Table of Contents

>> Notes from the Chair ____ 2


>> Five Questions to Barbara Schneider ____ 7

>> Early Career Scholars ____ 10

>> News from Section Members: Books ____ 17

>> News from Section Members: Awards and Announcements ____ 26

>> Sociology of Education Section Events and Sessions at ASA ____ 29

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

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A Note from Chandra Muller, Chair

I hope that you’ll find this newsletter refreshing as we face the summer extremes— with climate and national politics both heating up (sorry, I couldn’t resist). A special thank you to our outstanding newsletter editor, April Sutton, for her hard work, diligence, and creativity in putting the newsletter together. This newsletter has a provocative essay by Richard Pitt, who pushes us all to think about representation of diverse voices in our section and our field. I hope that as a section we continue this important conversation and figure out how to take action to expand our section. Lara Perez-Felkner’s interview of Barbara Schneider also addresses issues of access, and is a must-read for early career scholars. The representation of multiple perspectives in the application of sociology of education to policy is one reason access to our field is so important. Barbara’s insights should encourage us all to ponder and debate these issues that are central to our field.

Our section is vibrant and healthy, and it’s clear that we have an outstanding crop of early career scholars. Please take a moment to read about them and their exciting research accomplishments. Their photos are included in the web version—please follow this link to download the full version of the newsletter: [http://www2.asanet.org/soe/pub_newsletter.cfm](http://www2.asanet.org/soe/pub_newsletter.cfm). Another indicator that the Sociology of Education section is awesome is the interesting books published already this year. A more extensive description of the books is also available from the web version of this newsletter. These books promise excellent end-of-summer reading.

Don’t forget to take a moment to review the papers to be presented at the Annual Meeting this year. We are in for a thought-provoking and stimulating meeting. Only sociology nerds would look forward to Las Vegas to learn about cutting edge research. It will not disappoint.

And please make sure that you attend the business meeting. To encourage broad participation we’ll give out door prizes. Also, we will have guests speak about publishing and grant opportunities. Finally, remember the section reception—sponsored in part by AIR and NORC—and the famous Sociology of Education section dinner at the award winning Hash House A Go Go.

Stay cool and see you in Las Vegas!

Chandra
Race and the Sociology of Education Section: Is Eight (Percent) Really Enough?

By Richard N. Pitt

Richard Pitt is an assistant professor in the Department of Sociology at Vanderbilt University. His education research focuses on the accumulation of “real” human capital, measured as skills and knowledge rather than credentials marking “years of education.” He is co-principal investigator on a Teagle Foundation funded analysis of a surprisingly understudied, but pervasive, phenomena in human capital accumulation: double majoring and academic specialization. From 2006-2009, he served as the director of Vanderbilt’s Office to Enhance Diversity in Graduate Education. He is the author of Divine Callings: Understanding The Call To Ministry In Black Pentecostalism (New York University Press, 2012) and can be reached at r.pitt@vanderbilt.edu.

A cursory, semi-scientific glance at the last five years’ worth of Sociology of Education journal articles suggests that race/ethnicity is an important independent or dependent variable in education scholarship. More than 40% of articles published in that time frame list racial attitudes, behaviors, or outcomes as a key component of their arguments. As many of us know, education departments have consistently produced the lion’s share of the Black PhDs awarded each year. In the last two decades, about 40% of the doctorates received by Blacks each year were in education. Twenty-four percent of doctorates awarded in 2009 to African-American, Hispanic, Asian, and Native American (AHANA) scholars were earned in education; that compares to 19% for Whites in education and 18% for AHANA scholars in the social sciences. While there are no readily available statistics that might show exactly how many AHANA sociologists have scholarly interests in education, we do know that about 8% of ASA members who self-identify as Black (9%), Hispanic (8%), Asian (7%), or Native American (4%) are also members of the Sociology of Education (SOE) section. This proportion is higher than that for White ASA members, of whom only 6% are members of the SOE section.

While AHANA scholars have slightly more relative representation among the SOE membership than their White colleagues, do their numbers rise to the level one might expect given both sociology’s strong focus on race as an education-related phenomena and non-White scholars’ long-standing interests in education-related questions? While we wouldn’t expect their representation to rise to 30 or 40 percent, 8 to 9 percent is surprisingly low. Current section chair, Chandra Muller, asked me to consider this “problem” with an eye towards addressing two related questions. First, how might we go about recruiting more AHANA scholars to the section? Secondly, if we were to undertake such a project, what issues would such a project need to take into account?

In the not-too-distant past, I worked as a kind of “pracademic,” responsible to take everything I know as a sociologist of race/education and wed it to my practical experience in enrollment management in order to increase AHANA student interest in and access to our graduate programs. While a third of my time was spent on the access part of that formula, most of my time was spent on the “interest” side, trying to convince skeptical undergrads that a PhD—received here or elsewhere—was a good outlet
for their intellectual passions. In some ways, a project of recruiting people to the SOE section has its parallels in the challenges I faced recruiting AHANA students away from professional post-baccalaureate degrees (e.g., MD, JD, EdD) to academic doctorates in biology, philosophy, and sociology. More often than not, I think of recruitment—to graduate education or to ASA sections—in terms of understanding people’s current identities and what it might take to help them re/consider other ones.

As you might imagine, recruiting AHANA students to poorly paid graduate assistantships wasn’t easy; many students were dead-set on getting a job after undergrad. That said, there were some students who were ripe for the picking because they had already bought into the idea that the baccalaureate was only a transition point to more schooling. They already saw themselves as “those students who do more than get a BS,” but no one had ever introduced them to the possibility of getting a PhD.

Like graduate programs, the section has a pool of people who might already be open to joining, but who just haven’t been invited yet. As I showed in the introduction to this essay, there are hundreds of AHANA scholars who study education. Their contributions inform our work and ours theirs. They produce reams of influential sociology-like scholarship on race in elementary (e.g., Alfredo Artiles, Maria Franquiz), secondary (e.g., Donna Ford, Sonia Nieto), and post-secondary educational contexts (e.g., Bryan McKinley Jones Brayboy, Lamont Flowers). The problem? They’re sitting in education departments rather than sociology ones. Their primary scholarly identity—whether as a function of their training or, in some cases, just their place of employment—is “education scholar.” I suspect other sections (e.g., Crime, Law, and Deviance) have a similar problem of being a section that should resonate nicely with BHANA scholars, but whose prospective members aren’t actually practicing sociologists.

We see in the conversion literature (in religion) that people are often already primed to join the religious organization—they know the members, they believe some of the doctrine—but no one has ever reached out and said, “Hey, become one of us.” Many of us serve the broad community of education scholars as members of other education-specific organizations (e.g., ASHE, AERA, NASPA). It might serve the section well to have its members do some outreach to like-minded colleagues in those associations and try recruiting them into Associate membership in ASA and the SOE section.

Another group of students I had to help “rethink their identities” were those students who have been brainwashed into convinced to take their brilliance in science into medical school or their talents at abstract reasoning into law school. Since grade school, these students have been proselytized by med/law schools through their surrogates in the media. I’m looking at you “Grey’s Anatomy” and “The Practice.” Professional schools have, essentially, been “growing their own,” inculcating our brightest undergrads with the “future doctor” identity. I suggest we do the same thing with future sociologists: help them see themselves as education scholars.

As any undergraduate who takes a course with me knows, education is key to the see-it-everywhere concept of socioeconomic status. I try to drill home the same message in my graduate course in sociology of education, a course filled with students who see their central identity as something other than
“education scholar.” Realizing that these interactions are opportunities to start building an education-scholar identity in these future sociologists, I try to help them create bridges from whatever identity they believe they have to the one I hold as an education scholar. I’m always challenging their sense that they don’t do education research. How can you answer questions about health disparities among young Hispanics without thinking about school lunch programs? How are you making sense of teenage crime without taking into account the loss of moral authority in schools? Wait . . you’re trying to write about virginity loss without considering the peer effects operating, primarily, in the eight hours students spend in school? In the same ways we impress upon students that they all study stratification, we can have similar effects on students’ sense that one of the identities they hold is “person who studies education.” It doesn’t have to be a central identity, but we can start building it into students’ constellation of identities. This will, in the end, make it easier to recruit student members into the section and will go a long way towards retaining them once they transition into regular ASA membership.

Recruiting Associate and Student members is one approach, but what about Regular members . . those people who already have mature identities as sociologists, but need something more to become sociologists of education? The challenges there, particularly in terms of identity, are quite different.

With one exception, no ASA section’s membership fee is more than $14; being a section member isn’t costly. That said, it still increases the overall cost of ASA membership. So, one thing every section has to ask itself is why anyone would pay the optional extra expense of joining a section at all? Section membership doesn’t help you get an article published. It doesn’t even help get an article accepted to a section’s panels at the conference. While I’m probably not the only person who feels lost when he can’t get his SOE Newsletter, I don’t think newsletters are the draw for membership. You don’t even have to be a member of a section to enjoy the shrimp and petits fours at its reception.

Ultimately, section membership is a signal of one’s identity: I’m not just a sociologist, but I’m a sociologist of education or religion or whatever other sub-disciplinary sections that get my $12. But here’s the kicker, the dynamic that makes me somewhat different from my White colleagues: I’m also a BLACK sociologist of education. Even when I’m reading the 60% of Sociology of Education journal articles that aren’t about race, I read them as a raced scholar. There is no escaping the fact that, for many AHANA scholars, we see our racial identity as a primary scholarly identity. One can observe this in the ASA section memberships. AHANA sociologists’ representations in certain sections correspond to their ethnic identities. For example, according to a 2007 ASA report, 57% of Hispanic and 49.5% of Asian members of ASA were members of the Latino Sociology or Asian Sociology sections, respectively. After that, their largest level of representation was in the International Migration section. Forty-seven percent of Black ASA members were members of either the Racial/Ethnic Minorities or Race, Gender, Class sections. The next most popular section for Blacks was Sociology of Mental Health, a phenomena that was likely a function of the amazing support given to hundreds of AHANA scholars through the (formerly National Institute of Mental Health funded) ASA Minority Fellowship Program. While it may be the case that each of these scholars is primarily studying issues of race and ethnicity, I suspect many of them are members of these sections.
because, to some degree, such membership signals salience of their racial/ethnic identity as much as their scholarly one. If most ASA members only join one or two sections, we’ve already lost the battle with AHANA sociologists, even if they do study education.

If racial identity produces competition with other sections, one’s identity in their department might present another challenge entirely. If you look at the way many sociology departments are structured, you’re rarely going to find “Education” listed as a departmental area of emphasis. I think Sociology of Religion suffers from the same problem: programs are not organized in a way that privileges some fields. Many of us who study religion are situated in our departments’ “culture and social change” or “urban sociology and community” concentrations. Similarly, those of us who study education are situated in “RCG/stratification,” “work, occupations, and organizations,” or “community and urban” concentrations. If section membership is in any way a signal to future students or current colleagues, having your section-identity match your departmental-identity may be a necessary strategy. So, if an AHANA scholar is trying to do “sociology of education” in a department that doesn’t see education as central to its own identity, that scholar may not see much value in joining the section; there’s no clear bang for their twelve bucks. Maybe the section can consider a one year fee holiday, allowing prospective members to join the section for one year—trying the community out—without paying the additional section fee. That might be a considerable loss of revenue, but many graduate schools have seen their AHANA applications increase by dropping the application fee for all students. As always, it’s about weighing the short-term cost against the long-term goal.

Ultimately, whatever the section does, it is going to have to commit to actively targeting AHANA sociologists who are engaging in education research and try to increase their commitment to the “education scholar” identity. It’s not just a question of replacing one of the other identities—whether sub-disciplinary, racial, or departmental—with education. It’s really about convincing them that this identity is so much a part of their intellectual heritage and makeup that it’s worth mailing off the additional $7 or $12. Of course, targeted recruitment is always an uncomfortable task; it feels unfair. But as graduate directors all over the country discover when they have very few AHANA applicants to their “stellar” programs: “if you build it, they will come” is just a movie tagline.

References:


Five Questions to ... Barbara Schneider

by Lara Perez-Felkner

Lara Perez-Felkner is a postdoctoral fellow at NORC at the University of Chicago and a Pathways to Adulthood Associate Fellow. Her research examines the social context of schools in relation to adolescents’ college and career outcomes, with a particular focus on the mechanisms underlying racial-ethnic and gender disparities in postsecondary educational attainment and entry to careers in STEM fields. Lara received her Ph.D. from the University of Chicago in Human Development. She received a Spencer Foundation Dissertation Fellowship and currently holds an AERA Research Grant to examine her dissertation research findings using nationally representative longitudinal data.

Barbara, you have been very successful in getting your research questions funded by federal agencies and foundations. What advice could you offer to more junior scholars in designing proposals to secure funding, especially in this climate of particularly limited funding dollars?

These are very difficult times with respect to obtaining external support for research. Nevertheless there are some important sources of information that can help in obtaining funds. The first and most important piece of advice is to have an idea that you believe is worthy of funding. Match the content of that idea to the priorities of the funding source. Work on your idea so that when writing a proposal a proportion of the work is already in place. In terms of searching for funding sources, use the web and follow-up with emails and calls to the relevant people in the area you will be applying. Most project officers will communicate with you and tell you whether a proposal matches priorities and where is the best place to submit your work. The areas where sociology of education researchers have been successful at the federal level is the Institute for Education Sciences, NSF (including the Divisions of Research and Learning in Formal and Informal Contexts, Undergraduate Education, the Directorate for Social, Behavioral, and Economic Sciences, and programs like REESE and DR-K12), NICHD and Department of Defense. In the Foundation community the major funders include the Spencer Foundation, Lumina Foundation, and William T. Grant—all of whom are open to proposals; the Bill and Melinda Gates Foundation tends to solicit work. Ask and look for successful proposals that the agency or foundation has funded—government proposals are available under the Freedom of Information Act and some foundations will also give copies or examples of winning proposals—if not check to see who got funded and email them for a copy. The best way to learn the ropes of funding is to begin by working with someone who has had success. Success breeds success, and most funders tend to support people who have had successful competitive postdoctoral fellowships or internal university funding. Most funders tend not to give early career people big grants—unless specifically identified as such like the William T. Grant Early Scholar Awards—so start with a reasonable budget. Budget carefully; some foundations like to see graduate training support as part of your budget. Don’t put too much of your time in a budget, rather work for course buyouts and summer salary. Budget restrictions will typically accompany proposal information. Leave yourself with ample time to allow colleagues to review your work before it is submitted. Don’t be discouraged by a “no”; read carefully the reviews—seek others’ interpretations of the problems and resubmit—if not to the same
agency then another. And remember, obtaining funds is much like an article—it is a long process of revision and resubmission. I have had very good proposals go unfunded and ones I wasn’t so enthusiastic about receive high marks and success the first time out. Like all things in our world funding is serendipitous, unpredictable, and the best way to beat the odds is to stay in the game!

Sociology of education has a long history and tradition compared to other fields, and many sociologists continue to investigate educational puzzles. What strategies have you found useful in developing research that generates original contributions within this field?

It is hard to put a label of originality on any topic, especially today when information is within a keystroke and a return. I enjoy reading classic sociology and the work of researchers in other disciplines, often trying to understanding how connections around ideas are crafted. As a young scholar, a more seasoned academic once said to me—everyone has an idea; the challenge is not the idea but rather getting into print. Plato wrote about school reform, Aristotle took on issues of causal inference; Sorokin discussed the benefits of tracking, and Weber, the workings of associations and bureaucracies. I have never sat down and said, “now it is time to write something creative,” but rather I think of societal conditions, try to problematize them, and hypothesize alternative solutions. It seems to me we still do not have a way to eliminate inequality in education and that is the one that keeps my imaginary debates with Rawls and fingers on the keyboard.

Given your experience as a female scholar and mentor for many female scholars who have since become successful scholars themselves, where do you think the field of sociology stands with respect to women, and what further progress must be made?

The issues of women in academic life continue to be a source of great inequality. The three most important positions in the federal government regarding education are filled by white men, yet the number of women earning PhDs in education has been higher than males for some time. It is hard to believe that we do not have qualified women to serve in these positions. The number of women college Presidents is abysmal—as are the heads of foundations and other major positions of leadership. However, sociology as a field is becoming more heavily female and some consider this a problem as it will decrease the importance of this field as it becomes more feminine. This position in itself suggests the status of women in academy—their presence denotes a decline in prestige and value. Much as I would like to say things are better—I do not believe that is the case. We continue to have a gender problem. It isn’t just an issue of presence of women in a field; it is what they are being tasked to do. A recent example is that sociologists have found that the number of hours men are spending on housework in dual income families is increasing and on the face it looks as if there is parity among men and women. However, we have found that taking into account multi-tasking, women are spending on average an extra ten hours a week on housework—about an extra week a month. In writing this, I am imploring my male and female colleagues not to be silent. Please step up and seek gender parity in departmental hires, salary allocations, promotion decisions, committee assignments, and the allocation of graduate students.
Your work has always been closely related to policy issues and you have partnered with various stakeholders in your research. To what degree is sociology of education informing policy discussions at the federal and state level, and what more do we need to do to make that happen?

I had the opportunity to work almost a decade with James S. Coleman. His view of sociology was that we need to work at the mid theory level and research was of no value unless it was for purposes of improving our society. I echo this belief and think that the purpose of sociology of education especially is to work on problems that can improve the educational opportunities of all students. Presently, economists tend to dominate the policy field in education, and issues of social context are losing ground. This is indeed unfortunate as our work has always focused on the importance of social context for understanding issues of educational inequality and seeking solutions to the underlying problems that create such inequities. Recently, I wrote a chapter for a new book edited by Maureen Hallinan, in which I encourage sociologists of education to become more actively engaged in the policy debates of today, especially related to identifying and measuring teacher quality. The models economists use oftentimes treat social context as random; our field shows quite unequivocally that within school/college or institutional variance is not random—and measuring any treatment effect, whether with experimental or quasi-experimental methods, requires closer attention to context.

In light of the increasing opportunities available, what is your view of the role of faculty, and especially junior faculty, in disseminating research to the public?

When I was very young in my career, I appeared on a television show about busing. An ardent proponent of desegregation, I naively began my comments with the statement, no parent wants to see their five year old on a long bus ride. With that comment, there was bedlam in the audience, as the anti-bus contingent got up and started screaming and raising their placards about “no busing.” After that incident I refused to go on television or talk to a reporter for years. I am bringing up this story because I was totally unprepared to engage my work with the public. This was a serious hole in my career that I believe cost me on several fronts—. Today, I of course feel very differently but would not go on any television show or talk to a reporter without rehearsing and having all the necessary caveats that we need when speaking to the public. We have an obligation to be emissaries of knowledge to enhance public understanding of science, especially social science results that can improve the lives of our citizens. But to do that requires the same careful, comprehensive preparation and conduct of rigorous research studies. Yes, we must talk to the public—which is why I agreed to do this—and as my colleague Robert Slavin says, “this is my story, and I am sticking to it.”
Profiles of Early Career Scholars

Brian An

Brian An is Assistant Professor of Educational Policy and Leadership Studies at the University of Iowa. He earned his Ph.D. in sociology at the University of Wisconsin-Madison in 2009. He held a postdoctoral research position in the Center for Research on Educational Opportunity at the University of Notre Dame in 2009–10, and he took his position at Iowa in 2010. He teaches courses on the sociology of education and quantitative research methods. An’s research focuses on the sociology of education, in particular, the transition from high school to college. He is currently working on four research projects. His first project examines the impact of high school accelerated programs (e.g., dual enrollment and Advanced Placement) on college success. His second project examines the role of the family and disruptions to the family structure on a child’s college access and persistence. His third project examines the consequences in the rollback of desegregation policies on student achievement. His fourth project looks at the impact of social desirability bias on education across levels of racial composition. An's most recent publication is "The relations between race, family characteristics, and where students apply to college." Social Science Research (2010). An is also a member of the Young Academic Fellows program, which is sponsored by the Institute for Higher Education Policy and the Lumina Foundation for Education. The goal of this program is to inform high education policy through research.

Jennifer Augustine

Jennifer Augustine will receive her doctoral degree from the Department of Sociology at the University of Texas at Austin in August 2011. She earned her Bachelor’s degree in Sociology at Northwestern University, and her Master’s degree in Sociology from Texas. During her tenure at Texas, Jennifer developed a research agenda that, broadly, seeks to understand how families’ socioeconomic circumstances contribute to the reproduction of inequality in the U.S. Of primary interest to Jennifer is how education helps mothers promote their children’s achievement during the preschool and elementary school years. Her approach to exploring this line of research involves an investigation of the noneconomic returns to education and a focus on the psychological and interpersonal mechanisms associated with mothers’ education that convey academic-related advantages to children and underlie the reproduction of social and economic inequalities across generations. Her dissertation, in particular, examines how mothers’ educational histories shape their parenting philosophies and behaviors and via such mechanisms, moderate the significance of marital status and employment for children’s early achievement trajectories. This research, which has appeared in several social science journals, including Social Forces, Journal of Health and Social Behavior, and Child Development, benefitted from her experience as a research trainee at Texas’s Population Research Center. As the next step in her career, Jennifer will investigate whether increases in disadvantaged mothers’ post-childbearing education can improve the academic outcomes of their children. She will pursue this research as a
Pamela Bennett

Pamela Bennett is an Assistant Professor of Sociology at the Johns Hopkins University with a focus on inequality in higher education. In two articles, Bennett has investigated the phenomenon of what she calls the “net black advantage” in college going—the higher odds of black students to enter college when controlling for socioeconomic background and other factors. Her 2003 *ASR* article with Yu Xie demonstrated that the net black advantage exists in multiple types of institutions and cannot be explained by HBCUs. Her collaborative 2009 article in *Sociology of Education* found that children of black immigrants experienced higher rates of enrollment at selective institutions than both native blacks and whites, but that net of SES, native blacks were more likely to attend college than whites across all institutions types while immigrant blacks only experienced a net advantage at selective institutions.

Bennett’s interest in neighborhoods gives her a unique perspective on educational inequality. In a forthcoming article in *SSR*, she examines the ways in which living in a segregated neighborhood can impact students’ educational achievement through school quality. Another forthcoming article in *Sociology of Education* reveals that schools work as levelers of class inequality in youth participation in extracurricular activities. The class gap in participation is primarily outside the context of schools and is related to the costs of out-of-school activities as well as the scarcity of neighborhood institutions in poorer communities that provide opportunities for activity participation, especially activities associated with college attendance.

Jessica McCrory Calarco

Jessica McCrory Calarco is a PhD Candidate in Sociology at the University of Pennsylvania whose research focuses primarily on education, family, social class, and stratification. Calarco has a solo-authored paper with a conditional accept from the *American Sociological Review*, entitled: “‘I Need Help!’ Social Class and Children’s Help-Seeking in Elementary School.” This paper draws from her longitudinal, ethnographic dissertation research of one socioeconomically diverse public elementary school. Using classroom observations, she suggests that studies of cultural capital have not looked sufficiently at children’s actions. Yet, one cannot presume that there is an automatic transfer of advantage from parents to child. Calarco examines social class differences in white children’s help-seeking. She finds that middle-class children frequently sought help, at times by calling out or interrupting the teacher. By contrast, working-class children were much more passive in their help-seeking. Because middle-class students’ help-seeking strategies elicited a stronger response from teachers, they became a form of cultural capital that yielded meaningful profits in the classroom. She suggests that children actively contribute to social inequalities. Calarco received the Candace Rogers Award (Eastern Sociological Society) for this paper. In other work, she uses interviews with parents, teachers, and children to understand how teachers can help to alleviate inequalities in the opportunities that children can negotiate on their own behalf. She is the co-author, with her dissertation adviser, Annette Lareau, of a chapter “Class, Cultural Capital, and Institutions: The Case of Families and Schools.” This piece is forthcoming in *Facing Social Class* (Russell Sage).
Elizabeth Covay

Elizabeth Covay completed her PhD in Sociology at the University of Notre Dame in May 2010. She is currently an IES Postdoctoral Fellow at the Graduate School of Education, University of Pennsylvania. Her research focuses on inequalities in learning opportunities at home and school and their effects on both achievement and behavioral outcomes.

Dr. Covay has published research (SOE, Covay & Carbonaro 2010) that examines student opportunities to gain noncognitive skills through participation in extracurricular activities and how those skills are related to cognitive outcomes in elementary school. She has also studied sector differences in high school student outcomes and the role of course taking in explaining those sector differences (SOE, Carbonaro & Covay 2010). Her latest publication examines gender differences in the college pipeline (SSR, Carbonaro, Ellison, & Covay 2011).

Dr. Covay’s dissertation examined the emergence and persistence of the black-white achievement gap. She is currently conducting research that examines variation in math content for advanced math courses by the racial composition of the classroom as a way to explain why there are racial differences in returns to advanced math course taking. In addition, she is working on a project that examines teacher and instructional quality gaps among racial and income group as a type of inequality in learning opportunities and the relation between those gaps and achievement growth in elementary school.

Dr. Covay’s future research will continue to examine various sites and forms of unequal access to learning opportunities as a mechanism for explaining inequalities in student outcomes.

S. Michael Gaddis

S. Michael Gaddis is a PhD candidate in the Department of Sociology at the University of North Carolina at Chapel Hill. His dissertation uses an innovative audit design to examine the effect of college degree prestige on labor market outcomes and how this varies by race, gender, class, and geographic location. He frequently collaborates with Dr. Doug Lauen on projects that examine the effects of educational accountability policy on academic achievement and has written columns for the Atlanta Journal-Constitution and the Everyday Sociology Blog on education policy. His other current research investigates the ways that social capital, cultural capital, and habitus affect youths' academic and behavioral outcomes. His webpage is located at: www.stevenmichaelgaddis.com.
Jessica Hardie is an NICHD postdoctoral fellow in family demography and individual development at Pennsylvania State University. Her research focuses on how differences in gender, class, and race contribute to cumulative advantage and disadvantage in the transition to adulthood. She completed her Ph.D. in sociology at the University of North Carolina in 2009. As a graduate student, Jessica pursued training in several methodological traditions, including quantitative and demographic methods as well as qualitative methods. She has collaborated on a number of mixed-methods research endeavors, and has taught courses on quantitative methods and led workshops in qualitative methods. Her dissertation, “How Aspirations are Formed and Challenged in the Transition to Adulthood and Implications for Well-Being,” used a mixed-methods approach to examine how inequality is manifested at several moments in the pipeline from adolescence to adulthood. She presents a compelling argument that the process by which social capital is accessed and used in late adolescence differs categorically by social class and race, rather than operating as a resource that adolescents may possess less or more of along a sliding scale. As a postdoc, she has continued to pursue sole-authored publications from her dissertation and newer projects, but also enjoys collaborative research. Recent collaborations include a project examining how parental health affects children’s well-being and school attachment and a co-authored paper demonstrating how religion and family plans shape the degree to which young women aspire to female-dominated careers. Jessica’s publications have appeared in Journal of Marriage and Family and Sociological Methodology.

Elizabeth McGhee Hassrick is a 2011 National Academy of Education/Spencer Postdoctoral Fellow and currently holds a postdoctoral scholar fellowship for Committee on Education at the University of Chicago. She received an M.A. in Elementary Education at the University of New Mexico and an M.A. and Ph.D. in Sociology from the University of Chicago. Her research projects investigate how the social networks of parents shape the opportunities of children in schools and medical clinics, which are critical locations of both inequality and opportunity in modern society. Findings from her research suggest that informal social surveillance systems emerge from interactions among parents and teachers, where parents collectively watch the everyday activities of teachers, shaping informal levels of accountability inside of schools. Her research builds on recent scholarly work that investigates how interactions among parents and between parents and organizational actors produce unequal resources that provide advantages for children. McGhee Hassrick has published her research in the American Journal of Education and Cultural Sociology and served as a co-investigator on grants from the National Science Foundation, the W.T. Grant Foundation and the National Institute of Child Health and Human Development. Prior to McGhee Hassrick's work as an academic scholar, she was
Heather E. Price recently accepted a position as the Assistant Director for the Center for the Study of Religion and Society in the Sociology Department at the University of Notre Dame. Her sociological interests in this position is expanded to focus on a multitude of institutional influences on youth and emerging adults, including educational, religious, and family influences on their life outcomes.

Her dissertation, “Social resources: How school communities influence school effectiveness,” to be completed in August 2011 under the direction of Prof. Mark Berends, maps the relationship networks of school staff in 15 Indianapolis charter schools. For this, Price collaborated with the National Center on School Choice at Vanderbilt University to disseminate a three panel survey, the School Staff Network and School Community Survey. The survey assesses staff perceptions of school community, school administration, staff and student engagement. It maps the professional and social relationships among school staff as a means to understand the underlying social resources which build school community and affect engagement.

Recent publications include Educational Administration Quarterly, “Principal-Teacher Interactions: How Affective Relationships Shape Principal and Teacher Attitudes” (forthcoming) and a co- American Educational Research Journal piece, Kelly and Price, “The Correlates of Tracking Policy: Opportunity Hoarding, Status Competition, or a Technical-Functional Explanation?” Works in progress include studies on school climate, charter school formation, and unintended consequences from NCLB. These studies intersect social psychological, organizational, and community studies theories to understand schools and schooling outcomes.

More information and research can be found at: http://sociology.nd.edu/graduate-program/directory/Price.shtml and http://nd.academia.edu/heatherprice

Mary McKillip

Mary McKillip is an Assistant Research Scientist on the Evaluation and Research Team at the College Board, in their Newtown, PA office, a position she has held since graduating from the University of Illinois, Urbana-Champaign with a PhD in Sociology in 2009. Her dissertation work, under the advisory of Dr. Gillian Stevens, used the Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999 (ECLS-K) to investigate the impact of school mobility on the mathematics and reading achievement of students during their elementary school years. Her current research focuses on identifying high school characteristics that best help students, particularly those from traditionally underrepresented minority groups and first-generation students, access and succeed in college. Recent projects have included a comprehensive review on the role of high school counselors in helping students prepare for college, a case study of a turnaround school
in a large urban public school district that believes that academic success for students must rest upon a foundation of strong social support from the school staff, and an overview of the expansion of the Advanced Placement program in schools from 1998-2008 and its impact on school academic outcomes.

Lara Perez-Felkner

Lara Perez-Felkner is a postdoctoral fellow at NORC at the University of Chicago and a Pathways to Adulthood Associate Fellow. Her research examines the social context of schools in relation to adolescents’ college and career outcomes, with a particular focus on the mechanisms underlying racial-ethnic and gender disparities in postsecondary educational attainment and entry to careers in STEM fields. Her current work primarily investigates adolescents’ beliefs about their ability (especially their math ability), how they think their teachers, peers, and family members regard their ability and potential, and school characteristics that might positively or negatively influence these beliefs and perceptions. Lara received her Ph.D. from the University of Chicago in Human Development. Her dissertation was a mixed-methods study of the postsecondary pathways of high-aspiring Latino and ethnic minority youth in Chicago. She received a Spencer Foundation Dissertation Fellowship and currently holds an AERA Research Grant to examine her dissertation research findings using nationally representative longitudinal data. She received a B.A. from Wesleyan University.

Ingrid Nelson

Dr. Ingrid A. Nelson is an Assistant Professor of Sociology at Bowdoin College in Brunswick, Maine. She teaches courses on education and adolescence, as well as race and ethnicity, qualitative and quantitative research methods, and Introduction to Sociology. She received her PhD in Sociology of Education from Stanford University in 2010. Her dissertation, From Stop-Over to Savior: The Embedded Influence of Out-of-School Time Programs for Mexican American Youth, draws on national survey data and qualitative life history calendar interviews to examine the relationship between out-of-school time program participation during adolescence and college matriculation in young adulthood for working class, Mexican-American and immigrant youth. Dr. Nelson’s recent publications include “From Quantitative to Qualitative: Adapting the Life History Calendar Method,” in Field Methods (2010); “The Differential Role of Youth Development Program Participation for Latina/o Adolescents,” in Afterschool Matters (2009); and “Street Ball, Swim Team and the Sour Cream Machine: A Cluster Analysis of Out of School Time Participation Portfolios,” in Journal of Youth and Adolescence (2009). In 2010, Dr. Nelson was awarded the Emerging Scholar Award by the American Educational Research Association Out-of-School Time SIG. In 2011, she was awarded the Academic Achievement Award by the Stanford University Vice Provost of Graduate Education.
Fabian Pfeffer is a Faculty Research Fellow at the Survey Research Center and Faculty Associate at the Population Studies Center of the Institute for Social Research, University of Michigan. He received his Ph.D. from the University of Wisconsin-Madison in 2010. His dissertation research, supported by a Spencer Dissertation Fellowship, investigated the relationship between parental wealth and children’s opportunities in cross-national comparative perspective. His current research continues to focus on the institutional context of social inequalities in education and the heterogeneous role of education in processes of social mobility. This work is being supported by a 2011 National Academy of Education/Spencer Foundation Postdoctoral Fellowship as well as a grant from the American Educational Research Association.

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Adria N. Welcher, MA, is a doctoral candidate in the Department of Sociology at Emory University. Her research interests focus on race and class inequalities in educational outcomes. Much of her recent work examines the experiences of black middle class students. Her dissertation explores how black middle class parents make educational decisions for their children. Given what we know about black children’s experiences in schools — for instance, that majority-minority schools are often under resourced and understaffed but that black children are not often served equally well in “good” majority white schools — black parents have a complicated set of realities to negotiate in selecting the best educational experiences for their children. On the other hand, Black middle class parents do have a great deal of social, cultural and economic capital to deploy in trying to maximize their children’s success and as research by Lareau and others has shown, they are as strategic about planning for their children’s future as other middle-class families. This research delves into these dilemmas, asking black parents to talk about how they negotiate the complicated realities of our educational system. For this study, she interviews adults in 60 black middle class families in the metro Atlanta area. Her findings illustrate the complex ways that race, class and differential educational expectations shape parents thinking and decision-making. In addition to her dissertation, Adria has papers in development exploring the contextual effects of predominantly black schools on the social and cultural capital of black students and analyzing the school quality of primarily black middle class schools. She is a 2011-2012 recipient of the Emory Mellon Foundation Graduate Teaching Fellowship and will spend the fellowship year at Morehouse College. Adria anticipates receiving her PhD in May of 2012 and pursuing a tenure track academic job.
News from Section Members: Books


The academic profession, like many others, is rapidly being transformed. This book explores the current challenges to the profession and their broad implications for American higher education. Examining what professors do and how academia is changing, contributors to this volume assess current and potential threats to the profession. Leading scholars in sociology and higher education explore such topics as structural and cognitive change, socialization and deviance, career development, and professional autonomy and regulation. A comprehensive analysis of the significant questions facing this crucial profession, The American Academic Profession will be welcomed by students and scholars as well as by administrators and policy makers concerned with the future of the academy.
SAT Wars: The Case for Test-Optional College Admissions

Edited by Joseph A. Soares
Foreword by David Hawkins

“This book is an important contribution to the reassessment of the use of standardized tests in college admissions….Colleges that are well-prepared for a discussion about standardized admissions tests will understand how their research aligns with the information provided in this publication” —David Hawkins, National Association for College Admission Counseling

What can a college admissions officer safely predict about the future of a 17-year-old? Are the best and the brightest students the ones who can check off the most correct boxes on a multiple-choice exam? Or are there better ways of measuring ability and promise? In this penetrating and revealing look at high-stakes standardized admissions tests, Joseph Soares demonstrates the far-reaching and mostly negative impact of the tests on American life and calls for nothing less than a national policy change.

SAT Wars presents a roadmap for rethinking college admissions that moves us past the statistically weak and socially divisive SAT/ACT. The author advocates for evaluation tools with a greater focus on what youth actually accomplish in high school as a more reliable indicator of qualities that really matter in one’s life and to one’s ability to contribute to society. This up-to-date book features contributions by well-known experts, including a piece from Daniel Golden, who won a Pulitzer Prize for his reporting in the Wall Street Journal on admissions, and a chapter on alternative tests from Robert Sternberg, who is the world’s most-cited living authority on educational research.

As we continue to debate the use and misuse of standardized testing, SAT Wars will be important reading for a wide audience, including college administrators and faculty, high school guidance counselors, education journalists, and parents.

SAT Wars Features:

- An authoritative combination of voices, including college presidents, admissions deans, scholars from economics, history, and sociology, and test-industry participants.
- New information on the racial and gender biases built into the SAT.
- The only independent case studies of the limitations of the new SAT.
- A step-by-step guide on how college admissions can go test-optional.
- Alternative tests to SAT/ACT developed by Robert Sternberg.

Joseph A. Soares is Professor of Sociology at Wake Forest University, Winston-Salem, North Carolina. Contributors:

Balancing acts
Youth Culture in the Global City
(University of California Press)

naTasha K. WariKoo

“This unique comparative study of multi-racial schools in the US on educational achievement for whites, indians, and blacks never has expertise on the second-generation, racial and ethnic boundaries, youth culture, cultural consumption, and education been so skillfully brought together. And best of all, this signal contribution offers practical and sensible policy recommendations for addressing some of the causes of low educational performance.”

—Michele Lamont, author of The Dignity of Working Men

“This important comparative study skillfully unpacks the concept of culture and demonstrates with considerable cogency the role played by youth culture in shaping immigrant children’s uneven educational achievement. Balancing Acts rightly highlights children’s agency in negotiating the pressures of different identities and offers several most valuable recommendations.”

—Bhikhu Parekh, house of Lords, author of Rethinking Multiculturalism

“This important study breaks new empirical ground and brings much needed conceptual clarity to the sociological study of culture, identity, and the schooling of the children of immigrants in the two defining global cities of our era. It achieves a marvelous balance—between London and New York, between institutions, social structures, and human agency, and between various immigrant-origin groups on both sides of the Atlantic. It is a must read for anyone interested in learning what the best of sociological research has to offer to us to elucidate one of the most relevant issues of our times.”

—Marcelo M. suárez-orozco, institute for advanced study, Princeton, NJ

“WariKoo does an excellent job describing peer culture and its complex role in the everyday lives of teenagers in London and New York city. This book is essential reading for educators, scholars, and, of course, students.”

—Margaret M. chin, author of Sewing Women

“This provocative and timely book offers a refreshing perspective on the relationship of second-generation immigrants and youth culture. WariKoo makes a bold argument regarding peer culture, status and academic achievement that is sure to take current discourse into a whole new direction.”

—Gilberto Q. conchas, author of The Color of Success

“The second-generation immigrant youth in Balancing Acts add to the chorus of compelling young voices forcing us to reconsider how we think about the impact of youth cultures on student achievement. WariKoo’s careful attention to the meanings young people attach to contemporary urban music and style should be required reading for anyone interested in the world of adolescents.”

—Karolyn Tyson, sociology, university of North Carolina at Chapel Hill

natasha Kumar WariKoo is Assistant Professor at Harvard University Graduate School of Education.
Everyday Forms of Whiteness
Understanding Race in a “Post-Racial” World, second edition
(Rowman and Littlefield Publishers)
By Melanie E. L. Bush, Foreword by Joe R. Feagin

The second edition of Melanie Bush's acclaimed Everyday Forms of Whiteness looks at the often-unseen ways racism impacts our lives. The author reveals that even though we talk as though we live in a "post-racial" world after the election of Barack Obama, racism is still very much a factor in everyday life.

This edition incorporates new data and shows how the everyday thinking of ordinary people contributes to the perpetuation of systemic racialized inequality. The book reveals the mechanisms that support the racial hierarchy in U.S. society, identifies "cracks in the wall of whiteness," or opportunities to challenge this hierarchy, and outlines ways we can challenge long-standing patterns of racial inequality.

Special Features
* Combines a powerful theoretical framework with compelling "on the ground" details
* An expanded analysis using a global lens
* Demonstrates the relationship between attitudes, beliefs, perceptions, actions, and everyday discourse
* Historically contextualizes the experience of being "white" today

"This new edition of Bush's influential study is a deeply researched guide to the contours, continuities, and ‘cracks’ of modern U.S. racism. It brilliantly shows how the exemption from racial oppression that whiteness grants to some Americans, locks them into other miseries."
—David Roediger, University of Illinois; author of How Race Survived U.S. History

Praise for the first edition—
"[This text] brilliantly explores the everyday dimensions of how white Americans maintain and reproduce the inequalities of race through common interaction. Well-written and effectively argued, this study provides critical new insights and makes an important contribution to the social science literature about race."
—Leith Mullings, President-Elect of American Anthropological Association, City University of New York

Melanie E. L. Bush is associate professor of sociology and anthropology at Adelphi University.
In today’s schools, the number of students who receive additional resources to access the curriculum is growing rapidly. The ongoing expansion of special education is among the most significant worldwide educational developments of the past century. Yet even among developed democracies the range varies hugely, from one student in twenty to one student in three receiving special education support and services. In contemporary conflicts about educational standards and accountability, special education plays a key role as it draws the boundaries between exclusion and inclusion. Comparing Special Education unites in-depth comparative and historical studies with analyses of global trends, with a particular focus on special and inclusive education in the United States, England, France, and Germany. The authors examine the causes and consequences of various institutional and organizational developments, illustrate differences in forms of educational governance and policy priorities, and highlight the evolution of social logics from segregation of students with special educational needs to their inclusive education in local schools.
Barriers to Inclusion: Special Education in the United States and Germany by Justin J.W. Powell (Paradigm Publishers)

Barriers to Inclusion provides an in-depth comparative and historical account of the rise of special education over the twentieth century in the United States and Germany. This institutional analysis demonstrates how professional groups, social movements, and education and social policies shaped the schooling of children and youth with disabilities. It traces continuity and change in special education classification and categorical boundaries, explores the growth of special education organizations, and examines students’ learning opportunities and educational attainments. Highlighting cross-national differences over time, this book also investigates demographic and geographic variability within the federal democracies, especially in segregation and inclusion rates of disabled and disadvantaged children. Germany’s elaborate system of segregated special school types contrasts with diverse American special education classrooms mainly within regular schools. Joining historical case studies with empirical indicators, this book reveals persistent barriers to school integration as well as factors that facilitate inclusive education reforms in both societies.
Teaching in an Era of Terrorism
Third Edition
By Edith W. King

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

Special Features of this Book:
● Use of sociological concepts and theories as applied to education and schools
● Personal examples and accounts about children’s lives
● Children in immigrant families and in homeless conditions
● Bullying and homophobia as forms of terrorism
● High stakes testing as forms of terrorism
● Peace education as a strategy to combat these problems
● Suggestions for the Worldminded classroom
● Using the Worldwide Web to access relevant resources

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

In this book, Jenny Stuber argues that the experiential core of college life—the social and extra-curricular worlds of higher education—operates as a setting in which social class inequalities are reproduced. As college students form friendships and get involved in activities like Greek life, study abroad, and student government, they acquire the social and cultural resources that give them access to valuable social and occupational opportunities beyond the college gates. Yet students' social class backgrounds play an important role in this process, structuring their abilities to navigate their campus's social and extra-curricular worlds. Stuber shows that upper-middle-class students typically arrive on campus with sophisticated maps and navigational devices to guide their journeys—while working-class students are typically less equipped for the journey. She demonstrates, as well, that students' social interactions, friendships, and extra-curricular involvements shape—and are shaped by—their social class worldviews—the ideas they have about their own and others' class identities and their beliefs about where they and others fit within the class system. By focusing on student's social class worldviews, this book provides insight into how identities and consciousness are shaped within educational settings. Ultimately, this examination of what happens inside the college gates shows how which higher education serves as an avenue for social reproduction, while also providing opportunities for the contestation of class inequalities.
Gender and Higher Education by Barbara J. Bank (ed.) (The Johns Hopkins University Press)

This comprehensive, encyclopedic review explores the interrelationships between gender and American higher education across historical and cultural contexts. Challenging recent claims that gender inequities in U.S. higher education no longer exist, the contributors—leading experts in the field—reveal the many ways in which gender is embedded in the educational practices, curriculum, institutional structures, and governance of colleges and universities.
News from Section Members: Awards

- **Stefanie DeLuca**, Associate Professor of Sociology at Johns Hopkins University, was awarded a National Science Foundation Sociology grant ($220,000) to study how housing opportunity affects educational opportunity through a desegregation program in Baltimore. The grant is entitled, “Creating School Choice through Housing Choice: How Increased Housing Opportunity Affects Educational Access for Poor Children.”

- **Beverly Lindsay**, Invited Visiting Professor at the Institute of Education at the University of London and Inaugural Fellow and Professor at Dillard University in New Orleans recently presented a lecture entitled, “Challenges to Peace and Conflict Resolution for Universities During Social Upheavals and Terrorism” at an Invited College-wide Symposium at Green Templeton College, Oxford University. She also presented a talk entitled, “University Engagement in Domestic and International Venues: Future Paradigms from New Orleans and England?” at the Institute of Education, University of London.

- **Jal Mehta**, Michele Lamont, and Scott Davies were recently were awarded funds to host a Radcliffe Institute for Advanced Study “Exploratory Seminar” in April 2012 on “Education in a New Society.” The seminar will explore how schooling in a variety of forms is increasingly interpenetrating virtually every aspect of modern life. Building on a series of classic theories in the 1970s, this seminar will examine ongoing forms of school expansion, and new kinds of reciprocal influences between schooling and other social spheres, including family life, culture, politics and knowledge. Invitees include Elizabeth Armstrong, Richard Arum, Janice Aurini, Amy Binder, Steve Brint, Doug Downey, Neil Gross, Julie Reuben, John Skrentny, Mitchell Stevens, and Pam Walters. We hope to find ways to get other sociologists of education involved in this work in the near future!

- In the Netherlands, a new large comparative project has started on the impact of four characteristics of educational systems on four central functions of education. The four characteristics are: differentiation, standardization, vocational orientation, and track mobility. The four functions are to improve equality of opportunity, to enhance efficient sorting and learning, to prepare for labour market allocation, and to socialize into active participation in society (civic engagement). By systematically relating these aspects, we gain knowledge on how educational institutions affect a broad range of targets, which informs policy and science about potential trade-offs in educational policy. Empirically we make use of a wide range of datasets and techniques, and compare countries and school organizations regarding the institutional variation and its consequences for the four core functions of education. The PI is Herman van de Werfhorst of the University of Amsterdam, and other researchers involved are Sjoerd Karsten (University of Amsterdam), Dinand Webbink (Erasmus University), Jaap Dronkers and Rolf van der Velden (both Maastricht University). In addition, a team of four young scholars is full-time employed in the project. See http://www.hermanvandewerfhorst.socsci.uva.nl/PROOProgrammeDescription.pdf for more information. The project is funded by the Programme Council for Educational Research of the Netherlands’ Organization for Scientific Research (NWO).
News from Section Members: Announcements

Transitions: A Mid-term Conference Sponsored by RC04, RC34, and the University of South Florida


Transitions between social statuses and institutions have interested scholars from around the world and raise critical issues regarding the roles of governments and businesses in providing resources to construct institutional bridges and to promote successful transitions. The conference will review models of age-status and educational transitions in different societies; discuss problems, such as gaps and difficulties in transitions; and propose policy recommendations at the national, regional, and global levels. Whereas RC04 focuses on educational institutions and processes, and RC34 examines youth (generally defined as between age 18 and 34), the interests of these research committees converge in their focus on role/status entries and exits that have important consequences for the ensuing life course. Members of RC04 examine educational transitions by students (e.g., from kindergarten to primary school) and educators; members of RC34 assess transitions to adulthood (e.g., becoming a parent). Joining these approaches to transitions offers the opportunity for examination of convergences between different types of transitions. Moreover, both research committees share many interests in common: for example, transitions from school to work, school to school, and from school back to work; how participation in educational programs (vocational training in schools and apprenticeships, four-year colleges) influences the duration and character of the youth phase of life; and many other topics.

For details and to submit abstracts of papers (deadline: October 1, 2011), please contact:
RC04: Gary Dworkin (gdworkin@mail.uh.edu) or Jeanne Ballantine (jeanne.ballantine@gmail.com)
RC34: Jeylan Mortimer (morti002@umn.edu)
The AERA Grants Program is accepting proposals for its two research initiatives, both with deadlines of September 1, 2011.

AERA Dissertation Grants. AERA provides dissertation support for advanced doctoral students to undertake doctoral dissertations using data from the large-scale national or international data sets supported by the NCES, NSF, and other federal agencies. Applications are encouraged from a variety of disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics. The selection process is competitive. The next application deadline is September 1, 2011.

AERA Research Grants. AERA provides small grants for faculty members, postdoctoral researchers, and other doctoral-level scholars to undertake quantitative research using data from the large-scale national or international data sets supported by the NCES, NSF, and other federal agencies. Applications are encouraged from a variety of disciplines, such as but not limited to, education, sociology, economics, psychology, demography, statistics, and psychometrics. The selection process is competitive. The next application deadline is September 1, 2011.

For further information about AERA and the Grants Program, visit the AERA website at www.aera.net and click on “Fellowships and Grants” and then “AERA Grants Program” on the left-hand side. You may also contact Mr. Ming Lowe at grantsprogram@aera.net or (202) 238-3200, ext. 227.

The International Journal of Contemporary Sociology (Vol. 48, 1, 2011) has just published a special issue on “Sociology of Education Today” (edited by Ari Antikainen and M’hammed Sabour). Three of the contributors are members of the ASA Sociology of Education section and are identified in green. Their articles are as follows:

“Inequality and talent loss: recent evidence from Australia” by Lawrence J. Saha and Joanna Sikora.

“Contemporary themes in the Sociology of Education” by Ari Antikainen, A. Gary Dworkin, Lawrence J. Saha, Jeanne Ballantine, Shaheeda Essack, Antonio Teodoro, and David Konstantinovskiy. (All authors are members of the RC04 (Sociology of Education) board of the International Sociological Association.
Below you will find a listing of the Sociology of Education section’s events at the ASA Annual meeting. Locations are to be announced. For more information, visit: http://convention2.allacademic.com/one/asa/asa11/

See you all soon in Las Vegas!

**Business Meeting**
Monday, August 22
2:30-4:10 PM

**Sociology of Education Reception**
Monday, August 22
6:30-8:00 PM

A special thanks to the American Institutes for Research (AIR) and the National Opinion Research Center (NORC) for partnering with the SOE section to sponsor the Sociology of Education Section reception. AIR offers career opportunities for experienced and new sociologists as well as those in public policy, education, economics, psychology and related behavioral/social science disciplines. NORC provides a variety of professional opportunities for sociology of education scholars.
Sociology of Education Dinner

Our annual sociology of education dinner will be on Monday, August 22, at 8pm, immediately following the SOE section reception at 6:30pm (location of the reception will be Caesar’s Palace). Dara Shifrer, a graduate student and Chandra’s Project Coordinator, has arranged for our dinner to be at Hash House A Go Go in the Imperial Palace (2nd floor, 3535 Las Vegas Blvd. S.). Hash House A Go Go was described in a Zagat review as “Food architecture at its finest – a must for any Vegas visitor.” The chef at the Imperial Palace location, Anthony Vidal, recently won the Silver Plate Celebrity Chef Contest and was named Restaurateur of the Year. This location has also been visited by Martha Stewart, and was featured on the popular TV show Man v. Food.

The restaurant is conveniently located on the 2nd floor of the Imperial Palace, which faces Caesar’s Palace from the other side of Las Vegas Blvd. (‘The Strip’). The dinner will include a salad, entrée with sides, and dessert (more details below). The cost of the dinner is $50, which includes both tax and gratuity. Alcoholic beverages are not included in this price but will be available. Please contact Dara at dshifrer@prc.utexas.edu with any questions.

Directions to Hash House A Go Go from Caesars Palace:

The restaurant is located on the 2nd floor of the Imperial Palace, which faces Caesar’s Palace from the other side of Las Vegas Blvd. (‘The Strip’).

From Caesars Palace, walk north on Caesars Palace Drive (.08 mi), turn right onto walkway and proceed northeast (.05 mi). Turn right onto Caesars Palace Dr (.01 mi). Caesars Palace Dr becomes Las Vegas Blvd. Turn left onto S Las Vegas Blvd/NV-604 N (.04 mi). Turn right, and you will arrive at the Imperial Palace. The restaurant is located on the 2nd floor.
Sociology of Education at the 2011 ASA Meeting

Section paper sessions and roundtables, organized by William J. Carbonaro and Catherine Riegle-Crumb, will be held on Monday, August 22 and Tuesday, August 23rd. Regular paper sessions were organized by Hyunjoon Park and will be held on Sunday, Monday, and Tuesday. Locations are to be announced. For a complete program, please check ASA’s website (www.asanet.org).

Regular (*) and Section Sessions

*How Does Family Influence Children’s Education?
Sunday, August 21; 8:30am - 10:10am
Discussant: William J. Carbonaro, University of Notre Dame
Presider: Hua-Yu Sebastian Cherng, University of Pennsylvania

- Lean on Me: Social Capital and Academic Achievement for Early Elementary Students, Jennifer Lynn Triplett, University of South Carolina; Pamela Ray Koch, Hope College; Lala Carr Steelman, University of South Carolina
- Developing a College-Going Habitus: How Families and Schools Influence First Generation Students, Amy Gill Langenkamp, Georgia State University
- The Power and Limits of Cultural Capital: White Middle Class School Choice in an Urban Setting, Annette Lareau, University of Pennsylvania; Shani Adia Evans, University of Pennsylvania; April Yee, University of Pennsylvania
- Race and Ethnic Differences in College Applications, Ann L. Mullen, University of Toronto; Kimberly Ann Goyette, Temple University; Katie Stuart, University of Toronto

Making a Difference?: Educational Policies and Inequality
Monday, August 22; 8:30am - 10:10am
Discussant: Mark Berends, University of Notre Dame
Presider: Christopher C. Weiss, Columbia University

- Can Expansion Equalize Opportunity? Educational Expansion and Occupational Mobility 1850-1930, Emily Rauscher, New York University
- Explicit and Implicit Inequalities: Curricular Tracking in Cross-National Perspective, Anna Katyn Chmielewski, Stanford University
- Nothing Gold Can Stay: Accountability, Inequality and Achievement, Douglas Lee Lauen, University of North Carolina; Jennifer L. Jennings, New York University
- Putting College First: How Social and Financial Capital Impact Labor Market Participation Among Low-Income Undergraduates, James G. Benson, University of Wisconsin-Madison; Sara Goldrick-Rab, University of Wisconsin-Madison
- Who Chooses? A Sociological Portrait of Families Active in School Choice, Peter C. Weitzel, University of Illinois at Urbana-Champaign
*Education and Asian Migrations*
*Monday, August 22; 8:30am - 10:10am*

**Discussant:** Hyunjoon Park, University of Pennsylvania  
**Presider:** Minjeong Kim, Virginia Polytechnic Institute and State University

- Education or Migration? Income Mobility of South Koreans in Korea-US Transnational Stratification, Chang Won Lee, University of Maryland at College Park
- Encountering Ethnic and National Selves: Cold War Okinawa, Student Migration and Identity Formation, Kinuko Yamazato, University of Hawaii
- Segmented Incorporation and Truncated Mobility: The Second Generation of Rural Migrants in Urban China, Pei-Chia Lan, National Taiwan University

**Transitions, Adjustment, and Mobility in Educational Attainment**
*Monday, August 22; 10:30am - 12:10pm*

**Discussant:** Regina Deil-Amen, University of Arizona  
**Presider:** Amy Gill Langenkamp, Georgia State University

- The Shape of the River from Middle through High School: Race, Gender, and Grade Trajectories, April Sutton, University of Texas-Austin; Amy Gill Langenkamp, Georgia State University; Chandra Muller, University of Texas-Austin; Kathryn S. Schiller, State University of New York at Albany
- Social Background and Educational Transitions in England, Michelle Jackson, Stanford University
- "I thought I was SO dumb...": Low-Income, First Generation College Students and Academic Inequities, Ashley Rondini, Brandeis University
- Disappointment Set-ups?: Differences in College Expectations Among Middle, Poor and Working Class High School Seniors, Michelle E. Naffziger, Northwestern University; James Rosenbaum, Northwestern University
- Social Class at an Elite, Private University: Cultural Mobility or Cultural Reproduction? Nathan D. Martin, University of South Carolina

**Business Meeting**, Monday, August 22; 2:30-4:10 PM

**Sociology of Education Reception**, Monday, August 22; 6:30-8:00 PM

**Exploring Racial-Ethnic Inequalities from Kindergarten to College**
*Tuesday, August 23; 8:30am - 10:10am*

**Discussant:** Stephen L. Morgan, Cornell University

- A Meta-Regression Analysis of the Effects of School Racial Composition on K-12 Mathematics Achievement, Roslyn A. Mickelson, UNC Charlotte; Martha Bottia, UNC Charlotte; Richard Lambert, UNC Charlotte
- Does Ability Grouping Increase the Black-White Achievement Gap in the Early Grades? Sophia Catsambis, CUNY-Queens College; Gregory M. Eirich, Columbia University; Anthony Butts Jr., The Graduate Center-CUNY
- Mathematics Curricular Intensification and Inequality in American High Schools, 1982-2004, Thurston A. Domina, UC Irvine; Joshua Saldana, UC Irvine
- Educational Commitment: The Immigrant Advantage, David Edward Biagas, University of Iowa; Mary Elizabeth Campbell, University of Iowa; Freda B. Lynn, University of Iowa
More Like Us: The Effect of Immigrant Generation on College Success in Mathematics, Melissa Barnett, Harvard University; Gerhard Sonnert, Harvard University; Philip M. Sadler, Harvard University

New Perspectives on Gender Inequality in Education
Tuesday, August 23; 10:30am - 12:10pm
Discussant: Maria Charles, University of California, Santa Barbara
Presider: Anna Strassmann Mueller, University of Texas at Austin

“Girls Just Care about It More:” Femininity and Achievement as Resistance, Edward W. Morris, University of Kentucky

What Happens to High-Achieving Females after High School? Gender and Persistence on the Postsecondary STEM Pipeline, Lara Cristina Perez-Felkner, NORC at The University of Chicago; Sarah-Kathryn McDonald, NORC at the University of Chicago; Barbara L. Schneider, Michigan State University

Same-Sex Attraction and Educational Attainment during the Transition to Adulthood, Jennifer Pearson, Wichita State University; Lindsey Wilkinson, Portland State University

Better Together? Single Gender Education and Boundary Transgression, Karen Marie Powroznik, Stanford University

Universities as Gendered Organizations: How University Characteristics Influence Gender Divides in Undergraduate Fields of Study, Ann L. Mullen, University of Toronto; Jayne Baker, University of Toronto

*School, District, Neighborhood, State, and Education
Tuesday, August 23; 2:30pm - 4:10pm
Session Organizer: Hyunjoon Park, University of Pennsylvania
Presider: Soo-yong Byun (University of North Carolina)

Collective Pedagogical School Culture and Academic Engagement: Differences by Race/Ethnicity and Socio-Economic Status, Stephanie Moller, University of North Carolina-Charlotte; Elizabeth Stearns, University of North Carolina-Charlotte

Assessing Individual and Institutional Impacts on Student Exit, Luke Dauter, UC Berkeley; Bruce Fuller, UC Berkeley

The Advanced Placement Arms Race and the Reproduction of Educational Inequality, Joshua Klugman, Temple University

The Effect of Neighborhood Culture on the Schooling of Children in Turkey, Bruce Rankin, Koc University

Government Investments in Education and Student Performance: Evidence from India, Solveig Argeseanu Cunningham, Emory University; Kathryn M. Yount, Emory University
Other Sessions of Interest

Section of Latino/a Sociology: Accessing Education: Emerging Social Conflicts and Collaborations
Saturday, August 20; 10:30am - 12:10pm
Session Organizer and Discussant: Maria Isabel Ayala, Michigan State University

- Between a Rock and a Hard Place: Shifting White Attitudes toward Campus-State Parity, Frank L. Samson, University of Miami
- Examining the Schooling Experiences of High Achieving Black, Latina/o, and Mixed Race/Multi Ethnic High School Students, Thomas J. Garrett, University of Wisconsin-Milwaukee; William Velez, University of Wisconsin-Milwaukee; Rene Antrop-Gonzalez, University of Wisconsin-Milwaukee
- Latino Students' Family Support as a Buffer Against Discrimination: A National Test of Educational Outcomes, Brett Lehman, Louisiana State University
- “We’re not Mexican!”: Mapping the Racial/Ethnic Identities of Latina Youth in a New Mexico High School, Chalane E. Lechuga, University of New Mexico

Regular Session: Higher Education and Women
Sunday, August 21; 8:30am - 10:10am
Session Organizer and Discussant: Anne Frances Eisenberg, SUNY-Geneseo

- Building Feminine Selves: Horizontal Inequities in Higher Education, Laura Theresa Hamilton, Indiana University
- Does College Matter? Factors Related to the Gender Gap in Math and Science Majors, Jill Bowdoin, University of Wisconsin-Madison
- How to Understand Women’s Under-representation in Natural Science and Engineering? –An Investigation of Bachelor’s Degree Attainment, Yingyi Ma, Syracuse University
- The Horizontal Pipeline: Institutional Effects on Race, Class and Gender Stratification in STEM Fields, Christina R. Steidl, Emory University

Special Session: Challenging toward Utopia: Education Reform in the Contemporary United States
Sunday, August 21; 10:30am - 12:10pm
Session Organizer and Presider: Amy J. Binder, University of California-San Diego
Discussant: John B. Diamond, Harvard University

- Charter Schools are Not Superman: The Possibilities and Limitations of Local Educational Control, Hugh Mehan, University of California-San Diego
- Accountability as an Inhabited Institution: Contested Meanings and Symbolic Politics of Reform, Tim Hallett, Indiana University
- Jurisdictional Competition and the State: The Prospects for Tipping the Education Sector, Jal D. Mehta, Harvard University; Steven Teles, Johns Hopkins University
### Sociology of Education Roundtables

*Scheduled Time: Monday, August 22 – 4:30pm - 6:10pm*

| Table 1: Gender Inequality in Education |
| Table 2: Racial/Ethnic Educational Disparities |
| Table 3: Exploring the Effects of Social Background on Educational Outcomes |
| Table 4: Charter Schools |
| Table 5: Schools as Organizations: Processes and Politics |
| Table 6: Navigating Success in Secondary Education |
| Table 7: Academic and Social Determinants of College Attainment |
| Table 8: International and Comparative Perspectives on Educational Outcomes |
| Table 9: The Role of Family Processes in Education |
| Table 10: Parental Influences on Students’ Expectations and Achievement |
| Table 11: Sociological Perspectives on Teachers and Teaching |
| Table 12: Communities, Neighborhoods, and Schools |
| Table 13: Exploring Math from K-12: Curriculum, Course-taking, Confidence, and Culture |
| Table 14: Social/Psychological Aspects of Education |
| Table 15: College Aspirations and Ambitions |
| Table 16: Higher Education from an Organizational Perspective |
| Table 17: Schools as Social Contexts: Implications for Inequality |
| Table 18: Friends and Peer Networks in Schools |
| Table 19: The Intersection of School and Work |
| Table 20: Extracurricular Influences on Equity in Academic Outcomes |
| Table 21: Problem Behaviors in Schools: Bullying, Delinquency, and Truancy |
| Table 22: The Influence of Cultural Capital Across Diverse Settings |
| Table 23: Educational Stratification in Asia, Europe, and North America |
| Table 24: Realizing College Success: Identifying and Bypassing the Barriers |
| Table 25: Testing and Accountability in Contemporary Education |
In the next issue.....

- Five questions to another senior sociology of education scholar
- It should have been a classic

Submit contributions for the next newsletter to
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