A Note from the Chair
Roslyn A. Mickelson

I begin my remarks with reflections on this year’s Sociology of Education Preconference on Race and Racism, which was held at Temple University’s center city campus. The Preconference shaped how I approached my first few months as chair, especially how I made various appointments to SOE Section Committees. Let me begin by offering kudos to my predecessor Catherine Riegle Crumb and her team for organizing the stellar Preconference. By all accounts it was a success on many levels. The issues discussed turned out to be necessary reality checks for those of us who were complacent with or oblivious to the relationship of the section to issues of race and racism, and especially how scholars of color encounter the profession. The preconference turned out to be a call to action for many of us.

With respect to the themes of the Preconference and the Sociology of Education Section, there’s good news and bad news. First, the bad news. The section is not yet perceived as an inviting and welcoming intellectual home for many scholars of color. While this blunt assessment should not be surprising to anyone paying attention, I found hearing it articulated once again in 2018—conveyed in various forms and illustrated with our colleagues’ lived experiences—to be searingly painful and clearly inconsistent with what our section aims to be. Intersectionality was present in the subjects discussed and as a process throughout the Preconference. This was not a shame and blame session; rather, it was a clear eyed critical cultural and structural analysis of the profession around issues of race, racism, and intersectionality that our colleagues of color and their white allies continue to face both in the academy and in the public domain.

The good news is that the several of the speakers and members of the audience offered strategies to confront and/or and how to persevere in the face of the
intransigence of individual and institutional racism. Most exciting to me, though was the presence of the new generation of brilliant sociologist of education who are active, vocal, fired up, and interested in transforming the field. We met many of the junior scholars and graduate students who attended the Preconference, and they are impressive. One had to hear the passion in the discussions to fully appreciate the day. A related note of good news about the Sociology of Education Section concerns the mentoring pairing that was part of the larger ASA meeting (rather than the preconference itself). Laura Hamilton and Simone Ipsa-Landa did a great job, but the supply of seasoned SOE mentors could not fully satisfy the demand for mentoring among young SOE scholars attending ASA this year. The demand was so intense, that several senior scholars had the pleasure of mentoring several younger colleagues.

And as Chair of the Section, I am determined to take several small but meaningful actions that help to address the issues raised at the Preconference and ASA. First, I made appointments to the section’s committees in as inclusive a manner as possible. Given the tendency for the same brave and generous souls to volunteer to serve on committees, I reached out to those who are new to service and as well as to those with experience. I attempted to create a representative mix of senior, midcareer, and junior faculty; scholars from different kinds of institutions of higher education and parts of the country; and I attempted to bring gender, race, and ethnicity into the mix. I’m delighted that I received only one refusal (name available upon request—just kidding). I am deeply thankful to everyone who graciously agreed to serve on one of the Section’s standing committees. Serving on a SOE Section committee is loads of work for which members may or may not be recognized by their home institutions. But it also offers those who serve the opportunity to shape the profession by recognizing the achievements of their peers with awards that, hopefully, will advance recipients’ academic careers as well a shine a light on their scholarship itself. This newsletter identifies our colleagues on the SOE Section’s various committees this coming year.

Second, to address the delightful dilemma we encountered in 2018 of too many young scholars and too few available seasoned mentors, I appointed Bianca J. Baldridge (UW Madison), Catherine Voulgarides (Touro College), and Debbie Warnock (Bennington College) to a new Ad Hoc Mentor Pairing Committee. They are already making plans for 2019. They describe their ideas in their brief essay Mentor Pairing Match and Reception During ASA 2019 that appears on pg. 4 of this Newsletter. Third, to capture the energy and enthusiasm of the graduate students who were fired up by the Preconference, I appointed an Ad Hoc committee to continue pursuing the ideas raised at it. The four graduate students who are spear-heading this effort are Miles Davison (UC Irvine), Mai Thai (IU Bloomington), Alma Nidia Garza (UC Irvine), and Tanya Sanabria (UC Irvine). They named the Ad Hoc group the Sociology of Education Graduate Student Council and describe their motivation for organizing it, their goals, and early efforts in an essay appearing on pg. 3 in this Newsletter. In my estimation, the Sociology of Education Section is in good shape. Our leadership is in place, our membership numbers are stable at 719, we are financially comfortable, and we have talented, dedicated members who are working to keep the Section moving forward. The remainder of the Newsletter offers some evidence of this vitality.
The Friday prior to the start of this year’s ASA, the Sociology of Education section hosted a Pre-conference on Race, Racism and Reducing Inequality. Almost immediately, the pre-conference brought an energy that fueled discussions of race, mentorship, public engagement and policy. For many, these discussions provided a unique opportunity to dive deeply into issues of diversity that pervade our experiences, research and the broader field of sociology. As such, many highlighted the importance of continuing these discussions after the pre-conference and encouraged attendees to develop plans of action both within the section and our local contexts.

After the pre-conference and in conversations throughout ASA, a few of us came together to continue discussions about meaningful inclusion. We considered “diversity” in broad terms, including the incorporation of scholars of color in the academic canon (e.g. #CiteBlackWomen); how race and racism are studied in the sociology of education (e.g. moving beyond merely using race as a variable); and the representation of graduate student voices in professional service. As a result, we formed the Sociology of Education Graduate Student Council. Our conversations outlined an ambitious list of goals, but they revolve around two key pillars:

1. Inclusion of more diverse scholars, methods and theories: First, we work to help increase the number of faculty of color who identify as sociologists of education and who are cited in publications. Second, we look forward to seeing more diversity in the theoretical and methodological approaches in our subfield.

2. Professionalization: We employ efforts see more professionalization opportunities for students, such as workshops on how to publish or prepare for the job market. Given the different mechanisms that create unequal access to these types of knowledge, we want to push for more opportunities that demystify the hidden curriculum for all.

Though we are currently a small group of graduate students (plus our faculty representative, Linn Posey-Maddox), we realize the goals and tasks we outline will require the collaboration of our SOE community. Thus, we envision that this council will serve as a starting point for long-term change. We will be involved at ASA 2019, but would also like to see more student-faculty collaborations to continue these initiatives in coming years. We recognize that meaningful inclusion requires long-term effort not only from underrepresented scholars, but allies as well. Moving forward, we hope that our presence will ultimately better-connect and serve graduate students within the section and address issues highlighted at our most recent pre-conference. Graduate students who wish to become involved in the Sociology of Education Graduate Student Council are invited to contact Miles Davison (mdaviso1@uci.edu)
Mentor Pairing Match and Reception During ASA 2019

The section is pleased to offer our Mentor Matching service again at ASA 2019...with a few twists!

The Mentor-Match program offers dissertators on the job market this year or next, postdocs and junior faculty the opportunity to be matched to more senior scholars. This is a great opportunity for junior scholars to connect with more senior scholars and for senior scholars to get to meet junior scholars. Once you are paired, it's up to you to coordinate a time to meet during the conference. For those of you who are interested in participating in the mentor-match program, we will provide a link to a survey in the next newsletter. In the meantime, we’d like potential mentees to think carefully about their needs.

Mentorship is critical to our work! Keep in mind that mentoring is complex and often times takes a network of people to meet all of your needs. During our mentor-match program, typically, mentors and mentees discuss research projects and career transitions. However, we also understand that mentorship can take on many forms and can include guidance and support with teaching, navigating departmental and campus politics, and/or specific issues that arise at the various types of institutions we occupy. So, if you seek mentorship, we ask that you begin thinking now about what your needs are so that we can match you with someone who is aligned with the type of mentorship you’ll need. If you’d like to be a mentor, think about what you’d like to offer a mentee (perhaps guidance and knowledge you wish you had earlier in your career!). We understand how busy ASA can be and we are grateful for your participation this program. To thank you for your time, the committee plans to sponsor a Mentoring Pairing Reception for our mentors and mentees during the ASA meeting (details to be arranged).

Of course, mentors and mentees can meet Bianca J. Baldridge (UW Madison), Catherine Voulgarides (Touro College), and Debbie Warnock (Bennington College), members of the Ad Hoc Mentor Pairing Committee, are coordinating the program this year. If you have questions about the program, please feel free to email Bianca Baldridge at bbaldridge@wisce.edu.

2018 Section Major Award Winners

SOE James Coleman Award for Outstanding Article

Dr. Margaret Frye, Princeton University: “Cultural Meanings and the Aggregation of Actions: The Case of Sex and Schooling in Malawi”
SOE David Lee Stevenson Award for Outstanding Graduate Student Paper

Winner: Joel Mittleman, Princeton University
“Childhood Suspensions and the Path to Juvenile Arrest

Honorable mention: Jared Faruta, Stanford University

SOE Pierre Bourdieu Award for Outstanding Book

Dr. Laura Hamilton, University of California, Merced: “Parenting to a Degree: How Family Matters for College Women's Success

Willard Waller Career Award for the Field of Sociology of Education

Dr. Adam Gamoran, William T. Grant Foundation

Making Research Matter: Remarks upon Accepting the 2018 Willard Waller Award

Adam Gamoran
Philadelphia, August 11, 2018

Thank you so much for this great honor today. When I think of those who have stood here before me – including all three members of my dissertation committee, Robert Dreeben, Charles Bidwell, and James Coleman; two of my Wisconsin heroes, Bill Sewell and Bob Hauser; and others I so greatly admire, like Alan Kerckhoff, Maureen Hallinan, Sandy Jencks, John Meyer, and Barbara Schneider – I am overwhelmed. I am grateful
to Catherine Riegle-Crumb and members of the section, to Claudia Buchmann and the awards committee, and to those who nominated me for this honor.

In 2013, I left the University of Wisconsin-Madison after nearly three decades to lead the William T. Grant Foundation in New York City. William T. Grant was a visionary businessman who believed, back in 1936 when he started the foundation, that social science research was the key to learning how young people could grow up to live happy and productive lives. In fact, he observed at the time that “Economics is being well covered by various organizations, but there remains a vast field in sociology for foundation activity.” We are still at it today.

Recently we discovered at the Foundation a memoir that Mr. Grant wrote in 1954, when he was 78 years old.¹ (He would go on to live for nearly two decades more.) One statement in his memoir helped me put tonight’s event in perspective. “Honors come to a man,” he reflected, “some earned, some bestowed. I have had my share of both.” And that’s how I feel tonight: this honor is as much bestowed as it is earned, for I have been aided, or “sponsored,” as we sociologists would say, by so many.² I am deeply grateful to my grandparents, parents, and to my wife, Marla, for their love and support. I have had numerous mentors, many of whom I’ve already mentioned because they were previous winners of this award. I have had wonderful, supportive, and engaging colleagues both at UW-Madison’s sociology department and now at the William T. Grant Foundation, and I am grateful to all of you for what you’ve taught me. But of all my professional colleagues, I most want to thank my former students. Thank you for traveling the journey with me in our shared search for truth and justice. Thank you for teaching one another when your expertise outstripped mine. Thank you for making me look good by achieving all that you have in your own careers.

Willard Waller and Me

Willard Waller, known to his friends as “Pete,” earned his Ph.D. right here in Philadelphia at the University of Pennsylvania in 1929. He spent much of his early life in Illinois, as I did, and like me he later moved to New York City, where he died just a few days before his 46th birthday in July 1945. Prior to World War II, he was the most renowned sociologist of education in America, although he produced only one major work on the topic, The Sociology of Teaching, which appeared in 1932. Robert Dreeben and Charles Bidwell introduced me to Waller in my first year of graduate school; the book was required reading and featured heavily in my soc of ed prelim, even though it was nearly 50 years old by that time. Recently I came upon an essay that Charles Bidwell wrote in 1987 on the contemporary relevance of Waller.³ In the essay he criticized Dreeben and me for not considering the school as a social system as Waller would have done. So it’s

¹ William T. Grant, as told to G. Lynn Sumner, The story of W. T. Grant and the early days of the business he founded (New York: W. T. Grant Company, 1954).
kind of you to give me this award even though according to one of my own mentors I have not met Waller’s standards!

Why the Sociology of Education?

Many people enter our subfield out of a sense of idealism, a desire to improve education to serve all children better. Very quickly, though, the demands of publishing and grant-seeking tend to constrain our focus to research whose primary payoff is its contribution to the academic literature. My journey, however, moved in the opposite direction. Curiosity rather than idealism was my main motivator at the outset. When I was in graduate school, the big discovery on everyone’s mind was Coleman’s finding that schools were more alike than they were different and that student achievement varied far more within schools than between them. This discovery produced a puzzle that motivated the first half of my research career: why did some students learn more than others, even within the same school? Coleman thought variation in family background was the answer, but my other mentors, Dreeben and Bidwell, thought schooling might have something to do with it. It turned out that variation in track assignment and in students' experiences of classroom instruction were also part of the story, and that topic consumed my attention for a good 15 years.

Although I began with a sociological puzzle, over time I became more and more interested in whether my findings, and the sociology of education more generally, had something to offer to education policy and practice. Hence I began to ask questions about the organization of instruction, and other efforts to improve schooling outcomes, with the goal of finding new ways to raise performance and reduce gaps. My journey has followed the trail from solving sociological puzzles to responding to social problems. I’m sure this is not for everyone, but it has one big advantage: if you can first hone your skills and establish your credibility writing for academic audiences, people are more likely to listen to you later on if you want to say something practical.

If curiosity is one watchword for tonight, courage is another. We work in a competitive profession, where rejection and failure are built into the system and rewards

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come slowly. It takes courage to keep trying after rejection, and everyone in this room has shown that sort of courage. It also takes courage to let the data speak as they will, even when the results defy expectations and contradict our preferences. If you find, for example, that high achievers benefit from tracking, those are the findings and you’ve got to let them speak.\footnote{Adam Gamoran, Martin Nystrand, Mark Berends, and Paul C. LePore, “An organizational analysis of the effects of ability grouping,” \textit{American Educational Research Journal}, 32, 687-715.} We will only be able to make something useful out of our scholarship if we are true to the evidence.

\textit{Getting Research Used}

Making research evidence useful is a major goal for the William T. Grant Foundation.\footnote{http://wtgrantfoundation.org/focus-areas/improving-use-research-evidence} Shortly after I arrived, my colleagues and I launched a new effort to support research on reducing inequality in youth outcomes.\footnote{Adam Gamoran, \textit{Inequality is the problem: Prioritizing research on reducing inequality} (New York: William T. Grant Foundation, 2014). http://wtgrantfoundation.org/library/uploads/2015/09/Inequality-is-the-Problem-Prioritizing-Research-on-Inequality.pdf} Sociologists are very good at showing the extent and sources of inequality and documenting its terrible consequences. But studies that identify ways to reduce inequality are all too rare in our field. I am convinced we can do more. Sociology can make unique contributions by motivating approaches to reducing inequality, identifying the mechanisms through which programs work (or fail to work) to reduce inequality, and providing evidence of the effectiveness of specific efforts to reduce inequality. And making these contributions will be just the start. Most of us have the idea that our job is to produce credible findings, write them up, and assume that they will be useful to practitioners or policymakers. It turns out, that’s not enough to get our research findings \textit{used} for decisions.

In decades past, it was common to claim that evidence from education research was inconsequential because the research was poorly done, so the findings could not be trusted.\footnote{For example: Karl F. Kaestle, “The awful reputation of education research,” \textit{Educational Researcher}, 22 (1), 23, 26-31 (1993).} The quality of education research has improved, but evidence use remains infrequent. It’s not just a matter of research being timely, relevant, and accessible, either. As grantees of the William T. Grant Foundation’s use of research evidence portfolio have shown, more important than the quality of evidence is the quality of relationships between producers and consumers of evidence, and the intermediaries who knit them together.\footnote{William T. Grant Foundation, \textit{Improving the use of research evidence: Supplemental guidance for applicants} (New York: William T. Grant Foundation, 2017). http://wtgrantfoundation.org/library/uploads/2017/03/2017-URE-Supplemental-Guidance} Research-practice partnerships are one way to build relationships between producers and consumers of evidence, and we are seeing those emerge all across the country.\footnote{Gordon L. Berlin and Rekha Balu, “Research-practice partnerships, the future of the evidence movement.” http://wtgrantfoundation.org/evidence-at-the-crossroads-pt-3-research-practice-partnerships-the-future-of-the-evidence-movement}
Researchers in universities, however, are taking a risk when they embark on partnership work. This is because the type of work that serves the school district is often not rewarded in the academy. It’s counted as service, but not research. We are rewarded for developing and testing theories, and publishing findings in books and journals in our field. Unlike in engineering and medicine, where transferring new knowledge into workable technology is often regarded as the ultimate professional accomplishment, such “tech transfer” is uncommon in sociology. Despite innovation in the content of research, we have not been innovative when it comes to ensuring that the outside world uses research. As I’ve recently written, “without support at the institutional level, most university researchers have little professional incentive to participate in such partnerships or address questions more in line with local contexts. It is time for this to change.”14

Research use will increase when universities incentivize social science faculty to make practical contributions. At present, we use quantitative indicators like citation counts and qualitative indicators like testimonials from experts to determine whether a line of work contributes to an academic discipline. There’s no reason we couldn’t count the research contributions of practical work with quantitative markers, for example media mentions and references in legislative deliberations, and qualitative testimonials from experts in the policy world to assess and ultimately reward scholarship that contributes to policy and practice in tangible ways.

At the heart of this discussion about the value of evidence is a question about the nature and purpose of social science. Most social science, even when it purports to be scientific, is a cultural display: a story we tell about ourselves, as Geertz said about the Balinese cockfight.15 And just as the cockfight serves an interpretive rather than an instrumental purpose, so too with most research in sociology. Our findings help us understands ourselves better – they open our eyes to what is actually taking place – but sociological research rarely induces change. I hope the next generation will do more.

**Challenging the Structural Foundations of Social Inequality**

So getting research evidence used is a huge challenge. But for those of us committed to generating research that will ultimately reduce inequality in American society, an even more formidable obstacle lies in the way. Even as we identify programs that work to reduce gaps – financial aid for college students, instructional approaches that support English learners, preschool programs that get low-income children ready for school, and the like, we are still failing to penetrate the deeper structural foundations that generate the inequalities that these programs are intended to address. If I showed you, for example, that an intervention to mitigate the effects of stereotype threat is most effective just where the threat is likely to be felt most sharply, that might seem like a positive step towards reducing inequality.16 But why do we have stereotype threat in the

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first place, and what are we doing about that? We live in a racist, oppressive, discriminatory society in which the legacy of slavery and colonialism create the basic contours of inequality that shape our lives. Until we can address the deep structures of inequality, our programs and policies to lessen its impact will yield limited results.

Yesterday, the Section held a pre-conference workshop on race and racism in the sociology of education. I wish all of you could have been there, as it was an inspiring event. The presenters, many of whom were early career scholars of color themselves, called out the challenge I’ve described and advocated specific steps to confront it.\textsuperscript{17} We must recognize and challenge white supremacy, which despite our liberal commitments provides a deep ideological context to our work. We must acknowledge the work of underrepresented scholars: #CiteBlackWomen! as today’s t-shirt proclaims. We must re-think our language; for example, instead of “controlling for prior ability” we might better say we are “controlling for prior opportunity hoarding. It’s the education debt, not deficit.\textsuperscript{18} Focus on what minority communities have, not what they lack, especially when it comes to forms of capital. We don’t have a dropout problem, we have a pushout problem.\textsuperscript{19} Above all, we need to continue conversations like the one we had yesterday so we can pursue the large structural problems that prevent real progress towards social justice.

Recognizing that the challenges are formidable does not, of course, absolve us from trying to surmount them. Even in this time of a deeply polarized society, I have encountered a hunger for evidence, from both sides of the political spectrum if not from its farthest reaches. The effort to produce credible evidence and build the capacity of decision makers to use evidence is worthwhile, even as we combat those deeper structures that make our struggle long and our gains modest. Remember: we used to have less economic inequality in the U.S. than we do now, and we can turn this around again. And despite the ravages of racism that afflict us today, we have made progress, however fragile, so we must defend our gains and advance further. As I look back over a career of research in the sociology of education, I see progress, and I know it can continue. I’ve got more to do myself, and there are many here tonight who will carry the legacy forward.

Thank you again for this great honor!

\textbf{Sociology of Education Section 2018-2019 Committee Appointments}

2019 ASA Program Chair
Jeremy Fiel, University of Arizona

\textsuperscript{17} For the ideas discussed in this paragraph I am indebted to the pre-conference speakers, especially John Diamond, Yasmiyn Irizarry, Amanda Lewis, and Victor Rios.


\textsuperscript{19} \url{https://www.thepushouts.com/}
2019 ASA Roundtables Co-Chairs
Sarah Ovink, Virginia Tech
University Sylvia Martinez, Indiana University-Bloomington

Nominations Committee
Yasmiyn Irizarry, University of Texas, Austin (Chair)
Linn Posey-Maddox, University of Wisconsin, Madison
Jessica Calarco, Indiana University-Bloomington
L’Heureux Lewis-McCoy, New York University
Victor Rios, University of California, Santa Barbara
Jennifer C. Lee, Indiana University
Maia Cucchiara, Temple University

Bourdieu Best Book Award
Alan Sadovnik, Rutgers University, Newark (Chair)
Natasha Kumar Warikoo, Harvard University
Laura Hamilton, University of California, Merced
Adam Gamoran, W.T. Grant Foundation
Jeff Guhin, University of California, Los Angeles
Carla O’Connor, University of Michigan, Ann Arbor
William Trent, University of Illinois, Champaign-Urbana
Francisco Ramirez, Stanford University

James Coleman Best Article Award
Simone Ispa-Landa, Northwestern (Chair)
Michael Gaddis, University of California, Los Angeles
Eve Ewing, University of Chicago
Kendra Bischoff, Cornell
Fabian Pfeffer, University of Michigan, Ann Arbor

David Lee Stevenson Best Graduate Paper Award
Joanne Golann, Vanderbilt University (Chair)
Joel Mittleman, Princeton University
Blake Silver, George Mason, University
David Enrique Rangel, Brown University
Tressie McMillan Cottom, Virginia Commonwealth University
Doris Entwistle Early Career Award
David Levinson, Norwalk (CT) Community College (Chair)
Alfredo Artiles, Arizona State University
Tamela Eitle, Montana State University

Section Webmaster
Amy Hawn Nelson, University of Pennsylvania

Public Engagement Liaison with ASA’s Director of Communications
Argun Saatcioglu, University of Kansas

Ad Hoc SOE Section Grass Roots Planning Committee for Next Pre-Conference
Miles Davison, University of California, Irvine (Grad Student Co-Chair)
Mai Thai, Indiana University-Bloomington (Grad Student Co-Chair)
Alma Garza, University of California, Irvine (Grad Student Co-Chair)
Tanya Sanabria, University of California, Irvine (Grad Student Co-Chair)
Karolyn Tyson, UNC Chapel Hill (Faculty Advisor)
Linn Posey-Maddox, University of Wisconsin (Faculty Advisor)

Ad Hoc Mentoring Pairing Committee
Bianca Baldridge, University of Wisconsin, Madison (Chair)
Debbie Warnock, Bennington College
Catherine Voulgaris, Touro College

Newsletter Co-Editors
Dionne Parris, Georgia State University
Deborwah Faulk, The Ohio State University
Anthony Hernandez, University of Wisconsin, Madison
Dionne Parris | Georgia State University

Dionne is a 3rd year PhD student in the Sociology department at Georgia State University. She holds Bachelor’s degrees in both Sociology and Africana Studies and a Master of Arts in Sociology from the University of North Carolina at Charlotte. Along with race and gender, her research interests also include wealth inequality, sociology of education, sociology of sport and social psychology. Her future work will examine the intersection between race, gender, and wealth inequality in higher education.

Deborwah Faulk | Ohio State University

Deborwah is a native of Sumter, South Carolina. She holds a B.A. and M.A. in sociology from Spelman College and The Ohio State University respectively. Deborwah is currently a PhD candidate in the department of sociology also at Ohio State. Her research interests engage issues related to the sociology of (higher) education and race, class, and gender stratification. Her ongoing research agenda investigates the relationship between colleges and universities and the social, cultural and economic outcomes of racial and ethnic minorities. Upon the completion of her degree, Deborwah plans to combine service, teaching, and research through a career in the academy.

Anthony Hernandez | University of Wisconsin Madison

Anthony is a first-generation college and now doctoral student with an abiding passion for improving educational opportunities for Latinx students. To that end, he is pursuing a doctorate in educational policy studies at University of Wisconsin-Madison. At UW, he worked for three years at the Wisconsin HOPE Lab, a translational lab studying college affordability, where he coordinated two national surveys on basic needs insecurity and co-authored two reports on the crisis. He also served as a Lead Evaluator at the Wisconsin Evaluation Collaborative (WEC), where he led a two-year evaluation of the USDA’s Summer Food Service Program (SFSP). He is currently conducting dissertation research on leadership at Hispanic-Serving Institution (HSIs) community colleges in multiple states. Anthony earned his undergraduate degree and a master’s degree at Harvard University. As a graduate student, he completed coursework at the John F. Kennedy School of Government and Harvard Business School. He attended a racially concentrated public high school in the Southwest United States. In the future, he hopes to be a faculty member and system-level leader at a top research institution so that he can continue his investigation of leadership issues.
Call for 2019 Sociology of Education Section Award Nominations

James Coleman Award for Best Article
The James Coleman Award annually honors the author of the best article in the field of sociology of education published in the preceding two years. Nominations should include a PDF of the article and a letter of nomination that describes the article’s substantive, theoretical, methodological and/or policy contributions to the field of sociology of education. Self-nominations are permitted.

Nominations are due by March 1, 2019. Materials should be sent to Prof. Simone Ispa-Landa, Chair of the James Coleman Best Article Award Committee, at sispalanda@northwestern.edu

Doris Entwisle Early Career Award
This biennial award honors an early career scholar in the sociology of education who has demonstrated exceptional achievement that has advanced knowledge in the field.
Nominations are due by March 1, 2019, and should include the nominee’s CV and a letter with a detailed description of the nominee’s contributions to the sociology of education. Self-nominations are permitted.
Materials should be sent to Prof. David Levinson, Chair of the Doris Entwisle Early Career Award Committee, at DLevinson@ncc.commnet.edu

David Lee Stevenson Best Graduate Student Paper Award
This annual award honors a current graduate student who has written the best published or unpublished sociology of education paper disseminated during the previous year.
Nominations are due by March 1, 2019, and should include a PDF of the paper and a letter of nomination that describes the paper’s substantive, theoretical, methodological and/or policy contributions to the field of sociology of education. Self-nominations are permitted.

The paper may be co-authored so long as the first author is a current graduate student and all the authors were graduate students at the time the paper was written. A previously submitted paper cannot be re-submitted.

Materials should be sent to Prof. Joanne W. Golann, Chair of the David Lee Stevenson Best Graduate Student Award Committee, at j.golann@vanderbilt.edu
**Bourdieu Best Book Award**

The Bourdieu Best Book Award is given annually to honor the best book in the field of the sociology of education published in the preceding two years (e.g., 2017 or 2018 for the 2019 award). Self-nominations are permitted.

A letter of nomination is due by March 1, 2019, and should describe the book’s substantive, theoretical, methodological and/or policy contributions to the field of the sociology of education. The individual nominating the book must send the letter of nomination to the Bourdieu Best Book Award Committee’s chair Prof. Alan Sadovnik at sadovnik@andromeda.rutgers.edu and arrange for a copy of the book to be sent to all members of the Bourdieu Book Award Committee at the following addresses:

Adam Gamoran, President
W.T. Grant Foundation
570 Lexington Avenue
New York NY 10022

Professor Francisco Ramirez
Stanford University, School of Education
485 Lasuen Mall
Stanford, CA. 94305-3096

Professor Jeff Guhin
University of California, Los Angeles
Department of Sociology
264 Haines Hall
Los Angeles, CA 90095

Professor Alan Sadovnik
Rutgers University
School of Public Affairs and Administration
Newark, New Jersey 07102

Professor Laura Hamilton
University of California SSHA
5200 North Lake Road
Merced, CA 95343

Professor William Trent
University of Illinois Educational Policy Studies
1310 S. 6th Street
Champaign, IL 61820

Professor Carla O’Connor
University of Michigan
3325 Tacoma Circle
Ann Arbor, MI 48108-1769

Professor Natasha Kumar Warikoo
Harvard University
Graduate School of Education
6 Appian Way
Cambridge, MA 02138
New Book Announcements

Social Networks and the Life Course: Integrating the Development of Human Lives and Social Relational Networks

Duane Alwin, Diane Felmlee, and Derek Kreager

Social Networks and the Life Course engages the interface between the development of human lives and social relational networks. It focuses on the integration of two subfields of sociology/social science—the life course and social networks. Research practitioners studying social networks typically focus on social structure or social organization, ignoring the complex lives of the people in those networks. At the same time, life course researchers tend to focus on individual lives without necessarily studying the contexts of social relationships in which lives are embedded and “linked” to one another through social networks. These patterns are changing and this book creates an audience of researchers who will better integrate the two subfields. It covers the role of social networks across the life span, from childhood and adolescence, to midlife, through old age, as well as across institutional arrangements, such as families, schools, and work.

Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side

Eve L. Ewing

“That’s how Eve L. Ewing opens Ghosts in the Schoolyard: describing Chicago Public Schools from the outside. The way politicians and pundits and parents of kids who attend other schools talk about them, with a mix of pity and contempt. But Ewing knows Chicago Public Schools from the inside: as a student, then a teacher, and now a scholar who studies them. And that perspective has shown her that public schools are not buildings full of failures—they’re an integral part of their neighborhoods, at the heart of their communities, storehouses of history and memory that bring people together. Never was that role more apparent than in 2013 when Mayor Rahm Emanuel announced an unprecedented wave of school closings. Pitched simultaneously as a solution to a budget problem, a response to declining enrollments, and a chance to purge bad schools that were dragging down the whole system,
the plan was met with a roar of protest from parents, students, and teachers. But if these schools were so bad, why did people care so much about keeping them open, to the point that some would even go on a hunger strike? Ewing’s answer begins with a story of systemic racism, inequality, bad faith, and distrust that stretches deep into Chicago history. Rooting her exploration in the historic African American neighborhood of Bronzeville, Ewing reveals that this issue is about much more than just schools. Black communities see the closing of their schools—schools that are certainly less than perfect but that are theirs—as one more in a long line of racist policies. The fight to keep them open is yet another front in the ongoing struggle of black people in America to build successful lives and achieve true self-determination.

**Negotiating Opportunities: How the Middle Class Secures Advantages in School**
Jessica Calarco

*Negotiating Opportunities* reveals how middle- and upper-middle-class white children learned to use their privilege to negotiate advantages in school. At home, privileged parents taught their children to make unfair demands on teachers—to ask for assistance, accommodations, and attention in excess of what was fair or required. At school, privileged children asked and kept asking until teachers granted those requests. And teachers felt compelled to say “yes,” because saying “no” to privileged families had real risks for the school and for teachers’ careers. As a result, privileged students got more assistance, accommodations, and attention from teachers, even when they were the ones who needed that support the least. Meanwhile, marginalized parents taught their children to avoid seeking special favors. Drawing on their own experiences with institutions, those parents worried their children would be labeled “lazy” or “dumb” or “disrespectful” for asking. Thus, even when marginalized students needed support, they tried to manage on their own, instead. It would be easy to conclude from those findings that schools should just teach marginalized students to act more like their privileged peers. But that isn’t fair to teachers. And it isn’t fair to marginalized students. So instead, *Negotiating Opportunities* argues that the solution is to limit the power of privilege. To prevent privileged children and privileged parents from using their privilege to negotiate unfair advantages in school.
Negotiating Opportunities is based on more than three years of ethnographic field work in a socioeconomically diverse public school district. It follows a cohort of students from third grade through seventh grade and draws on observations and interviews with students, parents, and teachers, as well as on data from school records and parent surveys. The book concludes with recommendations for limiting the power of privilege in classrooms, schools, school districts, and society as a whole.

Legal Issues in Education: Rights and Responsibilities in U.S. Public Schools Today
Kevin Welner, Robert Kim and Stuart Biegel

This book is suitable for advanced undergraduate or graduate level courses taught in schools of education. This book blends valuable excerpts from original court opinions with policy and legal analysis to help build a deep understanding of the law and its meaning for education students. The book was reviewed and endorsed by several prominent educational scholars. The core of the book is focused on what education students most care about and need to know about the law, with supporting material and additional content created specifically for those students.

School, Family, and Community Partnerships: Your Handbook for Action
Joyce Epstein and Associates

When schools, families, and communities collaborate and share responsibility for students’ education, more students succeed in school. Based on over 30 years of research and fieldwork, the 4th edition presents tools and guidelines to develop goal-linked programs of family and community engagement to engage all families, connect with community partners, and improve academic and behavioral results for students.

Written by a team of well-known experts, readers will find a theory, framework, and ready-to-use tools to strengthen YOUR partnership programs and practices at all grade levels. See new professional development materials in this edition:

- New examples of best practices for the Six Types of
Involvement from preschools, and elementary, middle, and high schools across the country.

- Updated checklists, templates, and evaluations to plan goal-linked partnership programs and assess progress.
- CD with slides and notes for two presentations: A new *Awareness Session* to orient colleagues on the major components of a research-based partnership program, and a full *One-Day Team Training Workshop* to prepare your school teams to develop their partnership programs. Workshop activities in English and Spanish.

This book will help district and school leaders understand that a program of family and community engagement is an essential component of good school organization. With research-based structures and processes, districts and their schools will be able to strengthen and sustain effective programs of family and community engagement.

**The Color of Mind: Why the Origins of the Achievement Gap Matter for Justice**
Derrick Darby and John L. Rury

American students vary in educational achievement, but white students in general typically have better test scores and grades than black students. Why is this the case, and what can school leaders do about it? In *The Color of Mind*, Derrick Darby and John L. Rury answer these pressing questions and show that we cannot make further progress in closing the achievement gap until we understand its racist origins.

Telling the story of what they call the Color of Mind—the idea that there are racial differences in intelligence, character, and behavior—they show how philosophers, such as David Hume and Immanuel Kant, and American statesman Thomas Jefferson, contributed to the construction of this pernicious idea, how it influenced the nature of schooling and student achievement, and how voices of dissent such as Frederick Douglass, Frances Ellen Watkins Harper, and W. E. B. Du Bois debunked the Color of Mind and worked to undo its adverse impacts.

Rejecting the view that racial differences in educational achievement are a product of innate or cultural differences, Darby and Rury uncover the historical interplay between ideas about race and American schooling, to show clearly that the racial achievement gap has been socially and institutionally
constructed. School leaders striving to bring justice and dignity to American schools today must work to root out the systemic manifestations of these ideas within schools, while still doing what they can to mitigate the negative effects of poverty, segregation, inequality, and other external factors that adversely affect student achievement. While we cannot expect schools alone to solve these vexing social problems, we must demand that they address the dignitary injustices associated with how we track, discipline, and deal with special education that reinforce long-standing racist ideas. That is the only way to expel the Color of Mind from schools, close the racial achievement gap, and afford all children the dignity they deserve.

Learning to be Latino: How Colleges Shape Identity Politics
Daisy Verduzco Reyes

In *Learning to be Latino*, Daisy Verduzco Reyes paints a vivid picture of Latino student life on each campus she studied, outlining students’ interactions with one another, with non-Latino peers, and with faculty, administrators, and the outside community. Reyes identifies the normative institutional arrangements that shape the social relationships relevant to Latino students’ lives, including school size, the demographic profile of the student body, residential arrangements, the relationship between students and administrators, and how well diversity programs integrate students through cultural centers and retention centers. Together these characteristics create an environment for Latino students that influences how they interact, identify, and come to understand their place on campus. Drawing on extensive ethnographic observations, Reyes shows how college campuses shape much more than students’ academic and occupational trajectories; they mold students’ ideas about inequality and opportunity in America, their identities, and even how they intend to practice politics.
The Making of a Teenage Service Class: Poverty and Mobility in an American City
Ranita Ray

In *The Making of a Teenage Service Class*, Ranita Ray uncovers the pernicious consequences of focusing on risk behaviors such as drug use, gangs, violence, and teen parenthood as the key to ameliorating poverty. Ray recounts the three years she spent with sixteen poor black and brown youth, documenting their struggles to balance school and work while keeping commitments to family, friends, and lovers. Hunger, homelessness, untreated illnesses, and long hours spent traveling between work, school, and home disrupted their dreams of upward mobility. While families, schools, nonprofit organizations, academics, and policy makers stress risk behaviors in their efforts to end the cycle of poverty, Ray argues that this strategy reinforces class and racial hierarchies and diverts resources that could better support marginalized youth’s efforts to reach their educational and occupational goals.

LGBTQ Social Movements
Lisa M. Stulberg

In recent years, there has been substantial progress on lesbian, gay, bisexual, transgender, and queer (LGBTQ) civil rights in the United States. We are now, though, in a time of incredible political uncertainty for queer people. LGBTQ Social Movements provides an accessible introduction to mainstream LGBTQ movements in the U.S., illustrating the many forms that LGBTQ activism has taken since the mid-20th century.

Covering a range of topics including the Stonewall uprising and gay liberation, AIDS politics, queer activism, marriage equality fights, youth action, and bisexual and transgender justice, Lisa M. Stulberg explores how marginalized people and communities have used a wide range of political and cultural tools to demand and create change. The five key themes that guide the book are assimilationism and liberationism as complex strategies for equality, the limits and possibilities of legal change, the role of art and popular culture in social change, the interconnectedness of social movements, and the role of privilege in movement organizing.

This book is an important tool for understanding current LGBTQ politics and will be essential reading for students and
scholars of sexuality, LGBTQ studies, and social movements, as well as anyone new to thinking about these issues.

**Holocaust and Human Rights Education: Good Choices and Sociological Perspectives**
Michael Polgar

How can educators, including sociologists, provide Holocaust education? We can dignify resilience among survivors and respectfully remember world history. We can link the Holocaust to human rights law and genocide prevention. Including the Holocaust in multicultural education strengthens humanity, exemplifying both persecution and cultural resilience. Why and how do we teach and learn about the Holocaust? The Holocaust is related to broader problems of genocide and human rights. While each educator and each student can make use of different methods, motives, and materials, we all work together to remember world history, respect one another, and prevent future genocide. We dignify memories of the Holocaust, joining with resilient survivors to recount world history. Carefully discussing definitions and interpreting appropriate representations, we can link the Holocaust to human rights and international law. We also appreciate that understanding the Holocaust serves as a catalyst for the expansion of human rights and for genocide prevention. In this text, Michael Polgar applies sociological concepts that can help all of us to understand how the Holocaust has become *both* a particular concern for Jewish and European groups and *also* a basis for laws and practices that support universal human rights. Holocaust education can thus help all people and all groups in every nation. Including the Holocaust in multicultural education strengthens our emphases on dignity and respect. Humanizing Holocaust and genocide studies with descriptions of individual and cultural resilience shows that each and all of us can stand up to social injustice.

**The New Security: Individual, Community, and Cultural Experiences**
Helen Forbes-Mewett

*The New Security* places the concept of ‘security’ under the spotlight to analyse its meaning in an original and contemporary context. In so doing, Forbes-Mewett revisits the notion from the perspectives of individuals and communities to understand what security means in our culturally diverse,
contemporary society. Chapters highlight the extent of the shift of traditional uses of the term from the established perspective of international relations to a more commonly used concept which now broadly relates to many aspects of peoples’ everyday experiences. Based on empirical studies of security in relation to housing, employment, food, personal security and campus settings in times of perceived heightened risk, this book presents new and different ways of thinking about security to demonstrate how we need to expand the dialogue surrounding the concept. Drawing on empirical research to describe, analyse and reposition the concept of security to have meaning in diverse everyday contexts, this methodological and insightful text will be of particular interest to scholars and students of criminological theory, security studies and sociology.