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Section Homepage
American Sociology Association
http://www2.asanet.org/soe/

Newsletter Editor
April Sutton
University of Texas-Austin
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Dear Members of the SOE Section,

One indicator of the health of our section: The slate of candidates for our section’s elected offices is terrific. Please Vote! If you are a member of ASA, you should have received an email recently with a web link to your ballot. If you are a member of the section, that ballot should have included places to cast your vote for our section’s elected offices: Chair-Elect, Council, and Student Representative to Council. The vitality of our section depends on your participation in this democratic process. So vote!

As I announced in early March, our section’s web site has a new look. Please visit http://www2.asanet.org/soe/ if you have not done so already. The section’s new webmaster—Notre Dame graduate student Joe Workman—and ASA’s web guru Michelle Duprey have done a great job of putting together a page that is fresh and flexible and should serve the section well going forward. Suggestions about the page are welcome; send me an email. To adorn the new site, we held two section-wide contests. First, I am happy to announce that Joe Workman won the contest to write a “blurb” on the section homepage that defines “Sociology of Education.” Second, I am happy to announce that Wisconsin graduate student Anna Haskins won the contest to create an appropriate image for the homepage. Both Joe and Anna will eat free at the section’s dinner in Denver in August.

As we move forward with a new web site, we should all thank Carl Schmitt for his years of service creating, expanding, and maintaining the section’s web site. Carl took the site from its infancy and turned it into an important part of the intellectual life of the section. Thank you, Carl!

I know it is more than three months away, but it is not too early to start planning for the annual meetings in Denver. In this issue of the newsletter are details of the seven section sessions and of the many regular sessions that are of immediate relevance to education. Note that our “section day” is Monday, August 20. Most of the section’s allotted sessions will be scheduled for that day, so plan your travels accordingly. The section reception will be held in the conference hotel early on Sunday evening; it will be followed by a buffet dinner at Katie Mullen’s Irish Pub (which is a very short walk from the conference hotel). More details soon.

Best wishes,
Rob
It Should Have Been a Classic ... Zimmer and Hawley’s Metropolitan Area Schools: Resistance to District Reorganization

By John L. Rury

John L. Rury is Professor of Education and (by courtesy) History at the University of Kansas. His research has focused on urban schooling, and race, gender and social class in American education. He is currently working on a study of suburban school districts in postwar Kansas City.

There can be little question about the importance of suburban schooling in the United States today. Roughly two out of three American children are educated in suburban districts, which are generally seen as superior to both urban school systems and rural institutions. Yet little study has been devoted to the rise of suburban education, a fact noted by a number of commentators lately.¹

In 1968 sociologists Basil Zimmer and Amos Hawley published a large-scale study that shed considerable light on metropolitan attitudes about education, and which sank almost immediately into obscurity. More than 300 pages long, with some 80 tables, it was titled Metropolitan Area Schools: Resistance to District Reorganization.² Published by Sage, it was the result of a grant from the U.S. Department of Education to identify factors that stood in the way of reforming district organization. The very fact that such a question was posed, of course, is revealing in many respects. Suburban schooling was seen as a problem, and federal authorities in the Johnson Administration devoted resources to comprehending it.

Zimmer and Hawley were well known urban sociologists, especially Hawley, who was elected to the presidencies of both the Population Association of America (1973) and ASA (1978). He was a founder of Human Ecology as an interpretive tradition in studying cities and metropolitan development. Zimmer had been Hawley’s student at Michigan and exhibited a greater professional interest in education, which probably accounted for his place of authorship in this study. A slim companion volume of sorts was published two years later, also by Sage, with Hawley as the lead author: The Metropolitan Community: Its People and Government.³ Both books drew upon the same data set, but the latter volume addressed somewhat broader questions of how people viewed communities and governmental systems in metropolitan areas, while the former focused on schooling.

At the center of both studies, along with a handful of articles,⁴ was a remarkable survey of nearly three thousand households

¹ On this point, see Mathew Lassiter, “Schools and Housing in Metropolitan History: An Introduction,” Journal of Urban History 38: 2 (March 2012) pp. 195-204, and the other articles in this special issue of the journal dealing with suburban schools.
conducted in six northern metropolitan areas: Buffalo, NY; Milwaukee, WI; Rochester, NY; Dayton, OH; Saginaw, MI; and Rockford, IL. It was conducted by the National Opinion Research Center (NORC) to produce a probability sample of about 500 respondents from urban and suburban zones in each of the six metro areas. The authors decided to focus on the North to avoid the confounding influence of regional variation, and selected metro areas in three size groups: large (total population around 1 million), medium (around half a million) and small (around 150,000).

Some 630 public officials in both urban and suburban settings were interviewed as well, 45 in each city and 60 in each set of suburbs. This sampling strategy reflected Zimmer and Hawley’s ecological orientation, particularly their expectation that findings would differ across various urban contexts.

The survey was designed to address the rather basic question implied in the book’s title: What were the sources of resistance to metropolitan consolidation in schools? A widely held complaint about metro development concerned inefficiencies in the many small jurisdictions that crisscrossed suburban areas, often with little evident rationale or order. This was puzzling to ecologically-minded researchers like Hawley and Zimmer, who postulated that escalating costs and managerial logic would naturally lead to more coherent patterns of institutional expansion. The interviews were quite lengthy and conducted by more than 100 canvassers across all six settings, and data were prepared by NORC. Even though no statistical analyses were conducted beyond simple tabular displays, an extraordinary amount of information is presented in the book.

In retrospect it is hardly surprising, but Metropolitan Area Schools identified unequivocal lines of suburban resistance to the very idea of consolidating schools across metropolitan areas. In fact, schools engendered greater resistance to this change than any other issue. Remarkably, the authors steered clear of the question of race, a point of considerable criticism in reviews of the book, but in certain respects this enabled them to focus on other factors that proved quite telling. It turned out that the size of metropolitan areas did seem to be linked to distinctive suburban attitudes, and to city viewpoints as well. Suburban schools were not considered quite so superior in smaller metro areas, and urban schools were hardly seen as inferior. It was in the larger metropolises where perceptions of suburban educational advantage were most pronounced, and among certain groups in particular. It was the highly educated suburbanites who were most plainly opposed to any changes in the schools, especially women, along with elected officials.

This point addresses the book’s principal finding of interest today: social class mattered, at least defined in terms of employment, income and education level. It was suburban residents with professional and management jobs, with higher income levels and with college degrees who were most likely to believe their schools superior, and who were most opposed to district consolidation. Respondents in these categories, which undoubtedly overlapped a great deal, also were the most willing to pay higher taxes to support schools, and were most reluctant to receive federal or state money to help them. These patterns were clearly evident in the larger metro areas. On the other hand, working class respondents, with lower levels of education, were considerably less likely to see the advantages of suburban schools, and less tolerant of higher taxes. Interestingly, college educated urban residents were most likely to support city schools, although social class differences on this count were quite modest.
Perhaps the most frustrating aspect of the study is Zimmer and Hawley’s refusal to speculate or theorize about their findings. The book reads like a detailed report, and even lacks an index, as if prepared for a funding agency. In certain respects this is understandable, as the authors lacked today’s appreciation of the importance of higher education and social class in shaping attitudes about schooling, and the role of exclusive residential enclaves in fostering inequality. It is also surprising that the study features so little information about the status of the various communities where respondents lived. It is easy to imagine that many of the most privileged resided in districts with high property valuations, and with schools widely seen as superior. Their attitudes about maintaining these privileges was a critical element of the process of suburban development, and help account for the persistent—and growing—patterns of educational inequality that are evident today.

Zimmer and Hawley’s book might have become an influential study if they had done a bit more with the rich data they collected. Despite such limitations, however, it remains an underappreciated examination of social class attitudes on schools during the formative years of contemporary metropolitan development. For that reason alone, we can say “it should have been a classic.”

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5 This is perhaps most clearly articulated in the work of Annette Lareau, but is evident in a range of studies published in the past decade familiar to SoE Section members.
Funding Opportunities at the National Science Foundation

By Regina Werum

Regina Werum currently serves as program officer for Sociology at the National Science Foundation (NSF), in the Directorate of Social, Behavioral, and Economic Sciences (SBE). Her two-year appointment as a rotator ends in the summer of 2012. At that time, she will return to Emory University (Atlanta, GA), where she holds an appointment as an Associate Professor of Sociology.

The first time you try to navigate the NSF website in search of funding opportunities for sociologists at large – and sociologists of education in particular – it can be quite intimidating. The reason may be that you are wondering whether the work you do fits the NSF mission, and how to identify the program and initiatives where your work fits best. NSF provides roughly 60% of all federal funding for basic social science research. If you do empirical and/or theoretically motivated research in the social sciences, your work will most likely be appropriate for one or several NSF funding mechanisms.

Narrowing down which specific funding opportunities fit your work best may benefit from a clear understanding of how the NSF is structured. The Sociology Program is one of eight programs in the Division of Social and Economic Sciences/SES (http://www.nsf.gov/div/index.jsp?div=SES). SES, in turn is one of two research divisions in the Directorate of Social, Behavioral, and Economic Sciences/SBE. The second division contains another ten programs (Behavioral and Cognitive Sciences/BCS; http://www.nsf.gov/funding/pgm_list.jsp?org=BCS). Within SES, programs range from Sociology to the Science of Organizations; notably, only three of the eight programs are grounded in disciplines (Sociology, Economics, Political Science), the others are interdisciplinary. Within BCS, programs range from Developmental and Learning Sciences to Cultural Anthropology, again with a mix of disciplinary and inter-disciplinary programs. Each program has its own application deadlines and guidelines, specified in its call for proposals (“solicitation”).

Approximately half of the projects submitted to the Sociology Program are, in fact co-reviewed by other programs, either within our division or otherwise, precisely because of the projects’ interdisciplinary appeal. This is particularly pertinent for sociologists of education, whose work is often situated at the intersection of two or more fields/disciplines. To find out whether a program other than Sociology may be most appropriate for your work, just scroll down to the bottom of each program’s website to the hyperlink “What has been funded.” It will take you to a list of recent awards (and abstracts), which you can sort in various ways. This is a good way to find out about the portfolios of each program, and also to find out who your peers are in the research community. While NSF officers cannot share the proposals with you, you are free to contact the investigators and request a copy of their proposal narrative.

The third division, the National Center for Science and Engineering Statistics/NCSES, primarily engages in the collection, analysis, and dissemination of data on science and engineering, broadly defined, and thus constitutes a valuable source of secondary data for sociologists of education.

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6 The third division, the National Center for Science and Engineering Statistics/NCSES, primarily engages in the collection, analysis, and dissemination of data on science and engineering, broadly defined, and thus constitutes a valuable source of secondary data for sociologists of education.
Please note that the Sociology Program funds the entire scientific pipeline, ranging from dissertation improvement grants (http://www.nsf.gov/sbe/ses/soc/socckl1.jsp), and post-doctoral work (http://www.asanet.org/funding/postdoc_announcement.cfm; stay tuned for 2012 deadline), to regular research proposals submitted by faculty (which often include support for graduate and undergraduate research assistants), workshops, and data infrastructure projects, such as the School Attendance Boundaries Information System/SABINS (http://www.sabinsdata.org/).

The Program also supports a broad spectrum of substantive areas, paradigms, and methodologies. We would like to highlight in particular our longstanding initiative to foster research that employs qualitative methods. For more information please visit http://www.nsf.gov/sbe/ses/soc/sqrmii.jsp. Some of the most recent awards can be easily found under the Program’s “What has been funded “ hyperlink – simply search for proposal titles that start with “Strengthening Qualitative Research.”

Finally, allow us to address the common misperception that NSF funding mechanisms are primarily geared towards research-intensive institutions. If you peruse our portfolio of grants, you will quickly realize that many go to faculty members at public and private institutions where teaching constitutes (part of) the core mission. In addition, NSF also maintains several mechanisms specifically targeted towards undergraduate students and institutions that primarily serve undergraduates. Notably, NSF’s Research Experiences for Undergraduates/REU initiative makes it possible to fund entire teams of researchers who work on related projects and train undergraduate researchers (http://www.nsf.gov/crssprgm/reu/reu_search.cfm). Alternatively, individual investigators can build in support for undergraduate research assistants as part of an REU supplement to a regular grant. Moreover, NSF’s Research at Undergraduate Institutions/RUI initiative explicitly supports research at liberal arts institutions. To that end, any regular grant submitted to a specific program would simply indicate in its title that it is an RUI project (http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5518).

Outside the SES Division (and the SBE Directorate), NSF offers an even broader array of funding opportunities for sociologists of education. Some of these are situated in one of the other six Directorates, such as Education and Human Resources/EHR (http://www.nsf.gov/dir/index.jsp?org=EHR), which contains e.g., the Division of Research on Learning in Formal and Informal Settings/DRL. Within that unit, current funding opportunities of interest to researchers in our field are targeted towards issues related to K-12, disability, STEM and other substantive areas. The Division of Graduate Education/DGE and the Division of Undergraduate Education/DUE also offer fellowships and scholarships for students, as well as grant funding opportunities.

Additional funding opportunities exist in SBE-wide, cross-directorate, and even NSF-wide initiatives. This includes, e.g., the Graduate Research Fellowship Program/GRFP, which provides funding to 1st- and 2nd-year graduate students from all NSF-funded fields and disciplines: http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=6201&org=DGE&from=home

Cross-directorate and NSF-wide initiatives do change regularly. To keep up with changes in solicitations and emerging initiatives, please stay tuned to periodic announcements from...
your professional organization, or visit the SBE website (http://www.nsf.gov/dir/index.jsp?org=SBE), which features hyperlinks to all active “Dear Colleague Letters” in the lower right-hand corner. Even if they are not explicitly targeted towards sociologists of education, you may want to think about how this field might provide innovative approaches and insights into the topical area specified in the initiative. For instance, the SBE Directorate is currently sponsoring a pilot program known as CREATIV, which differs in scope from typical program activities: it must be grounded in two intellectually distinct fields/disciplines and have transformative potential. For more information please visit http://www.nsf.gov/pubs/2012/nsf12011/nsf12011.jsp or http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf12012.

Moreover, one of the current NSF-wide initiatives with potential appeal to sociologists of education is the Science, Engineering and Education for Sustainability/SEES initiative (http://www.nsf.gov/geo/sees/sees_contacts.jsp), which supports a range of activities, including grants, fellowships, and the development of research networks.

By all means, please contact the program officers if you have questions to which our websites do not provide an answer. We also conduct outreach sessions at many professional meetings during which program officers are happy to answer both general and individual questions about the NSF merit review process and funding opportunities. If you have a research idea and would like to float it, please contact us via email and provide a 1-2 page synopsis, to which we will gladly respond. Typically program officers will not provide substantive comments on (pre-) proposals. But we are happy to provide general guidelines and feedback on potential funding mechanisms at NSF for your work of which you might not be aware. The earlier you contact us, the better! We look forward to hearing from you.
Sociology of Education at the 2012 ASA Meeting

Below you will find a listing of the Sociology of Education Section sessions and events, in addition to education related Regular sessions at the ASA Annual meeting. Locations are to be announced. For the preliminary program, visit: http://convention2.allacademic.com/one/asa/asa12/

Sociology of Education (SOE) Section Events

1. Section Reception — Sunday, August 19 – 6:30pm – 8:00pm
2. Section Dinner (Details Coming Soon) – Sunday, August 19 – 8:00pm – 10:00pm
3. Section Business Meeting — Monday, August 20 – 11:30am – 12:30pm
4. Section Sessions — See Below

Sociology of Education Section Sessions
Organizers: Megan Andrew and Mark Berends, University of Notre Dame

How Social Class Works in Higher Education
Sunday, August 19; 8:30am - 10:10am
Discussant: Patricia Marie McDonough, University of California-Los Angeles
Presider: Megan Andrew, University of Notre Dame

- Unequal Access to Shadow Education and Its Impacts on Academic Outcomes: Evidence from Korea, Jaesung Choi, University of Pennsylvania
- Public and Private Lives: Institutional Structure and Personal Supports in Low-income Single Mothers’ Educational Pursuits, Christine Cerven, University of California-San Diego; Vicki Park, University of California-San Diego
- The Double Bind of Social Ties: Social Capital for Low Socio-economic Status Students at Elite Colleges, Elizabeth Morgan Lee, Hamilton College

Gender Differences in Education
Sunday, August 19; 10:30am - 12:10pm
Discussant: Claudia Buchmann, Ohio State University
Presider: Lara Cristina Perez-Felkner, University of Chicago-National Opinion Research Center

- Re-Examining Gender Gaps in Self-assessment of Math Ability, Jill Bowdon, University of Wisconsin-Madison; Thomas A. DiPrete, Columbia University
- Gender Differences in Postsecondary Matriculation: Rurality, the Local Labor Economy, and Gender Role Socialization, April Sutton, University of Texas-Austin
- Sex and Scholastic Success: Cultural Narratives and Demographic Outcomes in Malawi, Margaret Frye, University of California-Berkeley
- Career Decision-Making Among Fourth-Year Doctoral Students: How Does Discipline Matter? Cayce C. Hughes, University of Chicago; Jenifer L. Bratter, Rice University; Bridget K. Gorman, Rice University
International Perspectives on Educational Expansion
Sunday, August 19; 4:30pm – 6:10pm
Discussant: Samuel R. Lucas, University of California-Berkeley
Presider: Megan Andrew, University of Notre Dame

- Variation by Nation in the Heritability of Educational Attainment: An International Meta-analysis, Amelia R. Branigan, Kenneth McCallum, and Jeremy Freese, Northwestern University
- Expansion and Inequality of Educational Opportunity: A Comparative Study, Yossi Shavit and Eyal Bar Haim, Tel Aviv University
- Equal Opportunity, Unequal Access: The Role of Proximity at Gateways to Higher Education in China, Tony Tam, The Chinese University-Hong Kong and Academia Sinica; Jin Jiang, The Chinese University-Hong Kong

Race, Ethnicity, and Nativity in Education
Monday, August 20; 8:30am - 10:10am
Presider: Dara Renee Shifrer, University of Texas-Austin

- What’s Race Got to Do With It? Navigating Multiple Identities in Law School, Yung-Yi Diana Pan, University of California-Irvine
- Winners and Losers: Teachers’ Perceptions of the Children of Immigrants, Sarah F. Blanchard, University of Texas-Austin
- In Need of Leverage: The Blind Spot with Focusing on Identity and School Outlooks, Maria G. Rendon, University of California-Irvine
- Anti-Academic Norms, Peer Harassment, and Race, Robert W. Faris, University of California-Davis

Social Composition and Organization Effects in Education: Schools and Networks
Monday, August 20; 12:30pm - 2:10pm
Discussant: Kenneth A. Frank, Michigan State University
Presider: Jeffrey Grigg, University of Wisconsin-Madison

- Negotiating Disparate Social Contexts: Evidence from a Random-assignment Desegregation Plan, Kendra Bischoff, Stanford University
- Bullying in American Schools: How Do School Environment and Racial Composition Matter? Lisa M. Williams and Claudia Buchmann, Ohio State University
- Gender Differences in the Causal Effect of Peer SES: Evidence from Two Quasi-experimental Case Studies, Joscha Legewie and Thomas A. DiPrete, Columbia University
- Unpacking the Process: Understanding Factors that Shape Trajectories of Exposure to School Segregation, Siri Warkentien, Johns Hopkins University
- Exploring Socioeconomic Friendship Segregation, Elena Grewal, Stanford University
**Sociological Perspectives on Education Reform**  
*Monday, August 20; 2:30pm - 4:10pm*  
**Discussant:** Mark A. Berends, *University of Notre Dame*  
**Presider:** Jennifer Jennings, *New York University*

- The Mediocre Performance of U.S. Students on International Education Tests: Are Schools to Blame?  
  *Joseph Merry, Ohio State University*
- Variation in Content Coverage by Classroom Composition: An Analysis of Advanced Math Course Content,  
  *Elizabeth A. Covay, University of Pennsylvania*
- Principals’ Interactions With Teachers: How Principals’ Social Characteristics Relate to School Community and Teacher Commitment,  
  *Heather E. Price, University of Notre Dame*
- Public School Grade Retention Rates in the United States: Estimates by State, Grade, Year, and Race/Ethnicity,  
  *John Robert Warren and Jim Saliba, University of Minnesota*
- At Risk for Re-segregation? Race, Class and Attitudes Towards School Assignment Policies in Raleigh,  
  *Toby L. Parcel, Andrew J. Taylor, and Josh Hendrix, North Carolina State University*

**Sociology of Education Section Roundtable Sessions**  
*Monday, Aug 20 - 10:30am - 11:30am – Followed by the Section’s Business Meeting at 11:30*

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“Education” Regular Sessions
Organizer: Irene R. Beattie, University of California-Merced

Neighborhood and School Contexts
Friday, August 17; 10:30am - 12:10pm
Discussant: Linda Renzulli, University of Georgia

- Effects of Affluent Suburban Schooling: Learning Skilled Ways of Interacting with Educational Gatekeepers, Simone Ispa-Landa, Northwestern University
- High School Resources: Equalizers, Stratifiers, or Mirrors? Joshua Klugman, Temple University
- The Limits of Math Proficiency: How Individual and School Characteristics Shape Math Course Placement, Will Tyson, University of South Florida; Josipa Roksa, University of Virginia; Rheta Lanehart, University of South Florida
- Movers versus Stayers: Neighborhood Effects on Achievement Scores, Steven Elias Alvarado, University of Notre Dame
- The Neighborhood Context of Parental Involvement in Schools, Jeremy Fiel, University of Wisconsin-Madison; Anna R. Haskins, University of Wisconsin-Madison; Ruth N. Lopez Turley, Rice University

Change and Stability in Schools as Organizations
Friday, August 17; 2:30pm - 4:10pm
Discussant: Irene R. Beattie, University of California-Merced

- Charter Schools: Another Name for the Same Thing?: Charter School Innovation Over Time, Linda Renzulli, Christen Lynn Bradley, Ashley Brooke Barr, and Maria T. Paino, University of Georgia
- Nothing New Under the Sun: A Century of Education Reform Discourse, Sanja Jagesic, University of Chicago
- Ability Grouping and Students’ Mathematics Gains in Charter and Traditional Public Schools, Mark A. Berends and Kristi L. Donaldson, University of Notre Dame
- Collective Pedagogical Teacher Culture, Teacher Job Satisfaction, and Race, Elizabeth Stearns, Neena Banerjee, Roslyn A. Mickelson, and Stephanie Moller, University of North Carolina-Charlotte
- Pride and Shame in “Ghetto” Schools: The Effects of School Culture on Teacher Racial Identification, Jessica Cobb, University of California-Berkeley

Parental Influences on Educational Outcomes
Friday, August 17; 4:30pm - 6:10pm
Discussant: Simon Cheng, University of Connecticut

- Household Income and Children’s Academic Achievement: A Cross-national Comparison, Sean F. Reardon and Anna Katyn Chmielewski, Stanford University
- The Effect of Multi-generational Institutionalized Cultural Capital on Parenting Practices and Educational Outcomes, Susan A. Dumais, Louisiana State University; Laura Nichols, Santa Clara University
- Determinants of Educational Developmental Outcomes among Adopted and Non-Adopted Children, Regina Werum, National Science Foundation; Irene Browne, Emory University; Tomeka M. Davis, Georgia State University
Unintended Consequences of Mass Imprisonment: Effects of Paternal Incarceration on Child School Readiness, Anna R. Haskins, University of Wisconsin-Madison

Watching Teachers: Parent Surveillance Inside the Schoolhouse, Elizabeth McGhee Hassrick, University of Chicago

Race/Ethnicity, Curriculum, and Achievement
Sunday, August 19; 8:30am - 10:10am
Discussant: Pat Rubio Goldsmith, University of Wisconsin-Milwaukee

Ostracism or Opportunity? Explaining the Popularity Penalty for High-achieving Black Students, Karolyn Tyson, UNC-Chapel Hill; William Darity, Duke University; Hedwig Eugenie Lee, University of Michigan; Brandon G. Wagner, UNC-Chapel Hill; Kathleen Mullan Harris, UNC-Chapel Hill

The Intersection of Race, Ethnicity, and Disability: Testing Racial/Ethnic Bias in Referrals to Special Education, Rachel Elizabeth Fish, University of Wisconsin-Madison

The Interactive Effect of Racial Composition and Curricular Practices on Immigrant Students’ Mathematics Achievement, Martha Cecilia Bottia, Roslyn A. Mickelson, Elizabeth Stearns, and Stephanie Moller, University of North Carolina-Chapel Hill

Beyond Black and White: The Effects of Racial and Economic Composition on Low-Income Students’ Achievement, Queenie X. Zhu, University of California-San Diego

Racial Segregation and the Black/White Achievement Gap, 1992-2009, Dennis J. Condron, Oakland University; Daniel B. Tope, Florida State University; Christina R. Steidl, Emory University; Kendralin Freeman, Hobart and William Smith Colleges

Inequalities in College Access and Completion
Friday, August 17; 2:30pm - 4:10pm
Discussant: Ruth N. Lopez Turley, Rice University
Presider: Fabian T. Pfeffer, University of Michigan

Changes in Ascribed and Achieved Advantage in American Higher Education, Eric Grodsky, University of Minnesota; Evangeleen Pattison, University of Texas-Austin

Falling Short of College: Family Relationships and Downward Mobility, Elizabeth Dayton, Johns Hopkins University

Gender, Debt, and Dropping Out of College, Rachel E. Dwyer, Ohio State University; Laura McCloud, Pacific Lutheran University; Randy Hodson, Ohio State University

Interpreting Community College Effects in the Presence of Heterogeneity and Complex Counterfactuals Jennie E. Brand, University of California-Los Angeles; Fabian T. Pfeffer, University of Michigan; Sara Goldrick-Rab, University of Wisconsin-Madison

“Being Someone:” Realizing and Revising the Educational Aspirations and Expectations of Latino/a College Aspirants, Sarah M. Ovink, Virginia Polytechnic Institute and State University
**Colleges as Organizations: Status, Legitimacy, and Differentiation**

*Sunday, August 19; 8:30am - 10:10am*

**Discussant:** David P. Baker, Pennsylvania State University  
**Presider:** Janice McCabe, Florida State University

- Football as a Status System in U.S. Higher Education, *Arik Lifschitz, Stanford University; Michael Sauder, University of Iowa and Harvard University; Mitchell L. Stevens, Stanford University*
- Peer Effects in Tournaments for Prestige: Evidence from Dynamics in Ranks of U.S. Colleges and Universities, *Noah S. Askin and Matthew S. Bothner, University of Chicago*
- Between Strategy and Conformity: A Status-based Explanation of Academic Program Differentiation, *Craig M. Rawlings, University of California-Santa Barbara*
- Selling the “Practical” MBA: How Corporate Universities Profited from a New Market for Managers, *Nidia Isabel Banuelos, University of Chicago*
- Resisting the Vocational, Creating Dilettantes: Internships and the Liberal Arts, *Lauren Valentino, University of North Carolina-Charlotte*

**Money, Markets, and Politics in Higher Education**

*Monday, August 20; 8:30am - 10:10am*

**Discussant:** Eric Grodsky, University of Minnesota  
**Presider:** Pamela R. Bennett, Johns Hopkins University

- Disparities in Debt: Parents’ Socioeconomic Resources and Young Adult Student Loan Debt, *Jason N. Houle, University of Wisconsin-Madison*
- The Revenue Profiles of Public Universities: Diversity, Change Over Time, and the Role of Services, *Sondra N. Barringer, University of Arizona*
- Creating the Conservatism: How Campuses Shape Political Discourse and Style, *Amy J. Binder and Kate Wood, University of California-San Diego*
- Expansion in Higher Education and Political Tolerance in Taiwan, *Wei-Lin Chen, University of Iowa*

**Patterns and Consequences of College Sorting**

*Monday, August 20; 2:30pm - 4:10pm*

**Discussant:** Catherine Riegle-Crumb, University of Texas-Austin  
**Presider:** Lara Cristina Perez-Felkner, University of Chicago-National Opinion Research Center

- Local Decision Making in College Students’ Selection of Major, *Christopher George Takacs, University of Chicago; Daniel F. Chambliss, Hamilton College*
- Applying Social Theories to Study and Shape Development of Biomedical Scientists and Diversify the Field, *Rick McGee, Northwestern University; Michelle E. Naffziger, Northwestern University; Jennifer Richardson-Stovall, Loyola University-Chicago; Simon N. Williams, Northwestern University*
- Hispanic-serving by Design: Characteristics of Hispanic Students Across a New Typology of Hispanic Serving Institutions, *Pamela R. Bennett and Robert Nathenson, Johns Hopkins University;*
Homogamy on Campus: College Attendance and Partnering Patterns, 1975-2005, Karly Sarita Ford, New York University


“Educational Policy” Regular Sessions
Organizer: Deborah Warnock, Skidmore College

Accountability Policies and Student Achievement
Saturday, August 18; 12:30pm - 2:10pm
Discussant: Adam Gamoran, University of Wisconsin-Madison
Presider: Heather E. Price, University of Notre Dame

- Measure for Measure: Quantifying Inequality in an Age of Educational Accountability, Jennifer L. Jennings, New York University; Heeju Sohn, University of Pennsylvania
- Moving Forward Together or Drifting Apart? High-stakes Accountability and Equality of Educational Opportunity, Barbara Falk Condliffe, Johns Hopkins University
- Fourth Grade Retention and Reading Achievement in Texas, Jon Lorence, University of Houston
- A Global Comparison of Educational Markets—The Effects of School Choice, Testing, and Accountability, Daniel A. Long and Catherine Doren, Wesleyan University
- Federal Education Policy and Inequality: Cultural Logics and Discursive Framing in Congressional Hearings, 1965-2001, Emily Meanwell, Indiana University

The Expansion of Educational Opportunity and Student Outcomes
Monday, August 20; 12:30pm - 2:10pm
Discussant: Thurston A. Domina, University of California-Irvine

- China’s Higher Education Policy and Social Stratification, Wei-Jun Jean Yeung, National University of Singapore
- Effects of High School Mathematics Graduation Requirement on Student Educational Outcomes, Guan K. Saw and Michael Broda, Michigan State University
- Basing College Chances on Lottery Dreams, Kelly Iwanaga Becker and James Rosenbaum, Northwestern University
American education is at a critical juncture because the traditional skills taught in schools and universities might no longer be valid to prepare students for a global economy. This is a prevailing argument in the education reform debate. Corporations are now being turned to for the solution.

Regarding western educational discourse, transitional periods in education extend as far back as the Middle Ages in Europe. In America, since the turn of the century there has been an underpinning influence on education: the role of business. Yet, how often do we hold businesses accountable for their contributions to education? Business and education alliances can greatly benefit the system on both the K–12 and university levels. However, if the work that education is supposed to accomplish is underestimated and the plight of education is handed blindly over to a corporate paradigm, there might be more harm done than good.

For some, it might seem unsavory that education has turned into a profitable business. For others, it is a dream come true. Although several scholars have analyzed the correspondence between education and the economy, few have examined it using a British pedagogical framework combined with an economic typology of power. The goal of this book is to explore the existence of certain capitalist realities in the American education system to find a balance between the distinct ideologies of education and business.

This book is a theory-building exercise that centers on a descriptive multiple-case study of two senior high schools: a private, Jesuit school with a mission to educate students for university disciplines and a public charter school designed for career preparation, both located in Washington, D.C. A combination of survey, dialogic, observational, and documentary techniques was employed in a multi-methodological approach. This enterprise draws on Basil Bernstein’s pedagogical theory of symbolic educational knowledge codes while attempting to fill a gap in its theoretical apparatus. The endeavor highlights some effects of alliances between business and education, while exploring concepts of power, critical thinking, and knowledge. A realist theoretical lens is a key component in this study where business norms are conceptualized as a social entity ontologically effectual to educational processes. Traditional forms of education are revealed to be in competition with alternative forms of education, where the high-technology age is perceived as a contributor to educational change. One of the unique analyses drawn from the research fieldwork elucidates differences between a religious paradigm and a careerist pedagogical approach.

Ultimately, three contextual themes emerge from the data: entrepreneur ethics, social skills, and technology; all of these are indications of how business mores are apparent in education. The salient theme in this endeavor is the control of knowledge by institutions and/or individuals.

*The Imprint of Business Norms on American Education* is an important book for social entrepreneurs, education reformers, education and sociological studies.

*Dameon V. Alexander* is Director of Strategic Initiatives in the Department of Academic Technology and a professorial lecturer in the Department of Sociology at The George Washington University, where he teaches economic sociology and social research methods.
Stubborn Roots: Race, Culture, and Inequality in U.S. and South African Schools
by Prudence L. Carter (Oxford University Press)

What are the features of the school environment that make students' of color incorporation greater at some schools than at others? Prudence L. Carter seeks to answer this basic but bedeviling question through a rich comparative analysis of the organizational and group dynamics in eight schools located within four cities in the United States and South Africa-two nations rebounding from centuries of overt practices of racial and social inequality. Stubborn Roots provides insight into how school communities can better incorporate previously disadvantaged groups and engender equity by addressing socio-cultural contexts and promoting "cultural flexibility." It also raises important and timely questions about the social, political, and philosophical purposes of multiracial schooling that have been greatly ignored by many, and cautions against narrow approaches to education that merely focus on test-scores and resources.

Advance Praise

“There are simply not enough texts that look comparatively at the two foremost experiments with questions of race, culture, and class in the English-speaking world, the United States and South Africa. Prudence Carter's work is simultaneously scholarly and compassionate. It helps us see, in these two benighted but globally important societies, how easily things break, but also how well, when structures are in place and when human agency takes flight, individuals and the groups to which they belong flourish and grow.”

--Crain Soudien, Professor of Education, University of Cape Town

“In this ambitious mixed-method study, Carter analyzes the social and symbolic boundaries that account for disparate educational experiences by race in the United States and South Africa. Resources are only part of the answer; equally important, she argues, are the cultural and institutional conditions that make students feel they are valued contributors of the community. ...Educators, policymakers, and scholars alike have much to learn from this agenda-setting work.”

--Michele Lamont, Harvard University, Author of The Dignity of Working Men: Morality and the Boundaries of Race, Class and Immigration

“Prudence Carter's remarkable book shines a light on the often invisible patterns that perpetuate educational disparity in both the United States and South Africa. Stubborn Roots reveals how racial and ethnic divides are often reinforced, even in supposedly 'integrated' schools and even when many people of good will, try to eradicate them. Carter's insights illuminate how educators and schools can address these issues by becoming increasingly attuned to the socio-cultural worlds in which their students live. This book paves the way for the changes needed for historically disadvantaged groups to receive equitable, high-quality educations.”

--Linda Darling-Hammond, Charles Ducommun Professor of Education, Stanford University

PRUDENCE L. CARTER is Associate Professor of Education and (by courtesy) Sociology at Stanford University. She is also the Co-Director of the Stanford Center for Opportunity Policy in Education (SCOPE).
Beyond the Nation-State: The Reconstruction of Nationhood and Citizenship
by David Kamens (Emerald Press)

The book examines the effects of education in creating global citizens who share a world culture. This occurs within an international system that still remains decentralized, composed of independent nation-states as major actors. Prof. Kamens argues that as globalization intensifies, this system of nation-states becomes more saturated and dense with structure. Intensified globalization has produced a world society, thanks to the spread of global capitalism, education, democracy and bureaucracy. The upshot is that world culture travels quickly and produces recipes for the development of an imagined community that has increasing commonalities across societies. The book examines the role of education in diffusing such attitudes and models, as global citizens confront national institutions. The data come from the World Values Surveys, 1981-2007, supplemented with national data from a variety of sources. It also features an introduction by John W. Meyer.

DAVID KAMENS is professor emeritus of sociology at Northern Illinois University.
News from Section Members: Awards and Announcements

- Billie Gastic joined the Relay Graduate School of Education as the Director of Research and Assistant Professor in September of 2011.

- Cynthia Feliciano was awarded the 2012 Outstanding Latina/o Faculty Member in Higher Education Award (Research Institutions) from the American Association for Hispanics in Higher Education. This award recognizes an individual who has demonstrated excellence in both research and teaching and has provided significant contributions to his/her academic discipline.

- Amy Langenkamp was recently awarded the Pacific Sociological Association’s 2012 Distinguished Contribution to Sociological Perspectives for her 2011 article, “Effects of Educational Transitions on Students’ Academic Trajectory: A Life Course Perspective.”

- Beverly Lindsay, a professor and senior scientist of higher education and international policy studies at Pennsylvania State University, has been elected a Fellow of the American Association for the Advancement of Science (AAAS). AAAS is the world’s largest general scientific society and the publisher of the journal Science. This year, 539 Fellows were selected for their scientifically or socially distinguished efforts to advance science or its applications. Lindsay was elected as a Fellow for her distinguished contributions to enhancing international scientific education, leadership, and scholarship, particularly as a global leader in efforts to promote international understanding through curricular and policy changes. Lindsay was recognized for her contributions to science and technology and inducted at the Fellows Forum during the 2012 AAAS Annual Meeting in Vancouver, Canada.
In the next issue....

- Five questions to a senior sociology of education scholar
- It should have been a classic
- More information on ASA 2012

Submit contributions for the next newsletter to
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