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A Note from Bill Carbonaro, Chair



Greetings, section members! Spring has arrived, and I am happy to present you with the spring edition of the SOE section newsletter. The arrival of spring means that summer is not far away, and that means that the Annual Meetings are just around the corner. Indeed, many section members have been working diligently on the nominations, program, and section award committees. I will acknowledge these section members' contributions in the next newsletter.

The Spring Newsletter

This edition of the newsletter brings the usual array of updates, announcements, and accomplishments. We also present a new "Five Questions," in which Laura Hamilton interviews Amy Binder and Kate Wood about their new book, *Becoming Right*. We haven't used the "Five Questions" feature to highlight a recent book by section members, but I think that section members will find this discussion very interesting. I plan to include some additional "Five Questions" features that focus on recent books written by section members in the next newsletter. Finally, some graduate students in our section convinced me to write a short primer on "spring conferences."

Changing Editors at Sociology of Education

Our section is very fortunate to have *Sociology of Education*, a high quality, well-respected journal that publishes research in our subfield. We all recognize the vital role that editors play in maintaining a journal's reputation of excellence. Thus, I would like to formally recognize a "changing of the guard" at the *Sociology of Education*. David Bills, along with his deputy editors, Stephen Morgan and Stefanie DeLuca, are finishing their term at *SOE* this summer. I know that I speak for all section members when I express my sincere gratitude to David and his team for all of their outstanding work on the journal during the past several years. I would also like to formally congratulate and welcome the new editorial team. Rob Warren will be the new editor, and his deputy editors will be Amy Binder, Eric Grodsky, and Hyunjoon Park. Yet again, the journal is in very good hands! *Footnotes* published an excellent article that describes Rob's vision and plans for the journal, and I have reprinted an excerpt in this edition of the newsletter.

ASA Elections

One final note – the ASA elections will be upon us soon, and we have a great slate of candidates running for section offices. My plea is simple: VOTE! Apparently, participation in ASA elections is surprisingly low. We really want our elected members of the section to represent as broad a cross-section of our section as possible. The on-line system makes voting very convenient, so please take a minute or so to make your voice heard!

Best wishes to everyone as the spring semester winds down, and I look forward to seeing many of you in New York this August!

Bill Carbonaro

Spring Conferences: A Primer

By Bill Carbonaro

While we all look forward to attending ASA each August, many section members have an active conference schedule in the spring semester each year. Speaking from personal experience, I always commit to attending and presenting at least one spring conference each year. I find that it is a good way to impose deadlines upon oneself, and push along new projects a little more quickly. Interestingly, there doesn't seem to be a normative pattern of spring conference attendance within our section, in terms of either the number of conferences or type of conferences attended. Since students make up over a third of our section membership, I thought it would be useful to highlight a few of the popular spring conference options.

I will begin with a major caveat: I am going to highlight three spring conferences, but let me emphasize that there are surely other fine spring conferences that one could attend. I am limiting myself to the three conferences with which I have the most familiarity. Other section members likely have other experiences to share, and I would be happy to communicate these in the next newsletter. The second caveat is that what follows are my own personal impressions. We all have different standards regarding what a "good" conference is, and I fully acknowledge that others may have impressions that differ from my own. Again – I will be happy to include additional feedback from section members in the next newsletter.

With those caveats in place, here we go:

[Annual Conference of the Sociology of Education Association \(SEA\)](#)

The Sociology of Education Association (SEA) holds the earliest "spring" conference of the season. Technically, it is a *winter* conference, since it takes place in February each year. Happily, the conference is held at the Asilomar Conference Center on the Monterey Bay Peninsula, in California. This is a relatively small conference, with roughly 100 attendees, and about 30 SOE papers on the program. There are also two keynote presentations by prominent scholars each year. The fairly cozy setting and relatively small size of this conference make it an outstanding venue for graduate students and young faculty who want to expand their professional networks. I confess that I have never attended "SEA", but looking at past programs, there are many excellent presentations on a diverse range of topics each year. As many of my friends regularly remind me, I am missing out on a very good conference!

[Annual Meeting of the American Education Research Association \(AERA\)](#)

The largest spring conference is the Annual Meeting of the American Education Research Association (AERA). This meeting is roughly *three times as large* as the ASA Annual Meetings, because AERA (as an organization) is home to educational researchers in many different fields. The meetings are attended by scholars who work in schools of education (and affiliated departments), as well as educational researchers in departments such as economics, psychology, and political science. Thus, one great advantage of AERA is that the conference provides exposure to some very high quality educational research beyond our subfield. However – fear not: sociologists of education have our own home

within AERA, called the Sociology of Education-Special Interest Group (or, the SOE-SIG). While AERA is an enormous organization, the SIG's are somewhat similar to ASA sections, and provide more intimate settings for professional networking. The SOE SIG has more than 300 members, and it is a lively, vibrant group. The SIG has several paper sessions on the program each year, its own student paper award (the Maureen T. Hallinan Award), a reception, and a very festive "after-hours" event. I regularly attend AERA, and if you have never gone, I recommend giving it a try.

[International Sociological Association – Research Committee on Social Stratification \(RC 28\)](#)

As the title suggests, RC 28 is focused on social stratification, not education per se. However, as we all know, educational institutions play a rather important role within modern stratification systems. Not surprisingly, many prominent sociologists of education who conduct research with strong linkages to stratification processes present their on-going research at RC 28. One major strength of RC 28 is that many scholars who live and work outside of the U.S. regularly attend RC 28 conferences. Consequently, the audience and presentations at RC 28 have a very different feel than ASA, AERA, and other U.S. based conferences. There is a great deal of comparative research, as well as research on nations other than the U.S, presented at RC 28. RC 28 usually has two conferences per year, and typically, one is held in the U.S. while the other is held abroad. The spring meeting is usually held outside of the U.S. For example, this year, the spring conference will be held in Trento, Italy. Faculty members at a university campus arrange and host the conference. The hosts usually sponsor a "field trip" as part of the conference. I can attest that these excursions are both fun and educational experiences! If you are looking for a different experience, I recommend attending RC 28 sometime in the near future.

Five (or Six) Questions to ... Amy J. Binder and Kate Wood



Amy J. Binder is associate professor of sociology at the University of California, San Diego. She is the author of *Contentious Curricula: Afrocentrism and Creationism in American Public Schools* (Princeton). Her principal research interests are in the areas of cultural sociology, education, social movements, and organizations.



Kate Wood is a doctoral candidate in the department of sociology at the University of California, San Diego.

By Laura Hamilton



Laura Hamilton is assistant professor of sociology at University of California, Merced. She is an author of *Paying for the Party: How College Maintains Inequality* (Harvard University Press, with Elizabeth A. Armstrong). Her other work explores parental investments in higher education (see “More is More or More is Less?: Parental Financial Investments during College” in *American Sociological Review*). Hamilton earned her M.A. and Ph.D. in sociology from Indiana University in 2003 and 2010, respectively, and her B.A. in sociology from DePauw University in 2001.

A Central claim of *Becoming Right* is that “conservative college students are made, not born.: This is an intriguing statement, given the assumption that colleges are liberal hotbeds hostile to conservatism, not places where conservatism might be cultivated. What does your study suggest about this popular image?

Great question. First, it’s important to recognize that while conservative students have indeed constituted a statistical minority on college campuses over the past 40 years, so too have liberal students according to UCLA’s Higher Education Research Institute. It is *middle of the roaders* who make up the majority of undergrads on most college campuses. Nevertheless, the popular image of being in the political minority at “liberal bastions” leaves conservative students with the feeling that they are, at best, isolated and, at worst, marginalized. This popular image is heavily promoted by national conservative organizations, which are committed to mobilizing a cadre of future right-leaning leaders.

But more to the second point, Laura—when we say that conservative college students are made not born, we mean that different universities, due to their unique cultural and organizational characteristics, distinctively shape the kind of conservative actors that young people will become. Without ignoring the effects of students’ selection into particular institutions, and institutions’ selection of particular kinds of students, we show that the institutional features of different campuses indelibly shape students’ embrace of different styles of conservatism. These styles of conservatism are then differently valued in the larger political system.

How At the heart of the book are two very different schools- Western Flagship and Eastern Elite. Can you describe these two locations and offer examples of other similar schools?

The two universities we studied fit, in different ways, with the broad ideas that many Americans have about what “college” is like. Eastern Elite is a storied institution, with illustrious alumni, quaint all-college traditions, small classes taught by eminent faculty, and a strong sense of community. Though it is a PhD-granting university, it offers the kind of close-knit, liberal arts experience you’d find at a place like Middlebury, Smith, or Bowdoin.

Western Flagship, on the other hand, fits in with the rowdy “college experience” you’ll often see in movies and other popular media. It is a big-time sports school with large lecture classes, sections taught by TAs, limited on-campus housing, and an always hopping bar scene. Flagship is a much more impersonal place than Eastern Elite—students do not feel as if they are being cradled in a lovely, special community of highly talented others; instead, they understand that they must fend for themselves in a large bureaucracy. From the partying to the large class sizes, it’s more akin to the experience at a Big 10 or Pac 10 school like the one you and Elizabeth Armstrong write about in *Paying for the Party*.

The Western Flagship and Eastern Elite are defined by two different dominant political styles. What is a political style, and how do the schools diverge?

What we found most fascinating in our study of these two universities was that students at Western Public (including the Flagship campus) and Eastern Elite did not differ so radically in their ideological beliefs as we might have expected. Students at both schools generally advocated fiscal conservatism, strong national security, and a conservative stance on “personal responsibility” issues like abortion. Where Eastern Elite and Western Public students departed most from one another was in their political styles, or their sense of how it made sense to *act like conservatives* on their campuses. Much like research published on group styles of interaction described by Eliasoph and Lichterman, we found that there were prevailing norms on each campus for how to talk about and enact conservatism.

At Western Flagship, most students insisted that they had to “go big” to get their message out there. They staged events like Affirmative Action Bake Sales, Catch an Illegal Alien Day, and the Animal Appreciation BBQ (where bbq’d animals were gleefully feasted upon, presumably to liberal vegetarians’ chagrin). We called this the “provocative” style of conservatism, which is advocated by national conservative organizations like the Young America’s Foundation, designed to make liberals go insane, and is just really, really fun according to the conservative students who use it.

Eastern Elite conservatives, on the other hand, told us they couldn’t possibly hold such events, not only because it would offend the sensibilities of the Eastern community, but also because it just didn’t seem

appropriate for people of their caliber, now or in the future. Eastern conservatives worried that such populist actions could limit their long-term opportunities. The provocative style, according to these more “civil” students, simply was not for people like them.

There is a large literature on “college effects” with regards to the political behaviors and attitudes of college students. Where does *Becoming Right* fit in, and what are the critical gaps that it addresses?

The comparative case study method we used in *Becoming Right* is quite a different approach to studying college influence than the college effects tradition, where researchers use survey data to measure college’s net impact on individuals in the aggregate. Where college effects researchers’ key questions on political socialization are things like whether attending college makes people participate more or less in the political process, our questions dig deeply into the cultural currents and organizational forms on campus that give meaning to certain ideas and actions. One can think of the performance of political styles that we found in our two-case study as a qualitative dimension of experience that the college effects literature has not considered and, frankly, was never built to describe. While the college effects tradition is good at many things—describing rates of civic engagement, mapping change in time of ideological identification—this largely quantitative, social psychological approach cannot depict the types of interactions that students have on their distinctive campuses, nor how students make sense of those experiences and decide to use one conservative style over another. Basically, we cannot know from survey research the expressive, symbolic components of constructing a political self in interaction with others.

A fascinating chapter discusses the ways in which gender intersects with the organizational characteristics of universities to produce unique experiences for conservative women. Can you discuss the two different flavors of conservative femininity at Western Flagship and Eastern Elite?

We spent a good amount of time looking at the data trying to see whether we could tease out further distinctions among our students besides the basic effect of attending two different schools. Gender was the one area where there was a really stark difference: Men “talked” about gender for the most part by not talking about it at all. The conservative women, in contrast, spent a lot of time describing the impact that gender had on their politics and their lives. Women at both schools shared a distrust of liberal feminism and an interest in reclaiming femininity—they argued that feminists want to limit women’s options by denying the value of child-rearing, physical beauty, and traditional marriage.

At the same time though, we saw differences between the two cases in how women dealt with these issues. Eastern Elite women described frustration with their peers’ and others’ expectations that they would be career-oriented *uber alles*. They joined student groups focused on “women’s issues” (e.g. promoting abstinence, pro-life), and felt it was important that they articulate their views in order to gain respect. Western women were different—they did not feel the same pressure to have extraordinary careers, and so while they did talk a lot about gender, “women’s issues” per se did not tend to be singled out. They participated in similar groups to Western men, e.g., libertarian issues and clubs for gun rights. These women did not think a desire to have children and a career was problematic—they’d live as they chose, and no one needed to raise a fuss over it.

What insights does your research have to offer about the future of conservative American Politics?

Quite obviously we are living in a time of extreme political polarization —most of it, according to scholars and journalists, driven more by the right than the left. The provocative style of conservatism that we saw at Western is pretty much the style that prevails in today's Republican Party, where politicians such as Mitch McConnell and Ted Cruz and pundits like Bill O'Reilly and Rush Limbaugh push even the most moderate politicians to be provocateurs (Mitt Romney might be seen as a casualty of this trend). The Tea Party, though having emerged shortly after the time of our interviews, is perhaps Exhibit A of the provocative style within the broader conservative world, where now a Democratic President's State of the Union Address is followed not only by the Republican response but also by a more strident Tea Party response. Civilized discourse—probably best associated with Northeast moderates—has gone dormant.

How will Republicans resolve this state of affairs? At a time like this, deliberative debate would be helpful to the party and to the nation, but for the moment, that style does not seem to be widely appreciated in the party.

"Rob Warren to edit *Sociology of Education*"

Reprinted from *ASA Footnotes*. Volume 41, Issue 3. March/April 2013



"If *Sociology of Education* is to be widely read and have broad impact, a printed journal and old-fashioned website are no longer enough." So says John Robert "Rob" Warren, the incoming editor of *Sociology of Education* (SOE), whose term begins in January 2014. "Like it or not, Twitter and Facebook are becoming prominent communication media for younger scholars." With these words, Warren will usher this 86-year-old journal into the era of fast-paced, short-stream communication to extend its reach and enhance its relevance and visibility to a broader audience.

Rob Warren is professor of sociology at the University of Minnesota-Twin Cities, where he has taught since 2002. Prior to moving to Minnesota, he taught at the University of Washington-Seattle from 1998 through 2002. He received his PhD from the University of Wisconsin-Madison in 1998. In taking on the editorship, he succeeds the University of Iowa's David Bills, who has served as editor since 2009.

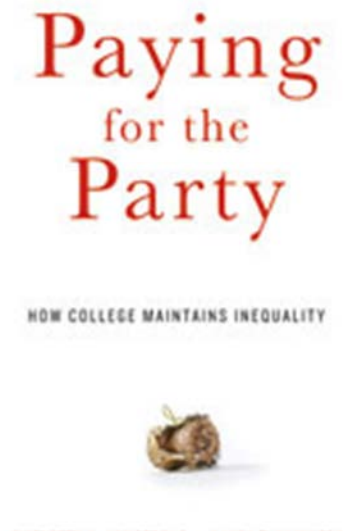
An important aspect of Warren's editorship will be the involvement of an accomplished team of deputy editors. "Editing a journal is a collaborative enterprise," Warren explains. "Not only will I rely on the deputy editors, but ultimately the success of the journal depends on the active support of a wide range of scholars who will serve as editorial board members and reviewers." The three deputy editors are Amy Binder (University of California-San Diego), who uses qualitative methods to understand the ways in which cultural and organizational forces in education settings affect students, teachers, administrators, and parents; Eric Grodsky (University of Wisconsin-Madison), who deploys quantitative methods to explore inequalities in secondary and postsecondary schooling in the United States, with special emphasis on the intersection of educational opportunities and demographic factors as they shape postsecondary enrollment and attainment; and Hyunjoon Park (University of Pennsylvania), who brings expertise in the Korean, Japanese, and U.S. education systems and conducts cross-national studies using international data on students' academic achievement and adults' literacy skills. Together, the new editor and deputy editors cover a wide range of methodological and substantive approaches and will encourage submissions from across the full breadth of interests within the sociology of education.

Warren and his editorial team bring a strong commitment to enhancing the intellectual diversity represented in *Sociology of Education*. Fulfilling this commitment will require active outreach to ensure that the best papers in a wide range of methodological and substantive traditions are submitted and fairly reviewed. The new editors also intend to prioritize work that is useful to external constituencies, such as educators and policy makers. They note that sociology of education is a vibrant and expansive field, and by publishing high-quality work that is relevant beyond the discipline, they aim to enhance the impact of the journal and of the field more generally.

News from Section Members: Books & Publications

Paying for the Party: How College Maintains Inequality

By Elizabeth A. Armstrong and Laura T. Hamilton (Harvard University Press)



In an era of skyrocketing tuition and mounting concern over whether college is “worth it,” *Paying for the Party* is an indispensable contribution to the dialogue assessing the state of American higher education. A powerful exposé of unmet obligations and misplaced priorities, it explains in vivid detail why so many leave college with so little to show for it.

The book follows a cohort of 53 women who started college at the same mid-tier state university, living on the same dormitory floor, through college and into the workforce. Similar for except class background, women exited college with vastly different life prospects. Time spent at the university did little to diminish pre-existing differences. Few women from less privileged backgrounds realized their dreams of mobility, while the majority from privileged backgrounds was poised to reproduce their parents’ affluence.

Women’s outcomes were, in part, organizationally produced. Midwest University supported a robust “party pathway” — a social and academic infrastructure with a powerful Greek party scene at its heart, and an array of easy majors on offer. This pathway accommodated the interests of socially-oriented and out-of-state students—the segment of the affluent for which MU was best poised to compete.

As the most accessible, visible, and well-resourced route through the institution, the party pathway shaped the experiences of all students—even those who sought to avoid it. In contrast, the mobility pathway was in such disrepair that less privileged women who transferred to regional campuses ended up with better long-term labor market prospects than similar women who remained at MU. The professional pathway, which moved academic achievers into professional jobs, was narrow and hard to enter. It required early and active intervention of involved, highly educated parents, putting it out of reach for less affluent women.

Armstrong and Hamilton argue that the situation at Midwest University is not unique. With massive cuts to state and federal funding in recent years, large state universities have been forced to raise tuition and recruit students who can pay—particularly those from out-of-state. The authors suggest ways to dismantle the party pathway and bolster the mobility pathway. They highlight the vulnerability of four-year, public residential universities if they fail to better serve the majority of their students.

For more information on the book, visit <http://www.hup.harvard.edu/catalog.php?isbn=9780674049574>

Elizabeth A. Armstrong is associate professor of sociology and organizational studies at University of Michigan

Laura Hamilton is an Assistant Professor of Sociology at University of California, Merced.

Becoming Right: How Campuses Shape Young Conservatives

By Amy J. Binder and Kate Wood



Conservative pundits allege that the pervasive liberalism of America's colleges and universities has detrimental effects on undergraduates, most particularly right-leaning ones. Yet not enough attention has actually been paid to young conservatives to test these claims--until now.

In *Becoming Right*, Amy Binder and Kate Wood carefully explore who conservative students are, and how their beliefs and political activism relate to their university experiences. Which parts of conservatism do these students identify with? How do their political identities evolve on campus? And what do their educational experiences portend for their own futures--and for the future of American conservatism?

Becoming Right demonstrates the power that campus culture has in developing students' conservative political styles and shows that young conservatives are made, not born. Focusing on two universities--"Eastern Elite" and "Western Public"--Binder and Wood discover that what is acceptable, or even celebrated, political speech and action on one campus might be unthinkable on another. Right-leaning students quickly learn the styles of conservatism that are appropriate for their schools. Though they might be expected to simply plug into the national conservative narrative--via media from Fox News to Facebook--college conservatives actually enact their politics in starkly different ways.

Rich in interviews and insight, *Becoming Right* illustrates that the diverse conservative movement evolving among today's college students holds important implications for the direction of American politics.

For more on the book, see: <http://press.princeton.edu/titles/9841.html>

Amy J. Binder is associate professor of sociology at the University of California, San Diego. She is the author of *Contentious Curricula: Afrocentrism and Creationism in American Public Schools* (Princeton).

Kate Wood is a doctoral candidate in the department of sociology at the University of California, San Diego.

Coming of Political Age: American Schools and the Civic Development of Immigrant Youth

By Rebecca M. Callahan and Chandra Muller (Russell Sage Foundation)



As one of the fastest-growing segments of the American population, the children of immigrants are poised to reshape the country's political future. The massive rallies for immigration rights in 2006 and the recent push for the DREAM Act, both heavily supported by immigrant youth, signal the growing political potential of this crucial group. While many studies have explored the political participation of immigrant adults, we know comparatively little about what influences civic participation among the children of immigrants. *Coming of Political Age* persuasively argues that schools play a central role in integrating immigrant youth into the political system. The volume shows that the choices we make now in our educational system will have major consequences for the country's civic health as the children of immigrants grow and mature as citizens.

Coming of Political Age draws from an impressive range of data, including two large surveys of adolescents in high schools and interviews with teachers and students, to provide an insightful

analysis of trends in youth participation in politics. Although the children of both immigrant and native-born parents register and vote at similar rates, the factors associated with this likelihood are very different. While parental educational levels largely explain voting behavior among children of native-born parents, this volume demonstrates that immigrant children's own education, in particular their exposure to social studies, strongly predicts their future political participation. Learning more about civic society and putting effort into these classes may encourage an interest in politics, suggesting that the high school civics curriculum remains highly relevant in an increasingly disconnected society. Interestingly, although their schooling predicts whether children of immigrants will vote, how they identify politically depends more on family and community influences. As budget cuts force school administrators to realign academic priorities, this volume argues that any cutback to social science programs may effectively curtail the political and civic engagement of the next generation of voters.

While much of the literature on immigrant assimilation focuses on family and community, *Coming of Political Age* argues that schools—and social science courses in particular—may be central to preparing the leaders of tomorrow. The insights and conclusions presented in this volume are essential to understand how we can encourage more participation in civic action and improve the functioning of our political system.

Rebecca M. Callahan is assistant professor of curriculum and instruction and the University of Texas at Austin.

Chandra Muller is professor of sociology at the University of Texas at Austin.

Canaries Reflect on the Mine: Dropouts' Stories of Schooling.

By Jeanne Cameron (Charlotte, NC: Information Age Publishing)



In *Canaries Reflect on the Mine: Dropouts' Stories of Schooling*, Jeanne Cameron invites the reader to see schooling and early school leaving through the eyes of high school dropouts themselves. The transcendent desires revealed by this research – to be *known* and *valued*, to learn with *purpose* and *autonomy* – are spoken with poignant clarity by the young people who story these pages.

This study offers a compelling and timely critique of the dominant, neoliberal discourse on schooling and early school leaving. It challenges conventional wisdom about dropouts, and shows how the experiences and needs of those who leave school early and those who persist to graduation are more similar than different. Collectively, these young people's stories evoke a canary-in-the-mine metaphor, one where the canaries exit and the miners remain. They implore us to see the dropout crisis as a symptom of the alienating and dehumanizing school practices advanced by No Child Left Behind and Race to the Top. More importantly, they offer a vision for schooling that lovingly embraces and extends *all* students' experiences, enriches their biographies, and celebrates and supports each of their talents and purposes with equal passion.

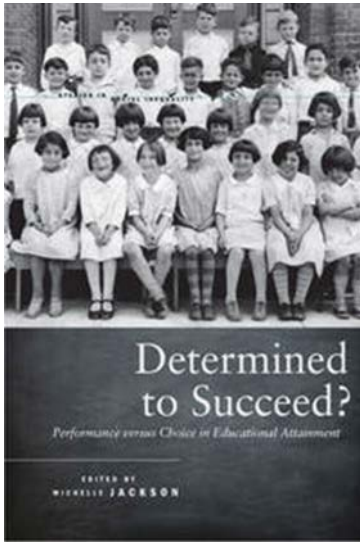
Pre-service and in-service teachers, educational researchers and policy makers, administrators, and advocates for equitable and democratic schooling have much to learn from this book. Qualitative researchers will find a powerful model for working collaboratively with youth to represent their experiences and to craft solutions to the challenges they face. Students of sociology will discover a compelling illustration of C. Wright Mills' *sociological imagination* and his charge to "take it big" by drawing connections between individual biographies and the social and historical structures that frame lived experience. For professional social scientists, it embodies Mills' challenge to embrace the moral sensibilities required to understand and improve the human condition.

For more on the book, see: www.infoagepub.com/products/Canaries-Reflect-on-the-Mine

Jeanne Cameron is a professor of sociology at Tompkins Cortland Community College, and a recipient of SUNY Chancellor's Awards for Excellence in Teaching and Excellence in Scholarship and Creative Activities.

Determined to Succeed? Performance versus Choice in Educational Attainment

Edited By Michelle Jackson



In many countries, concern about socio-economic inequalities in educational attainment has focused on inequalities in test scores and grades. The presumption has been that the best way to reduce inequalities in educational outcomes is to reduce inequalities in performance. But is this presumption correct?

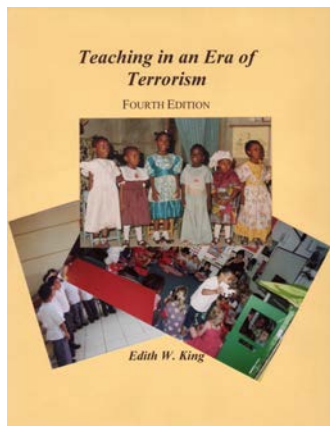
Determined to Succeed? is the first book to offer a comprehensive cross-national examination of the roles of performance and choice in generating inequalities in educational attainment. It combines in-depth studies by country specialists with chapters discussing more general empirical, methodological, and theoretical aspects of educational inequality. The aim is to investigate to what extent inequalities in educational attainment can be attributed to differences in academic performance between socio-economic groups, and to what extent they can be attributed to differences in the choices made by students from these groups. The contributors focus predominantly on inequalities related to parental class and parental education.

For more on the book, see: <http://www.sup.org/book.cgi?id=18623>

Michelle Jackson is a Visiting Scholar at the Institute for Research in the Social Sciences at Stanford University and an Associate Member of Nuffield College, Oxford

Teaching in an Era of Terrorism: 4th Edition- Available on Amazon Kindle: \$7.95

by Edith W. King



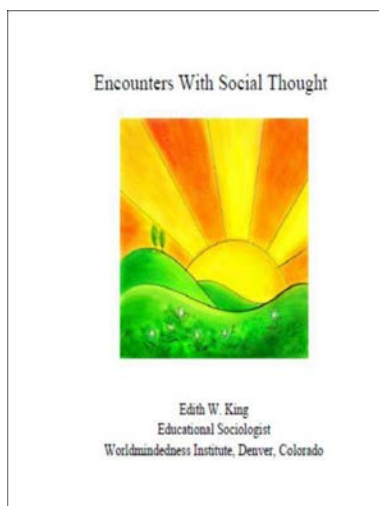
Against the backdrop of omnipresent terror and the threats of world-shattering warfare as well as epic natural disasters, it is vital that schools and teachers work with students towards tolerance, social justice, and conflict resolution. This fourth edition is thoroughly updated with references to current events, including most recent natural disasters and terrorist acts. The book continues to offer a worldview for educating children growing up in a climate of worldwide terrorism and uncertainty. Based in educational sociology, this book will be of great interest to experienced teachers, teachers in pre-service training, administrators, counselors and social workers. This book will enable them to be more effective in working with children and their families.

Special Features of this book - use of sociological concepts and theories as applied to education and schools, teaching and the impact of terrorism and warfare, social class inequalities that are increased due to terrorism, children in immigrant families and in homeless conditions, bullying and homophobia as forms of terrorism high stakes testing as forms of terrorism, mass shootings affecting elementary schools --Sandy Hook, peace education as a strategy to combat these problems, suggestions for the Worldminded classroom

Edith W. King, is an educational sociologist and American Sociological Association emeritas professor. King has written extensively on diversity and gender education, international and cross-cultural education, and qualitative research in global perspectives. Among her many books is the recent *Encounters with Social Thought* (Amazon:Kindle 2012) and *Social Thought on Education* (Amazon:Kindle 2011). Edith King serves on the advisory board of numerous professional journals and educational publications and is the chairperson of the Worldmindedness Institute.

Encounters with Social Thought- Available on Amazon Kindle: \$4.95 2012

by Edith W. King, (Worldmindedness Institute)



Do you wonder how to make sense of what goes on around you? Do you realize we live in an invisible social world- a world of common occurrences along with international calamities, terrorism, and natural disaster? People often seek explanations for these events and happenings for many reasons, among them to deal with a crisis or to plan for the future. You can apply major social theories of sociology to experiences and events happening every day. That's what *Encounters with Social Thought* is all about! This book is for anyone seeking explanations for experiences fo daily life, the "small things" like eating at a restaurant or going to a football game. More importantly, it's a way of coming to underatsnd national and global happenings such as terrosism, earthquakes, and tsunamis. This book is useful for a wide range of readers including professionals and students in higher education.



News from Section Members: Announcements

- **Elizabeth Covay (Michigan State University)** was awarded a Measuring Effective Teaching (MET) Early Career Grant through the National Academy of Education at the University of Michigan for her research on the differential effects of instruction of instruction on achievement. The ten winners of the MET Early Career Research Grants competition will receive \$25,000 each and access to the Measures of Effective Teaching Longitudinal database for one year.
- **Stefanie DeLuca (Johns Hopkins University)** was appointed as a fellow at The Century Foundation, a progressive think tank in New York that focuses on national social and economic inequality concerns, because of her research on educational inequality, neighborhoods and housing. The Century Foundation has agreed to support the dissemination of DeLuca's research to policymakers, practitioners, and the public more broadly. The Reinvestment Fund (TRF) of Philadelphia, a national leader in the financing of neighborhood revitalization, has also appointed DeLuca to its Policy Advisory Board, to offer feedback and direction regarding methods and research products.
- **Beverly Lindsay (Penn State University)** has been selected as one of 25 American and Canadian Ambassadors of PromoDoc. Dr. Lindsay has been appointed to serve as an Ambassador of PromoDoc, an European Union sponsored initiative that seeks to promote doctoral studies in European Union member states. Ambassadors of PromoDoc were selected (from) and represent a range of universities

including Harvard University, Cornell University, Stanford University, Rice University, University of Illinois-Urbana/Champaign, Georgia Tech, McGill University, University of British Columbia, Michigan State, and The Citadel. Over the next years, the twenty-five PromoDoc Ambassadors will advise students in the United States and Canada on the options for doctoral education in the European Union. Students will learn of opportunities for doctoral study and subsequently share their expertise nationally in the United States and Canada and in their respective states and provinces. Dr. Lindsay is recognized internationally for her expertise in British higher education and comparative and international higher education and public policies through her presentations at Oxford University, her editorial board membership on English scholarly journals, and her advising doctoral students in the British Commonwealth. PromoDoc is a project funded by the European Commission within the framework of the Erasmus Mundus Action 3 (EM A3) program, focusing on the promotion of European higher education at the doctoral level. The project aims to highlight the attractiveness of doctoral-level study in Europe; improve awareness of opportunities for doctoral study; facilitate access to European doctoral programs among students in third countries, especially in the Canada, Hong Kong, Japan, Singapore, South Korea, Taiwan and the United States.

- **Aaron M. Pallas** was appointed the Arthur I. Gates Professor of Sociology



and Education at Teachers College, Columbia University. He wants everyone to know that this chair is named after a distinguished reading researcher and former AERA president who served on TC's faculty for nearly 40 years, and not some other Gates that you may have heard about.

- **Joe Workman** (The University of Notre Dame) won the first annual Maureen T. Hallinan Student Paper Award, given by

the AERA Sociology of Education SIG. Joe received the award for his paper "Sibling Additions and Cognitive Development during Early Childhood: Reopening the Debate." The award was presented at the SOE-SIG reception at the Annual Meetings of AERA in San Francisco, CA.

**Please submit contributions for the next newsletter to:
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