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

Newsletter Editor
Anne McDaniel
Ohio State University
aem@sociology.osu.edu
A Note from Brian Powell, Chair

In this sweltering heat, it is hard to concentrate. But I had no difficulty concentrating when I previewed the various articles, news items, book announcements, and list of Sociology of Education section events and sessions collated here by Anne McDaniel, our energetic and talented newsletter editor. Instead, I was reminded of the vitality of our section; the admirable range of topics that sociologists of education engage, often building from and contributing to insights from other areas of sociology; the seemingly effortless way that many members of our section merge policy relevant, theoretically informed, and methodological sophisticated scholarship; and the exciting new opportunities for sociologists of education to explore.

In this newsletter, for example, we see how the study of education cannot and should not be severed from the study of other institutions, as demonstrated by Jayanti Owens’ interview with Sara McLanahan about the linkage between families and schooling, as well as Doug Downey’s comments regarding Doris Entwisle and Karl Alexander’s influential article on “summer setback” in “It Should Have Been a Classic” (although, in my opinion, it already is one!). Sara Goldrick-Rab identifies higher education as an area in which there haven’t been many sociological classics yet. In fact, she encourages sociologists of education to direct more of their energy to the study of higher education. I agree with Sara that this is a change we can believe in.

Perhaps the best evidence of the far-reaching nature of the vitality of sociology of education comes from the lists of new books written by section members and of paper presentations at the ASAs, arranged by Dennis Condron, Jenny Stuber, and future (for 2011-2012, following Chandra Muller) SOE section chair Rob Warren. Even in the face of the inevitable sweltering heat in Atlanta, we will be able to concentrate on, discuss, and celebrate the various contributions of our section members.

See you in Atlanta.

Brian
New Section Officers

The section would like to congratulate the newly elected section officers and thank members of the nominations committee: Amy Binder (chair), Richard Arum, Sara Goldrick-Rab, and Annette Lareau.

**Chair-Elect**
John Robert (Rob) Warren, University of Minnesota

**Council Members**
Robert Crosnoe, University of Texas - Austin
Regina Deil-Amen, University of Arizona

**Student Representative**
Anne McDaniel, Ohio State University
Consider College

By Sara Goldrick-Rab

Sara Goldrick-Rab is an Assistant Professor of Educational Policy Studies and Sociology at the University of Wisconsin-Madison. Her research seeks to identify and explain how socioeconomic stratification in higher education is affected by social policies and institutional practices. She co-directs the Wisconsin Scholars Longitudinal Study, a mixed-methods randomized trial of the effects of need-based financial aid on college attainment. She was named a 2010 William T. Grant Scholar for her project, “Rethinking College Choice in America.” Sara blogs at the Education Optimists (http://eduoptimists.blogspot.com) and can be reached at srab@education.wisc.edu.

Studying the sociology of higher education can be lonely sometimes. While I don’t know the exact figures, my guess is that barely one-fifth of our section’s members primarily focus their research on schooling after 12th grade. Admittedly, those who do are a stellar group of colleagues, both junior and senior. And when we include sociologists who write the occasional paper on a postsecondary issue, the circle expands further.

But the absence of sociologists studying higher education and engaging in the relevant policy debates is increasingly conspicuous. More than a year ago President Barack Obama declared that children should acquire at least a 13th year of education. He followed that by proposing an American Graduation Initiative to stimulate increases in college completion that included $12 billion for community colleges (Goldrick-Rab, Harris, Mazzeo, and Kienzl, 2009). While that piece of federal legislation was ultimately not funded, many of its underlying goals remain on the U.S. Department of Education’s agenda. For example, this fall will witness a White House Summit on Community Colleges, intended to impel reforms in that sector. Still pending are changes to the regulations surrounding the for-profit colleges, as well as numerous state and local proposals to institute accountability systems for colleges and universities, alter the design of financial aid, increase the use of online learning, and restrict the provision of remedial coursework.

The opportunities and the need for sociological insights and analysis in higher education are, in a word, endless. Yet, as in many arenas, economists dominate the debates. Glance over the latest issues of the Chronicle of Higher Education or Inside Higher Ed and you’ll quickly see what I mean. Sure, some of our most well-known colleagues make nearly monthly appearances, but overall the silence on sociological perspectives is deafening.
The time is right for a change. For not only are questions about the purposes and functions of higher education taking center-stage in the policy arena, but funders are beginning to seek fresh new perspectives in the hopes they will bring innovation, and journal editors appear eager to feature articles that resonate with issues the public cares about. And believe me, the public cares about higher education.

I’m hoping for colleagues to consider joining in research on a variety of topics. A few areas have dominated the sociology of higher education thus far, including questions about who should attend college and under what conditions (e.g. Rosenbaum, 2006; Attewall and Lavin, 2007; Hearn; Karen 2002; DeLuca, Grodsky and Deil-Amen nd; Schneider and Stevenson), the role of the community college in promoting access to the baccalaureate (e.g. Dougherty, Roksa, Brint and Karabel), and how race-based policies affect stratification (e.g. Tienda, Alon, Massey, Espenshade). There has also been some intriguing work on gender differences in college attendance (e.g. DiPrete and Buchmann) and choice of majors (Jacobs), trajectories of learning (or not learning) (e.g. Arum and Roksa), and the effects of policies including welfare reform (e.g. Shaw et al), admissions (Stevens), and remediation (Attewell et al) on college outcomes. Of course, these are primarily focused on college as a “sieve” (Stevens, Armstrong, and Arum). There are many other potential lenses, and some of them have been explored more than others. But, for better or worse, it’s the stratification tradition that is most aligned with current policy discussions, and where I believe sociologists stand the best chance of getting involved and making a difference.

We need new voices to consider some of the toughest questions. These include: What does and should constitute student “success” in higher education? To what extent is the for-profit sector promoting greater equality of opportunity, and at what cost to equality of outcomes? What role can we imagine for financial aid, in an era where some of our poorest citizens are managing to enter college—but not managing to make it through? What forms of accountability will colleges and universities respond to, and why? How can we conceptualize the nonselective four-year colleges as a sector, and what are their most important attributes? What is the meaning of productivity and efficiency when it comes to the provision of a college education? The list goes on. All of these issues are currently being studied by economists, and with some informative results. But the discussions are not nearly as rich as they could be if more of you jumped into the pool.
I don’t know much about how this situation came to be. I suspect that a tendency to view higher education as elite has something to do with it. That and the field perpetuates itself—we follow our advisers, and relatively few of them selected this area in the past. But I assure you, the time is now. The need is great, the material is rich, and the subfield is full of bright, interesting people who will welcome you into the fold. Carpe diem!
Five Questions to … Sara S. McLanahan
by Jayanti Owens

Sara S. McLanahan is the William S. Tod Professor of Sociology and Public Affairs at Princeton University. She is the founder and director of the Bendheim-Thoman Center for Research on Child Wellbeing, currently directs the Fragile Families and Child Wellbeing Study and serves as Editor-in-Chief of The Future of Children, a journal dedicated to providing research and analysis to promote effective policies and programs for children. Dr. McLanahan’s research interests include family demography, poverty and inequality, and social policy. She is the author of Single Mothers and their Children: A New America Dilemma, 1986 (with Irwin Garfinkel), Growing Up with a Single Parent, 1994 (with Gary Sandefur), several edited books, and over 100 articles.

Jayanti Owens is a Joint Ph.D. Candidate in the Department of Sociology and the Office of Population Research at Princeton University. Her interests include stratification, education, immigration, demography, quantitative research methods, and social policy. She is currently working on a dissertation examining gender gaps in early childhood behavioral skills development and success in schooling, college enrollment, and college completion.

What do you think are some of the more under-studied areas related to family sociology that may be of interest for education researchers and to which we could meaningfully contribute?

A couple of recent papers using data from the Fragile Families Study have shown that a large proportion of unmarried mothers return to school after the birth of their child. I would like to see more research on this topic and its consequences for mothers’ and children’ health and wellbeing. In particular, I’d like to know which types of schooling are beneficial for which outcomes and for which mothers and children.

A second area in which education researchers might make an important contribution to family sociology is in helping us think about (and measure) “family settings.” As I understand the literature, there is a good deal of research on the characteristics of school settings, including 1) the level of resources, (2) the arrangement/organization of resources, and (3) the patterns of interactions (class climate). Families can also be described in these terms although most researchers don’t think of them that way. The ‘settings’ approach shifts the focus from individuals (teachers, parents) or dyads (teacher-student, parent-child) and puts it on the setting (classroom, household). Research on school settings is more advanced than research on family settings, and I think education researchers could help us think about how to move forward in this
area. A good way to begin would be to think of families as ‘little schools’ and then ask, what should family researchers be measuring?

As someone who focuses her work on families and children, you bring a unique vantage point to the study of education because of your knowledge of what goes on in families before children ever get to school. At the same time, I imagine you have questions you’ve thought of that pertain to children once they reach schooling age. From this perspective, what topics in the sociology of education would you like to see more thoroughly investigated over the next five to ten years?

I’m interested in understanding the ways in which parents use their class position and social networks to promote their children’s success in school, and in particular, how middle and upper middle class parents protect their children from the consequences of poor performance or ‘bad’ behavior. My sense is that children from high SES backgrounds have multiple chances to recover from bad behavior or decisions whereas children from low SES backgrounds have very few chances. I’d like to know a lot more about how this process works. Annette Lareau’s research on SES and race/ethnic differences in parent-school interaction contains many insights, and I’d like to see her ideas tested using nationally representative data. I’d also like to see more work on how parent networks operate to promote children’s school success, beginning in elementary school and continuing through high school and college.

A second area topic I think is very important is the emergence of gender differences in school achievement and behavior problems, especially among low SES and minority children. Since boys and girls come from similar family backgrounds and attend similar schools, gender difference must arise either because boys are treated differently than girls by parents and teachers or because boys react differently than girls to similar treatment.

I've recently begun looking into the large literature in family sociology on "school preparedness" and am still trying to get a grasp on it. What do you think are some of the main areas for improvement in the way education researchers consider children's preparation for school and other extra-school factors that shape children's school success?

As noted above, I’d like to see education researchers think about (and measure) family settings in the same way they think about (and measure) school settings. In both settings, resources, structures and climate are important predictors of success. The stability of resources, structures and interactions are equality important. Just as school resources (material, physical), structures
(teacher/pupil ratios) and classroom climate (supportive, disruptive) affect children’s school performance, so do family resources (parents’ education, income and health), structure (number of parents in the household, marital status and biological status of parents) and family interactions affect school success. In addition, just as the stability of school resources and personnel are important for children’s performance, the stability of family resources and structure is also important. As described below in my response to question #4, children’s family experiences today are much more unstable and complex than they were in the past. Measures of family structure (married, single) at a point in time do not do a good job of capturing this variation.

**Much of the work in both family sociology and sociology of education seems to focus on inequality along lines of race, class, and gender. What do you think are some of the most important ways inequality is manifested in the family to set children up on differential trajectories in schooling? What do you think are some of the more promising ways to address these disparities, through policies or otherwise?**

Over 40 percent of children today are born to unmarried parents, two-thirds of whom will spend time in a single parent family. A third will experience high levels of family instability and will live in household with half siblings. Given that instability and “multiple-partner fertility” are much more common among less educated couple and race/ethnic minorities, and assuming that they have negative consequences for children’s long term attainment, these trends are contributing to the reproduction of racial and class inequality. They also may be contributing to the growing gender gap among minority and low SES groups insofar as boys may be more negatively affected by instability and complexity than girls.

With regard to policies, I don’t think there is a single ‘magic bullet’ for correcting these problems, although if I had to choose one it would be education (both as a way of preventing early childbearing and mitigating it’s negative consequences.) For a more detailed discussion of what I think should be done, please see the editors’ introductory chapter in Future of Children issue on “Fragile Families” which is forthcoming this fall and available online.

**What advice would you give to graduate students interested in bringing together research in sociology of family and sociology of education in their own work? (For example, how**
Family sociology is a huge field, and I can imagine that it might be hard for students outside the field to know where to begin. One thing to understand is that family researchers, like education researchers, include scholars who care about families and schools as outcomes in and of themselves (how they get the way they are, what makes them tick, what makes them change) as well as scholars who study these institutions because they are important components of the social stratification system and mobility process (who gets ahead, how advantages and disadvantages are passed on from generation to generation). For students who are interested in stratification, a good place to begin would be to identify ‘social demographers’ who study how family structures and behaviors affect children’s health and wellbeing. This group of researchers is distinct from demographers who study family formation as the outcome variable, and they typically draw on constructs and methods from sociology, developmental psychological and economics. Their research is published in a wide variety of journals, including Demography, Journal of Marriage and the Family, and ASR. A good place to meet these people is at the Population Association of American annual meetings.

Questions asked by Jayanti Owens
Graduate Student, Princeton University
jowens@princeton.edu
It Should Have Been a Classic…. Entwisle and Alexander’s “Summer Setback”

By Douglas B. Downey

Douglas B. Downey is Professor of Sociology at the Ohio State University. His research focuses on social stratification, education and family. Current projects include developing a new method for measuring school effectiveness that isolates school from non-school influences on learning. He is also testing explanations for racial and ethnic differences in school performances, exploring the early determinants of inequality of young children and the consequences of family structure for children’s well-being. He can be reached at downey.32@osu.edu.

Ever read an article that made you change the way you think about the world? In 1992 I was just minding my own business, finishing up my dissertation, when Brian Powell encouraged me to read Entwisle and Alexander’s recently published “Summer Setback” article in American Sociological Review.

I went through most of Kubler-Ross’s stages of grieving (denial, anger, bargaining, depression, and acceptance) as I grappled with understanding this study. It wasn’t that it undermined my dissertation work (which was about sibling size)—it was more that it forced me to grieve my understanding of how schools influence inequality. A central pillar of my thinking was that schools are a key mechanism through which stratification is reproduced because they provide better learning opportunities for advantaged vs. disadvantaged children. Indeed, the pernicious effect of schools on inequality was why I was interested in them. But Entwisle and Alexander’s article suggested a radically different view—that when it comes to inequality, schools are more part of the solution than the problem.

They used a method I’d never seen before—seasonal comparisons—and they observed how inequality between groups changed as a function of whether school was in session or not. Summer was no big surprise as high-SES kids learned faster than low-SES kids. The real news was what happened during the 9-month school year. In their Baltimore sample of children, both high- and low-SES groups learned at about the same rate when school was in session. If you are unfamiliar with this work it is worth repeating that finding again—high and low-SES groups learned at about the same rate when school was in session! Relative to the growing inequality that occurs when kids are out of school, schools were reducing inequality.

I did not believe their article the first time I read it and it would take many years before I began to understand the value of their work and enter the “acceptance” stage. Some of my initial
skepticism was legitimate but looking back on it now most of it would be rightly categorized as whiny. I griped about their modest sample size, the looming threat of ceiling effects, the operationalization of SES, the generalizability of Baltimore, and the age of the children. I was a classic version of “Reviewer D,” the nitpicker who misses the big picture value of a work. Subsequent research suggested that nearly all of my early concerns about the study were groundless. Perhaps I resisted because I just didn’t want to deal with the implications of their work.

So what are these implications? Below I offer three reasons why the article is so important for those of us interested in the relationship between schools and inequality. These implications are barely discussed in the original article, but I think that’s part of what makes it “classic”—the article’s importance goes well beyond the space the authors were allowed by ASR.

1. **Schools are not quite the culprit we thought.** We’ve observed lots of school processes that are logical contributors to inequality (e.g., ability grouping, tracking, resource differences, cultural capital, teacher expectations) but Entwisle and Alexander’s study, by taking a bigger picture view, alerts us to the fact that, once the dust clears, schools equalize. The engine of inequality, at least with respect to cognitive skills among young children, appears to lie outside of schools. Indeed, the seasonal evidence suggests that inequality would be much worse if we lived in a world without schools.

   This doesn’t necessarily mean that schools couldn’t do more to reduce inequality, but it means something I never would have guessed in a million years. It means that all the processes within and between schools that promote inequality must be countered by a larger group of processes that equalize. In 1992 that seemed about as likely to me as an African American getting elected president.

   The equalizing effect of schools, when taken seriously, fundamentally changes how we think schools matter. Although Coleman and Jencks both presented a comparable message, the seasonal work provides a more compelling case because of point #2.

2. **The importance of study design.** The correlations we can muster from typical data sets like NELS provide only modest leverage on questions of causality. Propensity score matching can help, but it still relies on equalizing the comparison groups on the basis of observable
characteristics and it turns out that most of what influences children’s learning goes unmeasured in large, nationally representative data sets. Take indicators of family characteristics (e.g., SES, family structure, race) and activities (e.g., vacations, time spent reading, trips to the library, computer use) typically available in large datasets and use these to predict summer learning and you will explain about 12 percent of the variation. Most of why some children learn faster than others has little to do with the measures we typically rely on. If we want to understand how schools and families contribute to inequality we don’t learn much by trying to measure everything about schools and families that we think matters and comparing their effects. We miss way too much for this to be meaningful.

The beauty of Entwisle and Alexander’s study was that it circumvented this problem through a clever research design.

3. Sociologists of education have a critical contribution to make to education policy. An important insight, highlighted by Entwisle and Alexander’s study, is that children’s learning is shaped in important ways by non-school factors. Schools serve children that arrive at their doors with very different skill levels, and once the school years are underway, the children experience widely varying home environments (some conducive to learning, some interfering with it). So to understand how schools matter requires a contextual perspective—something sociologists are especially good at.

For example, Entwisle and Alexander’s study prompts us to rethink our ideas about which schools are “good” and which are “failing.” Just comparing schools straight up on test scores is obviously wrong. Looking at learning rates over nine months is better, at least beginning skill levels are accounted for and the summer is removed, but even that approach isn’t quite right because high-SES kids enjoy home environments that are more supportive of learning. Holding schools accountable for their performance requires valid measurement, an impossible goal until context is taken seriously. Inspired by Entwisle and Alexander’s approach to isolating school effects, seasonal comparisons provide one strategy for better gauging school performance.

In sum, I will admit that my undergraduates prefer Kozol’s *Savage Inequalities* to Entwisle and Alexander’s article. I understand why. Kozol’s language is more descriptive, the method more accessible, and the narrative more intuitive. But Entwisle and Alexander’s article
has one advantage that trumps all of that—it gets the big picture right.

Reference

News from Section Members: Books

The Structure of Schooling: Readings in the Sociology of Education  Edited by Richard Arum, Irene R. Beattie, and Karly Ford (Sage)

The second edition of *The Structure of Schooling: Readings in the Sociology of Education* draws from classic and contemporary scholarship to examine current issues and diverse theoretical approaches to studying the effects of schooling on individuals and society. This engaging reader exposes students to examples of sociological research on schools with a focus on the school as community. It covers a wide range of issues, including the development and application of social and cultural capital; the effects of racial segregation and resource inequality on student outcomes; the effects of tracking; the role of gender, class, and race in structuring educational opportunity; the effects of schooling on life course outcomes; the significance of a school's institutional environment; and the sociology of school reform movements.

**Key Features:**
- Illustrates the fundamental ideas and insights developed by past and current research in the sociology of education
- Reflects mainstream sociological concerns through a broad range of accessible and engaging readings
- Identifies relationships between schools and communities and schools and student behavior
- Investigates relevant school-level practices and significant individual-level outcomes associated with variation in schooling, including student behavior, delinquency, and crime
Quality and Inequality of Education: Cross-National Perspective
Edited by Jaap Dronkers (Springer)

This cogent analysis of data on education and society from a variety of sources sets out to provide answers to scientific and policy questions on the quality of education and the way it relates to various forms of inequality in modern societies, particularly in Europe. The authors examine not only the well-known cross-national PISA datasets, but also the European Social Survey and TIMSS, going further than many researchers by folding into their analyses economic, legal and historical factors. Most research up to now using the PISA data is restricted to educational research. Interesting as that educational question is, the chapters here use the PISA, and other data, to explore more profoundly the relationship between education and the various forms of inequality in European and other modern societies. The work comes from two different perspectives: one that looks at how the different characteristics of societies, their economies, and their educational systems influence the average educational achievements of specific groups of pupils, such as immigrants, in those societies; and a second, which explores how, and in what degree, the characteristics of schools, educational systems and labour-markets either hardens or softens differences in the educational outcomes of various groups of pupils. With a special feature of the book being its emphasis on comparing Asian and European countries, and with the content free of the political constraints that can often attend studies of these datasets, this book will be a vital resource for educationalists and policy-makers alike.
Living the Drama: Community, Conflict, and Culture among Inner-City Boys
by David J. Harding (University of Chicago Press)

For the middle class and the affluent, local ties seem to matter less and less these days, but in the inner city, your life can be irrevocably shaped by what block you live on. Living the Drama takes a close look at three neighborhoods in Boston to analyze the many complex ways that the context of community shapes the daily lives and long-term prospects of inner-city boys.

David J. Harding studied sixty adolescent boys growing up in two very poor areas and one working-class area. In the first two, violence and neighborhood identification are inextricably linked as rivalries divide the city into spaces safe, neutral, or dangerous. Consequently, Harding discovers, social relationships are determined by residential space. Older boys who can navigate the dangers of the streets serve as role models, and friendships between peers grow out of mutual protection. The impact of community goes beyond the realm of same-sex bonding, Harding reveals, affecting the boys’ experiences in school and with the opposite sex. A unique glimpse into the world of urban adolescent boys, Living the Drama paints a detailed, insightful portrait of life in the inner city.
Police officers, armed security guards, surveillance cameras, and metal detectors are common features of the disturbing new landscape at many of today’s high schools. You will also find new and harsher disciplinary practices: zero-tolerance policies, random searches with drug-sniffing dogs, and mandatory suspensions, expulsions, and arrests, despite the fact that school crime and violence have been decreasing nationally for the past two decades. While most educators, students, and parents accept these harsh policing and punishment strategies based on the assumption that they keep children safe, Aaron Kupchik argues that we need to think more carefully about how we protect and punish students.

In Homeroom Security, Kupchik shows that these policies lead schools to prioritize the rules instead of students, so that students’ real problems—often the very reasons for their misbehavior—get ignored. Based on years of impressive field research, Kupchik demonstrates that the policies we have zealously adopted in schools across the country are the opposite of the strategies that are known to successfully reduce student misbehavior and violence. As a result, contemporary school discipline is often unhelpful, and can be hurtful to students in ways likely to make schools more violent places. Furthermore, those students who are most at-risk of problems in schools and dropping out are the ones who are most affected by these counterproductive policies. Our schools and our students can and should be safe, and Homeroom Security offers real strategies for making them so.

Charles Willie and Richard Reddick's *A New Look at Black Families* has introduced thousands of students to the intricacies of the Black family in American society. Using a case study approach, Willie and Reddick show the varieties of the Black family experience and how those experiences vary by socioeconomic status. The sixth edition has been re-organized and updated throughout. The new Part III: Cases Against and for Black Men and Women unites two chapters from previous editions into a cohesive discussion of stereotypes and misunderstandings from both scholars and the mass media. Also, a new chapter on the Obama family offers support for cross-gender and cross-racial mentoring, and it demonstrates the value of extended family relations.
News from Section Members: Awards

Kendra Bischoff, PhD Candidate at Stanford University, has been awarded a Spencer Dissertation Fellowship for 2010-2011 for her dissertation “Switching School Contexts: Evidence of Academic and Social Effects from a Random-Assignment Desegregation Plan.”

Douglas B. Downey, Professor of Sociology at the Ohio State University, was awarded the Ohio Arts and Science Honors Faculty Service Award for 2009-2010 at Ohio State.

Sara Goldrick-Rab, Assistant Professor of Educational Policy Studies and Sociology at the University of Wisconsin at Madison, was appointed a William T. Grant Scholar for her project “Rethinking College Choice in America.”

Melanie Jones has accepted a postdoctoral fellowship at The Center for Research on Educational Opportunity at the Institute for Educational Initiatives, University of Notre Dame, for 2010-2011.

Jennifer C. Lee, Indiana University, was awarded a National Academy of Education/Spencer Postdoctoral Fellowship for her project, “Geographic Variation in the Relationship between Bilingualism and Education among Children of Immigrants.”

News from Section Members: Announcements

Jaap Dronkers, Professor and Chair of International Comparative Research on Educational Performance and Social Inequality at Maastricht University, would like to announce a special issue of *Educational Research and Evaluation* (volume 16:2). The special issue features six articles on “Education Markets and School Choice.”


The California Sociological Association will be holding their Annual Conference on November 12th-13th at the Mission Inn, Riverside California. Conference details, including the full Call for Papers, can be found at [http://www.csufresno.edu/csa/conference/conference.html](http://www.csufresno.edu/csa/conference/conference.html). Anyone interested in submitting a paper for the Sociology of Education paper session can contact John R. Harris, at Claremont Graduate University directly at john.harris@cgu.edu.

Greg White, Executive Director of the National Academy of Education, announces information regarding the National Academy of Education/Spencer Postdoctoral Fellowship in education research (*please see flyer on next page*). This fellowship program is a wonderful opportunity that has been of immeasurable value to many sociologists of education. Greg will briefly discuss the fellowship program at the SOE section business meeting and also will attend the SOE reception and dinner. He invites section members interested in the fellowship to arrange to meet with him during the ASAs. He can be reached at Gwhite@naeducation.org and 202-334-2340.
2011-2012 Postdoctoral Fellowships

The National Academy of Education / Spencer Postdoctoral Fellowship Program supports early career scholars working in critical areas of education research.

QUALIFICATIONS

- Applicants must have earned a PhD, EdD or equivalent research degree between January 1, 2005 and December 31, 2010.
- Applications from all disciplines are encouraged provided they describe research related to education.
- Proposed project must be a research project.
- This is a non-residential fellowship. Non-U.S. citizens are welcome to apply.
- Applications must be made by the individual applying for the fellowship; group applications will not be accepted.
- Applications will be judged on the applicant’s past research record, promise of early work, career trajectory and quality of the project described in the application.

FELLOWSHIP AWARD

- Fellows will receive $55,000 for one academic year of research or $27,500/year for two years working half-time.
- Fellows take the equivalent of one year’s teaching leave during the fellowship term. Fellowships must begin during the 2011-2012 academic year.
- Fellows participate in professional development retreats with National Academy of Education members and other preeminent leaders in the field.

Deadline to apply is November 5, 2010. Awardees will be notified in May 2011.

To apply, go to the National Academy of Education website, www.naeducation.org, for the 2011 application and guidelines. Deadline to apply is November 5, 2010.
Sociology of Education at the 2010 ASA Meeting

The American Sociological Association annual meeting is just around the corner. Below you will find a complete listing of the Sociology of Education section’s events at the meetings. For more information on meeting rooms and program changes, check out: http://asanet.org/2010Program.cfm.

See you all soon in Atlanta!

Council and Business Meeting

Sunday, August 15th
2:30 – 4:10
Hilton, Atlanta

Sociology of Education Reception

Saturday, August 14th
6:30 pm – 8:00 pm
Hilton, Atlanta
Sociology of Education Dinner

Immediately following the Section Reception
Saturday, August 14, 2010

Our Local Arrangements Committee members, Dennis Condron, Jim Ainsworth, and Regina Werum have found a wonderful setting for our Section dinner that provides that vital combination of good food, good drink, and good friends. The dinner is now full with 140 people attending! Looking forward to seeing everyone there!

Max Lager’s Wood-Fired Grill and Brewery
320 Peachtree Street, Atlanta
http://maxlagers.com/
Section Sessions

Organizers: John Robert Warren, University of Minnesota and Jenny M. Stuber, University of North Florida

**Session 164: Micro-/Macro-Perspectives on Educational Inequality**
Sunday, August 15th; 8:30 am-10:10 am
Location: Hilton, Atlanta
Presider: Lori Diane Hill, University of Michigan
Discussant: Regina E. Werum, Emory University

- In the Crowd: Effects of Second-Degree Peers on Educational Outcomes. William J. Carbonaro, University of Notre Dame; Joseph Workman, University of Notre Dame
- Understanding Racial Homophily, Network Formation, and Academic Achievement in Latino Student Peer Networks. Chad Jereme Nash, University of Arizona; Regina Dei-Am, University of Arizona
- The Gender Gap in Higher Education in Europe: The Impact of Individual and National Characteristics. Anne McDaniel, Ohio State University

**Session 241: The Perils of Schooling: Sex and Violence**
Sunday, August 15th; 12:30pm - 2:10 pm
Location: Hilton, Atlanta
Presider: Jenny Stuber, University of North Florida
Discussant: Ruben A Gaztambide-Fernandez, Ontario Institute for Studies in Education

- Hooking Up in High School: Adolescent Sex and Educational Outcomes. Bill McCarthy, UC-Davis; Eric Grodsky, University of Minnesota
- Sex Education and the Construction of "Proper" Sexual Practices. Phil Redman, University of Chicago
- Responding to Bullies: Victim and Bystander Responses to Negative Peer Interactions in Elementary School. Brent Harger, Albright College
- Educational Behavior and Associations with Perceptions of Legal Entitlements, Disciplinary Strictness and Disciplinary Fairness. Doreet Rebecca Preiss, New York University; Richard Arum, New York University; Lauren B. Edelman, University of California-Berkeley; Calvin Morrill, University of California, Berkeley; Karolyn Tyson, University of North Carolina-Chapel Hill

**Session 313: Families and the Intergenerational Transmission of Advantage**
Monday, August 16th; 8:30am-10:10am
Location: Hilton, Atlanta
Presider: Jenny Stuber, University of North Florida
Discussant: Angel Luis Harris, Princeton University

- Poverty and Postsecondary Educational Pathways. Cynthia Feliciano, University of California, Irvine; Mariam Ashtiani, University of California-Irvine
- Trajectories of Family Instability and Adolescent Educational Pathways. Holly E. Heard, Rice University
- Japanese Transnational Families' Global Educational Strategies and Symbolic Boundaries against Domestic Elites. Hiroki Igarashi, University of Hawaii at Manoa
Parenting and Academic Achievement: Intergenerational Transmission of Educational Advantage. Josip Roksa, University of Virginia; Daniel J. Potter, University of Virginia

Multidimensionality in the Intergenerational Transmission of Mothers' Education: Quantities, Qualities, and Credentials. Megan Andrew, University of Wisconsin-Madison

Session 356: The Limits and Possibilities of School Reform
Monday, August 16th; 10:30 am – 12:10 pm
Location: Hilton, Atlanta
Presider: Andrew Halpern-Manners, University of Minnesota
Discussant: Mark A. Berends, University of Notre Dame

- "A Resume to Participate": Parents, Social Class, and Collective Engagement in Urban Public Schooling. Linn Posey, University of Wisconsin, Madison
- Do Educators "Teach to the Test"? Jennifer L. Jennings, New York University; Jonathan Marc Bearak, New York University
- In What Contexts Do People Support Raising Taxes? Voter Support for School Funding Referenda. Jim Saliba, University of Minnesota; John Robert Warren, University of Minnesota

Regular Sessions

Organizer: Dennis Condron, Emory University

Session 017: Parents, Schools, and Students
Saturday, August 14, 8:30 am-10:10 am
Location: Hilton, Atlanta
Presider: Dennis Condron, Emory University
Discussant: Douglas B. Downey, Ohio State University

- Parents are "Not Going to Call the Shots": Conflicts Between Educators and Parents. Annette Lareau, University of Pennsylvania; Vanessa Lopes Munoz, Brandeis University
- Pushing Parents Away: The Role of District Bureaucracy in an Urban School. Erin McNamara Horvat, Temple University; Maia B. Cucchiara, Temple University
- Does Parent Involvement Explain Race and Class Differences in Student Behavior during Elementary School? Tamekia Wilkins, University of Illinois; Christy Lleras, University of Illinois
- Possible Links between Parent Occupation and Children's Academic Success. Chelsea Moore, University of Texas

Session 052: Achievement Gaps
Saturday, August 14, 10:30 am -12:10 pm
Location: Hilton, Atlanta
Presider: Linda Renzulli, University of Georgia
Discussant: Angel Luis Harris, Princeton University

- Is the Battle Over Before It's Begun? Poverty and Cognitive Skill Growth in Early Childhood. Kendralin Jennifer Freeman, Emory University
- Professional Communities and Mathematics Achievement. Stephanie Moller, University of North
Carolina-Charlotte; Elizabeth Stearns, University of North Carolina-Charlotte; Roslyn A. Mickelson, University of North Carolina-Charlotte

- What's a Good Grade? Student Performance Standards and the Black-White Achievement Gap. Jason Eton Scott, University of Notre Dame
- The Influence of a Policy Debate Program on Achievement in a Large Urban Public School System. Briana Mezuk, University of Michigan; Irina Bondarenko, University of Michigan School of Public Health; Suzanne Smith, University of Chicago; Eric Tucker, National Association for Urban Debate Leagues

Session 084: Education Outside the U.S.
Saturday, August 14, 2:30 pm – 4:10 pm
Location: Hilton, Atlanta
Presider: Regina E. Werum, Emory University
Discussant: Grace Kao, University of Pennsylvania

- The Stratification of Universities: Horizontal Inequality in Canada and the United States. Scott Davies, McMaster University; David Zarifa, Statistics Canada
- Context and College Choice: Privileged Families Choosing a Postsecondary Institution in a Non-Hierarchical Context. Jayne Baker, University of Toronto
- Context Matters: Family, Youth, and School Success in South Korea. Soo-yong Byun, University of North Carolina; Kyung-keun Kim, Korea University; Hyunjoon Park, University of Pennsylvania
- Mothers’ and Children’s Educational Expectations and School Enrollment: Discrepancy and Changes. Yuping Zhang, Lehigh University

Session 115: School, Neighborhood and Community Contexts
Saturday, August 14, 4:30 pm - 6:10 pm
Location: Hilton, Atlanta
Presider: James W. Ainswoth, Georgia State University
Discussant: Pat Rubio Goldsmith, University of Wisconsin-Milwaukee

- The Impact of Co-ethnic Neighborhoods on Parental Involvement and Academic Achievement among Latino Children. Jennifer C. Lee, Indiana University; Joshua Klugman, Temple University
- Dropping Out and Being "Disconnected": Do Neighborhood and School Contexts Matter? Maria G. Rendon, Harvard University
- The Influence of Community Context and Social Capital on Urban School Improvement, Evidence from Chicago. Elaine M. Allensworth, University of Chicago; Anthony S. Bryk, Stanford University; Penny Sebring, University of Chicago
- Neighborhoods Matter: Conceptualizing and Estimating Neighborhood Effects Using Geospatial Methods. Cecilia Rios-Aguilar, University of Arizona; Brendan Cantwell, University of Arizona; Regina Deil-Amen, University of Arizona; Craig Wissler, University of Arizona

Session 414: The Transition to College and Higher Education
Monday, August 16th, 4:30 pm – 6:10 pm
Location: Hilton, Atlanta
Presider: Donna Bobbitt-Zeher, Ohio State University
Discussant: Richard Rubinson, Emory University

- Under-Preparing Students for Postsecondary Success: School-Level Average Achievement and Enrollment Patterns in Advanced High School Courses. Shawn Wick, University of Minnesota; William Rau, Illinois State University
- College Bound Friends: A Study of Racial and Ethnic Differences. Steven Elias Alvarado,
Regular Session on the Sociology of Higher Education

Organizer: Sarah Willie-LeBreton, Swarthmore College

Complexities of Campus Climate
Tuesday, August 17, 10:30am -12:10 pm
Hilton Atlanta
Presider and Discussant: Sarah Willie-LeBreton, Swarthmore College
- Ethnoracial Group Membership and Comfort on Campus, Donnell J. Butler, Princeton University
- Conservative Critics and Conservative College Students: Variations in Discourses on Exclusion, Amy J. Binder, University of California-San Diego, Kate Wood, University of California-San Diego
- Out with the Old, In with the New: Habitus and Students’ College Satisfaction and Achievement, Elizabeth Morgan Lee, University of Pennsylvania, Rory Kramer, University of Pennsylvania
- Not the Ideal Professor: Gender in the Academy, Laura Ellen Hirschfield, University of Michigan

Regular Sessions on Educational Policy

Organizer: Amy Stuart Wells, Columbia University

Saturday August 14, 2:30-4:10pm
Hilton Atlanta
Presider: Amy Stuart Wells, Columbia University
Discussant: Roslyn A. Mickelson, University of North Carolina-Charlotte
- Can a Scholarship Program Change a Community? Evidence from the Kalamazoo Promise Program. Lincoln G. Quillian, Northwestern University; Robert Vargas, Northwestern University
- Does Charter School Competition Promote Organization and Achievement among Traditional Public Schools? Tomeka M. Davis, Georgia State University
- School Choice among Disadvantaged Parents: Towards an Understanding of Decision Processes. Kendra Bischoff, Stanford University

This session includes two papers examining free-market-based educational reform efforts - charter schools and the New York City model of mayoral control - and two papers looking at school choice and scholarship policies guided by the goals of equity and greater access. The equity-minded reforms hearken back to an earlier era of policy making when there was less political focus and emphasis on test-driven accountability and competition in public education. This session will help to illustrate the what has been lost and what gained in the last 30 years of educational policy making.
450. Regular Session. Race, Rights, and Representation: How Educational Policies Help Reproduce Inequalities in Spite of Themselves
Tuesday, August 17, 8:30-10:10am
Hilton Atlanta
Presider: Amy Stuart Wells, Columbia University
Discussant: Karolyn Tyson, University of North Carolina-Chapel Hill
  o Institutional Racism and the School-to-Prison Pipeline. Madeleine R. Cousineau, Mount Ida College
  o Shining a Light? The Effects of No Child Left Behind's Subgroup-Specific Accountability Pressure on Disadvantaged Student Performance. Douglas Lee Lauen, University of North Carolina; S. Michael Gaddis, University of North Carolina-Chapel Hill
  o Staying Above the Fray: Framing and Conflict in the Coverage of Education Policy Debates. Eran Tamir, Brandeis University; Roei Davidson, University of Haifa
  o Who Deserves Good Schools? Cultural Categories of Worth and Education Reform. Julie A. Swando, Indiana University; Emily Meanwell, Indiana University

The four papers that comprise this session all illustrate -- in distinct but connected ways - how symbolic and cultural understandings of race and inequality contribute to the process of social reproduction within U.S. public education. Examining such critical issues as the school-to-prison pipeline, NCLB's requirements related to subgroups, and the role of the media in covering and conveying messages about educational reform, these papers constitute a powerful collection of empirical research and insightful social theory that will help ASA participants appreciate the need for more sociological analysis of educational discourse and reform.

519. Regular Session. Understanding the Context of Educational Policies and the Schools They are Designed to 'Fix': Lessons for the Fixers
Tuesday, August 17, 12:30-2:10pm
Hilton Atlanta
Presider: Jomills Henry Braddock, University of Miami
Discussant: William T. Trent, University of Illinois
  o Colored Boundaries: School Redistricting in a Racially Changing Suburb. Genevieve Parker Siegel-Hawley, University of California - Los Angeles
  o Return to Rocky? Education Policy and the Fear of Middle-Class Flight. Maia B. Cucchiara, Temple University
  o Why Boundaries Matter: Early Findings from Separate and Unequal Suburban Districts. Amy Stuart Wells, Columbia University; Jacquelyn Nely Duran, Columbia University; Terrenda Corisa White, Columbia University
  o How Can Housing Policy Influence Educational Performance? Toward a Theoretical Framework. Corey Bunje Bower, Vanderbilt University

This session best illustrates why we need more sociological analysis of current educational problems and the reform efforts aimed at solving them. Each of these four papers does a superb job of demonstrating meaningful and powerful relationships between structural inequalities in the larger society and how they are reflected in and reproduced by the public schools embedded within them. Individually and collectively, these papers will serve as models of the enormous potential of sociologist of education to shed light upon critical educational policy issues and help shift the public discourse and debate toward a deeper understanding of educational inequalities and achievement gaps.
Roundtable Sessions

Organizers: John Robert Warren, *University of Minnesota* and Jenny M. Stuber, *University of North Florida*

*Sunday, August 15, 10:30 am – 12:10 pm*
*Location: Hilton, Atlanta*

**Table 01. Academic Achievement**
Presider: *Kristi L. Donaldson, University of Notre Dame*

- Contextual Effects on College Expectations and Educational Achievement: A Longitudinal Analysis. *Bethany Grace Everett, University of Colorado at Boulder; Jarron M. Saint Onge, University of Houston*
- Development of Cognitive Skills in Childhood: Catholic School Effects Revisited. *Hyun Sik Kim*
- Educational achievement and school quality by generations. *Suzumi Yasutake, Johns Hopkins University; Athena Tapales, Independent Consultant; Nan M. Astone, The Johns Hopkins University; Adena Galinski, University of Chicago*
- Exploring Reading and Math Masteries: Influences of Classroom and Family. *Kristi L. Donaldson, University of Notre Dame*
- Teacher Churn Rate: The Relationship Between Teacher Retention and Student Achievement in Michigan. *Venessa Ann Keesler, Michigan State University*

**Table 02. Culture & Religion**
Presider: *Maryellen Schaub, Pennsylvania State University*

- Educational Attainment of Coptic-Orthodox Egyptian- American Students. *Neveen Fawzy Shafeek Amin, University of Texas-Austin*
- Isaac and Ishmael Graduate: Developing Religious Narratives at Islamic and Jewish Middle Schools. *Maria W. Van Ryn, University of North Carolina-Chapel Hill*
- Language, Ideology, and Identity Conflicts in Education: Focused on the Context of Postcolonial South Korea. *Mi Ok Kang, University of Wisconsin-Madison*
- Schooling as a Secondary Institution; the case of the Old Order Amish. *Maryellen Schaub, Pennsylvania State University*

**Table 03. Curriculum**
Presider: *Patricia Bromley Martin, Stanford University*

- New Tricks from an Old Dog: Grounding Civic Education in the Sociological Imagination. *Monte Bute, Metropolitan State University*
- Organizational Resources and the Emergence of Interdisciplinary Fields of Study. *Russell James Funk, University of Michigan-Ann Arbor*

**Table 04. Discipline & Security**
Presider: *Emily Hannum, University of Pennsylvania*

- International Student Security: A View from Beijing. *Helen Forbes-Mewett, Monash University; Chris Nyland, Monash University*
Preventing School Violence: Testing a New Control Theory. Laci Ann Fiala Ades, Walsh University

School Disciplinary Climate and Students' Early Mathematics Learning: Another Search for Contextual Effects? Katerina Bodovski, Pennsylvania State University; Inbal Nahum-Shani, Pennsylvania State University; Rachael Walsh, Pennsylvania State University

The Attitude-Achievement Paradox: The Importance of Value, Discipline Fairness, and Teacher Relatedness to Motivation. Kelly Barton, White Oak High School; Marieke M. Van Willigen, East Carolina University

Violence at School: Student Victimization and Punishment in Rural, Northwest China. Emily Hannum, University of Pennsylvania; Jennifer H Adams, Stanford University

Table 05. Education Policy
Presider: Mariam Orkodashvili, Vanderbilt University

In Good Company: Exploring Social Forces, School Type and Student Outcomes. Rachel G. Leventhal-Weiner, University of Connecticut; Mary J. Fischer, University of Connecticut

Investment in human capital: vocational vs. academic education. Mariam Orkodashvili, Vanderbilt University

Reopening the Debate on Social Closure: Small Schools, Social Capital, and Mathematics Achievement. Brian Vincent Carolan, City University of New York-Staten Island

Table 06. Gender
Presider: Elizabeth Stearns, University of North Carolina-Charlotte

A Qualitative Study of the Experience of Student-Mothers and University Support. Elizabeth Rose Pare, Wayne State University

Gender Educational Inequality in Taiwan: Pattern and Process. Jeng Liu, Tung-hai University

Paving the Gendered Path to Prestige: Academic, Arts, and Service Club Participation. Elizabeth Stearns, University of North Carolina-Charlotte; Elizabeth J. Glennie, RTI International

Race, Gender, Parental Education and Degree Attainment at Selective Colleges and Universities. Rachelle Jeneane Brunn, University of Pennsylvania

Table 07. Geography & Demography
Presider: Lisbeth Goble, Northwestern University


Effect of Host Neighborhood Racial Dissimilarity on White/Black Standardized Exam Performance. Ervin Matthew, The Ohio State University

Should I Stay or Should I Go? The Role of College Proximity for College Success. Lisbeth Goble, Northwestern University

Spatial Dimensions of Early Inequality: Examining the Kindergarten Skills Gap by Rurality and Region of Residence. April M. Sutton, University of Texas-Austin

Table 08. Health
Presider: Dustin C. Brown, University of Texas at Austin

Does a Spouse's Education Influence the Health of His or Her Partner? Dustin C. Brown, University of Texas at Austin

Learning and Leaving: A Foucauldian Analysis of the Current "Crisis" in Student Mental Health and Illness. Katie Aubrecht, University of Toronto

Obesity and Academic Achievement: Propensity Score Matching Estimates. Hongyun Han,
Table 09. Inequality
Presider: Matthew R. McKeever, Mount Holyoke College
- "Mind the Gap": Investigating the income gap between black graduates of HBCUs and non-HBCUs. Celeste Nichole Lee, Emory University
- Educational Inequality in Apartheid South Africa. Matthew R. McKeever, Mount Holyoke College
- The "Twin Peaks" of Intragenerational Mobility. Benjamin Guild Gibbs, Brigham Young University
- "Holding On" or "Coming to Terms" with Educational Underachievement: A Longitudinal Study of Ambition and Attainment. Mayumi Uno, University of Minnesota; Minzee Kim, University of Minnesota; Michael Vuolo, University of Minnesota

Table 10. Macro-Social/Economic Issues
Presider: Jeffrey Stephen Dill, University of Virginia
- Learning and Legitimacy in Transnational Fields: The Case of International Development. Andrew Shiotani, Teachers College, Columbia University
- Risk and Structural Inequality: Towards a Measure of Differential Expected Benefits to Education. Charles A. Plante, McGill University
- Schooling Global Citizens: Socializing for World Society. Jeffrey Stephen Dill, University of Virginia

Table 11. Parents
Presider: Tal Yifat, University of Chicago
- Being "Model" Parents: Adapting, Modifying, and Struggling. Ruo Zhang, University at Buffalo, The State University of New York
- From Self-Denial to Self-Expression: Discipline and Autonomy in American Upper Middle Class Childrearing, 1869-1915. Tal Yifat, University of Chicago
- The Effects of Intergenerational Closure on Educational and Behavioral Outcomes. Ti-Fen Yeh, National Taiwan University

Table 12. Post-Post-Secondary Schooling
Presider: Shiri Noy, Indiana University-Bloomington
- How Family Background and School Effect the Interest in Natural Sciences-related Educational and Professional Career. Josef Basl, Institute of Sociology
- Obstacles & Identities: The Impact of Parental Education and Friendship Groups on Aspiring Graduate Students. Lauren Stavish, Sonoma University
- Religiosity and Work-Family Interaction among Graduate Students. Jade Avelis, University of Notre Dame
- Master Statuses and Context: Systematic Disadvantage in Gendered, Raced and Disciplinary Perceptions of Graduate Advisors? Shiri Noy, Indiana University-Bloomington; Rashawn Jabar Ray, Indiana University-Bloomington

Table 13. Post-Secondary: Access
Presider: Audrey E. Devine Eller, The State University of New Jersey- Rutgers

Impact of High School setting on College Prep Programs and Student Success at Colleges and Universities. Marcus L. Pruitt

Influence of Mathematics and Reading Scores on Type of College Attended: When Do They Matter? Roger A. Wojtkiewicz, Ball State University

The Expansion of American Higher Education: Access and Opportunity or Exclusion and Stratification? Evangeleen Pattison, CUNY - The City College of New York

Table 14. Post-Secondary: Curriculum
Presider: Mary L. Churchill, Northeastern University
- Strategic Adaptation in Times of Government Retrenchment? The Case of Public Higher Education. Sondra N. Barringer, University of Arizona
- Global Proliferation of Environmental Programs in Universities. David John Frank, University of California, Irvine; Karen Jeong Robinson, University of California, Irvine; Jared JS Olesen, University of California Irvine
- Online Learning, Information Technologies, and the Future of Higher Education. Daniel M. Harrison, Lander University
- Producing Globally Competent Citizens?: False Promises of American Higher Education. Mary L. Churchill, Northeastern University; Margaret-Mary Palladino, Northeastern University

Table 15. Post-Secondary: Potpourri I
Presider: Arik Lifschitz, University of Minnesota
- Evaluating Students' Changing Perceptions of Racism and Discrimination in Diversity and Ethnic Studies Courses. Erica Siegl, University of Wisconsin-Madison; Kimberly Turner, University of Wisconsin
- Football: Field Formation and Status Production in U.S. Higher Education. Arik Lifschitz, University of Minnesota; Michael Sauder, University of Iowa; Mitchell L. Stevens, Stanford University
- Managing Ambivalence: Identity, Low-Income First Generation College Students, and Their Parents. Ashley Rondini, Brandeis University
- Shifting Tides in Jamaican Higher Education. Beverly Lindsay, Pennsylvania State University
- Weber and Durkheim on the College-for-All Question. Shannon Smythe Fleishman, Pennsylvania State University

Table 16. Post-Secondary: Potpourri II
Presider: Joshua Saldana, UC Irvine
- Applying Georg Simmel’s Theory of Social Identity Formation to Explain the Impact of Academic Consumerism. Nicole Marie Brown, University of Illinois Urbana-Champaign
- Higher Education Organizations as Firms Within a Market. Joshua Saldana, UC Irvine
- Social responsibility vs. corruption in higher education: professionalized bureaucracy, quality enhancement and institutional isomorphism. Mariam Orkodashvili, Vanderbilt University
- Which way to turn a Balance Wheel? Mariam Orkodashvili, Vanderbilt University

Table 17. Post-Secondary: Transitions to College
Presider: Steve S. Lee, Chapman University
- Paris Hiltons and Nerds: Predicting Different Types of College Integration. Steve S. Lee, Chapman University
University

- Students' Perceptions of Campus Climate at a South Texas Hispanic-Serving University. Newman Chun Wai Wong, University of Oklahoma
- The Role of Perceived Regard: Students' Transitions to College in the Context of Public School Reform. Lara Cristina Perez-Felkner, The University of Chicago
- Time to College Entry and Bachelor's Degree: Effects of Precollege Factors. Lingxin Hao, Johns Hopkins University; Wei-ting Chen, Johns Hopkins University
- How Students Choose Their Major. Daniel F. Chambliss, Hamilton College; Christopher George Takacs, The University of Chicago

Table 18. Primary Schooling
Presider: Noriko S. Milman, University of California – Los Angeles

- A Comparison of Creative Drawings of 5th Grade Students in China and the United States. Timothy Madigan, Mansfield University
- Focused: How Students Construct Attentiveness in First Grade Classrooms. Noriko S. Milman, University of California – Los Angeles
- Making the Grade: Mothers' Health During the Transition to Kindergarten. Catharine H. Warner, University of Maryland

Table 19. Race/Ethnicity
Presider: Susan A. Dumais, Louisiana State University

- Concerted Cultivation and Teachers' Evaluations of Students: Exploring the Intersection of Race/Ethnicity and Parents' Educational Attainment. Susan A. Dumais, Louisiana State University; Richard John Kessinger, Louisiana State University; Bonny Ghosh, Louisiana State University
- Critical Race Theory in Public Alternative Education: Unveiling the Practice of Whiteness as Property. Jessica L Dunning-Lozano, University of Texas at Austin
- Precollege Ethnoracial Diversity Experiences and Interracial Interactions in College. Donnell J. Butler, Princeton University
- Retaining Students of Color in the Sciences: A Case Study of a Minority Fellowship Program. Corinne Castro, Temple University

Table 20. School Structure & Reform
Presider: Mark R. Warren, Harvard University

- School Capacity and Staff Turnover: Teachers, Principals, and the Social Prospects for Instructional Improvement. Sarah K. Bruch, University of Wisconsin-Madison; Paul Magnus Hanselman, University of Wisconsin - Madison; Jeffrey Grigg, University of Wisconsin - Madison; Ana Cristina Murta Collares, University of Wisconsin - Madison; Adam Gamoran, University of Wisconsin, Madison
- Social Capital & the Efficacy of Youth Organizing for School Reform. Cynthia Taines, Northern Illinois University
- "I wouldn't bring in anything that COULD be challenged.": Educators acting as moral entrepreneurs. Carol Walther, Northern Illinois University; Melanie D. Koss, Northern Illinois University
Table 21. Secondary Schooling
Presider: Murray Milner, University of Virginia
- It's Just Too Damn Boring: Media Selection And Motivation For Two Seniors In High School. Lawrence Arthur Baines, University of Oklahoma
- School Counselor Role Conception: An Under-considered Mechanism for SES Effects. Katherine Ranney, Northwestern University; Jennifer L. Stephan, Northwestern University; Kelly Hallberg, Northwestern University; James Rosenbaum, Northwestern University
- The Impact of School Structure on Student's Social Interaction and Academic Effort in Finland. Jason Blind, Central Michigan University; David A. Kinney, Central Michigan University
- Where Nerds Are Normal: Indian Secondary Schools and What They Can Teach Americans. Murray Milner, University of Virginia

Table 22. Social Life / Capital
Presider: Edward W. Morris, University of Kentucky
- Family Capital in the Creation of Intergenerational Educational Mobility. Anat Gofen, Hebrew University
- "Snitches End Up in Ditches" and Other Cautionary Tales. Edward W. Morris, University of Kentucky

Table 23. Teachers
Presider: Bedelia Nicola Richards, The University of Richmond
- Bartering and Bending Rules: Teacher Expectations and Academic Engagement in (School) Context. Bedelia Nicola Richards, The University of Richmond
- Person-Environment Fit: Effects on Novice Teacher Commitment. Ben Pogodzinski; Peter Youngs, Michigan State University; Kenneth A. Frank, Michigan State University; Dale Belman, Michigan State University
- Teacher Commitment, Student Outcomes, and Evidence- Based Practices: A Social Network Analysis. Lambrina Mileva, Stanford University
- Teachers' Preferences for Distributing Grades: Does Disciplinary Expertise Matter? Nura Resh, Hebrew University; Liat Biberman-Sahlev, Haifa University; Clara Sabbagh, University of Haifa
- The Dance of the Mentor as a Sensitive Instrument: Dominant Themes in Mentor Service. Elijah G. Ward, Saint Xavier University; Earl E. Thomas, Saint Xavier University
Submit contributions for the next newsletter to
Anne McDaniel
aem@sociology.osu.edu