

SOCIOLOGY OF EDUCATION

Fall Newsletter

WHAT'S INSIDE

Message from Chair, p. 2
Meet the Editors. p. 3
Commentaries: A forum on the role
of sociologist in student debt
forgiveness. pp. 4-5
Member Spotlights, p. 6-10
Book Announcements, pp. 11-13
Article Publications, pp. 14-15
Member Accolades, pp. 16
Call for Nominations. pp. 17-18

The Role of Sociologists in Student Debt Forgiveness

"Who we take seriously in the media,
including journalists and sources, dictates
who crafts the narratives that socially
construct policy actors' ideas of student
loans". - Dominique J. Baker

"...in the last decade, and especially
the last five years, sociologists
more than any other social
scientists helped get Democratic
policymakers and President Biden
to make a complete about-face on
student loans" - Charlie Eaton



Message from the Chair

NATASHA WARIKOO

*Lenore Stern Professor in the Social Sciences
Department of Sociology
Tufts University*



December is a time of transitions for me. I become increasingly aware that the communities of students I have come to feel attached to are about to disperse. Here in Massachusetts, I begin to dig out the winter gear I'll need to stay warm and active through the winter. I reflect on the past year and consider my hopes and dreams for the one ahead. My goal as chair of our section is to foster a vibrant community and establish stronger links between our research and the world around us. I hope you'll see evidence of these goals in this newsletter.

Related to the new year, in spring 2023 we will be holding a VIRTUAL MENTORING CONFERENCE. A date and format will be finalized soon, so please stay tuned and participate when the time comes. The virtual format will enable a broader group of participants, and we are thinking creatively about how to connect graduate students, junior faculty, and senior faculty and to share work, as well. We hope to have panels on policy- and practice-informed scholarship, and working with the media. I can't wait to share more details with you about this exciting event!

In this newsletter you'll find:

- 1) [A FORUM ON THE ROLE OF SOCIOLOGISTS IN STUDENT DEBT FORGIVENESS](#). In August President Biden announced \$10,000 of debt relief for student loans and \$20,000 of debt relief for Pell grant recipients. This was a major policy victory for those concerned about low-income adults with significant student loan debt, and one in which sociologists played an important role. In our forum, Professor Dominique Baker talks about media portrayals of student debt relief. As the US Supreme Court prepares to hear arguments in a lawsuit attempting to stop debt relief, Baker shows us how sociological research on important educational issues can play an important role in policymaking and issue framing. In addition, Professor Charlie Eaton describes the role that many sociologists played in advocating for student debt cancellation in the policy arena.
- 2) [PROFILES OF COLLEAGUES ON THE JOB MARKET](#). Our junior faculty are doing creative, important work. I urge you, whether or not your department is looking to hire, to peruse their profiles! They are the future of our field.
- 3) [PUBLICATIONS](#): Hear about the latest published work in the sociology of education!
- 4) [ANNOUNCEMENTS](#): Our members are doing amazing things—learn more about them!
- 5) [CALL FOR NOMINATIONS](#): Please submit your own and your colleagues' work for our section awards. This is a great way to gain exposure to your latest work.

Thank you to our newsletter editors, Genesis Arteta and Sophia Costa. Sophia is also responsible for our social media. Right now she is focused on Twitter (follow us @ASA_SoE and Sophia will be sure to follow you back and retweet your sociology of education-related tweets!), but we may pivot as social media develops in the coming months. As always, I love to hear from members about ideas, issues, and any questions you have.

Warmly,
Natasha

Meet the Editors

Genesis Arteta, Temple University



Genesis Arteta is a Ph.D. candidate in the Department of Sociology at Temple University. Her research examines the role percentage of Latinx students on a college campus plays in the degree completion and post-graduation outcomes of such students. With an original focus on Hispanic Serving Institutions, Genesis seeks to broaden this area of inquiry by focusing on the general effects of a Latino critical mass (as a continuous indicator) in both non-profit and for-profit postsecondary institutions. Other research interests include low-income, first-generation, and/or working-class (LIFGWC) students, state-funded programs that offer academic and financial services to LIFGWC students, and the role of immigration status in higher education. Genesis currently also serves as a graduate research assistant for a longitudinal qualitative study following college seniors as they transitioned into the labor market, and is a data management assistant for tobacco cessation research at Public Health Management Corporation.

Sophia Costa, Tufts University



Sophia Costa is a senior at Tufts University studying sociology. Her research interests span immigration, culture, and social networks. Other interests include race, ethnicity, and Latino ethnic identification across immigrant generations, subjects she has explored as a NextGenPop Fellow in the Population Association of America. In the past, Sophia has also held fellowships to study shifting media portrayals of school reform in elite secondary education and the influence of U.S. schooling systems in Latin American elite education. Presently, she is completing a thesis on media portrayals of United States-bound migration across different Latin American countries and news outlets. Through these experiences, she has solidified her interests in qualitative methods, culture, content analysis, and immigration, from a transnational perspective. Sophia hopes to explore these topics in a Ph.D. program in sociology upon graduation from Tufts University.

**FEATURED COMMENTARY:****MEDIA PORTRAYALS OF STUDENT DEBT RELIEF**

Dominique J. Baker

Associate Professor of Education Policy
Southern Methodist University

The federal government's plan to cancel a portion of student loan debt is a welcome development that comes after years of advocacy and empirical research from activists, social scientists, and policymakers. Scholars have shown that debt cancellation will help all borrowers, but especially Black borrowers who face a system of unique challenges and constraints in financing a college education and repaying their student loans. As we wait to see how the Supreme Court rules about the fate of the student debt relief plan, it is natural to wonder how these types of policies can go from seeming impossible to mainstream.

A key factor based on prior research is likely the media and its role in simultaneously communicating and building the social construction of the student loan "problem" and the potential solutions. In light of this, I have led two teams of researchers to use sociological frameworks to, respectively, explore the use of racialized language in student loan news articles and to identify who is deemed an "expert" in written news media on student loans in the wake of the Biden Administration's cancellation announcement. Preliminary evidence shows that these articles about student loans rarely used racialized language until the most recent 6 years, and even then, they primarily discuss groups of people instead of structural issues, such as racism. The authors of student loan news articles appear to have overwhelmingly attended "elite" institutions at which there is little reliance on student loans among undergraduates. We have found early evidence that the experts cited in debt cancellation articles are most likely to be policymakers or economists, even though the overwhelming body of research evidence guiding the policy decision comes primarily from sociology and education scholars.

Who we take seriously in the media, including journalists and sources, dictates who crafts the narratives that socially construct policy actors' ideas of student loans. It may be that with a broader understanding of expertise the solution of debt cancellation would have been taken seriously earlier or the larger college affordability issues, driven in part by the shift from public to private financing of higher education, may never have reached this critical point in the first place.

Based on this work and prior research, I encourage scholars to keep pursuing research topics that they know matter, eschewing what is seen as fashionable or trendy. As the other commentary notes, scholars have focused on these facets of student loans for years before the media, and those it deemed experts, took notice.

FEATURED COMMENTARY:

THE SOCIOLOGISTS WHO ARE MAKING STUDENT DEBT CANCELLATION HAPPEN

Charlie Eaton
Associate Professor of Sociology
University of California, Merced



As Elizabeth Popp Berman recently explained in her popular book, *Thinking Like an Economist*, economists and their obsession with "efficiency" came to dominate US public policymaking over the last half-century. Higher education policy and its embrace of student loans were no exception. But in the last decade, and especially the last five years, sociologists more than any other social scientists helped get Democratic policymakers and President Biden to make a complete about-face on student loans, recognizing that they are a racialized debt trap that must be undone. It is impossible to acknowledge them all in this brief note. But some examples of the sociologists behind this shift will serve to illustrate.

The sociologists who upended student debt orthodoxy are a group that transcends our sub-disciplines. As demographers and public policy scholars, Jason Houle and Fenaba Addo produced some of the earliest analyses showing that our student loan system piles the most debt onto Black borrowers. They added that the racial wealth gap and labor market inequalities trap most Black borrowers in a lifetime of student debt. They also documented how debt hinders social inclusion and economic security, inhibiting home ownership, family formation and more. Tressie McMillan Cottom's *Lower Ed* melded the sociology of education, sociology of race, and economic sociology to explain how for-profit colleges used student loans to prey on marginalized communities in the context of a "new economy." Deprived of declining unionized blue-collar employment and still excluded from the homeownership that undergirds white wealth, Black Americans saw few paths to economic security other than the loan-financed college promise of the education gospel.

Raphaël Charron-Chénier, Louise Seamster, and their collaborators pushed the sociology of student debt further. They developed concept of predatory inclusion while also providing quantitative analysis and policy design for US Senator Elizabeth Warren's groundbreaking 2019 proposal to cancel \$50,000 in student debt per borrower. My collaborators at UC Merced's Higher Education, Race, and the Economy (HERE) Lab and Frederick Wherry's Princeton Dignity & Debt initiative followed their lead with 2021 and 2022 analyses showing that debt cancellation would disproportionately benefit Black and other low wealth communities. Warren drew on these analyses in pushing President Biden to increase debt cancellation to \$20,000 for Pell Grant recipients.

Critically, sociologists of student debt have consulted with consumer groups, racial justice organizations, and policymakers in recent years to help us learn the right questions. These conversations have shown divergence between the struggles of borrowers and dominant student debt policy narrative. As part of this process, Wherry and Seamster both organized critical convenings in collaboration with the Student Borrower Protection Center and academics from other disciplines, spurring mutual learning. Several participants in these discussions entered the Biden administration and helped design the debt cancellation executive action.

What's next for student debt? Sociologists will continue to shape the agenda. Seamster and several collaborators recently authored an amicus brief to the Supreme Court regarding the COVID-19 impact on student debt that supports the Biden executive order. Political sociology might contribute by examining further political and legal strategies to make sure that Biden and his successors get debt cancellation done. UC Merced's HERE Lab and a Princeton Dignity & Debt team led by Adam Goldstein also have forthcoming research with implications for how to make college debt free and how to make income-driven repayment plans a better path to automatic debt cancellation.

Member Spotlights

Caitlin Ahearn

she/her/hers

PhD Candidate in Sociology
University of California - Los Angeles



Tell us about your research interests, and/or what is your dissertation on?

I am broadly interested in inequality in and as a result of educational attainment, and the link between education and the transition to adulthood. My dissertation uses causal inference techniques to understand the educational, economic, and family outcomes of students who enroll in a broad-access four-year college rather than alternative post-secondary options. I am also interested in career readiness in high schools and have studied inequality in how adolescents align their college and career expectations. My coauthored work has examined the mechanisms through which college enrollment increases voting (with Jennie Brand, UCLA, and Xiang Zhou, Harvard) and the gender wage gap among highly-educated high-wage workers (With Natasha Quadlin, UCLA, and Tom VanHeuvelen, University of Minnesota).

What research/projects would you like to pursue in the future?

I am currently working on a project that examines how changes in the racial composition of elite college enrollment over time reflect changes in the overall population of high school graduates (with Ryan Cho, Meta). With Meredith Phillips (UCLA, Los Angeles Education Research Institute) and Carrie Miller (UCLA, Los Angeles Education Research Institute), I study inequality in college access. Our current project examines the individual and school predictors of summer melt, which occurs when students do not enroll in college despite concrete college plans upon high school graduation.

In my future projects, I look forward to expanding my dissertation work beyond selectivity, to better understand the implications of variation in postsecondary institutions for social and economic outcomes. I am also interested in furthering my research on access and returns to career preparation in high school and college, as well as the link between college and economic precarity.

Caitlin Ahearn, continued:

Tell us about your preferred research methods. Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?

I am a quantitative scholar who employs various causal inference and demographic techniques to understand educational inequality.

What do you do for fun?

For fun, I enjoy spending time in the beautiful outdoors of Southern California and baking treats for my friends and family.

Adrienne Atterberry

she/her/hers

PRODiG Fellow Visiting Assistant
Professor of Sociology
SUNY at New Paltz



Tell us about your research interests, and/or what is your dissertation on?

My current project, "Cultivating a New Transnational Elite: Parenting, Schooling, and Belonging in the Age of Global IT" examines the impact of the global information technology (IT) industry on the migration patterns, childrearing practices, and identity formation of a segment of the transnational elite. This Fulbright-funded, interview-based study focuses specifically on why seemingly well-settled Indians and first-generation Indian Americans return to their country of origin, how they raise their children, and their children's sense of cultural identity and national belonging. Based on this research, I published a journal article in *Current Sociology*, as well as two book chapters. In recognition of my work, I received the 2022 Doctoral Prize in Sociology and the 2020 Chancellor's Citation Award for Excellence in Student Research from Syracuse University. Currently, I am writing a book manuscript based on this study.

Adrienne Atterberry, continued:**What research/projects would you like to pursue in the future?**

My next project will expand on my award-winning paper, *Intensive Teaching: Examining Teachers' Professional Pressures and Pedagogical Practices at an Elite School* (Contemporary Education Dialogue). In this paper, I explore the professional stressors encountered by high school teachers at one elite school in Bangalore, India, as they work to produce high-achieving students who earn 'good' grades and get accepted to competitive colleges and universities around the world. I will continue my study on teachers' workplace experiences by conducting research at elite high schools in the USA. This study will address the following questions: How do the cultural and structural aspects of a school affect the workplace experiences of high school teachers? How may a teacher's race, gender, and/or class background shape their workplace experiences?

Tell us about your teaching experience and your pedagogical approaches/philosophies.

I have taught Introduction to Sociology, Qualitative Research Methods in Sociology, and Education and Society. In my classes, students learn to synthesize the information they gather through in-class conversations, academic readings, and empirical research to shape how they interact with those around them.

What do you do for fun?

For fun, I enjoy baking, practicing yoga, and exploring new towns.

Sarah Bruhn

she/her

Postdoctoral Fellow

Harvard Graduate School of Education

Visiting Fellow

Boston College Lynch School of

Education and Human Development

Harvard Graduate School of Education

**Tell us about your research interests, and/or what is your dissertation on?**

My research broadly examines how immigration and education policies are experienced by immigrant families in geographically specific ways, shaping their opportunities for belonging and inclusion in the United States. In particular, my dissertation examines how Latina immigrant mothers construct a sense of belonging within the dual, and often contradictory, contexts of a locally welcoming sanctuary city and its schools and a hostile national environment for immigrants.

What research/projects would you like to pursue in the future?

My immediate research priority is working on my book, based on my dissertation, and called (for now), *Fragile Belonging: How Immigrant Women Resist Displacement*. Beyond this, I have two planned future projects. First, I want to understand how communities and schools respond to the anticipated increase in immigration when

Sarah Bruhn, continued:

Title 42, the emergency pandemic policy that curtailed migration, is lifted. Given that many migrant children and families have faced severe educational interruptions due to Covid-19 and extended wait times at the U.S.-Mexico border, I plan to explore how socio-political contexts, family configurations, and ethno-racial identities shape these families' social and educational opportunities over time. Second, I am increasingly interested in how we teach immigration in schools becomes a racial project, shaping our young people's understandings of race, belonging, and migration. In the future, I hope to undertake a comparative classroom ethnography to better understand these questions.

Tell us about your teaching experience and your pedagogical approaches/philosophies.

I have a wide range of teaching experiences, from a kindergarten classroom in a Washington, D.C. public school to teaching undergraduates and master's students to leading workshops on instructional improvement for superintendents. Across these varied settings, I focus on building community, not just as a way to make the courses enjoyable, but also as a tool to help students of all stages deeply probe how racial, legal, and economic inequalities are a bedrock of our systems of education. Pedagogically, I use lots of small group conversations and discussion protocols to give students space to experiment with new lines of thinking and try on new ideas and understandings. I'm currently teaching a class at the Harvard Graduate School of Education that I designed on parents' roles in educational inequality and it is bringing me lots of joy.

What do you do for fun?

If I ever have a quiet moment, I love reading novels for fun. But as a mother of three, I basically never have those quiet moments. So I also love being outdoors in beautiful places with my family!

Estela Diaz

she/her

PhD Candidate in Sociology

Columbia University

**Tell us about your research interests, and/or what is your dissertation on?**

If, as economic and education literature shows, elite schooling has no long-term financial benefits, why do wealthy parents pay \$750,000 before their kids for elite schooling even walk through college doors? My dissertation examines the commodification of child rearing through a case study of private nursery, preschool, and kindergarten admissions in New York City. Drawing on over 50 interviews with parents and expert service providers, as well as 18 months of participant observation with a for-profit consulting firm, I trace the cultural logics elites employ as they navigate the highly selective admissions process.

Tell us about your preferred research methods. Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?

I founded the "Qualitative Methods Lab" at Columbia, an interdisciplinary group of scholars. By working directly with raw data, we identify best practices in fieldwork, interview techniques, archival indexing, and qualitative coding.

Daniel Douglas

he/him
Lecturer
Trinity College - Hartford, CT



Tell us about your research interests, and/or what is your dissertation on?

Higher Education Policy (Developmental Education and Dev Ed Reform), STEM Education, College-to-Work Transitions

What research/projects would you like to pursue in the future?

Longitudinal evaluations of college student success and post-college outcomes, particularly looking at how to foster equitable outcomes for diverse student populations.

Tell us about your preferred research methods. Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?

I am a mixed-methods researcher, even though most of my recent work has had a more quantitative focus. Doing policy-relevant research requires understanding problems and solutions with the broad lens of quantitative methods, and the nuance of qualitative methods. When teaching methods courses, I describe the relationship between qualitative and quantitative methods as a relay race.

A fun fact about me is...

I am a singer, songwriter, and bass guitarist in a rock band. I started playing when I was 13, and have performed regularly since my early 20s.

Nadirah Farah Foley

she/they
Postdoctoral Associate
New York University



Tell us about your research interests, and/or what is your dissertation on?

My research interests revolve around the intersections of race, class, place, education, and inequality. For my dissertation, I conducted an ethnographic study focused on the experiences of a group of working-class youth growing up in the suburbs; in the intervening years, I've also conducted observations of the school board and an anti-racist parent coalition. Currently, I am working on a book project about how members of an affluent and predominantly white - but increasingly racially and socioeconomically diverse - suburban school community grapple with inequalities in a context where privilege, rather than disadvantage, is the norm. I argue that while parental pressure, shifting public narratives, and policy imperatives have made talking about and addressing racial inequality a necessity

Nadirah Farah Foley, continued:

in this town, similarly stark class inequalities more often go undiscussed and unaddressed. Further, I argue that this failure to tackle class inequality head-on has meaningful consequences for low-income students in town, who face food insecurity, barriers to accessing school resources, and social isolation, and whose struggles too often remained relatively invisible.

What research/projects would you like to pursue in the future?

I'm also now working with L'Heureux Lewis-McCoy on a project that is funded by the Bill and Melinda Gates Foundation as part of their Networks for School Improvement portfolio. In that project, we're studying how education non-profits and school leaders use the tools of continuous improvement to advance equity for Black, Latine, and low-income students in districts across the country.

What do you do for fun?

When I'm not working, I love to cook, take long walks through Prospect Park, and watch reality TV (there's something sociologically interesting about *Love Is Blind*, I promise!). I can be found in various corners of the internet (nadirahfarahfoley.com, always; @nadirahdixit on twitter...for however much longer the site is up).

Mary Ippolito

she/her/hers
PhD Candidate in Sociology
University of Southern California



Tell us about your research interests, and/or what is your dissertation on?

My research interests include aspirations/expectations, sociology of education (K-20), cultural sociology, stratification, imagined futures, qualitative methods, and emerging adulthood. In my dissertation, "Narrative Futures in a Public High School," I use qualitative methods to examine how messages about college/career are presented across different classrooms and school events by educational authorities in the same high school. I also trace how students interpret these messages. My work focuses on how public narratives can figure into the reproduction of inequality at the school level.

Tell us about your teaching experience and your pedagogical approaches/philosophies.

As a teacher, I strive to make sociology accessible, meaningful, and relevant to students at all points in their educational pathways. I am a strong proponent of student-centered pedagogy and classroom design.

What do you do for fun?

In my spare time, I like listening to music, hiking, watching movies, and photographing the cats of the world!

Johanne Jean-Pierre

she/her

Assistant Professor
York University



Tell us about your research interests, and/or what is your dissertation on?

Sociology of education; sociology of race and ethnicity; sociology of child and youth studies

Tell us about your preferred research methods. Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?

I conduct primarily qualitative and mixed-methods research about linguistic minorities and African Canadians. I recently co-edited a book as a lead editor and it has been published. It is groundbreaking since for the first time, *Reading Sociology* centered decolonizing, anti-racist and critical perspectives with a large number of Indigenous, Black and racialized contributors. Jean-Pierre, Johanne, Vanessa Watts, C.E. James, Patrizia Albanese, Xiaobei Chen, and Michael Graydon, eds. (2022). *Reading Sociology: Decolonizing Canada*. 4th ed. Don Mills, ON: Oxford University Press. Drawing from my own research, I also co-authored chapter in that book regarding a not very well known historical Black community in Canada: African Nova Scotians. Jean-Pierre, Johanne, and Jessica Bundy. 2022. "How advocacy strengthened African Nova Scotians' social capital throughout their history." Pp 360-367 in *Reading Sociology: Decolonizing Canada*. 4th ed., edited by J. Jean-Pierre, V. Watts, C.E. James, P. Albanese, X. Chen, and M. Graydon. Don Mills, ON: Oxford University Press.

Alison Elizabeth Jefferson, continued:

What research/projects would you like to pursue in the future?

I'm interested in widening the scope of my doctoral research, exploring doctoral education experiences in Canada and pathways to the academic profession for minority groups such as LGBTQ2S+ and first-generation students. I'm also interested in how we perceive the student-supervisor relationship; instead of looking at how to 'improve' supervision practice through faculty education initiatives, I'd like to better understand how/why we perpetuate the same supervisory attitudes and practices by exploring outdated academic norms, structures, and attitudes. By doing so, we can learn more about why the current student-supervisor relationship so often fails, pointing to potential avenues through which we can make meaningful change.

Tell us about your preferred research methods. Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?

I consider myself a qualitative researcher; I'm interested in learning the why, the meaning behind people's perceptions, choices, and actions. Education and academia is about people; educating students and training future educators. If I want to research higher education, then I need to understand the motivations of the people involved. However, I have and currently still do mixed-methods research in education, and was formerly trained as a quantitative researcher in archeological and medical sciences. Quantitative methods are essential, particularly in finding patterns; but we will never learn the reasons for those patterns, nor how to change them, without qualitative research. Quantitative methods can help us identify the 'what', but qualitative research and implementing theory - for example, Bourdieu's conceptual tools, when used in combination as a research tool as intended - can help us explore the 'how' and the 'why' for a fuller understanding of a given phenomena, which can directly inform our actions as we set out to make meaningful change.

What do you do for fun?

When I'm not being constantly miaowed at by my very fluffy and attention-seeking cat, Mavis, I love to read, write, and edit fiction novels, usually in the science fiction and fantasy genres.

Alison Elizabeth Jefferson

She/Her

Postdoctoral Fellow
OISE, University of Toronto



Tell us about your research interests, and/or what is your dissertation on?

I'm passionate about advancing equity in academia. My PhD research focused on doctoral student experiences during the pandemic; using Bourdieusian concepts as a lens, I discovered a shift in the 'field' of doctoral education which has implications for the future of doctoral programs. In addition, I'm currently researching academic inbreeding through publication networks, and exploring various theoretical viewpoints for understanding cumulative advantage and how we can overcome the narrow view of 'access' for graduate students and early-career researchers.

Seungah Lee

she/her

Visiting Senior Lecturer
Social Research and Public
Policy
NYU Abu Dhabi



Tell us about your research interests, and/or what is your dissertation on?

My studies focus on several related questions: How do national and global historical legacies, social and economic realities, and political influences shape education organizations and their practices? How do global development models become enacted and contextualized to local and national contexts (primarily autocratic contexts such as the Arab Gulf)? What societal implications do national adaptations of global models have, especially regarding education, youth development, and culture? My current research examines the extraordinary rise

Seungah Lee, continued:

of the 'entrepreneurship for development' agenda in the Arab Gulf states and chronicles how entrepreneurship-educating organizations enact top-down policies and efforts to foster homegrown entrepreneurship in the Arab Gulf. In doing so, I observe the social and political consequences such efforts have on Gulf societies, arguing that an emphasis on national entrepreneurship is a shift in the development trajectory of the Gulf from that of patron-client relations to that of shared responsibility, but one without consequences.

What research/projects would you like to pursue in the future?

My second stream of research considers how the rise and globalization of a culture influence organizational form and behavior. This project examines the expansiveness of organizational forms in universities worldwide, with an emphasis on examining the extent to which global societal norms around diversity, gender, internationalization, and individual rights influence the structure and form of universities.

Tell us about your teaching experience and your pedagogical approaches/philosophies.

In my teaching, I focus on linking classroom learning to practical settings. Students should leave my courses not only understanding key concepts and theories that underlie a given topic, but also knowing how these concepts and theories can be applied in various contexts from global, comparative perspectives

What do you do for fun?

For fun, I enjoy exploring local restaurants of various cuisines in the area and attempting to cook them myself afterward.

Sonia Planson

she/her/hers

PhD Candidate in Sociology
Northwestern University and
Sciences Po (France)

**Tell us about your research interests, and/or what is your dissertation on?**

I am interested in the areas of race, migration, culture, and education, which I approach comparatively. My dissertation focuses on cultural practices in immigrant families, how they are transmitted intergenerationally, and how this process is shaped by race and assimilationism in the United States and France.

What research/projects would you like to pursue in the future?

After I've investigated how immigrants and their children experience pressures to assimilate, I plan to research how the school system participates in producing and enforcing those assimilationist norms. Such norms impede second-generation youth's relation to immigrant heritages - despite efforts to promote diversity and multiculturalism. I also have other projects on racial discrimination in education and on citizenship and naturalization.

Amber Villalobos, continued:**Tell us about your preferred research methods. Would you describe yourself as a quantitative, qualitative or mixed-methods researcher?**

I'm a mixed-methods researcher and have used a range of qualitative and quantitative methods in past and current work (including, mostly, interviews and statistical methods). In the future, I want to keep developing my range of methodological skills, and I'm particularly excited to explore computational methods and visual sociology in my next projects.

A fun fact about me is...

A fun fact about me is that I keep a list of the best Paris-Brest pastries in Paris -and generally love to spend time chasing after pastries when I'm visiting back home in France.

Amber Villalobos

She/Her

Postdoctoral Fellow

University of California, Merced

**Tell us about your research interests, and/or what is your dissertation on?**

I use quantitative methods and large-scale administrative datasets to examine race and class differentials in access and returns to higher education. I am interested in understanding the ways in which educational experiences can help produce or sustain stratified educational outcomes and life chances along race and class lines

What research/projects would you like to pursue in the future?

My future work will bridge my work on racial inequality in expectation-attainment process and my work on racial inequality in student debt by examining racial and ethnic variation in the role that student debt plays in the expectation-attainment process.

Tell us about your teaching experience and your pedagogical approaches/philosophies.

As a former student and teacher of Title 1 public schools, I am passionate about using teaching to promote educational equity. In my classrooms, I work to deliver content in student friendly ways, being mindful of the different levels of preparedness that students may enter my classroom with. I aim to make information accessible and classrooms inclusive so that students of all backgrounds can thrive.

A fun fact about me is...

A fun fact about me is that when I was a 4th grade teacher my students nominated me for the teacher marshmallow eating contest. I won!

Book Announcements



[God, Grades, and Graduation: Religion's Surprising Impact on Academic Success](#)

by Ilana Horwitz

Publisher: Oxford University Press, USA

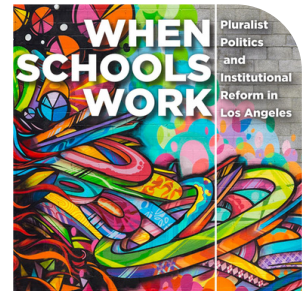
Explains how the different combinations of religious restraint, class, and gender shape the academic trajectory of teens from high school to college. Draws on 10 years of surveys with 3,290 teenagers, along with 220 in-depth interviews with American teenagers across the class and racial spectrum.

[When Schools Work: Pluralist Politics and Institutional Reform in Los Angeles](#)

by Bruce Fuller

Publisher: Johns Hopkins University Press

Review of When Schools Work, appearing in the Washington Post, Prof. Bruce Fuller's inquiry into what political and cultural forces lifted student achievement in L.A. in the two decades just prior to the pandemic. A look into a colorful civic politics that displaced aging interests and fueled a variety of school reforms – some empirically paying-off to lift kids. For the POST review, [click here](#).

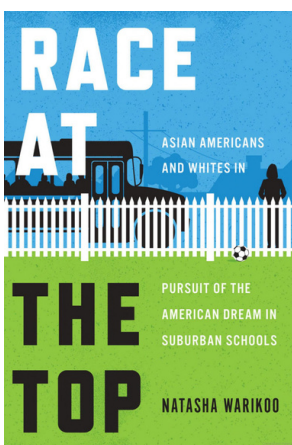


[Race at the Top: Asian Americans and Whites in Pursuit of the American Dream in Suburban Schools](#)

by Natasha Warikoo

Publisher: University of Chicago Press

Asian Americans are the fastest growing racial group in the United States today, and Asian American youth overall are outperforming their white peers academically. In this book Warikoo brings us into an upper middle-class suburb in which these trends make their way into the local high school. She describes how many white parents attempt to protect their children's status by calling for shifts in the status system, and by drawing moral boundaries around good parenting. For their part, Asian American parents reject dominant cultural repertoires for success advocated by many of their white neighbors and draw their own, intra-Asian moral boundaries. Overall, the book shows evidence of simultaneous spatial assimilation alongside the enduring power of whiteness and the maintenance of group boundaries between Asian Americans and whites. Ultimately, while both Asian Americans and whites in the town are engaged in a "race at the top" both benefit from the historical exclusion of African American and working class families in their upper middle class suburb.

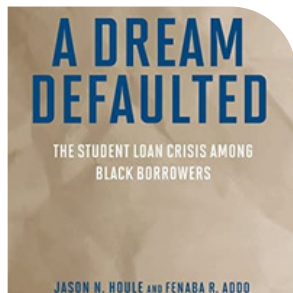


[Is Affirmative Action Fair? The Myth of Equity in College Admissions](#)

by **Natasha Warikoo**

Publisher: Polity Press

This book dives into the arguments for and against a policy that has made it to the US Supreme Court many times. Warikoo digs into the purposes of higher education and the selection process itself to argue that it is a mistake to equate college admissions with personal merit and reward. College admissions should be based on furthering the mission of higher education: contributing to our shared democracy and to the human condition. Ultimately, Warikoo concludes that a focus on individual fairness conceals much more important questions about justice.



[A Dream Defaulted: The Student Loan Crisis Among Black Americans](#)

By **Jason N. Houle and Fenaba R. Addo** (Foreword by **Ayanna Pressley**)

Publisher: Harvard Education PR

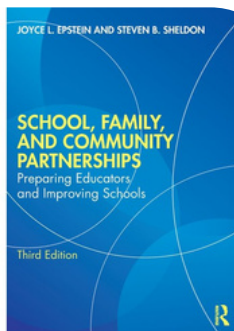
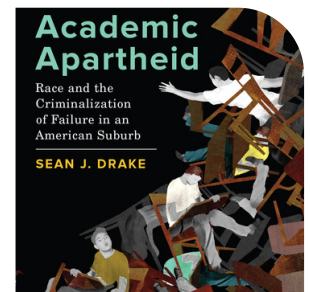
A Dream Defaulted explores how the student loan crisis disproportionately affects Black borrowers and how and why rising student debt is both a cause and consequence of social inequality in the United States.

[Academic Apartheid: Race and the Criminalization of Failure in an American Suburb](#)

by **Sean J. Drake**

Publisher: University of California Press

In Academic Apartheid, sociologist Sean Drake addresses long-standing problems of educational inequality from a nuanced perspective, examining the ways in which race and class intersect to affect within-community school segregation and racial inequality. Drawing on over two years of ethnographic observation and dozens of interviews at two dissimilar high schools in a racially diverse Southern California suburb, Drake unveils hidden institutional mechanisms that lead to the overt segregation and symbolic criminalization of Black, Latinx, and lower-income students.

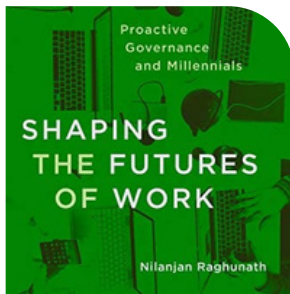


[School, Family, and Community Partnerships: Preparing Educators and Improving Schools, 3rd Edition](#)

by **Joyce L. Epstein and Steven B. Sheldon**

Publisher: Routledge

This book prepares future teachers and administrators to use research-based approaches for effective and equitable programs of family and community engagement at all grade levels, in all communities. Chapters on theory, research, policy, and practice include activities that professors may use to provoke students' thinking. The goal is for educators to understand that family engagement is part of their professional work. Sociology of Education researchers will gain background needed to plan and conduct new studies to extend the knowledge base on school, family, and community partnerships.



[Shaping the Futures of Work: Proactive Governance and Millennials](#)

by Nilanjan Raghunath

Publisher: McGill-Queen's University Press

This book looks at the importance of lifelong learning, proactive governance and stakeholder collaboration to avert uncertainties in millennial careers caused by automation disruption and flux.

[The Holocaust: Remembrance, Respect and Resilience](#)

by Michael Polgar and Suki John

Publisher: Penn State University

Everyone is welcome to view a new Open Educational Resource (OER) on the Holocaust and genocide that has grown to include authors and editors from around the nation. The collaborative project is co-edited by a sociologist and professor of the arts, both descendants of Holocaust survivors.



[Black Space: Negotiating Race, Diversity, and Belonging in the Ivory Tower](#)

by Sherry L. Deckman

Publisher: Rutgers University Press

In Black Space, Sherry L. Deckman takes us into the lives of the members of the Kuumba Singers, a Black student organization at Harvard with racially diverse members, and a self-proclaimed safe space for anyone but particularly Black students. Uniquely focusing on Black students in an elite space where they are the majority, Deckman provides a case study in how colleges and universities might reimagine safe spaces.

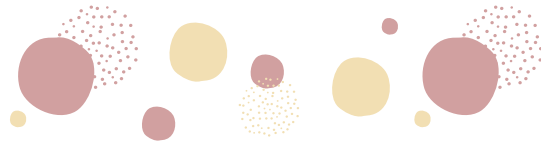


Article Publications

- Abufhele, A., Pesando, L. M., and Castro, A. F. (2022). "Parental Educational Similarity and Inequality Implications for Infant Health in Chile: Evidence from Administrative Records, 1990-2015," *Research in Social Stratification and Mobility*, 82, 100736.
- Bennett, Pamela and Amy Lutz. 2022. "Bans and Signals: Racial and Ethnic Differences in Applications to Elite Public Colleges in States With and Without Affirmative Action" *Harvard Educational Review* 93(3): 361-390 <https://doi.org/10.17763/1943-5045-92.3.361>
- Bruhn, S. (2022). "Me Cuesta Mucho": Latina immigrant mothers navigating remote learning and caregiving during COVID-19. *Journal of Social Issues*. <https://doi.org/10.1111/josi.12546>
- Debs, M., Makris, M. V., Castillo, E., Rodriguez, A., Smith, A., & Ingall, J. S. (2022). Building civic capacity: The history and landscape of NYC integration activism, 2012-2021. *Teachers College Record*, 124(6), 118-150.
- Debs, M. (2022). Montessori in India: Adapted, Competing, and Contested Framings, 1915-2021. *History of Education Quarterly*, 1-31.
- Denice, Patrick. 2022. "Spatial mismatch and the share of Black, Hispanic, and White students enrolled in charter schools." *Sociology of Education* 95(4): 276-301. <https://doi.org/10.1177/00380407221108976>
- Gast, Melanie Jones, James. S. Chisholm, Yohimar Sivira. Online First. "Racialization of 'ESL Students' in a Diverse School and Multilingual Latina/o Peer Mentors." *Race Ethnicity and Education*. DOI: 10.1080/13613324.2022.2069737
- Gast, Melanie Jones, James. S. Chisholm, Yohimar Sivira, and Trisha Douin. 2022. "Racialized Moments in Qualitative Interviews: Confronting Colour-blind and Subtle Racism in Real Time." *International Journal of Research & Method in Education*. DOI: 10.1080/1743727X.2022.2046726
- Gast, Melanie Jones. 2022. "Re-Conceptualizing College Knowledge: Class, Race, and Black Students in a College-Counseling Field." *Sociology of Education*. 95:43-60. [doi/10.1177/00380407211046053](https://doi.org/10.1177/00380407211046053)
- Horwitz, I. M., Matheny, K. T., Laryea, K., & Schnabel, L. (2022). From Bat Mitzvah to the Bar: Religious Habitus, Self-Concept, and Women's Educational Outcomes. *American Sociological Review*, 87(2), 336-372. <https://doi.org/10.1177/00031224221076487>
- Johnson, Anthony M. 2022. "Collaborating in Class: Social Class Context and Peer Help-Seeking and Help-Giving in an Elite Engineering School." *American Sociological Review* (available OnlineFirst).
- Klugman, J., Arteta, G. D., & Lee, J. C. (2022). "Income Inequality in College Enrollment and Degree Attainment During and After the Great Recession Years". *Socius*, 8, 23780231221117659.
- Laura B. Perry, Argun Saatcioglu, & Roslyn Arlin Mickelson. (2022) Does school SES matter less for high performing students than for their lower-performing peers? A quantile regression analysis of PISA 2018 Australia. *Large-scale Assessments in Education*. 10:17 <https://doi.org/10.1186/s40536-022-00137-5>
- Mitchell, Ross E., & Travas A. Young. 2022. How Many People Use Sign Language? A National Health Survey-Based Estimate. *Journal of Deaf Studies & Deaf Education*. <https://doi.org/10.1093/deafed/enac031>
- Okura, Keitaro. 2022. "Stereotype Promise: Racialized Teacher Appraisals of Asian American Academic Achievement." *Sociology of Education* 95(4):302-319.
- Ordemann, J., Pfeiffer, F. The evolution of educational wage differentials for women and men in Germany, from 1996 to 2019. *J Labour Market Res* 56, 17 (2022). <https://doi.org/10.1186/s12651-022-00323-6>

- Posey-Maddox, L. (2022). Race Lessons: The Role of Place in Shaping Black Parents' Racial Learning and Educational Engagement in a Predominantly White Suburb. *Sociology of Race and Ethnicity*, 0(0). <https://doi.org/10.1177/23326492221134705>
- Quintana, Rafael, and Argun Saatcioglu. 2022. "The Long-Lasting Effects of Schooling: Estimating the Effects of Science and Math Identity in High School on College and Career Outcomes in STEM." *Socius: Sociological Research for a Dynamic World* 8:1-14.
- Rauscher, Emily and Yifan Shen. 2022. "Variation in the Relationship between School Spending and Achievement: Progressive Spending Is Efficient." *American Journal of Sociology* 128(1): 189-223. <https://www.journals.uchicago.edu/doi/full/10.1086/719956>
- Saatcioglu Argun and Anthony Snethen. 2022. "Preference Compromise and Parent Satisfaction with Schools in Choice Markets: Evidence from Kansas City, Missouri." *Educational Evaluation and Policy Analysis*. Published online first: <https://journals.sagepub.com/doi/10.3102/01623737221121812>
- Van Stee, Elena G. 2022. "Privileged Dependence, Precarious Autonomy: Parent/Young Adult Relationships through the Lens of COVID-19." *Journal of Marriage and Family*. doi: 10.1111/jomf.12895.

Member Accolades



Genesis D. Arteta advanced to PhD candidacy at the Temple University. Her study uses secondary data to explore the relationship between the percentage of Latinos enrolled in a postsecondary institution and two educational outcomes: graduating within six-years and total amount in student loan debt. Research on the concentration of Latino students in higher education have mostly focused on Hispanic Serving Institutions (HSIs). This study takes a step back from the HSI designation (HSI vs non-HSI) and is instead centered on a prominent characteristic of an HSI: the percentage of Latinos enrolled.

Alexis Carrion's paper, "Relationship Between Parenting While In College And Future Income," was selected for the Best Graduate Student Paper Award at the 72nd Pennsylvania Sociological Society Annual Meeting on November 5, 2022.

Irina Chukhray advanced to PhD candidacy at the University of California, Davis. Her mixed-method dissertation examines 1.5-generation immigration youths' experiences with supports and constraints in obtaining college-going information. Irina is a 2022-23 Gardner Fellow with UC Berkeley's Center for Studies in Higher Education (CSHE). Earlier this year, Irina was also honored to receive the inaugural Audrey Schwartz Service Award from the Sociology of Education Association (SEA).

The Report of the ASA Task Force on First-Generation and Working-Class People in Sociology was released in July 2022. Task Force Members include **Vincent Roscigno, Monica McDermott, David Brady, Kevin Delaney, Robert Francis, Allison Hurst, Anthony Jack, Wendi Johnson, Colby King, Elizabeth Lee, José A. Muñoz, and Deborah Warnock.** [Click here](#) to access the report.

The new methods volume, *Care-Based Methodologies: Reimagining Qualitative Research with Youth in U.S. Schools* (Bloomsbury 2022) recently received an Honorable Mention for the Outstanding Book Award from the Council on Anthropology and Education. The book was co-edited by **Veena Vasudevan, Nora Gross, Pavithra Nagarajan, and Katherine Clonan-Roy.** More info, including a teaching guide associated with the book, can be found at: <https://bit.ly/care-based>

2023 Sociology of Education Election Nominations

Please nominate your and your colleagues' best work for our section awards! These are a great way to recognize outstanding work in the sociology of education, and as a bonus, it's a chance to have others engage with the work as well!

Please note that all nominees must be registered members of the ASA to be considered for section awards.

The Doris Entwisle Early Career Award

The Doris Entwisle Early Career Award is awarded biennially (alternating with the Willard Waller Award for lifetime achievement) to honor a scholar who has not yet achieved the status of associate professor for early career achievement in the field of Sociology of Education.

Nominations are due by **March 1, 2023** 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 for this award are accepted. We encourage nominations of and from traditionally marginalized authors. Women, people of color, members of the LGBTQ+ community, and people with disabilities are especially encouraged to submit.

Materials should be sent to the committee chair, Elizabeth Stearns, at elizabeth.stearns@uncc.edu.

Committee Members:
Elizabeth Stearns (chair)
Maia Cucchiara
Natasha Quadlin
Ruth Lopez Turley

James Coleman Best Paper Award

The American Sociological Association's Section on Sociology of Education invites nominations for the 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 – 2021 and 2022, in this case, and based on the date of the paper's journal's volume-issue. 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 the sociology of education.

Nominations may be made by either an ASA member or the nominee(s) themselves. Self-nominations are encouraged. We encourage nominations of and from traditionally marginalized authors. Women, people of color, members of the LGBTQ+ community, and people with disabilities are especially encouraged to submit. Nominations are due **March 1, 2023**. Materials should be sent to Prof. Jordan Conwell, Chair of the James Coleman Best Article Award Committee, at jconwell@utexas.edu. Please use subject line: James Coleman Award.

Committee Members:
Jordan Conwell (Chair)
Kendra Bischoff
Brittany Fox-Williams
Simone Ispa-Landa
Caroline Lee

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, 2023**, and should include a PDF of the paper and a letter of self-nomination that describes the paper's substantive, theoretical, methodological and/or policy contributions to the field of the sociology of education. 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. Submissions should approximate the length of a typical peer-reviewed journal article. We encourage nominations of and from traditionally marginalized authors. Women, people of color, members of the LGBTQ+ community, and people with disabilities are especially encouraged to submit.

Materials should be sent to Prof. Rachel Fish, Chair of the David Lee Stevenson Best Graduate Student Paper Award, at Rachel.fish@nyu.edu.

Committee Members:

Rachel Fish (chair)
Mary Kate Blake
Eve Ewing
Tony Jack
Angram Li
Ann Mullen

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., 2021 or 2022 for the 2023 award). Self-nominations are permitted. We encourage nominations of and from traditionally marginalized authors. Women, people of color, members of the LGBTQ+ community, and people with disabilities are especially encouraged to submit.

A letter of nomination is due by **March 1, 2023**, and should describe the book's substantive, theoretical, methodological and/or policy contributions to the field of sociology of education. The individual nominating the book must send the letter of nomination to the Bourdieu Best Book Award Committee's chair, Prof. Laura Hamilton (lhampilton2@ucmerced.edu), with "Bourdieu Award Nomination" in the subject line. Following receipt of this letter, Laura will send the nominator a list of mailing addresses for all members of the book award committee.

Committee Members:

Laura Hamilton (Chair)
Margaret Hagerman
Yingyi Ma
Matt Rafalow
Blake Silver

Anna Julia Cooper Award

Established in 2022, The Anna Julia Cooper Award acknowledges exceptional research and/or service in efforts to address racial equity within the field of sociology of education. It is awarded annually and will alternate between being an early career award and lifetime achievement award. This year (2022-2023) the award will be a lifetime achievement award. We encourage nominations of and from traditionally marginalized authors. Women, people of color, members of the LGBTQ+ community, and people with disabilities are especially encouraged to submit.

A letter of nomination is due by **March 1, 2023** and should include the nominee's CV and a letter with a detailed description of the nominee's contributions to addressing racial equity in the field of sociology of education. Self-nominations for this award are accepted. Materials should be sent to the committee chair, Anna Haskins, at ahaskins@nd.edu.

Committee Members:

Anna Haskins (Chair)
Amanda Lewis
Tanya Sanabria
Prabhdeep Singh