

Sociology of Education

Section Newsletter

Volume 17, Issue 2

Spring 2014

A Note from the Chair, Doug Downey



In 1990 I was walking on Indiana's campus with my advisor, Brian Powell when he greeted an undergraduate student by name. Because I knew Brian's undergraduate class that semester was large (over 200) I was impressed. But it turned out the student wasn't in his current class—she had taken his large introductory course a year and a half earlier! As we continued walking toward his office in Ballantine Hall I asked Brian a question I didn't think he could answer. What grade did the student end up with? He said she had a "B." As we walked into his office he thought a little more about it and realized that she had done poorly on the final and dropped to a B-. He quickly rifled through his files and confirmed the B-.

Most of us don't operate like Brian. We can't.

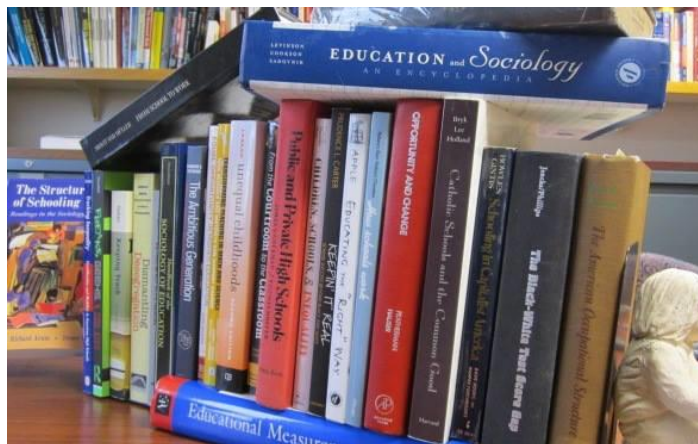
But even if we invest in students at more moderate levels, it's important to remember how critical advising and mentoring activities are to the vitality of our section. I'm especially proud of how our section nurtures connections between graduate students and faculty across departments and so I want to continue the successful mentoring activities Bill Carbonaro promoted during last year's ASA. I'll send an e-mail with instructions for participation in the next couple weeks.

Sincerely,

Doug Downey

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Room for Debate: Sociology of Education

"Suppose you had 15 minutes with President Obama and Arne Duncan. What is the most important thing you would want to convey to them from the Sociology of Education?"



"From the *sociology* of education we learn that education is much more than what happens in schools."

Dennis J. Condrón, *Oakland University*



"Race continues to matter in college admissions, especially for children of recent Hispanic immigrants."

Jennifer Lee, *University of California, Irvine*



"Teacher's status in society will increase with more stringent selection, more advanced curricula, and higher requirements for certification."

Steve Brint, *University of California, Riverside*



"In the appropriate context, these low-cost interventions could do a lot of good for the most psychologically vulnerable children."

Geoffrey D. Borman, *University of Wisconsin, Madison*

Economic Stratification and Education's Great Dilemma

By Dennis J Condon

In my meeting with Obama and Duncan, I would focus on what I consider to be the great dilemma of education today: The reality that educational opportunities and outcomes are not distributed equally across groups in society. Poor kids are disadvantaged compared to affluent kids; black, Latino, and Native American kids are disadvantaged compared to white and Asian kids; although females outperform males in many ways educationally, they do not receive the same payoffs later in the labor market. The big lesson from the sociology of education is that most of these disparities stem largely from broader economic factors. It's mainly the "summer setback" that hurts poor kids. It's primarily economic inequality and segregation between racial/ethnic groups that drive achievement gaps between them. It's the labor market that doesn't reward females' educational attainments as much as males'.

These points will not come as a huge surprise to people reading this newsletter, but too often they do. I

recently spoke with a local high-school student who was making a documentary about educational inequality for C-SPAN's "StudentCam" competition. I spent the entire time talking about things like economic inequality, poverty, and segregation. When he shared his video with me, I learned that none of my comments made the final cut. I didn't mind his first explanation: Time constraints. His second explanation, though, was downright frustrating: Since the videos had to address what students thought were the most important issues Congress should consider in 2014, the student decided to focus on ways to improve public schools. Despite my interview, it did not occur to him that Congress could consider reducing income inequality and poverty as ways to reduce educational inequality!

From the *sociology* of education we learn that education is much more than what happens in schools. When it comes to reducing educational inequalities, we must overcome the temptation to think only in terms of changing how schools do things. Secretary Duncan, in addition to turning around schools, we need to turn around the economy so that it distributes resources more equally. President Obama, what ever happened to spreading the wealth around?

Affirmative Action Based on Race and Income

By Jennifer Lee

I'm fortunate. My parents are highly educated Korean immigrants who armed me with socioeconomic resources that poised me for educational success: private schools, SAT prep courses and math tutors. But had my parents lacked these resources that gave me an educational advantage, I would have benefited from the resources available in Korean communities, including supplementary education programs.

These resources are created by first-generation immigrants, and help boost the educational outcomes of their second-generation children. Asian immigrant groups like Koreans, Chinese and Indians arrive with high levels of education and the financial means to create ethnic institutions such as after-school academies for their children. As a result, poor and working-class Asian-Americans have a means of overriding their disadvantaged class backgrounds in a way that other Americans, such as Mexicans, do not.

Mexican immigrants, on average, lack the education

and financial resources to create comparable institutions for their children within their ethnic communities. In spite of this, of course, second-generation Mexicans have made enormous educational gains. Their high school graduation rate more than doubled that of their parents, and their college graduation rate more than doubled that of their fathers and tripled that of their mothers (<http://ideas.time.com/2014/02/25/dont-tell-amy-chua-mexicans-are-the-most-successful-immigrants/>). These gains attest to the value that Mexicans place on education. But unlike many of their Asian counterparts, they lack the comparable ethnic resources that would propel their children even further.

Race continues to matter in college admissions, especially for children of recent Hispanic immigrants. It also matters for the children of recent Asian immigrants such as Cambodians, Laotians, and Hmong whose poor educational outcomes do not match the perceived norm for Asian Americans (<http://www.americanprogress.org/wp-content/uploads/2014/04/AAP-PI-Education.pdf>). They, too, lose out when we do not consider race in admissions. To live up to the ideals of the American Dream means enacting affirmative action policies based on both race and income.

Let's Raise the Bar on the Preparation of Teachers

By Steven Brint

Abraham Flexner's 1910 report led to the merger or closing of about half of all American medical schools. These schools were admitting more or less all comers and were not teaching medicine using the principles of mainstream science. Following Flexner, the number of doctors trained declined, but the quality of those who graduated and were licensed improved dramatically. New schools with stronger standards rose to take the place of those that had been closed, and standards were enforced by the American Association of Medical Colleges. Arthur Levine, the president of the Woodrow Wilson Foundation, has estimated that about half of education schools have admission standards and performance expectations that are too low to produce well-prepared teachers. The country now requires the equivalent of a Flexner report for education.

The preparation of secondary school teachers in the future should be based on strong content knowledge, as demonstrated by above B level grades in a standard college major, followed by two years of master's training. The first year of master's training will be far more oriented to the scientific literature on teaching and learning than is currently true. The second year will follow from the existing practices for National Board Certification. As part of the process to become a National Board Certified teacher, candidates must analyze their teaching context and students' needs, submit videos of their teaching, and provide student work samples that demonstrate growth and

achievement. Currently only 100,000 of more than 3.7 million school teachers are National Board Certified. In the future this certification should become the norm.

Teacher's status in society will increase with more stringent selection, more advanced curricula, and higher requirements for certification. These are characteristics of nearly all societies whose students are performing above U.S. students in international tests. Young people from all backgrounds will continue to be attracted to teaching, because of its grounding in community life and the intense satisfactions that come from contributing to students' development. However, it will be difficult to recruit strong students, if teachers' pay remains the lowest of all common college majors and below the median household income. Where will the funds come from to raise teachers' salaries? Economists are now advocating a progressive wealth tax as an antidote to the social division that is growing due to the 20% share of wealth now held by the top one-tenth of one percent of the population. If states raise the bar for the preparation of teachers, some funds derived from a new wealth tax should be explicitly allocated for improving teacher pay.

Evaluating teachers by the performance of their students on standardized tests is consistent with higher professional standards, but it is an unbalanced approach. If teachers are as important to America's future as we think, we should expect them to reach levels of professionalism in their knowledge and skill levels, their capacity for informed judgment, their status in society, and also their incomes. Let's cure education's ailing personnel production system and create a "race to the top" for the teaching profession.

Mindset Interventions for Academically Challenged Students

By Geoffrey D. Borman

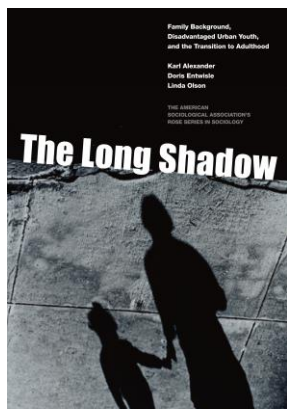
Improving student performance might be easier than we think. Merely by reflecting on and affirming important values, such as *being with friends and family* or perhaps *enjoying sports*, academically challenged students can buffer themselves against harmful stereotypes. This preventive technique is especially important during stressful evaluative events, such as taking a high-stakes test. This social-psychological theory of *values-affirmation*, and other similar models of *mindset interventions* have gained considerable national attention (see <http://www.whitehouse.gov/blog/2013/06/28/leveraging-mental-muscle-academic-excellence>). In May 2013, the White House hosted a special session to discuss how students' beliefs about their academic abilities and learning potential can affect how much they learn and whether they persevere when faced with challenges. This session suggested a broader *scale-up* of these brief, low-cost, but well-conceptualized social-psychological interventions. The

interventions typically ask students to write about beliefs that can have important effects on educational outcomes.

However, the small-scale experiments informing these interventions do not assess how school context might *moderate* the effects of value affirmation. Our recent work in *Sociology of Education* clarifies the conditions under which groups benefit the most (Hanselman, Bruch, Gamoran, & Borman, 2014). School context matters. Students are more likely to encounter "social identity threats," including "stereotype threat," when the stigmatized group—in this case African American and Latino students—is a relatively small minority in the school and when their achievement levels lag farthest behind their White and Asian peers. In our district-wide scale up, we found that in-school contexts like these, such mindset interventions supported by prior small scale experiments and supported by the White House session, decreased the achievement gap by nearly 13%. However, in schools where students were less likely to be exposed to social identity threats, the interventions had no effect. In sum, in the appropriate context, these low-cost interventions could do a lot of good for the most psychologically vulnerable children.

News from Section Members: Books

The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood by Karl Alexander, Doris Entwisle, and Linda Olsen (Russell Sage Foundation)



West Baltimore stands out in the popular imagination as the quintessential “inner city”—gritty, run-down, and marred by drugs and gang violence. Indeed, with the collapse of manufacturing jobs in the 1970s, the area experienced a rapid onset of poverty and high unemployment, with few public resources available to alleviate economic distress. But in stark contrast to the image of a perpetual “urban underclass” depicted in television by shows like *The Wire*, sociologists Karl Alexander, Doris Entwisle, and Linda Olson present a more nuanced portrait of Baltimore’s inner city residents that employs important new research on the significance of early-life opportunities available to low-income populations. *The Long Shadow* focuses on children who grew up in west Baltimore neighborhoods and others like them throughout the city, tracing how their early lives in the inner city have affected their long-term well-being. Although research for this book was

conducted in Baltimore, that city’s struggles with deindustrialization, white flight, and concentrated poverty were characteristic of most East Coast and Midwest manufacturing cities. The experience of Baltimore’s children who came of age during this era is mirrored in the experiences of urban children across the nation.

Combining original interviews with Baltimore families, teachers, and other community members with the empirical data gathered from the authors’ groundbreaking research, *The Long Shadow* unravels the complex connections between socioeconomic origins and socioeconomic destinations to reveal a startling and much-needed examination of who succeeds and why.

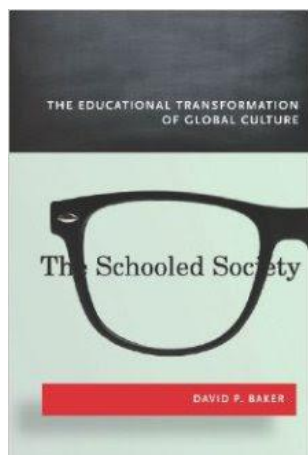
Karl Alexander is John Dewey Professor of Sociology at Johns Hopkins University.

The late **Doris Entwisle** was a research professor in Sociology at Johns Hopkins University.

Linda Olsen is an associate research scientist at Johns Hopkins University.

The Schooled Society: The Educational Transformation of Global Culture

by David P. Baker (Stanford University Press)



Only 150 years ago, the majority of the world's population was largely illiterate. Today, not only do most people over fifteen have basic reading and writing skills, but 20 percent of the population attends some form of higher education. What are the effects of such radical, large-scale change? David Baker argues that the education revolution has transformed our world into a schooled society—that is, a society that is actively created and defined by education.

Drawing on neo-institutionalism, *The Schooled Society* shows how mass education interjects itself and its ideologies into culture at large: from the dynamics of social mobility, to how we measure intelligence, to the values we promote. The proposition that education is a primary rather than a "reactive" institution is then tested by examining the degree to which education has influenced other large-scale social forces, such as the economy, politics, and religion. Rich,

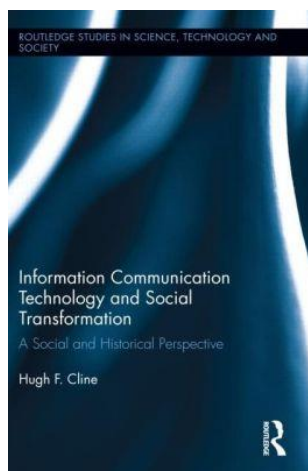
groundbreaking, and globally-oriented, *The Schooled Society* sheds light on how mass education has dramatically altered the face of society and human life.

"*The Schooled Society* is one of the most important books in the sociology of education in quite some time. The author takes on some of the most accepted aspects of both conflict and functionalist theory and in doing so provides what is at times a controversial take on mass education, democracy, K-12 and higher education, cognition, and a number of other topics."

—Alan R. Sadovnik, Rutgers University

David P. Baker is a professor of Education and Sociology at Pennsylvania State University

Information Communication Technology and Social Transformation: A Social and Historical Perspective by Hugh F. Cline (Routledge)

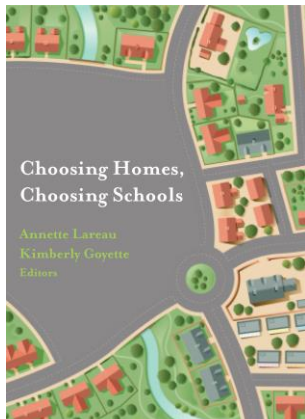


This book argues that information communication technologies are not creating new forms of social structure, but rather altering long-standing institutions and amplifying existing trends of social change that have their origins in ancient times. Using a comparative historical perspective, it analyzes the applications of information communication technologies in relation to changes in norms and values, education institutions, the socialization of children, new forms of deviant and criminal behaviors, enhanced participation in religious activities, patterns of knowledge creation and use, the expansion of consumerism, and changing experiences of distance and time.

Hugh F Cline is an adjunct professor at Teachers College, Columbia University.

Choosing Homes, Choosing Schools

edited by Annette Lareau and Kimberly Goyette (Russell Sage Foundation)



The distinguished contributors to *Choosing Homes, Choosing Schools* investigate the complex relationships among education, neighborhood social networks, and larger patterns of inequality. Paul Jargowsky reviews recent trends in segregation by race and class, and shows that while segregation between blacks and whites has declined overall since 1970, white parents are still more likely to choose to live in predominantly white neighborhoods. This skewed residential selection in turn drives racial inequality in public schools. Annette Lareau draws on interviews with parents in three suburban neighborhoods to analyze school-choice decisions. Surprisingly, she finds that middle- and upper-class parents do not rely on active research, such as school tours or test scores. Instead, their decision-making was

largely informal and passive, with most simply trusting advice from friends and others in their network. Elliot Weinginer looks at how class differences among urban parents affect their approaches to choosing schools. He finds that while parents of all backgrounds actively consider their children's education choices, middle- and upper-class parents relied more on federally mandated school report cards, district websites, and online forums, while working-class parents used network contacts to gain information on school quality. Amy Schwartz and Leanna Stiefel explore the connections between housing policy and education reform. They demonstrate the shortcomings of policies focused exclusively on "school choice"—or the practice of allowing students to cross district boundaries to better schools—and instead advocate for reducing educational inequality by expanding residential choice through measures such as housing subsidies and the redevelopment of public housing to include schools and community centers.

Little previous research has explored what role school concerns play in the preferences of white and minority parents for particular neighborhoods, and how the racial and economic makeup of both neighborhoods and schools mutually reinforce each other. *Choosing Homes, Choosing Schools* adroitly addresses this gap and provides a firmer understanding of how Americans choose where to live and send their children to school.

Annette Lareau is Stanley I. Sheerr Term Professor in the Social Sciences and a professor of sociology at the University of Pennsylvania.

Kimberly Goyette is an associate professor of sociology at Temple University.

Announcements from Members

Katerina Bodovski was elected a faculty co-chair of the Eurasia SIG of the Comparative and International Education Society.

Tomasz Drabowicz published his article "Gender and digital usage inequality among adolescents: A comparative study of 39 countries" in *Computers and Education*, May 2014.

Roberta Espinoza (Pitzer College) has been promoted to the rank of Associate Professor with tenure. In addition, she will be a Co-PI on a recently funded National Science Foundation S-STEM grant titled "MECHANISM (Mentors Enable, Connect, Help, Advocate, Nurture, Intervene, Sustain, and Motivate) for Success in the Sciences."

Adam Gamoran received AERA's award for Distinguished Contributions to Research in Education, and was elected to the American Academy of Arts and Sciences. His retirement from the University of Wisconsin-Madison takes effect on June 30. In his new role as president of the William T. Grant Foundation, he launched an initiative to fund research on reducing inequality in youth outcomes which should be of interest to Section members.

Richard Hope will receive the Cox-Johnson-Frazier Award at the ASA Annual Meeting this year. This is given to a sociologist for a lifetime of research, teaching, and service to community.

Katie Kerstetter, Ph.D. Candidate, Department of Sociology and Anthropology at George Mason University received first place in the Alpha Kappa Delta Graduate Paper Competition for a paper entitled "Care Work and Teacher Retention at an Urban Charter School" and will receive the award at the ASA meeting this summer.

Mark Murphy, Professor at the University of Glasgow, UK has started a project entitled "The Social Theory Applied" <http://socialtheoryapplied.com/> which aims to create a space for researchers to communicate their research with each other and with the wider public. They are always looking for new collaborators. A new page featuring new collaboration is now in place: <http://socialtheoryapplied.com/call-contributions/>

Ingrid Nelson was recently awarded the Karofsky Prize by Bowdoin College. This prize honors distinction in teaching by untenured members of the faculty. She was also awarded the Faculty Award for Public Engagement. This award recognizes faculty who work to advance the common good through teaching, scholarship and service.

Sarah Ovink recently published "They Always Call Me an Investment" in *Gendered Familism and Latino/a College Pathways* in 2014.

Stephen Plank is now Director of Research and Evaluation at Corporation for National & Community Service (nationalservice.gov). This is the federal agency that runs AmeriCorps, Senior Corps, and the Social Innovation Fund. Steve had previously spent many years at Johns Hopkins University with (variously) the Center for Social Organization of Schools, Department of Sociology, and Baltimore Education Research Consortium.

Cassidy Puckett received a National Science Dissertation Improvement Grant for 2013-2014 as well as a Mellon/American Council of Learned Societies Dissertation Completion Grant for her dissertation, which investigates what it means to be a successful learner in the digital age. Youth are often assumed to be "digital natives" who master technology through simple immersion, yet research indicates there exist wide gaps in the ability to learn new technologies that can influence various forms of inequality. But we know little about how to explain why some are better equipped to learn than others. Her dissertation describes what it means to be able to learn new technologies, how organizational and cultural practices may influence adolescents' approach to learning, and how we may be able to address these differences using extensive field observations and interviews as well as a broader survey, with the entire study involving over 1,000 Chicago Public School students from diverse socio-economic backgrounds.

Darby E. Southgate is a member of the Sociology of Education section who was granted tenure this year. She earned my PhD from The Ohio State University and went to LA to work at an urban college, Los Angeles Valley College - where she is currently.

Douglas Sprunger, Sr. Communications Officer Division of Behavioral and Social Sciences and Education, has suggested some recent reports that may be of interest to our readers. The *"Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences"* from the Board on Behavioral, Cognitive, and Sensory Sciences is intended to inform the efforts of the federal government as it revises regulations (the "Common Rule") to protect human participants in research. More at [http://sites.nationalacademies.org/DBASSE/BBCSS/Protection_of_Human_Subjects_in_Behavioral_and Social_Sciences/index.htm](http://sites.nationalacademies.org/DBASSE/BBCSS/Protection_of_Human_Subjects_in_Behavioral_and_Social_Sciences/index.htm). The report entitled *"Developing Assessments for the Next Generation Science Standards"* from the Board on Testing and Assessment and the Board on Science Education, describes the types of new assessments that will be needed to gauge student progress under the new science education standards. More at [http://sites.nationalacademies.org/DBASSE/BOTA/Developing Assessments for NGSS/index.htm](http://sites.nationalacademies.org/DBASSE/BOTA/Developing_Assessments_for_NGSS/index.htm). The report entitled *"STEM Integration in K-12 Education: Status, Prospects, and an Agenda for Research"* from the Board on Science Education and the National Academy of Engineering, examines current efforts to connect the STEM disciplines in K-12 education. More at [http://sites.nationalacademies.org/DBASSE/BOSE/STEM Integration in K-12 Education/index.htm](http://sites.nationalacademies.org/DBASSE/BOSE/STEM_Integration_in_K-12_Education/index.htm).

Lastly, the report entitled *"Sports-Related Concussions in Youth: Improving the Science, Changing the Culture"* from the Board on Children, Youth, and Families recommends actions that can be taken by a range of audiences to improve what is known about concussions and reduce their occurrence. More at <http://iom.edu/Reports/2013/Sports-Related-Concussions-in-Youth-Improving-the-Science-Changing-the-Culture.aspx>

Van Voorhis, Maier, Epstein, and Lloyd issued a report by Johns Hopkins University and MDRC researchers that reviews 95 studies on how families' involvement in children's learning and development through activities at home and at school affects the literacy, mathematics, and social-emotional skills of children. The review also offers recommendations for additional lines of inquiry and discusses next steps in research and practice. The review can be found at [http://www.mdrc.org/sites/default/files/The Impact of Family Involvement FR.pdf](http://www.mdrc.org/sites/default/files/The_Impact_of_Family_Involvement_FR.pdf)

Joseph Workman will join Nuffield College, University of Oxford as a Postdoctoral Prize Research Fellow beginning in September 2014. The term of the fellowship is three years.

Sociology of Education Section Elections and News

Chair-elect- Eric Grodsky

Secretary-Treasurer- Ruth Turley

New Council Members- Hyunjoon Park and Jenny Stuber

Student Council Member- Dan Rudel

Both ballot proposals passed:

1. Award the Willard Waller award for Lifetime Achievement every two years (rather than three), beginning in 2014.
2. Create the Early Career Award--to be awarded every other year (beginning in 2015) to an individual (no more than five years since PhD) who has made outstanding contributions to Sociology of Education.

2014 Section Sessions and Events at the Annual Meeting



Below is a listing of the Sociology of Education Section sessions and events.

Section Business Meeting

Sunday August 17th, 9:30-10:10 am

Section Reception (and Awards Presentation)

Saturday, August 16th, 6:30-8:30pm

Section Dinner

Please plan to attend the annual Sociology of Education Section Dinner at the ASAs to connect with old friends and meet new colleagues! This year's dinner will be held on Saturday, August 16 at 8:15 pm at Palio d'Asti in San Francisco's Financial District, right after the section reception. The readers of the San Francisco Bay Guardian voted Palio d'Asti the top Italian restaurant in the city in 2013. It is an approximately 1 mile walk (or cab ride) from the conference hotels.

The menu will include a salad, a choice from three entrees (at the event), homemade biscotti, and tea/coffee. Bartenders will also be available at two cash bars. Palio d'Asti serves a seasonal menu, so entrée choices will be finalized closer to August. The restaurant can accommodate food sensitivities as needed at the event (such as gluten or dairy allergies) and selections will include a vegetarian option.

The cost is \$55 per person (this includes dinner, tax, and tip—beverages are extra). There will be space for 150 people to attend this year's dinner, so reserve your spot now by sending a check for \$55 made out to Doug Downey at: 219 Kokosing Dr. Gambier, Ohio 43022. Looking forward to a fun evening!

Sociology of Education Section Paper Sessions

Immigrant Trajectories

Sunday, Aug 17, 10:30 to 12:10pm

Presider: Amy Gill Langenkamp, University of Notre Dame

Dreams Delayed: Barriers to Degree Completion among Undocumented Community College Students

Veronica Terriquez, University of Southern California

Explaining the Immigrant Advantage in Adolescent Educational Expectations

Cynthia Feliciano, University of California-Irvine; Yader R. Lanuza, University of California-Irvine

Family Engagement and Social Capital: An Empirical Test with Families in Low-Income Latino Communities

Adam Gamoran, University of Wisconsin-Madison, David Enrique Rangel, University of Wisconsin-Madison; Megan Shoji, University of Wisconsin-Madison

Unfair and Unequal: Understanding the Female Advantage among Latino/a Millennials

Charlene Cruz-Cerdas, University of Pennsylvania

School, Peer, and Neighborhood Effects

Sunday, Aug 17, 12:30 to 2:10pm

Presider: Mary Kate Blake, University of Notre Dame

A Dynamic Model of School Effects on Student Achievement

Andrew Halpern-Manners, Indiana University

Inequality in Children's Contexts: Trends and Correlates of Economic Segregation Between School Districts, 1990-2010

Ann Owens, University of Southern California

Peer Influence in the Micro-Foundations of Educational Inequality: The Case of Educational Expectation Formation

Megan Andrew, University of Notre Dame; Jennifer Flashman, University of Notre Dame

Preparing for Local Labor in a Global Economy: Labor Markets, High School Course Offerings, and Course-Taking

April Sutton, University of Texas-Austin

Save me a Seat: Social Networks and Longitudinal Segregation in Elementary Students Lunchroom Seating Choices

Jessica McCrory Calarco, Indiana University; Weihua An, Indiana University; William R. McConnell, Indiana University-Bloomington

The Effects of Health and Disability on Educational Outcomes

Sunday, Aug 17, 2:30 to 4:10pm

Presider: Kimberly Ann Goyette, Temple University

Medical Adaptation to Academic Pressure: Schooling, Stimulant Use, and Socioeconomic Status

Marissa King, Yale University; Jennifer L. Jennings, New York University; Jason Fletcher, University of Wisconsin-Madison

The Mediating Impact of Self-Efficacy on Non-Obese, Overweight, and Obese Children's Math Achievement: A Longitudinal Analysis

Ashley Wendell Kranjac, State University of New York-Buffalo

The Missing Link: Young Adult Health and Bachelor's Degree Completion

Evangeleen Pattison, University of Texas-Austin; Chandra Muller, University of Texas-Austin

The Stigmatizing Influence of Learning Disability Labels for Adolescents Progression through Math Coursework

Dara Renee Shifrer, Rice University

Post-Secondary Experiences and Outcomes

Monday, Aug 18, 8:30 to 10:10am

Presider: Melissa Humphries, University of Texas-Austin

A Will and a Way: Self-Efficacy and Organizational Opportunity for First Gen Graduates at Leading Universities

Daniel Davis, University of California-San Diego

Expressive Education: The Meaning of College and the Post-Secondary Pathways of Disadvantaged Young Mothers

Nicole Deterding, Harvard University

Vocational Education in the College-for-All Era: Low Income African-American Youth Searching for Careers

Megan M. Holland, State University of New York- Buffalo; Stafanie Ann DeLuca, Johns Hopkins University

Work to School Transitions and the Transformative Role of Community College Education

Will Tyson, University of South Florida; Lakshmi Jayaram, University of South Florida

Schools as Organizations

Monday, Aug 18, 10:30 to 12:10pm

Presider: Jonathan D. Schwarz, University of Notre Dame

Applying to College: Can Seeing a High School Counselor Reduce Social Inequality

Karen Jeong Robinson, University of Virginia; Josipa Roksa, University of Virginia

Gaming or Cheating? How Teachers and Administrators in Low-Income Schools Adapt to High Stakes Standardized Tests

Patricia Maloney, Texas Tech University

Shadow Education and Educational Inequality in South Korea

Yool Choi, University of California, Los Angeles; Hyujoon Park, University of Pennsylvania

The Roles of Principal-Teacher Relationships in School Community, Teacher and Student Engagement

Heather E. Price, University of Notre Dame

Sociology of Education Roundtables

Saturday, August 16th, 8:30-9:30am

- Table 1. STEM: Access, Aspirations and Attainment
- Table 2. Parental Involvement
- Table 3. Family School Relationships
- Table 4. The Role of Social and Cultural Capital
- Table 5. Gender and Education
- Table 6. Immigration and Education
- Table 7. Segregation
- Table 8. Racial/Ethnic Disparities: The Role of Social Context
- Table 9. Racial/Ethnic Disparities in Educational Attainment
- Table 10. Historical Trends and Policy Issues in Higher Education
- Table 11. Status and Belonging in Higher Education
- Table 12. College Enrollment and Completion
- Table 13. The Social Context of College Success
- Table 14. Labor Market Outcomes and Returns to Education
- Table 15. Elementary Education
- Table 16. Teacher Hiring and Retention
- Table 17. The Role of Teachers
- Table 18. Variation in the Transmission of Status
- Table 19. Processes of Privilege and Mobility
- Table 20. Educational Policy
- Table 21. Measures and Determinants of Student Achievement
- Table 22. Media and Literacy
- Table 23. Education, Identity and the Body
- Table 24. Disruptions and Discipline
- Table 25. Opportunities to Develop Human Capital

Section Homepage

American Sociology Association

<http://www2.asanet.org/soe/>

Newsletter Editor

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