A Note from the Chair, Amy Binder

After having communicated electronically with so many of you this past year, I am looking forward to seeing you in person in August at the ASA annual meetings. Email is great for lots of things, but you can’t beat the conference for really getting (and giving) the straight dope.

With the meetings in mind, newsletter editor Dan Davis and I thought we would devote the lion’s share of this issue to an insider’s guide to the Summer 2015 annual meetings. We have come up with a full schedule of section-related events, ranging from sessions to meetings to receptions and our annual dinner. That said, a caveat: Please be sure to check the online and print program on your own to fill in your calendar. As much as we have done our best to pore through the program and list items of interest, we can’t promise that this is an exhaustive list. The website is continually being updated, and most rooms are still TBD. Consider yourself “guided,” not guaranteed on all info. Our guide begins on page 8 of the newsletter.

Aside from providing a map to the ASA meetings, in this issue we have included our usual column of member news and a few other items of interest. One is a report from Rob Warren on the state of the journal Sociology of Education. Another article of note is an announcement of the newly endowed Doris Entwisle Early Career Award. You’ll also want to check out this year’s award winners, which we have listed on page 4. Congratulations to fellow section members!

Before signing off, I’d like to thank Dan Davis for his help this year with the newsletter and the scores of folks who have done tremendous work to get the section’s business done. These include committee members who judged papers to session organizers and council members who made decisions quickly and thoroughly. Although I have been involved with the section for many years in various roles, I didn’t have a clue to how much work goes into keeping the section going and how deeply committed our section members are to the field of education and, even more importantly, to one another. I now have greater perspective on our colleagues’ dedication, having served as chair. Thank you to all who put in serious elbow grease this year, and let me encourage those who are not involved now to think about serving the section in future years. The section thrives with your participation!
Few other sub-areas of sociology can match the breadth of sociology of education’s substantive areas, the diversity of its theoretical perspectives, or the variety of its high-quality methodological approaches.

As I wrote in my application to edit Sociology of Education (SOE), my team’s goal during our term at the helm is “to continue and expand SOE’s tradition of attracting and publishing high-quality scholarship that employs a diverse set of theories and methods to understand the many ways in which the processes and institutions of education shape and are shaped by broader social, economic, political, cultural, and other contexts.”

The last few years have been good ones for SOE. The journal has featured high-quality articles that are diverse with respect to theoretical orientation, methodological approach, geographic scope, and substantive topic. There have been articles about Brazil, Canada, China, France, Mexico, and the United States; there have been others that were broadly comparative. There have been sophisticated causal models and experimental designs, and there have been exceptional ethnographies and historical analyses.

In recent years, SOE has received a record number of submissions. For example, as shown in the table below, SOE received 211 new submissions and 245 submissions, total, in 2014. As far as I can tell, both are records for the journal. SOE has traditionally published 16 articles per year, but we are working hard to increase that number to 20 per year—mainly by pressing authors to write more concisely and by asking them to place supplementary materials of secondary importance in online appendices. However, even with 20 articles per year, SOE’s acceptance rate (however you calculate it) is low at about 10%—among the lowest of ASA journals.

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<th>New Manuscripts</th>
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Over the past 18 months the time from manuscript submission to the delivery of a decision email has averaged about 5 weeks. Among manuscripts undergoing external peer review—that is, excluding desk rejects—the average has been about 6 weeks. How have we managed to reduce the journal’s response time in recent years, despite the rising number of submissions? One answer: SOE’s reviewers are amazing. The average reviewer took about 20 days to submit a recommendation in 2014; most reviewers are as constructive and thoughtful as they are timely. Another answer: A shift in cultural expectations. As our submission-to-decision times have come down, reviewers know that they risk holding up the process if they delay. Also, authors who themselves receive quick and useful feedback tend to subsequently review thoughtfully and quickly when they are called on to do so.

This summer, ASA will start the process of selecting a new editorial team for SOE. That team will begin...
The Late Doris Entwisle’s Family Endows Section’s Early Career Award

Doris Entwisle, Professor of Sociology at Johns Hopkins University and notable leader in the sociology of education for nearly half a century, passed away at age 89 in 2013. The following year, the Sociology of Education Section named its new Early Career Award after her.

This year, her family generously responded with a gift of $15,000 to endow the award for the next 20 years. The award, which will come with a monetary gift of $1,500 from the endowment, will be presented every other year to a sociology of education member who is early in his or her career, and who has made outstanding scholarly contributions to the sociology of education field.

The section will present the first Doris Entwisle Early Career Award at the 2015 annual meetings of the ASA during the section’s Business Meeting, on Monday, August 24 at 3:30 pm. Barbara Entwisle, Doris’ daughter, and Barbara’s own daughters will be in attendance, not only at the award ceremony, but also at the SoE dinner (also on Monday).

On behalf of the SoE council and the entire section, I wish to extend our deepest gratitude to the Entwisle family for their support of this award and the legacy that it extends.

I would also like to encourage section members to supplement the endowment as a way of supporting future generations of scholars in the sociology of education field, and to honor Doris Entwisle’s memory. Gifts of any amount can be made by check and sent to:

American Sociological Association  
c/o Sections  
1430 K street NW, Suite 600  
Washington DC, 20005

Please include a note describing that you wish your gift to be used for the Sociology of Education Doris Entwisle Early Career Award.

A link to Dr. Entwisle’s obituary in the Baltimore Sun on Nov. 15, 2013 can be found at:  
Congratulations award winners!

The Sociology of Education Doris Entwisle Early Career Award
Committee: Claudia Buchmann (chair), Kim Goyette, David Karen, Jennifer Lee, and David Baker
Winner:
Laura Hamilton, University of California-Merced

The Sociology of Education David Lee Stevenson Award for Outstanding Graduate Student Paper
Committee: John Diamond (chair), Jenny Stuber, Dara Shifrer, Brian An, and Hyunjoon Park
Winner:
Queenie Zhu, Harvard University
Title: "On Common Ground: How Spatial Layout Facilitates Schools’ Power to Segregate Students."

The Sociology of Education James Coleman Award for Outstanding Article
Committee: Grace Kao (chair), Natasha Warikoo, Steven Alvarado, Tim Hallett, and Julia Burdick Will
Winners:
Marissa King (Yale School of Management), Jennifer Jennings (New York University), and Jason Fletcher (University of Wisconsin-Madison)
Title: “Medical Adaptation to Academic Pressure: Schooling, Stimulant Use, and Socioeconomic Status,” In the American Sociological Review

The Sociology of Education Pierre Bourdieu Award for Outstanding Book
Committee: Pam Walters (chair), Mitchell Stevens, Maggie Frye, Maia Cucchiara, Jennifer Jennings
Winners:
Elizabeth Armstrong (University of Michigan) and Laura Hamilton (University of California-Merced)
Title: Paying for the Party: How College Maintains Inequality (Harvard University Press 2013)
Paying for the Party will also be honored with the ASA’s 2015 Distinguished Book Award
Undocumented Latino Youth: Navigating Their Worlds
Marisol Clark-Ibáñez, CSU San Marcos (Lynne Rienner Publishers)

Though often overlooked in heated debates, nearly 1.8 million undocumented immigrants are under the age of 18. How do immigration policies shape the lives of these young people? How do local and state laws that are seemingly unrelated to undocumented communities negatively affect them? Marisol Clark-Ibáñez and her collaborators deliver an intimate look at growing up as an undocumented Latino immigrant, analyzing the social and legal dynamics that shape everyday life in and out of school.

The Politics of Performance Funding for Higher Education
Kevin Dougherty, Columbia University, and Rebecca Natow, Community College Research Center (Johns Hopkins University Press)

Thirty states now have performance funding in which state appropriations to public higher education institutions are tied to their performance on student outcomes such as rates of retention, graduation, and job placement. Yet, despite their popularity, two-thirds of performance programs have been discontinued at some time, although usually later re-adopted. And even when performance funding programs persist over time, they can undergo considerable changes in both funding and the indicators used to drive that funding. This book analyzes the various forces, actors, and motives behind the adoption, discontinuation, and transformation of performance funding programs in eight states. The book also compares U.S. programs to international models and gauges the likely future of performance funding.

The Long Defeat: Cultural Trauma, Memory, and Identity in Japan,
Akiko Hashimoto, University of Pittsburgh (Oxford University Press)

Explores the stakes of war memory in Japan after its catastrophic defeat in World War II, showing how and why defeat has become an indelible part of national collective life, especially in recent decades. Divisive war memories lie at the root of the contentious politics surrounding Japan's pacifist constitution and remilitarization, and fuel the escalating frictions in East Asia known collectively as Japan's "history problem." Drawing on ethnography, interviews, and a wealth of popular memory data, this book identifies three preoccupations - national belonging, healing, and justice - in Japan's discourses of defeat.

Encounters with Social Thought, 3rd Ed.
Edith King, Worldmindedness Institute (Self-Published)

Do you wonder how to make sense of what goes on around you? Do you realize that we live in an invisible social world - a world of common occurrences along with international calamities, terrorism, and natural disasters? 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. Any inquisitive person using social theory can gain insights into the world we inhabit. You can apply major social theories of sociology to experience and events happening every day.
The End of Consensus: Diversity, Neighborhoods, and the Politics of Public School Assignments
Toby L. Parcel and Andrew J. Taylor, both at North Carolina State (University of North Carolina Press)

Wake County, North Carolina, added more than a quarter million new residents during the first decade of this century. At the same time, partisanship increasingly dominated local politics, including school board races. Against this backdrop, the authors consider the ways diversity and neighborhood schools have influenced school assignment policies in Wake County, particularly during 2000-2012, when these policies became controversial locally and a topic of national attention. They reveal inextricable links between population growth, political ideology, and controversial K–12 education policies.

Transnational Trajectories in East Asia: Nation, Citizenship, and Region
Yasemin Soysal, University of Essex (Routledge)

Conventionally, studies on East Asia focus on the much-exercised dichotomy of the national and transnational. In contrast, this book suggests a different orientation. First, it moves beyond the simplistic view that demarcates the transnational as “the West.” Second, it does not view the national and transnational as distinct or contradictory spheres of influence and analysis, but rather, focuses on the interactions between the two, with a view on how these interactions work to transform the ideals and practices of the “good nation,” “good society,” and “good citizen.” The book covers a broad empirical terrain—education, science, immigration, multicultural policy, human rights, gender and youth orientations, art and food flows, and politics of values and regional identity.

New Reports out by the Division of Behavioral and Social Sciences and Education of The National Academies

Guide to Implementing the Next Generation Science Standards
This report from the Board on Science Education offers guidance to district and school leaders and teachers on necessary steps for putting the Next Generation Science Standards into practice.

Reaching Students: What Research Says About Effective Instruction in Undergraduate Science and Engineering
This publication, written by Nancy Kober for science and engineering instructors in higher education, is based on the 2012 committee report Discipline-Based Education Research. It provides concrete examples and case studies that illustrate how experienced instructors and leaders have applied evidence-based approaches to address student needs.

Investing in the Health and Well-Being of Young Adults
This report from the Board on Children, Youth, and Families describes who young adults are and what they need. The report recommends actions that nonprofit programs and federal, state, and local agencies can take to help young adults make a successful transition from adolescence to adulthood. The report also discusses the health status of young adults and recommends the development of evidence-based practices to support medical and behavioral health in this population.
Article publications:

Dr. David Baker, Pennsylvania State University, published “The Cognitive Impact of the Education Revolution: A Possible Cause of the Flynn Effect on Population IQ” in the journal *Intelligence*.

Dr. Christine J. Oh and Dr. Nadia Y. Kim published “‘Success Is Relative’: Comparative Social Class and Ethnic Effects in an Academic Paradox” in *Sociological Perspectives*. Dr. Oh is the Chief of Quality Improvement Unit for Los Angeles County Public Health. Dr. Kim is associate professor at Loyola Marymount University.

New Positions:

Dr. Joanne W. Golann, recent graduate of Princeton, accepted a position as an Assistant Professor of Public Policy and Education at Vanderbilt University.

Academic Awards:

Dr. David Baker, Pennsylvania State University, wins AERA Outstanding Book of the Year 2015 for *The Schooled Society*.


Anthony A. Jack, was also awarded the National Academy of Education (NAE)/Spencer doctoral dissertation fellowship.

Dr. Hugh “Bud” Mehan, professor emeritus at UC San Diego, was awarded the Revelle Medal for lifetime achievement, the highest award offered by the chancellor of UCSD.

Kelly Nielsen, doctoral candidate at UC San Diego, was named a graduate teacher of the year across all departments at UC San Diego.
ASA Meeting Guide: Sociology of Education Related Events

Guide to the Guide:

8 Section Reception, Dinner, and Meetings
9 Regular Sessions: Education
10 Regular Sessions: Higher Education
11 Regular Sessions: Education and Gender
12 Section Sessions: Sociology of Education
14 Section Roundtables: Sociology of Education
19 Education Sessions by Other Sections
19 Education Roundtables by Other Sections

Section Reception, Dinner, and Meetings

Sociology of Education Journal Editorial Board Meeting
(for members of the editorial board only)
Saturday, August 22, 8:30-10:10am

SoE Section Council meeting (open to Council members only)
Sunday, August 23, 12:30-2pm
Off-site lunch

SoE Section Roundtables and Business Meeting (open to all)
Monday, August 24, 2:30-4:10pm

** The business meeting will begin at 3:30. Awards will be presented and other section business will be discussed.

SoE Section Reception (open to all)
Monday, August 24, 6:30pm

** Thank you to NORC at the University of Chicago for its generous $1,000 donation to enhance the reception experience for section members this year.

NORC at the University of Chicago

SoE Section Dinner (reservations required; please contact k1nielsen@ucsd.edu to see if spaces are still available)
Monday, August 24, 8:15pm (immediately following reception)

** Petterino’s Restaurant
150 N Dearborn St, Chicago, IL 60601
(312) 422-0150
Regular Sessions: Education

Organized by Thurston A. Domina, University of North Carolina-Chapel Hill

Sat. August 22, 10:30am-12:10pm
60. School Choice and Educational Inequality Session

- How Do School Composition and School Segregation Shape Student Achievement? Disentangling Complexities. Ann Owens, University of Southern California
- Parent Preferences and Constraints: Evidence from School Choice in Denver Public Schools. Patrick Anthony Denice, University of Washington
- School Racial Composition and School Choice: Evidence from a New Survey of U.S. Parents. Chase Michael Billingham, Wichita State University; Matthew O. Hunt, Northeastern University
- The Revolving Door: The Effect of Race on Charter School Closures. Rebecca L. Boylan, University of Georgia; Maria T. Paino, Oakland University; Linda Renzulli, University of Georgia
- No One Was Marketing To Us: Cultural Coding, School Choice and Parent Involvement. Mira Catherine Debs, Yale University

Sun. August 23, 8:30am-10:10am
160. Sociology and the Politics of Education

Presider and Discussant: Amy J. Binder, University of California-San Diego

- School Discipline Policies: Uneven Policy Implementation and Unequal Outcomes. Emily Patricia Milne, University of Waterloo

Sun. August 23, 12:30-2:10pm
246. Schools, Social Mobility, and the Reproduction of Inequality

Discussant: Florencia Torche, New York University

- Micro-Educational Reproduction in an Expanding Education System. Stefan Bastholm Andrade, The Danish National Centre for Social Research; Jens Peter Thomsen, University of Copenhagen
- Patterns of Inequality during Institutional Decline: Educational Attainment of Multiple Generations in Former-Soviet Central Asia. Christopher Michael Whitsel, North Dakota State University
- Schooling and pathways to power and privilege of the best and the brightest. Ted I.K. Youn, Boston College
- The Distribution of Teacher Effectiveness: Economic and Race/Ethnic Disparities in Opportunities to Learn. Paul Hanselman, University of California-Irvine
- Wealth Gaps in Education. Fabian T. Pfeffer, University of Michigan
Regular Sessions: Higher Education

Organized by Regina Deil-Amen, University of Arizona

Mon. August 24, 8:30-10:10am
Presiders: Ann L. Mullen, University of Toronto, Melanie Jones Gast, DePaul University
Discussant: Vivian S. Louie, City University of New York-Hunter College
• Fake It ‘Til You Make It: Why Community College Students’ Aspirations Hold Steady. Kelly J. Nielsen, University of California-San Diego
• The Social Construction of the First-Generation College Student: Classification, Identity, and Struggles over Symbolic Boundaries. Tina M. Wildhagen, Smith College
• Transitioning into the Middle Class after College: Hidden Injuries and Partial Mobility. Elizabeth M. Lee, Ohio University
• Threading the Diversity Needle: The Impact of Minority Group Presence on Perceptions of Organizational Status. Noah Askin, INSEAD

Mon. August 24, 2:30-4:10pm,
Presider: Katharine Broton, University of Wisconsin-Madison
Discussant: Mitchell L. Stevens, Stanford University
• College for All, Degrees for Few: For-Profit Colleges and Socioeconomic Differences in Degree Attainment. Dafna Gelbgiser, Cornell University
• Online Education Institutionalized: Through the Lens of Faculty, Administrator, and External Organization Institutional Logics. Lauren A. Nicoll, Northeastern University
• The Organizational Double Bind: How Professional Schools Respond to Prolonged Uncertainty. Caitlin Petre, New York University
• How to Rank Colleges: Reproducers of Privilege or Transformers? Allison L. Hurst, Oregon State University
Regular Sessions: Education and Gender

Organized by Irenée R. Beattie, University of California-Merced

Sat. August 22, 10:30am -12:10pm

052. Education and Gender: Gendered Transitions out of High School
Presider: Irenée R. Beattie, University of California-Merced
- Training for Blue-Collar Jobs in Blue-Collar Communities: Leaving Girls Behind? April Sutton, University of Texas-Austin; Amanda Bosky, University of Texas-Austin; Chandra Muller, University of Texas-Austin
- Setting the Tone: Sex of the First Child and Educational Outcomes of Subsequent Siblings. Limor Gabay-Egozi, Yale University; Natalie S. Nitsche, Vienna Institute of Demography; Lloyd D. Grieger, Yale University
- Initial Education, Gender Role Attitude and Occupational Sex Segregation Effects on Adult Men’s Educational Trajectories. Cheryl Elman, University of Akron; Jenny Chesters, University of Canberra
- Gender Differences in the Relationship between Course Failure and Bachelor Degree Completion. Tanya Sanabria, University of California-Irvine
- What is a Woman? Trans Inclusion Narratives at Women’s Colleges in the United States. Megan Nanney, Virginia Polytechnic Institute and State University; David L. Brunsma, Virginia Polytechnic Institute and State University

Sat. August 22, 2:30-4:10pm

87. Regular Session. Education and Gender: Gendered STEM Education
Presider: Benjamin G. Gibbs, Brigham Young University
- Advanced Math and Science Course-Taking among Sexual Minority High School Students. Jennifer Pearson, Wichita State University; Lindsey Wilkinson, Portland State University; Michael Gottfried, University of California-Santa Barbara
- Gender Beliefs and College Major Choice: Longitudinal Evidence from Students and Parents in Taiwan. Tony Tam, Chinese University of Hong Kong and Academia Sinica; Koit Hung, Chinese University of Hong Kong
- Pipeline Dreams? Gender Differences in Occupational Plans and STEM Major among US College Entrants. Kim Weeden, Cornell University; Dafna Gelbgiser, Cornell University; Stephen L. Morgan, Johns Hopkins University
- Gender and Academic Identity Negotiation among Hypospecializing College Students. Richard N. Pitt, Vanderbilt University; Josh Packard, University of Northern Colorado
- Habitus and Social Capital in STEM Fields: Perspectives for Women’s Major and Career Decisions. Ian Peacock, Brigham Young University; Benjamin G. Gibbs, Brigham Young University

Sun. August 23, 10:30am-12:10pm

196. Regular Session. Education and Gender: Gendered Interactions and Intersections in Schools
Presider: William J. Carbonaro, University of Notre Dame
- (How) Does Obesity Harm GPA? Stratification at the Intersection of Race, Gender, and Body Size. Amelia R. Branigan, Cornell University
- The Penalty of Being a Black Girl: White Kindergarten Teachers’ Perceptions of Student-Teacher Conflict. Calvin Rashaud Zimmermann, University of Pennsylvania
• The War Against Boys? Gender Inequality in Middle School Classrooms. Michela Musto, University of Southern California
• Are Girls Resilient to Pressure for Gender-Conformity? The Association between Gender-Conformity Pressure and Academic Self-Efficacy. Wendelien Vantieghem, Ghent University; Mieke Van Houtte, Ghent University
• A Crisis of Connection? Gender Differences in School Based Friendship Patterns During Adolescence. William J. Carbonaro, University of Notre Dame; Deanna C. Childress, University of Notre Dame

Section Sessions: Sociology of Education

Organized by Laura Hamilton, University of California-Merced

Mon. August 24, 8:30-10:10am
350. The Changing Educational Landscape
Presider and Discussant: Mark A. Berends, University of Notre Dame
• School Choice, Neighborhood Income, and Educational Heterogeneity. Julia Burdick-Will, Johns Hopkins University
• No For-Profits Allowed: How the University of Phoenix Won Accreditation in Arizona. Nidia Isabel Banuelos, University of Chicago
• A Decision Without Having to Decide: Public School Closure and Quantification. Meg Caven, Brown University
• Great Expectations After the Great Recession? Family Economic Shocks and Changing Educational Expectations. Linda Renzulli, University of Georgia; Ashley Brooke Barr, State University of New York-Buffalo

Mon. August 24, 10:30am-12:10pm
394. Evaluating Educational Programs and Policies: Challenges and Successes
Presider and Discussant: Barbara L. Schneider, Michigan State University
• Do STEM Enrichment Programs Enhance College Readiness for Racial and Ethnic Minorities? Steven Elias Alvarado, Cornell University; Paul Muniz, Cornell University
• Social Capital in Schools: Building Effective "Resource Centers" for Low-Income High School Students. Alisa Szatrowski, University of California-Berkeley
• The Impacts of Discretionary Spaces in Schooling. Janice Aurini, University of Waterloo; Scott Davies, University of Toronto; Cathlene Hillier, University of Waterloo; Emily Patricia Milne, University of Waterloo; Michael Holland, University of Toronto
• Paradoxes in Transformations in Higher Education: The National Science Foundation ADVANCE Institutional Change Initiatives. Kathrin Zippel, Northeastern University; Myra Marx Ferree, University of Wisconsin

Mon. August 24, 4:30-6:10pm
478. Understanding and Identifying Sources of Educational Inequalities
Presider and Discussant: Yasmiyn Irizarry, University of Texas-Austin
• Schools and Inequality: Reflector, Compensator, and Distractor. Douglas B. Downey, The Ohio State University
• Beyond Behavior: Paternal Incarceration and Cognitive Development into Middle Childhood. Anna R. Haskins, Cornell University
• Teacher Underestimation of the Academic Ability of Minority Students and Lowered Student Expectations. Hua-Yu Sebastian Cherng, New York University
• Acting White in Context: Social Experiences and High Achieving Students. Joseph Workman, Oxford University; Jennifer Flashman, University of Notre Dame

Tues. August 25, 8:30-10:10am
513. New Insights into the Returns of College
Discussant: Michael Hout, New York University
• Does College Offer Any Pathways That Don’t Replicate Background Inequalities? James Rosenbaum, Northwestern University
• Human Capital, Signaling, or Uncertainty? The Labor Market Consequences of For-Profit and Non-Profit Educational Credentials. Nicole Deterding, Harvard University; David Pedulla, University of Texas-Austin
• Effects of Elite College Attendance on Job Quality. Danielle Callendar, University of California-Los Angeles; Jennie E. Brand, University of California-Los Angeles
• Persistent Disadvantage: Early Career Outcomes among College Graduates from Disparate Social Origins. Natassia Rodriguez, Stanford University

Tues. August 25, 10:30-12:10
546. Parental Involvement and Educational Outcomes
Presider and Discussant: Jessi Streib, Duke University
• Children’s Achievement, Gender, and Parental Investment: Norms from a National Survey Experiment. Natasha Yurk Quadlin, Indiana University
• Families Go to College? The Reproduction of Inequality. Blair Harrington, University of Massachusetts Amherst; Enku Ide, University of Massachusetts Amherst; Yolanda Wiggins, University of Massachusetts-Amherst; Naomi Gerstel, University of Massachusetts
• Interactional Social Capital: The Joint Impact of Parent, Peer and Teacher Support on College Enrollment. Alma Nidia Garza, University of California-Irvine
• Parental Warmth and Children’s Postsecondary Education: College Completion in Two Twentieth Century Birth Cohorts (1921-1970). Matthew Andersson, Yale University
Section Roundtables: Sociology of Education

Organized by Anna Haskins, Cornell University and Oren Pizmony-Levy, Teachers College, Columbia University
Mon. August 24, 2:30-3:30pm

Table 1. College Choice
Presider: Eric Grodsky, University of Wisconsin
- Safety, Match, or Reach? How Constrained College Searches Create Postsecondary Academic Mismatch. Erik Westlund, Johns Hopkins University
- Selecting Among the Best: Gatekeeping at America's Most Selective Universities. Jonathan D. Schwarz, University of Notre Dame
- Student Application Strategies: Search Approaches, Constructing Choice Sets, and College Destinations. Kristin Marie Jordan, Indiana University
- Who Seeks Help? Students’ Help-Seeking Behaviors in College Choice Process. Hye Won Ahn, University of Iowa

Table 2. Immigration and Education
Presider: Susan K. Brown, University of California-Irvine
- Educational Attainment and Civic Participation among Second Generation Immigrants: The Importance of Social Embeddedness during Adolescence. Joanna Wu, University of Illinois at Urbana Champaign; Christy L. Lleras, University of Illinois
- Learning More than Language: An Examination of Student Achievement in English Immersion and Bilingual Programs. Sandra Anna Alvear, Rice University The Academic
- Trajectory of Children of Immigrants: Consistent Success or Catching-up? Aspen Chen, University of Connecticut
- Sibling, please help: The emergence of resource procuring children in the United States. Yader R. Lanuza, University of California-Irvine
- It is all about hope: Immigrants’ educational expectations in Spain. Hector Cebolla-Boado, UNED; Amparo Gonzales, CSIC Madrid; Yasemin Soysal, University of Essex

Table 3. Health and Education Cooling Out Undergraduates with Health Impairments: The Freshman Experience.
Presider: Anna Mueller, University of Chicago
- Jamie M. Carroll, University of Texas-Austin; Chandra Muller, University of Texas; Evangeleen Pattison, University of Texas-Austin Race, Gender, Adolescent Obesity, and Educational Attainment. Evangeleen Pattison, University of Texas-Austin; Chandra Muller, University of Texas
- Race/Ethnic and Sex Differences in the Effects of College Degrees on Health Behaviors. Elizabeth Lawrence, University of Colorado
- Student Estimation of Campus Mental Health Service Use. Kathleen M. Brennan, Western Carolina University; Jalen Brown, Western Carolina University; Kim Gorman, Western Carolina University

Table 4. Higher Education: Beyond the BA
Presider: Angela Durante, Saint Xavier University
- A Change in Plans: The Career Prospects of Recent Ph.D. Graduates in Academia. Brittany Etmanski, University of Guelph; David Michael Walters, University of Guelph; David Zarifa, Nipissing University
• Conventionals and Returnees: Preparation, Confidence, and Cynicism among Law Students. Yung-Yi Diana Pan, City University of New York Brooklyn College
• Putting on a Professional Face: Understanding the Emotion Management Experiences of Graduate Assistants. Dajuan Ferrell, University of Wisconsin-Milwaukee
• Service and Teaching: Women’s Hidden Labor in Academia. Christina Falci, University of Nebraska-Lincoln

Table 5. Race, Gender and STEM
Presider: Adam Gamoran, William T. Grant Foundation
• Gender, Family Background, and Choices of Major of STEM Students. Hongbo Wang, Hong Kong University of Science and Technology; Cameron Campbell, Hong Kong University of Science and Technology
• Organizational Culture and Development of “Science Identity;” An Analysis of Women and Minorities in STEM. Rebecca Beals, University of New Mexico
• Socioeconomic Differences in College Student Persistence in STEM. Chelsea Moore, University of Massachusetts
• Gendered Perceptions of Typical Engineers across Specialties for Engineering Majors. Margaret S. Kelley, University of Illinois at Urbana-Champaign; Kimberley Bryan, University of Illinois at Urbana-Champaign

Table 6. Parental Involvement and Higher Education
Presider: Susan A. Dumais, City University of New York-Lehman College
• Identity, Independence, and Information: Low-income Helicopter Parents and College Match. Kri Burkander,
• Educational Testing Service Shadow Privilege: How Independent Educational Consultants Help Advantaged Families to Negotiate Access to Higher Education. Jill M. Smith, Brandeis University; Ken Chih-Yan Sun, Hong Kong Baptist University
• The Effects of Parental and Peer Association on Adolescents’ College Graduation Outcomes: An HLM Approach. Thomas Milton Maestas, University of New Mexico

Table 7. Extracurricular Schooling
Presider: Karolyn Tyson, University of North Carolina-Chapel Hill
• Relational Trust: An Ethnographic Look at Staff and Students’ Relationships in an After School Program. Jessica Lipschultz, New York University
• The Hyper Education of Asian Americans: Gender, Sport, and Spelling Bees. Pawan H. Dhingra, Tufts University
• The Marketable Self: Extracurricular Life at Harvard College. Tom Wooten, Harvard University

Table 8. Special Education
Presider: Jeffrey Grigg, Johns Hopkins University
• Differences across Schools in Otherwise Similar Students’ Likelihood of Placement into Special Education. Dara Renee Shifrer, Rice University; Rachel Elizabeth Fish, University of Wisconsin Madison
• Paradoxes and Inequities in Special Education and the Law. Catherine Kramarczuk Voulgarides, New York University; Alexandra Aylward, New York University; Adai Tefera, Arizona State University; Alfredo J. Artiles, Arizona State University
Table 9. The Role and Influence of Teachers
Presider: Judson G. Everitt, Loyola University Chicago
- Are White Teachers More Likely to Leave Their School If They Have a Black Principal? Samantha Viano, Vanderbilt University; Seth Hunter, Vanderbilt University
- Triangulation of Teachers’ Academic Perceptions and Expectations of Students by Race. Jeannie Kim, New York University
- Value-Added Scores for Teachers in High Need Schools. Dara Renee Shifrer, Rice University
  School Composition, Teacher Quality, and Teacher Retention. Amie Bostic, Duke University

Table 10. School Context: Composition, Disruptions and Discipline
Presider: Emily A. Bowman, Coe College
- A Structural Model of Middle School Power Sports, Sense of School Membership and Student Delinquency. Stephen Caldas, Manhattanville College; Stephanie V Caldas, Johns Hopkins University; Kevin Kurrus, North Shore High School
- An International Study of Schools with High Proportions of Students from Single-Parent Families: Jaap Dronkers, Maastricht University; Gert-Jan Veerman, University of Amsterdam; Suet-ling Pong, Pennsylvania State University
- Separate and Unequal: Hukou-based School Segregation and Educational Inequality in Urban China. Duoduo Xu, Hong Kong University of Science and Technology; Xiaogang Wu, Hong Kong University of Science and Technology
- War at Work - The Inner Dynamics of Strategic threats and Violence in Swedish Schools. Antoinette Hetzler, Lund University; Axel Fredholm, Lund University

Table 11. Higher Education and the Labor Market
Presider: Vida Maralani, Yale University
- Academic Specialization, Double Majoring, and the Positive Returns to Breadth in Academic Knowledge. Richard N. Pitt, Vanderbilt University; Whitney Nicole Laster Pirtle, University of California-Merced
- Family Origin and College Graduates’ First Job Earnings Evidence from China. Zhonglu Li, Hong Kong University of Science and Technology
- Freshmen’s, Sophomores’ and Finalists’ Employment: Social Inequalities in Student Jobs and Their Development during Higher Education. Marita Jacob, University of Cologne; S. Maria Gerth, University of Cologne; Felix Weiss, LeibnizInstitute for the Social Sciences

Table 12. Social Capital across Schooling Contexts
Presider: Ruth N. Lopez Turley, Rice University
- School Type, Social Capital, and Young Children: Testing the Ideas of Coleman and Bourdieu. Jennifer Lynn Triplett, Anderson University Social Capital,
- Race, and Their Effects on Magnet School Choice. David Diego Torres, Rice University; Vansa Shewakramani, William Marsh Rice University
- Adolescents’ Friends and College Completion: The Moderating Role of Parental Social Closure. Brian Vincent Carolan, Montclair State University; David T. Lardier Jr., Montclair State University
- The legacy of individual and institutional background: The formation of social capital in higher education. Donghoon Shin, University of Iowa
- The Effectiveness of a Low-Cost Intervention Designed to Improve Disadvantaged Students’ Four-Year College Enrollment Rates. Meredith Phillips, University of California-Los Angeles; Sarah Reber, UCLA and NBER
Table 13. Race/Ethnic Gaps across Educational Outcomes  
Presider: Ervin (Maliq) Matthew, University of Cincinnati  
- A Counterfactual Analysis of Racial and Residential Test-Score Gaps in Year-Round and Nine-Month Schools. Odis D. Johnson, Washington University-St. Louis  
- Latino/White Differences in Educational Expectations. Amy Gill Langenkamp, University of Notre Dame; Andrew Hoyt, University of Notre Dame  
- Maintained Inequalities amid Algebra for All. Paul Hanselman, University of California-Irvine; Thurston A. Domina, University of California Irvine; NaYoung Hwang, University of California Irvine  
- Students' Participation in Full-day and Half-day Kindergarten. Jeremy Redford, American Institutes for Research; Daniel J. Potter, American Institutes for Research; Nat Malkus, American Institutes for Research  

Table 14. The Racial Context of Schools and Schooling  
Presider: R. L'Heureux Lewis-McCoy, CUNY-City College  
- Reconciling Racism: Racial Inequality in PostApartheid South African Schools. Chana Teeger, University of Johannesburg  
- Trust Me, You Are Going to College: How Trust Influences Academic Achievement in Black Males. Stuart Rhoden, Arizona State University  
- Academic Segregation: Racializing Achievement and Criminalizing Failure in a Context of New Diversity. Sean Drake, Universität Konstanz; Gilberto Q. Conchas, University of California-Irvine; Leticia Oseguera, Pennsylvania State University  

Table 15. Politics, Curriculum and Reform  
Presider: Kendra Bischoff, Cornell University  
- (Dis)Connecting Service and a Sense of Politics. David Harker, Colorado College  
- Anticipation, Reorganization, and Preemption: A Study of Pre-Implementation at Adams School. Debbie Heesun Kim, Northwestern University  

Table 16. Schools, Social Class, and Educational Attainment  
Presider: Francisco O. Ramirez, Stanford University  
- Lower Returns or Poor Composition? The Interaction between Parental Socioeconomic Status and Migration Background in Germany. Taylan Cemal Acar, University of Wisconsin-Madison  
- The Enacted Curriculum: Teaching Self-Discipline to Promote Social Mobility. Joanne Wang Golann, Princeton University  
- When Everyone Else Goes to College: Becoming the Working-Class Adults in South Korea. Hyejeong Jo, University of Pennsylvania  

Table 17. Gender and College Experiences  
Presider: Beverly Lindsay, University College London  
- A Balancing Act: How Engagement in Paid and Unpaid Labor Influences Males’ and Females’ College Enrollment. Heidi Obach, University of Connecticut; Angran Li, University of Connecticut; Simon Cheng, University of Connecticut
• Peer Influence and Gender Inequality in Undergraduate Major Choice: A Field Theoretic Approach. Rozlyn Redd, London School of Economics and Political Science
• The Specter of Gendered Aggression: Predicting Students’ Level of Comfort at Weekend Campus Parties. Maria R. Lowe, Southwestern University; Reginald Anthony Byron, Southwestern University

Table 18. Schools and Gender Construction
Presider: Chiwen Bao, Harvard University
• Committed to Binaries: Conversations with Elementary Educators about Transgender Students. Melissa J. Smith, University of Central Arkansas; Elizabethe Payne, City University of New York-Hunter College
• High School Sector, Gender, and Educational Attainment. Julie Wernick Dallavis, University of Notre Dame School
• Reform and the Gendered Organization of Teachers’ Work. Katie Kerstetter, George Mason University

Table 19. Race and Ethnicity: International Perspectives
Presider: Oren Pizmony-Levy, Columbia University
• Educational Attainment in Post-apartheid South Africa. Matthew R. McKeever, Mount Holyoke College
• Integration of Arabs and Jews in Israeli Schools. Uri Shwed, Ben Gurion University-Negev; Yossi Shavit, Tel Aviv University; Maisalon Dellaishi, Tel Aviv University; Eran Kraus, Ben Gurion University-Negev
• The Meaning of Ethnicity at School: The Swedish Case. Andrea M. Voyer, Pace University
• Collegiate Scholarship Distribution Between Ethnically Rooted Student Organizations and NonEthnically Rooted Student Organizations. Vanessa Delgado, Washington State University

Table 20. Parental Involvement during Childhood
Presider: Stephanie C. Sanders-Smith, University of Illinois at Urbana-Champaign
• Cultural Capital And Textually Mediated Discourses: What Is (Un)Valued In Early Literacy Work? Jessica Rizk, McMaster University
• Parent Social Networks, Mental Health, and Educational Disadvantage of Children in Poverty. Alyn Turner McCarty, University of Wisconsin-Madison
• The Role of Community-based Organizations in Facilitating Latino Family Engagement and System Change in Education. Cirila Estela Vasquez Guzman, University of New Mexico; Jessica Rose Goodkind, University of New Mexico; Mallory Fallin, University of New Mexico
• Unwrapping the Suburban "Package Deal": Race, Class, and School Access. Anna Catherine Rhodes, Johns Hopkins University; Siri Warkentien, Johns Hopkins University

Table 21. Gender and Course Taking
Presider: Aaron M. Pallas, Columbia University
• Status Differentiation through Student Track Placement: STEM Identity Formation in Schools with Different Socioeconomic Compositions. Megan J. Austin, University of Notre Dame
• The Role of Curriculum and Placement in Structuring Math Attainment. Will Tyson, University of South Florida; Josipa Roksa, University of Virginia
• The Relation between School Resources and Within School Gender Disparities in Educational Achievement and Attainment. Hannah Kathleen Miller, University of Wisconsin-Madison
Table 22. Special Topics in Education: Schools as Organizations
Presider: Emma Dolores Cohen, Indiana University
• Mapping the Network of North American Colleges and Universities: A New Approach to EmpiricallyDerived Classifications. Mikaila Mariel Lemonik Arthur, Rhode Island College

Table 23. Special Topics in Education: International Studies
Presider: Karen Bradley, Western Washington University
• China's Rural-Urban Migration and Children’s Opportunities and Outcomes in Compulsory Education. Xiao Yu, Johns Hopkins University
• Great Expectations? Variation in Educational Plans of Students in Post-Socialist Eastern Europe. Volha Chykina, Pennsylvania State University; Hee Jin Chung, Pennsylvania State University; Katerina Bodovski, Pennsylvania State University
• University Park Gender, Regional Socioeconomic Development, and the School to Work Transition of Young Brazilians. David B. Bills, University of Iowa; Leticia Marteleto, University of Texas-Austin; Felix Weiss, Leibniz-Institute for the Social Sciences; Susanne Schührer, European University Institute

Education Sessions by Other Sections

Sat. August 22
2:30-4:10pm, 80. Teaching Workshop: Ethical Issues in Teaching

4:30-6:10pm, 112. Special Session. Open Forum on the Shifting Landscape of Higher Education: Envisioning Effective Responses at Individual, Department and Disciplinary Levels (sponsored by the ASA Task Force on Liberal Learning)

4:30-6:10pm, 114. Departmental Management and Leadership Workshop. Adjunct and Part-Time Faculty: Working Toward Organizational Structures that Support Instructors and Student Success

Sun. August 23
10:30am, 182. Thematic Session. Sexuality, Politics, and Education: Imagining New Conversations

11:30am, 229. Regional Spotlight Session. Public Education in Chicago in the Neoliberal Era

Education Roundtables by Other Sections

Sat. August 22
8:30-9:30am
035.Table 08. Education: Section on Sex and Gender
038.Table 01. Health and Education among Hispanics
2:30-4:10 82. Open Refereed Roundtable Session:
   - Table 04. Education I
   - Table 05. Education II
   - Table 06. Education III
   - Table 07. Education IV
   - Table 08. Educational Attainment
   - Table 09. Latino Education

**Sun. August 23**
8:30-9:30am  
173. Table 06. The View from the Top: Attitudes on Inequality Among the Wealthy or Highly Educated
174. Table 07. Navigating Race and Ethnicity in Educational Contexts
174. Table 13. Race, Ethnicity and Education in Comparative Perspective

10:30-11:30, 220. Table 16. Family and Education

12:30-1:30pm, 256. Table 11. The Organization of Education

**Mon. August 24**
8:30-9:30am, 343. Table 18. Education and Health

10:30-11:30am, 390. Table 4. Race, Gender, and Class: Navigating Higher Education

4:30-5:30pm, 469. Table 14. Migration and Education

**Tues. August 25**
8:30-9:30am, 505. Table 5. Globalization in Education

10:30-11:30am, 534. Table 4. Educational Achievement and Attainment

2:30-3:30pm
598. Table 1. Health and Educational Outcomes
606. Table 2. Education