Chair Notes
Welcoming regards from Section Chair, Richard Arum.

Page 2

ASA Conference Schedule
A reminder of Soc of Ed dates and times for our members and a link to the ASA program.

Page 3

Job Market Candidates
Newly minted PhDs and Post-Docs to look out for at ASA.

Page 18
Dear Colleagues,

I'm looking forward to seeing many of you in Montreal in a few weeks. Included in this newsletter is information on our Section’s events at the Annual Meeting. We have panels scheduled all day Saturday and Sunday morning on: 1), Bullying, School Discipline and Restorative Justice; 2), Ethnoracial and Gender Identities; 3), Postsecondary Education; and 4), Students and Families’ School Interactions. We have a robust roundtable session scheduled for Saturday afternoon 4:30-5:30pm, which will then lead into our annual section business meeting between 5:30-6:10pm when I will have the honor of passing the role of section chair onto Catherine Riegle-Crumb. Following the business meeting we will have our section reception and award ceremony between 6:30-8:10pm and then approximately one hundred of us will continue onto our section dinner at Beaver Hall.

Details about the schedule follows, including a flyer for the Sociology of Education section dinner on Saturday night. As a reminder, seats to the dinner are limited, please follow directions on the flier to secure your reservation. In addition to content on the ASA Annual Meeting, this newsletter also contains information on job candidates and other information.

Looking forward to seeing you in Montreal.

Richard Arum
UCI School of Education
ASA Conference Schedule

Section on Sociology of Education: ASA Schedule

August 12 - 15

Section Events

Section Business Meeting
Date: Saturday, August 12th
Time: 5:30 – 6:10
Location: Palais des congrès de Montréal, Level 5, 517B

Section Reception
Date: Saturday, August 12th
Time: 6:30 – 8:10
Location: Palais des congrès de Montréal, Level 5, 517B

Section Dinner
Date: Saturday, August 12th
Time: 8:30 (immediately following the reception)
Location: Beaver Hall Restaurant (see announcement below)

Saturday, August 12th

8:30 – 10:10am

Session Title: Effects of Bullying, School Discipline and Restorative Justice
Location: Palais des congrès de Montréal, Level 5, 513C
Presider: Gregory Clark Elliott, Brown University

- Mapping the Landscapes of Bullying—Todd Anthony Migliaccio, California State University, Sacramento; Mathew Schmidtlein, CSUS
- Bad Trees, Not Apples: School-Level Influences on Bullying—Matt Rafalow, Google
- Questioning School Authority: How Race Shapes Students’ Perceptions of Student-Teacher Relationships and School Disciplinary Climates—Doreet Rebecca Preiss, New York University
- Between Autonomy and Structure: Parents of Color and Discipline at Montessori and No-Excuses Schools—Joanne W. Golann, Vanderbilt University; Mira Catherine Debs, Yale University; Anna Weiss, Vanderbilt University

10:30am – 12:10pm

Session Title: Ethnoracial and Gender Identities

Location: Palais des congrès de Montréal, Level 5, 513A

Presider: Pat Rubio Goldsmith, Texas A&M

- The Construction and Consequences of Racially Segregated Peer Groups in Elementary School—Karen Phelan Kozlowski, University of Southern Mississippi
- Assessing the Oppositional Culture Explanation among Mexican-origin Students—Denise Ambriz, Indiana University-Bloomington
- Peers, Belonging, and Family: Identity Work among Black Students in the Transition to College—Amy C. Wilkins, University of Colorado-Boulder; Jennifer Ann Pace, University of Colorado-Boulder
- Examining the Factors that Predict Female Students’ Occupational Plans in STEM—Catherine Riegle-Crumb, University of Texas-Austin; Tatiane Russo-Tait, University of Texas-Austin

2:30 – 4:10pm

Session Title: Overcoming Obstacles to Postsecondary Attainment

Location: Palais des congrès de Montréal, Level 5, 513C

Presider: Allison L. Hurst, Oregon State University

- Transition to Postsecondary Education among Marginalized Youth in Toronto and Chicago—Karen Robson, McMaster University; Paul Anisef, New York University; Jenny Nagaoka, University of Chicago Consortium on School Research; Robert Stewart Brown, Toronto District School Board
- A theory of (Socioeconomic) RelativityL The Role of Relative Advantage in Educational Attainment—Jessica McCrory Calarco, Indiana University; Natasha Quadlin, The Ohio State University
- Educational Attainment across the Great Recession in Brazil, Mexico, and the U.S.—Robert Wayne Ressler, University of Texas at Austin; Aida Villanueva, University of Texas at Austin; Leticia Marteleto, University of Texas at Austin; Robert Crosnoe, University of Texas at Austin
- Does Generational Status Matter in College? Educational Attainment Among American Second Generation College Students—David Kirui, University of Pennsylvania; Grace Kao, University of Pennsylvania
4:30 – 5:30pm *Roundtable Session*

Location: Palais des congrès de Montréal, Level 5, 517B

Table 01. High Racial Impact: Quantitatively Demonstrating How Teachers Matter
Table Presider: Hua-Yu Sebastian Cherng, New York University
- Teaching Bias? The Links between Teaching Quality and Classroom Demographic Composition. HuaYu Sebastian Cherng, New York University; Peter Halpin, NYU
- The Race of a Teacher and Differential Student Achievement: Evidence from Project STAR. Issa Abdulcadir,
- Vertical Stratification within Education: Critically Examining Teacher Quality as a School Resource and Educational Mobility. Derek Anthony Houston, University of Oklahoma
- Black and Hispanic Boys’ Reading Achievement in Early Childhood: The Role of Schools and Teachers. Jessica Halliday Hardie, Hunter College, CUNY
- Do Teachers Show Reference Bias? Effects of Student and School Characteristics on TeacherReported Student Effort. Kendall LaParo, Temple University

Table 02. Marginalized: Social Class and College
Table Presider: Elizabeth M. Lee, Ohio University
- Organizing around the margins: Class-activist student clubs on selective college campuses. Elizabeth M. Lee, Ohio University
- Stigma in Class: Mental Illness, Social Class and Tokenism in Elite College Culture. Katie Billings, University of Massachusetts Amherst
- The Participation of Collegiate Activities through the Lenses of Socioeconomic Status. Mitchell David Lingo, University of Iowa; Brian An, University of Iowa
- Work Hours in (Work) Context: College Student Worker Typologies and Academic Performance. Emma D. Cohen, Indiana University; Jennifer C. Lee, Indiana University

Table 03. Smoothing the Break: How Transitions Matter
Table Presider: William J. Carbonaro, University of Notre Dame
- School Transitions: Effects on Youth Friendship Networks and GPA from 6th to 12th Grade. Diane H. Felmlee, Pennsylvania State University; Cassie McMillan, Pennsylvania State University; Paulina dela Cruz Rodis, ; D. Wayne Osgood, Pennsylvania State University
- Are Schools Stratifiers or Equalizers?: Comparing Calendar and School Year Achievement Gains in Indiana. William J. Carbonaro, University of Notre Dame
- Why you should move to Finland to live the American Dream. Anne Christine Holtmann, Berlin Social Science Center (WZB)
Table 04. Parental Involvement: Differentiating Contexts  
Table Presider: Mary J. Fischer, University of Connecticut  
- Traveling to School: Trends in Parents' Investment in Education. Idit Fast, Rutgers, The State University of New Jersey  
- Emerging Entitlement: How Parents Respond to Participation Policies in New School Contexts. Anna Catherine Rhodes, Johns Hopkins University; Allison Young  
- Advantaged/Disadvantaged School Community, Parental Networks, and Parental Involvement at Elementary School. Angran Li, University of Connecticut; Mary J. Fischer, University of Connecticut  
- Parental involvement among immigrant parents in Canada: Eastern European voices. Max Antony Newman, University of Toronto

Table 05. Trends in Intergenerational Mobility and Influence: How Parents Matter  
Table Presider: Alair MacLean, Washington State University Vancouver  
- The Multiracial Advantage? Asian-American Academic Achievement across Asian/White Households. Can Cheng, Brigham Young University; Carol Jane Ward, Brigham Young University; Benjamin G. Gibbs, Brigham Young University; Lance D. Erickson, Brigham Young University; Jonathan A. Jarvis, Brigham Young University  
- Acquiring Cultural Capital: Understanding Variation Between Parent and Student Stocks of Cultural Capital. Denise Deutschlander, University of Virginia  
- Family, Education, and Tolerance: Do Parents’ Education Have an Effect on Opinions About Homosexuality? Michael Scott Branch, Syracuse University

Table 06. Beyond Incubation: What Happens PostGraduation?  
Table Presider: Alanna Gillis, University of North Carolina-Chapel Hill  
- Enthusiasts, Backup Planners, and Professionals: How College Students Approach Participation in Service Programs after Graduation. Alanna Gillis, University of North Carolina-Chapel Hill  
- The Lasting Impact of High School on Giving and Volunteering in America. David Sikkink, University of Notre Dame; Jonathan D. Schwarz, University of Notre Dame  
- Expectations Versus Reality: Where Are Recent Doctoral Graduates Finding Work? David Michael Walters, University of Guelph; David Zarifa, Nipissing University; Brittany Etmanski, University of Guelph/University of Waterloo (F’15)  
- Lost in Transition: College Resources and Unequal Early-Career Trajectories of Arts Alumni. Nathan D. Martin, Arizona State University; Alexandre Frenette, Arizona State University  
- Pedigree, Prestige and Corporate Elites in Postwar Japan. Daiji Kawaguchi, The University of Tokyo; Hiroshi Ono, Hitotsubashi University
Table 07. Beyond the Basics: From Education to Politics
Table Presider: Michael F. Polgar, Penn State University
- Education Reform & the Political Incorporation of Black and Latino Youth in School. Erin Michaels, The Graduate Center at the City University of New York,
- Integrating Holocaust Education. Michael F. Polgar, Penn State University
- Citizens(hip) Apart: Palestinian and Jewish Teachers Talk about Teaching Citizenship in Israeli Elementary Schools. Gal Levy, Open University; Mohammad Ibrahim Massalha, The Open University of Israel

Table 08. Across Time and Space: Curriculum, Convergence and Citizenship
Table Presider: Yoonjeon Kim, UC Berkeley
- Measuring High School Students' Curricular Intensity Over Time. Megan J. Austin, University of Notre Dame
- Global convergence toward student-centered and complex classroom: The influence of global and nation-specific factors. Yoonjeon Kim, UC Berkeley
- Higher Education, STEM, and Global Citizenship: A Nexus for Social Inclusion. Eric J. Simeon, Pennsylvania State University; Beverly Lindsay, University of California

Table 09. College Choice: Navigating the Wide Terrain
Table Presider: Wonsun Ryu, The University of Texas at Austin
- Exploring Factors Affecting College Enrollment of High School Students. Wonsun Ryu, The University of Texas at Austin
- Do the Right Thing: Race, Achievement and Inequality in Post-Secondary Attainment. Jomaira Salas Pujols, Rutgers University
Table 10. Education and the Workforce: The Role of Technical Education
Table Presider: Will Tyson, University of South Florida
- Non-cognitive Skill Development in Career and Technical Education: Student, Teacher, and Employer Perspectives. Will Tyson, University of South Florida; Edward C. Fletcher, University of South Florida
- Optimal Duration of Participation in a Job Training Program That Promotes Positive Youth Development. Youngjo Im, University of Chicago; Ming-Long Lam, University of Chicago
- Persistent disadvantage or new opportunity? Developmental perspectives on low-achieving youths’ transitions into vocational education in Germany. Anne Christine Holtmann, Berlin Social Science Center (WZB); Heike Solga, Berlin Social Science Center (WZB); Laura Menze, Berlin Social Science Center (WZB)
- Wage losses due to overqualification: Lower formal skill demands or occupational skills mismatch? Malte Reichelt, New York University Abu Dhabi; Nancy Kracke, Institute for Employment Research (IAB); Basha Vicari, Institute for Employment Research (IAB)

Table 11. Educational Attainment
Table Presider: Tori LaShan Thomas, Penn State University
- Exploring the Relationship between High School Racial Composition and Educational Attainment. Tori LaShan Thomas, Penn State University
- Adverse Childhood Experiences (ACEs) and Bachelor Degree Attainment in the US. Carolina Otero, Brigham Young University; Benjamin G. Gibbs, Brigham Young University
- Hispanic high school dropout rate in the context of negative attitudes towards Hispanics in Arizona. Volha Chykina, The Pennsylvania State University
- The Heterogeneous Treatment Effect of Teenage Childbearing on Educational Attainment. Kiwoong Park, SUNY Albany
- Do Chinese People Believe in Meritocracy? Influence of Educational Attainment. Zhongli, Shenzhen University
- Adjudicating Aspirations: Using Causal Effect Estimation to Test Competing Conceptualizations of Educational Aspirations. Kiara Douds, New York University; Delaram Takyar, New York University
Table 12. Pathways and Trajectories: Majors, Medicine and the Military
Table Presider: Mette Evelyn Bjerre, University of Notre Dame
- A Different Kind of Physician: Medical Residents’ Undergraduate Major and Cultural and Structural Competence. Deanna Christianson, University of Illinois Chicago; Emily Hallgren; Laura Ellen Hirshfield, University of Illinois at Chicago
- College Major Choice, Career Perceptions and Plans: The Pathway to a Medical Career. Mette Evelyn Bjerre, University of Notre Dame; Elizabeth Stearns, University of North Carolina-Charlotte; Stephanie Moller, University of North Carolina at Charlotte; Melissa Dancy, University of Colorado at Boulder
- Gender Ideology and College Majors: Exploring how Different College Majors Pattern Gender Attitudes. Visha Patel, University of Oklahoma; Cyrus J. Schleifer, University of Oklahoma; Simon George Brauer, Duke University
- Military Service and STEM Degree Trajectories: An Intersectional Analysis. Christina R. Steidl, University of Alabama in Huntsville; Regina E. Werum, University of Nebraska-Lincoln; Jacob P Absalon, United States Military Academy; Alice MillerMacPhee, University of Nebraska-Lincoln

Table 13. Race and Education: The Struggle Continues
Table Presider: Ashley Mikulyuk,
- The Economic Benefits of K-12 School Diversity. Ashley Mikulyuk; Jomills Henry Braddock, University of Miami
- Race and Reading Performance: Schools as “Exacerbater” in the First Two Years of Elementary School. Jie Min,
- Racial and Ethnic Differences in Student Participation in Private Supplementary Education Activities. Phoebe Ho, University of Pennsylvania; Hyunjoon Park, University of Pennsylvania; Grace Kao, University of Pennsylvania

Table 14. High Stakes Education: Conditions and Consequences
Table Presider: Maria T. Paino, Oakland University
- Accountability, District Employment Conditions, and Public School Teacher Morale. Kristen Erichsen, Florida State University; John Reynolds, Florida State University
- School textbooks, standardized examinations and social cohesion. Mariam Orkodashvili, Vanderbilt University
- Separate and Unequal: School Rankings in America’s Most Segregated Region. Michael Miner, University of Wisconsin-Milwaukee
- Tight Coupling for Some Teachers Means Loose Coupling for Others: Accountability and Gender in Schools. Maria T. Paino, Oakland University
- Preemption in the Face of Shifting Dilemmas and Institutionalization: Comparing Accountability Policies at Adams School. Debbie Heesun Kim, Northwestern University
- Imbedded in rankings: boundary works in interpretation of numbers. Siyu Li, University Lille 1- Ecole Normale Supérieure-CASS
Table 15. Higher Education: Negotiating the Thin Line between Exclusion and Inclusion
Table Presider: Maria Isabel Ayala, Michigan State University
- Critical Roadblocks: How Structural Circumstances Hinder First-Generation College Students from Developing Critical Thinking Skills. Alma Nidia Garza, University of California - Irvine; Jean L. Van Delinder, Oklahoma State University
- Lean on Me: Friends as Academic Social Capital Resources Among First Generation College Students. Ireeene R. Beattie, University of California, Merced; Janice McCabe, Dartmouth College
- First-Generation College Students in Contemporary China: Cultural Capital and Heterogeneous College Effects. Wenli Liu,

Table 16. Outside Looking In: The Public and Education
Table Presider: Emma D. Cohen, Indiana University
- Shifting Philosophies and Early Childhood Education in 19th Century America. Jeremy Redford, American Institutes for Research
- Believers, Moderates, Skeptics, and Cynics: Public Perceptions of the Value of a College Degree. Emma D. Cohen, Indiana University; Emily Meanwell, Indiana University; Brian Powell, Indiana University

Table 17. Parental Investment: Influencing Education Around the World
Table Presider: Duy Do, University of Pennsylvania
- Academic Returns to Supplementary Investments: Evidence from Hong Kong. Wenli Liu,
- Educational Investments and Attainment in Malawi: The Role of Neighborhood Peer Effects. Duy Do, University of Pennsylvania
- Effects of Social, Educational, and Healthcare Spending on the Relationship between Family Background and Academic Achievement. Stephanie M. Arnett, New Mexico State University
- Gendered Glass Self in 11 Countries: Children’s Attitude Perception Mediates Parent-Child Association in Math Attitude. Koit Hung, The University of Texas at Austin
- The Effects of Family Backgrounds on Children’s Educational Performance and Achievement in China’s Market transition. Yuling Wu, Nanyang Technological University; Hong Xiao, Division of Sociology, Nanyang Technological University
Table 18. The University: Institutions and their Affiliates
Table Presider: Christine Min Wotipka, Stanford University

- Examining the Institutional Features Influencing Sexual Harassment and Assault at Colleges and Universities. Kolby Cameron, Whitworth University; Jason Wollschleger,
- More than a Leaky Pipeline? A Cross-National Analysis of Women Faculty, 1970-2012. Christine Min Wotipka, Stanford University; Mana Nakagawa, Stanford University; Joseph Svec, University of Minnesota
- Putting it into practice: Creating a culture that encourages teaching and learning research. Molly J. Dingel, University of Minnesota Rochester; Kelsey J. Metzger, University of Minnesota Rochester; Robert Dunbar, University of Minnesota Rochester; Aaron Kostko, University of Minnesota Rochester; Marcia Nichols, University of Minnesota Rochester
- The Numbers of Merit: Gauging the Consequences of Quantitative Evaluation of Academics. Hector Vera, UNAM
- Theorising the Diffusion of Innovation in Teaching in Higher Education. Anastasia Kulpa, University of Alberta
- Competing Institutional Logics And Teaching Effectiveness In Traditional and Online University Classrooms. Billy Ray Brocato, Texas A&M University; Oi-man Kwok, Texas A&M University

Table 19. Mentorship and Social Class: Inequalities in Advising
Table Presider: Mary Larue Scherer, University of Massachusetts- Amherst

- Seeking Out Support: Looking Beyond Socioeconomic Status to Explain Academic Engagement Strategies at an Elite College. Anthony Abraham Jack, Harvard University; Veronique Irwin, Berkeley
- “Different students will gravitate for different reasons”: Preliminary findings on connections between advisers and students. Irina Chukhray, Rice University; Amanda Bancroft, Rice University
- The Ambiguous Role of the High School Counselor: Implications for Students and Schools. Mary Kate Blake, University of Notre Dame
- Institutions Adrift: Social class and faculty mentorship at a flagship and regional public university. Mary Larue Scherer, University of Massachusetts- Amherst
Table 20. After Graduation: Impacts of the University Experience  
Table Presider: Kennan Cepa, University of Pennsylvania  
- Demographic differentials in health returns to college selectivity. Sarah Garcia, University of Minnesota; John Robert Warren, University of Minnesota; Evangeleen Pattison, The University of Texas at Austin; Eric Grodsky, University of Wisconsin  
- An Examination of the Gender Wage Gap Among Recent Postsecondary Graduates. Anthony Jehn, University of Guelph; David Michael Walters, University of Guelph; Stephanie Howells, University of Guelph  
- College as a “Contested Terrain” Heterogeneous Effects of Majors on College Pathways and PostCollege Outcomes. Jung In, University of Oxford  
- The impact of non-traditional college-going on entry into marriage and divorce. David B. Monaghan, University of Wisconsin-Madison  
- Borrowed Time: Bachelor's Degree Completion and Student Loan Debt. Kennan Cepa, University of Pennsylvania  

Table 21. Race and Exclusion on University Campuses  
Table Presider: Anthony Pena, University of Illinois - Chicago  
- Black Yard, White Yard: Exploring the Black Greek Experience at Historically Black & Predominantly White Institutions. Shaonta Allen, University of Cincinnati  
- Racing to the Degree: Bridging Sociological Perspectives on Education, Racialized Experiences, and Mental Health. Stacey Houston, Vanderbilt University  
- The Foundation Supports the Structure: History, Logics, Culture, and the Minority Student College Experience. Anthony Pena, University of Illinois - Chicago  

Table 22. Bridging the Gaps: How Geography Matters for Education  
Table Presider: Xiao Yu, Johns Hopkins University  
- On the Move: Assessing the Immediate Impacts of School and Residential Mobility on Student Achievement. Marshall Ryan Jean, Northwestern University  
- Proximity and Post-secondary Education Participation: Examining North-South and UrbanRural Differences in Canada. David Zarifa, Nipissing University; Darcy Hango, Statistics Canada; Roger Pizarro Milian, McMaster University  
- Rural-Urban Migration, School Context, and Gender Inequality in Cognitive Skill. Xiao Yu, Johns Hopkins University  
- Study-Abroad—the New Education Gospel in China. Yingyi Ma, Syracuse University
Table 23. Education, Violence and Discipline
Table Presider: Horace Joseph Duffy, Rice University

- Choosing Safety: School and Neighborhood Safety in New York City High School Choice. Chantal Annise Hailey, New York University
- School Racial Composition and Discipline. Horace Joseph Duffy, Rice University
- The Effects of Violence Exposure on California Student Education Outcomes. Ravaris LaDale Moore, UCLA
- Poverty, Stress, and Academic Performance: ACE Scores and Achievement in an Urban District. Corey Bunje Bower, State University of New York at Buffalo; Susan Baldwin, Buffalo Public Schools

Table 24. The School to Prison Pipeline: Inequalities in Action
Table Presider: Sarah McGill Davis, University of North Carolina-Chapel Hill

- Concentrated Disadvantage and Aggressive Peers: School Climate and Boys' Educational Attainment. Cheryl A. Roberts, Duke University
- The Impact of Discipline on School Participation and Civic Engagement. Zimife Umeh, Duke University; John Paul Bumpus, Duke University; Angel Luis Harris, Duke University

Table 25. The Roles of Teachers: Beyond Teaching to the Test
Table Presider: Achala Gupta, National University of Singapore

- Encounters on the Field: Teacher's Authority- Unpacking 'Ethnography' in a secondary school in India. Deepa Idnani, UCL
- “Teacher corruption” examined: Exploring occupational culture of “teacher-cum-tutors” in education landscape in contemporary India. Achala Gupta, National University of Singapore
- Talent development in education: an inclusive or exclusive education policy? Annette Rasmussen, Aalborg University; Christian Ydesen, Aalborg University
Table 26. The Continuing Significance of Teacher and School Effects
Table Presider: Benjamin G. Gibbs, Brigham Young University

- Between-Sector Differences in the Effects of Teacher Characteristics upon Student Outcomes. Brian Raymond Fitzpatrick, University of Notre Dame
- Meeting Expectations: Which School Investments Matter Most? A Case Study of Illinois Public Schools, 2002-2012. Wesley Jeffrey, Brigham Young University; Benjamin G. Gibbs, Brigham Young University
- The Convergence of Tight and Loose Coupling in Chinese Art Test Prep Schools. Jun Fang, Northwestern University
- Negotiating State Policy in the Improvised Classroom: An Ethnographic Inquiry into Sexual Health Classrooms. Katelin Albert, University of Toronto

Table 27. School Choice and Race: An Enduring Legacy of Exclusion?
Table Presider: Mahala Dyer Stewart, University of Massachusetts Amherst

- "Everybody Just Wants What's Best for Their Kid": Racialized Logics in White Parents' Schooling Choices. Mahala Dyer Stewart, University of Massachusetts Amherst
- The Other Narrative: Issue Frames and Their Consequences for Support of Charter School Expansion. Daphne Michelle Penn, Harvard University
- School Choice and Latinx Students: Breaking the Diversity Dichotomy. Michael R Scott, The University of Texas at Austin
- Reproduction of Racial Segregation in Charter Schools: Relationship between Neighborhood Demographics and Charter School Demographics. Qingyu Bu, University of Illinois at Urbana-Champaign; Ruby Mendenhall, University of Illinois, Urbana-Champaign

Table 28. School Choice: How Families Navigate the Terrain
Table Presider: Paul Thomas Knudson, University of Massachusetts Amherst

- Are Urban Public Schools Suitable? How Student Learning Styles and Disposition affect School Choice. Paul Thomas Knudson, University of Massachusetts Amherst
- Choosing Late: Considering Late Registration in School Choice. Kelley Fong, Harvard University; Sarah Faude, Northeastern University
- How Parents Find Schools: School Choice, Access to Information, and the Reproduction of Inequality. Max Cuddy, University of Illinois at Chicago
- School-Based Decision Making among Families that Face Social and Economic Disadvantages. Daniela Barriga, Brigham Young University; Kristie J. Rowley, Brigham Young University; Curtis D. Child, Brigham Young University
Table 29. Neoliberalism: At What Cost?
Table Presider: Blane DaSilva, University of South Carolina Sumter
- Market Strategies in Higher Education: A Test of Neoliberal Theories of Competition. Beth Mintz, University of Vermont; Daniel Krymkowski, University of Vermont
- School Choice, Neoliberal Mothering, and the Rise of “Situational” Homeschooling. Kate Henley Averett, University at Albany, SUNY
- Resisting the Market University: Political Challenges to the Locus of Authority in Public University Tuition Policy. Jennifer Marie Nations, UC-San Diego
- Commodification and Consumerism in Higher Education: Is College Like A Car? Blane DaSilva, University of South Carolina Sumter

Table 30. The Nexus of Gender and Education: It's Complicated
Table Presider: Ran Liu, University of Pennsylvania
- Does privilege bring gender equality? How family background impacts aspiration, stereotype, and motivation in mathematics. Ran Liu, University of Pennsylvania
- Oppositional Masculinity: Gender and Inequalities in School Attitudes, Performance, and Conduct. Daniel Rudel, Indiana University
- School Allocation Policy and the Reverse Gender Gap in Academic Achievement. Duoduo Xu, Hong Kong University of Science and Technology
- The Endorsement of Math-Gender Stereotype: A Comparative Perspective from China. Xiao Yu, Johns Hopkins University
- Gender Gaps in Student Academic Achievement and Inequality: Taiwan in Comparative Perspective. Shu-Ling Tsai, Academia Sinica; Michael Lee Smith, Economics Institute, Czech Academy of Sciences; Robert M. Hauser, University of Wisconsin-Madison

Table 31. The Continuing Significance of Stratification in Schools
Table Presider: Marshall Ryan Jean, Northwestern University
- Categorically Different: Diversity in Reward Structure of Non-cognitive Skills between Schools and Curriculum Tracks. Siqi Han, Ohio State University
- Understanding opportunity gaps in an urban, community-based education reform initiative. Lori Delale-O'Connor, University of Pittsburgh; Ira Emil Murray, University of Pittsburgh
- The Role of Digital Experience in Academic Performance. Oyvind Nicolay Wiborg, University of Oslo; Jeremy Markham Schulz, University of California, Berkeley; Laura Robinson, Santa Clara University
Table 32. Social Control, Discipline and Education
Table Presider: Heidi Gansen, University of Michigan

- Norms in Action: The Individual Student in the School Climate. Colm Flaherty, Lund University; Patrik Andersson, Lund University
- Positive Discipline?: Lay and Impulsive Disciplinary Practices in Early Childcare Settings. Heidi Gansen, University of Michigan; Karin A. Martin, University of Michigan
- Race and Disciplinary Nets of Social Control: A Comparative Analysis of High School Handbooks. Brooke Dinsmore, University of Virginia

Table 33. Race and Teachers: Examining the Relationship from Qualitative Approaches
Table Presider: Jessica Cobb,

- Closing Social Distance: Identity, Experience, and Congruence between Teachers and Students. Meg Caven, Brown University
- Organizing Blame: How Teachers Inhabit Narratives of Inequality. Jessica Cobb,
- Teachers’ Deficit Constructions of Urban Students: Accounting for Student Needs Not Rooted in Deficit Discourse. Heidi Katherine Pitzer, SUNY - Onondaga Community College
- Exploring the effectiveness of Community Engaged Teacher Education programs and culturally responsive pedagogy. Melissa A. Archer, University of Delaware

Table 34. Race, Ethnicity and Student Body Composition
Table Presider: Sheila Marie Contreras, Michigan State University

- Dispersing the Critical Cloud. Jessica Rose Kalbfeld, New York University
- From Deficit to Capital: Re-envisioning Latino Students’ Presence in Higher Education Spaces. Maria Isabel Ayala, Michigan State University; Sheila Marie Contreras, Michigan State University
- Students of Languages at Community Colleges: Demographics and Motivations. Eric Ketcham, CUNY Graduate Center; Tomonori Nagano, LaGuardia Community College; Alexander Funk, Center for Integrated Language Communities
- The struggle for affirmative actions in Brazil: the case of UFRJ. Irene Rossetto, University of Sao Paulo; Marcelo JP Paixão, The University of Texas at Austin

For more information about ASA 2017 please check the website:

http://www.asanet.org/annual-meeting-2017
ASA Sociology of Education Section Dinner in Montreal

Saturday, August 12, 8:30pm

Beaver Hall Restaurant

Dinner will include a complimentary glass of wine, salad, entrée (vegetarian option available), dessert and coffee/tea. The location is a 5-10 minute walk from our conference venue.

To reserve a spot for the dinner please send a check for $50, made out to “UC Regents”

Mail check to:
Richard Arum
UCI School of Education
3200 Education
Irvine, CA 92697 - 5500

Please include your name and email with the check, and we will email you a receipt.

Graduate student rate is $30
A note from the co-editors:

As we head further into summer and toward this year’s ASA conference in Montreal, we are reminded that, for recently minted PhDs and Post-Doctoral scholars at the end of their tenure, this may be a time of anxiety and trepidation as they set their sights on future endeavors in academia. Recently, *The Chronicle of Higher Education* published an article entitled “How to Talk to Famous Professors,” which outlines some strategies for approaching those strangers who seem so familiar—as we’ve been reading and citing their work as a grounding for our own (link below). While conversation starters are great to have on hand, they don’t mitigate the nervous tension of having to break the ice.

With that being said, please allow us the honor of breaking the ice by introducing a number of people who are, or will soon be, on the job market to look out for at ASA (in alphabetical order)!

Respectfully,

Jake and Miles

http://www.chronicle.com/article/How-to-Talk-to-Famous/240518

Sandra Alvear

alvear@rice.edu

Sandra Alvear is a PhD candidate in Sociology at Rice University. Her research uses multilevel modeling to highlight diversity in school achievement among Latino public school students, with a focus on the impact of nativity and students’ paths to English proficiency. Sandra’s work carefully disaggregates trends across English- and Spanish-speakers born in the U.S., as well as foreign-born students first entering U.S. schools. Her dissertation identifies early risk indicators for dropping out of high school, and conversely, factors that promote college entry and persistence. She also studies how schools effectively promote English learners’ long-term academic success through bilingual programs.
Charles Bell
Email: Charles.Bell@wayne.edu

Charles Bell is a PhD Candidate in the sociology department at Wayne State University. Charles’ research focuses on race, gender, and school discipline. His dissertation employs critical qualitative methodology using semi-structured interviews to assess African American students and parent perceptions of school discipline. As studies substantiate school removal via suspension or expulsion as a predictor of future incarceration, Charles’ study seeks to explore how African American students and parents perceive school discipline and its impact on achievement, relationships with teachers and peers, social status, parental employment, masculinity and femininity, and perceptions of law enforcement officers.

Erin Baumgartner, PhD
erinbaumgartner@rice.edu

Dr. Erin Baumgartner (Penn State University, Sociology and Demography Ph.D.) is a Postdoctoral Fellow at the Houston Education Research Consortium (HERC) at Rice University in Houston, with significant training in measurement and quantitative methods. Dr. Baumgartner’s work examines the social and demographic disparities in children’s outcomes early in their educational trajectories, with recent projects examining the relationship between dosage of pre-k and school readiness, how this relationship varies for students of different backgrounds, and which students have access to the highest quality pre-k programs. Her recent work pays particular attention to the family contexts and educational experiences of Latino students.
Denise Deutschlander

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Denise Deutschlander is a Ph.D. candidate in the Department of Sociology and an Institute of Education Sciences pre-doctoral fellow in the Curry School of Education at the University of Virginia. She investigates the complex role family plays in postsecondary educational attainment for students from socioeconomically disadvantaged backgrounds. More specifically, Denise provides insight into familial development of cultural capital by developing an intervention for parents of first-year college students and testing this in her dissertation through a randomized controlled trial, surveys, and interviews. Her research has been funded by the National Science Foundation, the Bankard Fund, and the UVA Quantitative Collaborative.

Patrick Denice, PhD
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I study the ways in which school choice policies attenuate or exacerbate patterns of stratification and segregation in public K-12 education. Current work asks what parents look for when selecting schools of choice, as well as how the geography of available schools constrains their choices. My dissertation explored nontraditional pathways to and through postsecondary education, with a focus on those who return to school later in life. Published work appears in ASR, Demography, and Sociology of Education. I earned my PhD from the University of Washington, and I am currently a postdoctoral researcher at Washington University in St. Louis.
Heidi M. Gansen
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Heidi Gansen is a PhD Candidate in the Department of Sociology at the University of Michigan. Her research interests include sociology of education, gender & sexuality, childhood, and qualitative methods. Using data from ethnographic observations in three preschools and interviews with 39 preschool educators, Heidi’s dissertation examines how inequalities are produced and reproduced in preschool through disciplinary practices and interactions. She has published on how heteronormativity is constructed in preschool classrooms (Sociology of Education, forthcoming), and on qualitative methods with young children (Sociological Studies of Children and Youth). Heidi has taught courses on the sociology of deviance, sexualities, and criminology.

Siqi Han
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I am a PhD candidate in sociology at Ohio State University. Motivated by a theoretical interest in the role of skills in social stratification, my research agenda examines how cognitive and non-cognitive skills are developed, rewarded, and transferred across academic and national contexts. My work on STEM skills development in high school, patterns of horizontal stratification in higher education and transition to adulthood of female scientists and professionals has appeared in Journal of Marriage and Family, Social Science Research, Demographic Research, and other academic journals. I’m working on a dissertation that examines class inequality in non-cognitive skills among American adolescents.
Brian Holzman, Ph.D.
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I am a sociologist of higher education using quantitative methods to study racial and socioeconomic inequality in college access and success and how interventions and policies can reduce gaps between groups. Much of work has focused on how the children of immigrants, the undocumented, and other underserved students navigate the complex pathway to college. I also have a strong interest in causal inference and treatment effect heterogeneity. Currently, I am a Postdoctoral Fellow at Rice University, where I am leading studies on a college access program seeking to reduce academic undermatch, the leaky pipeline to college and the workforce in Texas, and newcomer schools, which serve recent immigrants.

Marshall Jean, PhD
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Marshall Jean received his PhD in Sociology from the University of Chicago and is currently a postdoctoral researcher at the Institute for Policy Research at Northwestern University. He specializes in education research employing large-scale quantitative analysis and quasi-experimental methods. He has taught courses in statistics, causal inference, and the role of educational systems in reproducing and/or mitigating social inequality. His current research focuses on different forms of ability grouping as isomorphic organizational features of schooling, and how group placements shape students' learning behaviors and opportunities for mobility over time. He is also collaborating to produce a MOOC in hierarchical linear modeling for education research professionals.
Yoonjeon Kim, PhD
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I received my PhD from UC Berkeley, Graduate School of Education. I am currently working as a postdoc in the Latino Families and Education project in Berkeley. Broadly, my research interests focus on the link between macro-social factors and social organization of schools and student learning. My doctoral thesis examined how global institutional pressures, national educational policies, and a nation’s regional location are associated with classroom instructional practices and student achievement. A paper developed from the thesis is forthcoming in *Teachers College Record*. In my postdoctoral project, I have developed a strong research interest in how social structure and families’ cultural backgrounds shape the educational environment of immigrant children, especially of Asian origin, and their learning in the U.S.

Ravaris Moore
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Ravaris Moore conducts quantitative research in the fields of Social Stratification and Social Demography. He studied Mathematics and Economics at Morehouse College, and completed M.A. degrees in Sociology and Economics at UCLA. Prior to UCLA, he contributed to several national education evaluations at Mathematica Policy Research, Inc. Broadly, he investigates the dynamic processes that replicate disadvantage, and works to identify ways of interrupting negative cycles. In his dissertation, he studies the effects of community violence exposure on the educational outcomes of California public school students. In additional work with Jennie Brand, he studies heterogeneous effects of parental divorce on children’s educational attainment.
Jeffrey O. Sacha, PhD
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Dr. Sacha is a postdoctoral fellow in the Sociology department at UC Davis. He received his PhD in Sociology from the University of Southern California, where he was a Haynes Doctoral Dissertation Fellow and won the College's Outstanding Teaching Award. Dr. Sacha's research focuses on the relationship between social inequality and the high school-to-young adulthood transition for young men. Dr. Sacha's dissertation, "Life on the Sidelines: The Academic, Social, and Disciplinary Impacts of Male High School Sports Participation in California," used original survey and interview data to explore male student-athletes at three Los Angeles high schools.

Robert W. Ressler
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Robert W. Ressler is a 5th year student at UT Austin whose research investigates the links between schools, families, and community organizations. He has a first-author publication in Journal of Marriage and Family and two co-authored book chapters on whether community associations increase trust in others and parental involvement in schools. His dissertation examines the association between nonprofit community organizations and parental involvement in education with attention to minority and immigrant experiences and inequality. He is a member of PAA, ASA, SEA, and ARNOVA and hopes to continue his research and develop related courses as a professor.
Stacy L. Salerno  
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Stacy Salerno is a doctoral candidate in sociology at Florida State University. She studies the Latino immigrant experience in education, focusing on the positive effects of co-ethnic support at school and the influence of immigrant narratives on college persistence. She has also examined the role of generational status on the lives of young immigrants in South Florida, as well as the use of social media imagery to frame the current immigration debate. Expected dissertation completion: December 2018.

Blake Silver  
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My research examines social inequality in higher education. Specifically, I consider questions that attempt to clarify the influence of race, class, and gender on disparities in college student experiences as well as the role of culture in educational transitions. Drawing on ethnographic participant observation and 60 in-depth interviews with first-year college students, my dissertation looks at the interplay between culture and social stratification during the first-year transition. My research is advised by Josipa Roksa, Sarah Corse, and Allison Pugh and supported by the Jefferson Scholars Foundation as well as the NASPA Foundation.

*For inquires about the newsletter or the section website please contact Miles Davison (mdaviso1@uci.edu) or Jake Kepins (jkepins@uci.edu)