasized the importance of protective school policies and practices for LGBTQ youth and encouraged schools to connect LGBTQ students with additional resources.

In addition to a loss of school-based supports, necessary public health measures mean that many LGBTQ youth are relegated to homes with non-affirming, rejecting, and even hostile family members. Stay-at-home orders force many LGBTQ youth to avoid disclosing, discussing, or expressing their SOGIE, leaving youth feeling distressed and unsafe at home. In a recent study,[1] LGBTQ youth reported less support and greater parental conflict during COVID-19 than their heterosexual and cisgender peers.

Even if LGBTQ youth are able to maintain connections to affirming peers and adults outside of the home, many are fearful that parents may overhear or monitor their conversations, particularly those related to SOGIE. LGBTQ youth who experience rejecting behaviors from family are more likely to be depressed and engage in suicidal behavior. If pervasive, these experiences with family may increase risk for youth homelessness.

Resources for LGBTQ Youth

[The Trevor Project:](#)

TrevorLifeLine, TrevorChat, TrevorText

[Q Chat Space:](#)

A Community for LGBTQ+ Teens

Find your [Local LGBTQ+ Center](#)

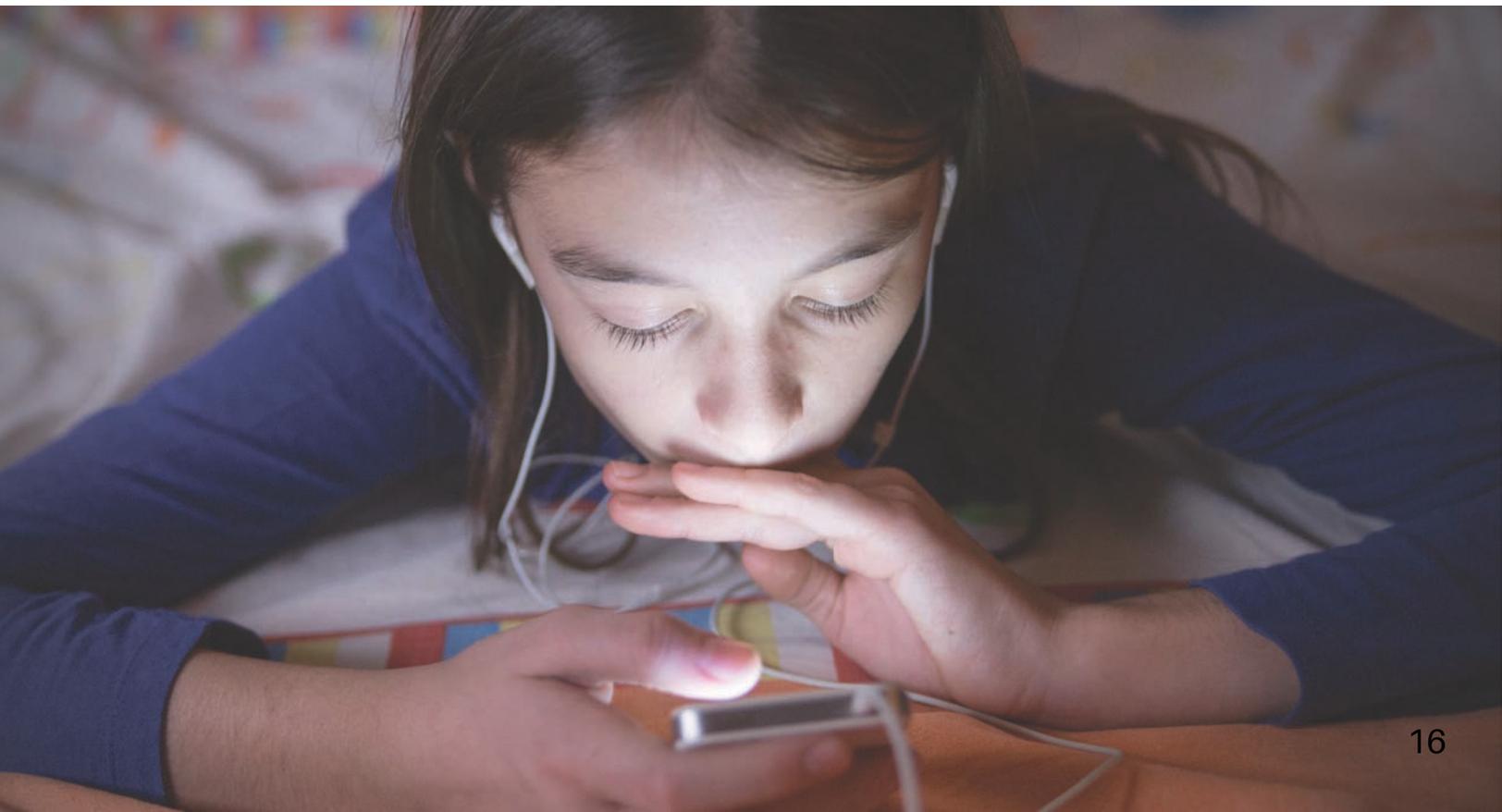
In our research on LGBTQ youth navigating COVID-19, youth reported feeling isolated. They wanted a place to be themselves (i.e., LGBTQ) and connect with communities of LGBTQ peers and affirming adults. LGBTQ youth have a rich history of utilizing the internet to access SOGIE support when in-person community resources are scant. Unsurprisingly, LGBTQ youth crisis (e.g., TrevorChat) and social support (e.g., Q Chat Space) platforms have seen a two-fold increase in the number of youth engaging in their services since the start of the pandemic. More than ever, LGBTQ youth rely on internet-based support to circumvent the stress and isolation caused by the pandemic, underscoring the need for more live, chat-based internet communities for LGBTQ young people.

[1] Wray-Lake, Laura, et al. “Adolescence During a Pandemic: Examining US Adolescents’ Time Use and Family and Peer Relationships During COVID-19.” PsyArXiv, 1 Oct. 2020. Web.

Many cities are also home to LGBTQ community centers that cater to LGBTQ young people's unique needs. Before the pandemic, these organizations offered a safe and supportive space for LGBTQ youth to meet one another, build community, and engage with social support programs. At the start of the pandemic, these centers swiftly transitioned their in-person services online; many set up Discord servers to coordinate social events (e.g., drop-in, gaming groups) and support services (e.g., teletherapy, identity-based support groups) for youth members. Although the transition was rapid, a positive unintended consequence of this switch to online services is that many of these centers are serving more LGBTQ youth than ever before—particularly youth who experienced barriers to accessing in-person services prior to the pandemic (e.g., fear of being “outed”; living too far away). In my conversations with staff at several of these centers, many reported that they would keep these online resources active even after returning to in-person services.

Of note, the pandemic coincided with a year of incredible social and political upheaval. Just like the stress of the pandemic may be compounded for LGBTQ youth, these stressors and strains may be particularly complex for LGBTQ youth of color—Black LGBTQ youth, in particular—and those who experience economic precarity. Recognizing the interdependence of these stressors underscores the need for services that acknowledge and address how intersecting experiences shape the day-to-day lives of LGBTQ youth during the pandemic and in its wake.

The COVID-19 pandemic is a stark reminder that we lack adequate resources for LGBTQ and other marginalized and minoritized youth. As with any crisis, the pandemic has accentuated our shortcomings and given us a better sense of the opportunities that lay before us to make better. Moving forward, we must be more fervent in our development and implementation of resources and strategies to support LGBTQ youth in our communities.



Additional Readings on LGBTQ Youth and COVID-19

[SRCD Statement of Evidence Addressing Inequities in Education: Considerations for LGBTQ Children and Youth in the Era of COVID-19](#)

[The Trevor Project: Implications of COVID-19 for LGBTQ Youth Mental Health and Suicide Prevention](#)

[Fish et al. \(2020\). "I'm kinda stuck at home with unsupportive parents right now": LGBTQ youths' experiences with COVID-19 and Importance of online support. *Journal of Adolescent Health*, 67\(3\): 450-452. doi: 10.1016/j.jadohealth.2020.06.002](#)

Paceley, M. S., Okrey-Andreson, S., Fish, J. N., McInroy, L. & Lin, M. (2021). Beyond a shared experience: Queer and trans youth navigating COVID-19. *Qualitative Social Work*. Advanced online publication. doi: 10.1177/1473325020973329



Jessica Fish (she/her) is Assistant Professor of Family Health and Well-being at the University of Maryland School of Public Health and the Deputy Director for Research and Evaluation at the University of Maryland Prevention Research Center. Her work focuses on the social and interpersonal factors that shape the development and health of LGBTQ people and their families, with a specific focus on LGBTQ youth and young adults. Her work is designed to inform developmentally-sensitive policies, programs, and prevention strategies that promote the health of LGBTQ people across the life course.



Meg Bishop (they/them) is a doctoral candidate in the Department of Human Development and Family Sciences and a trainee at the Population Research Center at the University of Texas at Austin. Meg's research focuses on examining the role of sexual and gender diverse youth's intersectional identity development for health and thriving. Meg is currently exploring how the timing of sexual minority identity development has changed across sociohistorical time, and how this timing relates to mental health and substance use. Meg's goal is to produce research that informs programs and policies aimed at eliminating inequities experienced by sexual and gender diverse people.

The Science and Art of Interviewing

Kathleen Gerson and Sarah Damaske

Qualitative interviewing is among the most widely used methods in the social sciences, but it is arguably the least understood. In *The Science and Art of Interviewing*, Kathleen Gerson and Sarah Damaske offer clear, theoretically informed and empirically rich strategies for conducting interview studies. They present both a rationale and guide to the science-and art-of in-depth interviewing to take readers through all the steps in the research process, from the initial stage of formulating a question to the final one of presenting the results. Gerson and Damaske show readers how to develop a research design for interviewing, decide on and find an appropriate sample, construct a questionnaire, conduct probing interviews, and analyze the data they collect. At each stage, they also provide practical tips about how to address the ever-present, but rarely discussed challenges that qualitative researchers routinely encounter, particularly emphasizing the relationship between conducting well-crafted research and building powerful social theories. With an engaging, accessible style, *The Science and Art of Interviewing* targets a wide range of audiences, from upper-level undergraduates and graduate methods courses to students embarking on their dissertations to seasoned researchers at all stages of their careers.

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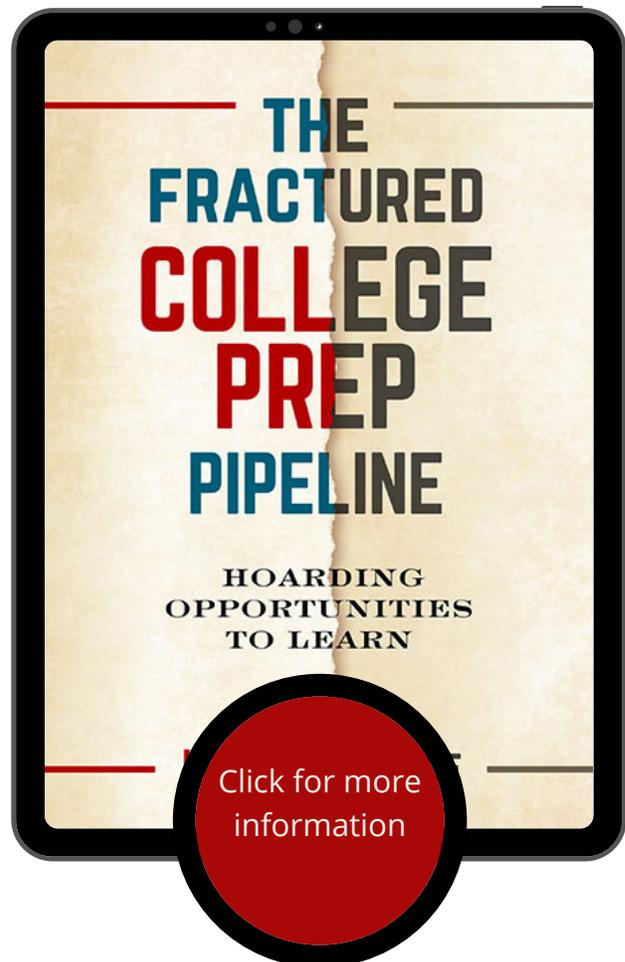
The Fractured College Prep Pipeline: Hoarding Opportunities to Learn

Heather E. Price

This book walks readers through the stages of the high school college prep pipeline that introduces interlocked structural barriers to students. The author shows how these barriers reinforce segregated structures that unfairly distribute the public good of education to some students and not others. Price argues that the college prep pipeline of Advanced Placement and International Baccalaureate coursework in American high schools constitutes a new form of tracking in the 21st century. Even further, this new tracking introduces a façade of “college readiness” that veils the unequal learning opportunities that send some students out into the college world with pockets full of counterfeit credentials that serve only to reinforce the historically oppressive system. Whether intentional or not, this new form of tracking is embedded in schools across the United States and have lifetime consequences for individual students that reinforce historically racial, ethnic, and spatial inequalities.

Book Features:

- Follows all the stages in the college prep pipeline, from access to curriculum to participation in classes to demonstration of mastery of the course content.
- Provides a more valid measure of quality by using the national tests of College Board Advanced Placement to compare the learning outcomes of students enrolled in the same classes across the nation.
- Uses Arizona, Florida, Michigan, and North Carolina as case studies that exemplify the variation in practice and policy across the United States.
- Compares public districts to charter high schools, showing how the rise in school choice policies hinders integration efforts.



Childhood, Agency, and Fantasy: Walking in Other Worlds

Edited by Ingrid Castro

Joining the emergent interdisciplinary investment in bridging the social sciences and the humanities, *Childhood, Agency, and Fantasy: Walking in Other Worlds* explores linkages between children's agency and fantasy. Fantasy as an integral aspect of childhood and as a genre allows for children's spectacular dreams and hopeful realities. Friendship, family, identity, loyalty, belongingness, citizenry, and emotionality are central concepts explored in chapters that are anchored by humanities texts of television, film, and literature, but also by social science qualitative methods of participant observation and interviews. Fantasy has the capacity to be a revolutionary change agent that in its modernity can creatively reflect, critique, or reimagine the social, political, and cultural norms of our world. Such promise is also found to be true of children's agency, wherein children's beings and becomings, rooted in childhood's freedoms and constraints, result in a range of outcomes. In the endeavor to broaden theory and research on children's agency, fantasy becomes a point of possibility with its expanding subjectivities, far-reaching terrain, and spirit of adventure.

Contributors

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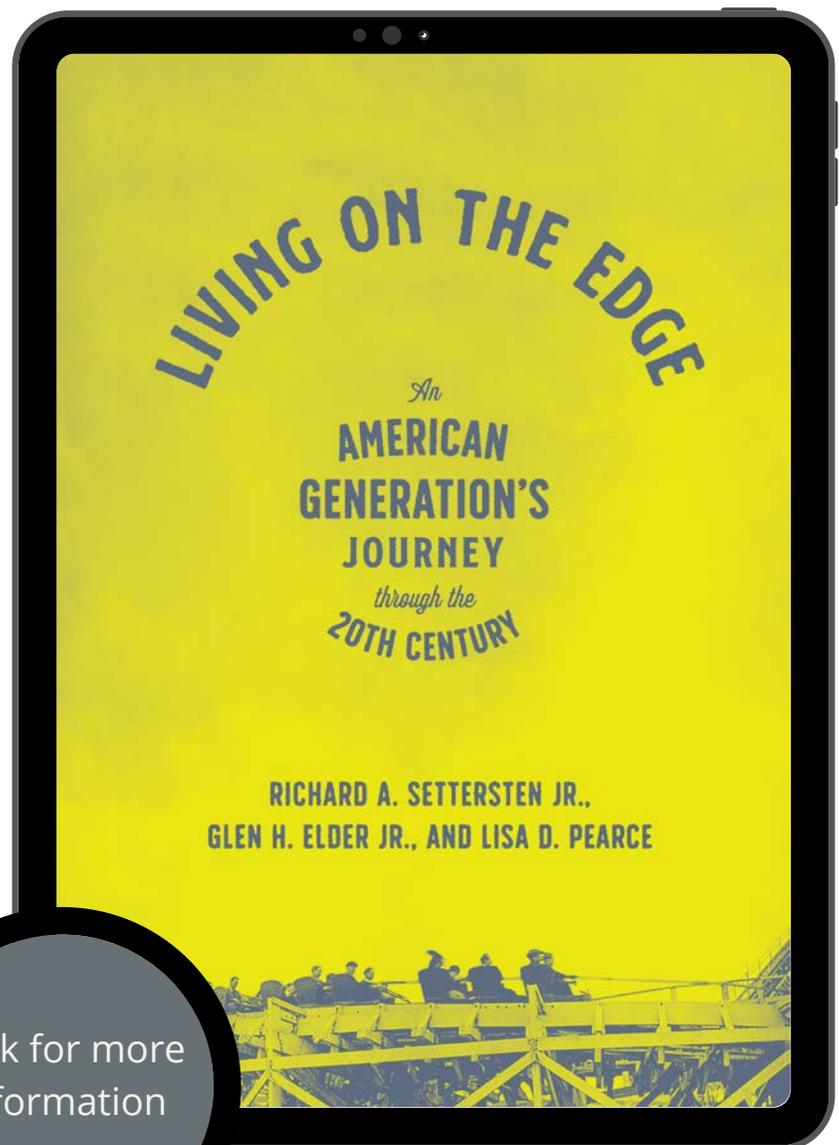


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Living on the Edge: An American Generation's Journey through the 20th Century

*Richard A. Settersten, Jr., Glen H. Elder, Jr.,
and Lisa D. Pearce*

Based on lifelong data drawn from the iconic Berkeley Guidance Study, the book tells the story of the rarely studied 1900 generation. Set against a century of revolutionary change, the book traces the 1900 generation's social origins through education, marriage and childbearing, employment, and their later years. From the reorganization of marriage and family roles and relationships to strategies for adapting to a dramatically changing economy, the challenges faced by this generation echo our own time. Their experiences with rapid social change and disruption provide remarkable insights into life as we know it today.



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Announcements from Members

Congrats, André!

André Christie-Mizell was recently named vice provost for graduate education and dean of Vanderbilt's Graduate School. For more information, [click here](#).



Congrats, Jomaira!

Jomaira Salas Pujols has accepted a position as an Assistant Professor of Sociology at Bard College.



Congrats, Leah!

Leah Schmalzbauer has received the Russell Sage Presidential Authority Grant for her work entitled "Disrupted Mobility? An Ethnographic Exploration of Covid-19's Experiential Impact on Upwardly Mobile Latinx Youth and their Families."



New Articles and Chapters from Members

Freedeen Blume Oeur

"Fever Dreams: W. E. B. Du Bois and the Racial Trauma of COVID-19 and Lynching." *Ethnic and Racial Studies*. Special Issue: "Race and Ethnicity in Pandemic Times."

Ingrid Castro

"Monstrosity, Ethic of Care, and Moral Agency in Stephen King's Firestarter." In Debbie Olson (Ed.), *Children and Childhood in the Works of Stephen King* (97-119). Lanham, MD: Lexington Books.

Gertrud Lenzer

"Images toward the Emancipation of Children in Modern Western Culture," in J. Todres and S.M. King (eds.) *The Oxford Handbook of Children's Rights Law*, Oxford University Press, April 2020.

Anna S. Mueller, Sarah Diefendorf, Seth Abrutyn, Katherine A. Beardall, Krystina Millar, Lauren O'Reilly, Hillary Steinberg and James T. Watkins.

"Youth Mask-Wearing and Social-Distancing Behavior at in-Person High School Graduations During the Covid-19 Pandemic." *Journal of Adolescent Health* 68(3):464-71.

Lilla K. Pivnick, Rachel Gordon, and Robert Crosnoe

"Crowd Sourcing: Do Peer Crowd Prototypes Match Reality?" *Social Psychology Quarterly* 83(3):272-293.

Heather E. Price and Christian Smith

"Procedures for Reliable Cultural Model Analysis Using Semi-structured Interviews" *Field Methods*.

Jomaira Salas Pujols

"It's About the Way I'm Treated': Afro-Latina Black Identity Development in the Third Space." *Youth & Society Online First*.

David Rangel and Megan Shoji

"Social Class and Parenting in Mexican American Families." *Sociological Perspectives Online First*.

William Scarborough, Caitlyn Collins, Leah Ruppanner, and Liana Christin Landivar

"Head Start and Families' Recovery from Economic Recession: Policy Recommendations for COVID-19." *Family Relations* 70(1):26-42.

Leah Schmalzbauer

"Belonging, Place and Homeland Nostalgia." In Victoria Derr and Yolanda Corona (Eds) *Latin American Transnational Children and Youth: Experiences of Nature and Place, Culture and Care Across the Americas*. New York: Routledge.

Natasha Warikoo

"Addressing Emotional Health while Protecting Status: Asian American and White Parents in Suburban America." *American Journal of Sociology* 126(3): 545-576.