

## Table of Contents

- >> A Note from the Chair \_\_\_\_ 2
- >>Maureen T. Hallinan: Advancing the Frontiers in the Sociology of Education, by Mark Berends \_\_\_\_ 3
- >>It Should Have Been a Classic..., by Thomas A. DiPrete \_\_\_\_ 5
- >> Five Questions to Michael Hout \_\_\_\_ 8
- >> Profiles of Scholars on the Job Market \_\_\_\_ 11
- >> Early Career Scholars \_\_\_\_ 24
- >> News from Section Members: Books \_\_\_\_ 26
- >> News from Section Members: Awards and Announcements \_\_\_\_ 30
- >> 2012 Section Awards \_\_\_\_ 32
- >> Section Events and Sessions at the Annual Meetings \_\_\_\_ 33



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

**Newsletter Editor**  
April Sutton  
University of Texas-Austin  
[suttonam@prc.utexas.edu](mailto:suttonam@prc.utexas.edu)

## A Note from Rob Warren, Chair

Dear Colleagues,

I am pleased to deliver to you the latest SOE section newsletter. In this edition's "Five Questions" column, Mike Hout notes that "[t]here are now many fewer collective goods in the academy." His observation may be on target in many contents, but I am happy to report that the SOE section is populated by any number of people who are willing to contribute to building the collective good. From the moment I began as chair of the section, people have been volunteering to do work on behalf of our intellectual community. On page 33 below, you'll see details about the section's sessions at the ASA upcoming meetings—tirelessly, skillfully, and entirely voluntarily organized by Megan Andrew and Mark Berends. On page 32, you'll see the names and accomplishments of the winners of our section's Stevenson, Bourdieu, and Coleman Awards—winners determined by 15 SOE section members (also listed below) who volunteered to serve the section and who worked very hard to make difficult decisions. For the third time in my tenure as chair, several people have volunteered to contribute to the section's newsletter—including Mark Berends, Mike Hout, Megan Andrew, and Tom DiPrete in this issue. At the ASA meetings, a new chair (Bill Carbonaro), a new chair-elect (Doug Downey), and three new council members (Irene R. Beattie, S. Michael Gaddis, and Kim Goyette) will be installed—thanks in part to the work of the five volunteer members of the nominating committee (Susan Dumais, Jennifer Lee, Yingyi Ma, Debbie Warnock, and Audrey Devine-Eller). Volunteering to help the section pays nothing, brings virtually no glory, and does relatively little to help people get jobs or tenure. Nonetheless, dozens of people have stepped forward in the past year to selflessly contribute to the section's collective good. I hereby thank all of them!

The future of our section seems bright. This newsletter once again features biographies of several early career scholars and graduate students who are on the job market. These junior scholars are pushing SOE forward in exciting new directions while at the same time riffing on classic sociological and education themes. I hope you'll take the time to read about their work and then say "hello" to one of them when you bump into them at an SOE section event in Denver.

As you'll see below, we have a huge and exciting program of section sessions and education-themed regular sessions at the annual meetings. Our section's business meeting is on Monday the 20<sup>th</sup> at 11:30 (right after the section roundtable session), but the section reception is at 6:30 on Sunday the 19<sup>th</sup> (with the post-reception dinner to follow at 8:00—send me an email if you still need details about the latter). Safe travels!

Rob

## Maureen T. Hallinan: Advancing the Frontiers in the Sociology of Education

Over the past several months at the University of Notre Dame, we have had the privilege of honoring Maureen T. Hallinan, the William P. and Hazel B. White Professor of Sociology and founding director of Notre Dame's Institute of Educational Initiatives (IEI) and the Center for Research on Educational Opportunity (CREO), as she transitions into retirement. We have celebrated not only her significant contributions to sociology, the sociology of education, and the several programs that have been established within IEI, but the family, friendships, and mentoring relationships she has nurtured over the years.

After receiving her bachelors from Marymount College and an MS from the University of Notre Dame, Maureen went on to study with James S. Coleman at the University of Chicago. Teresa Sullivan—Maureen's close friend, fellow Irish Catholic sociologist, and President of the University of Virginia—recalled that as a graduate student at Chicago, Maureen was considered exemplary by faculty and students alike, setting the standard for others.

After her graduate school days, Maureen served on the faculties of the University of Wisconsin-Madison, Stanford University, and the University of Notre Dame. Along the way she continued to set the standard for others, authoring eight books and over 120 articles in professional journals. Her career of excellence has been recognized by the many honors and accolades she has garnered. To name but a few: Maureen is a member of the National Academy of Education and its past vice president for fellowships. She is past president of the American Sociological Association and the Sociological Research Association. Maureen is a former editor of the *Sociology of Education*, and she has received the Willard Waller Award honoring her career contributions.

Few sociologists of education can rival the depth and breadth of Maureen's contributions to the field. From her early research on friendship networks, to her continued commitment to furthering theoretical and empirical research on students' opportunities to learn and schools as organizations, with specific contributions to research on tracking, normative structures and processes, and school sector effects, few can match Maureen's creativity and productivity. In fact, last year alone, she had seven publications, an indication that she continues to press on to further the field.

Maureen's ability to draw scholars together and then publish their work in volumes, such as *The Handbook of the Sociology of Education* (Kluwer Academic/ Plenum, 2000) and most recently *Frontiers in Sociology of Education* (Springer, 2011), has advanced not only scholarly relationships but the field of sociology, by laying out what is known and what needs to be known from a sociological perspective. Underscoring her hopes for that, she wrote in *The American Sociologist* (1997: 13):

Sociology is a powerful discipline whose time has come. The characteristics of contemporary society, the newly acquired maturity and sophistication of the sociological perspective and the increasing body of theoretical and empirical scholarship available in sociology have created the context in which sociology can be the crown jewel of the social sciences. If we take advantage of this opportunity, we can make a significant contribution to contemporary society through our discipline.

Her body of work has inspired many others toward these same aspirations, which are not only academic but practical as they encourage

the students who need it most: those who lack the opportunities to pursue their potential.

In recognition of Maureen's retirement, Barbara Schneider and I are compiling her writings into a book with the working title *Opportunities for Learning: A Sociological Perspective* to highlight Maureen's sociological imagination, and her specific theoretical and empirical contributions to a range of areas within the sociology of education. We are grateful to the University of Notre Dame Press and its commitment to publishing this volume of her influential work.

In addition to her impressive scholarship, many appreciate Maureen for being a pioneer for women in academia. As one of the first endowed chairs at Notre Dame, many women (and men) entering the profession after her have welcomed Maureen's mentoring, which helped them navigate the scholarly pathways toward research, teaching, publication, tenure, and leadership positions.

Many have also welcomed her friendship. Of particular note is her long relationship with our late colleague Warren Kubitschek, who worked extensively with Maureen on their studies of adolescent friendship formation, tracking, and school sector effects on student outcomes. Indeed, the streams of Maureen's friendships with others run deep. She has a manner that keeps people grounded and grateful. (Many of us have been recipients of "the stare," Maureen's piercing gaze that makes us bone up, fess up, or give it up.) Her wit, biting humor, and laughter bring great joy.

We all thank you, Maureen, and wish you the very best in your retirement.

**Mark Berends**  
**Professor of Sociology**  
**University of Notre Dame**

## It Should Have Been a Classic: the Work of Edward McDill and his Associates on High School Climate

**By Thomas A. DiPrete**

*Thomas A. DiPrete is Giddings Professor of Sociology at Columbia University. His research interests include social stratification, education, demography, economic sociology, and quantitative methodology. Recent research projects include causes of the widening gender gap in higher education in favor of women, the persisting gender gap in science and engineering education, social polarization in the United States and its link with segregation in social networks along several potential dimensions of social cleavage, and the study of social comparison and cumulative advantage processes as mechanisms contributing to rising inequality at the top of the earnings distribution.*

In this column, I do not take a position on whether the studies of secondary school climate in the 1960s and 1970s by Edward McDill and his associates were classics or “should have been” classics, but they are illuminating to revisit in light of contemporary research on teacher and school quality. The growing American literature on school and classroom effects has been driven in large part by the accountability movement of the 1980s and 1990s that was accelerated by the indictment of American education in the 1983 report, *A Nation at Risk*. As Schneider and Keesler (2007) recently reported, this reform movement has spurred academic efforts to produce reliable estimates of teacher and school quality with rigorous methodologies including randomized trials where possible to improve the quality of American education.

Revisiting the literature on secondary school climates from the 1960s and 1970s reminds us that these controversies are not new. Edward L. McDill and Leo C. Rigsby started their 1973 book, *Structure and Process in Secondary Schools: The Academic Impact of Educational Climates*, with the words:

Probably the most important premise in the current controversies regarding American education is the public belief that schools should have a strong “positive impact” on their students, not only by developing students, not only by

developing fundamental cognitive skills such as reading, arithmetic, and writing, but also by providing effective training in science, mathematics, and in other areas which are directly related to occupational and career success.

The controversies were framed differently in the two periods. In the late 1950s, Americans feared that we were falling behind the Russians in scientific productivity, while the contemporary critique of schools comprise discordant themes from the right and left side of the political spectrum in a turbulent marriage to what Schneider calls a “scientising” approach to educational research. These differences notwithstanding, the observation of McDill and Rigsby that “there is a great deal of skepticism about the effectiveness of schools, both ‘traditional’ and ‘innovative,’ in teaching fundamental cognitive skills and subject matter” could have been written yesterday.

McDill and associates tried and partially succeeded in breaking new ground with their school climate research. They argued in their 1973 book and also in their 1967 *Sociology of Education* article (McDill et al., 1967) that the literature on school effects as of the middle 1960s mainly focused on educational and occupational aspirations as the dependent variable and various measures of student culture (most often operationalized as the socioeconomic composition of the student body) as independent

variables.<sup>1</sup> McDill et al.'s study was innovative in several respects. First, they attempted to move beyond the predominant focus in sociology on student peer groups to look at teachers, at formal characteristics of the school (such as class size, tracking, and the educational level of the faculty), and at characteristics of the surrounding community. Second, they attempted to estimate these effects using a standardized measure of achievement so that they could compare performance across schools. They employed a research design using clustered data across 20 schools from Project Talent for which they had aptitude and achievement tests that provided a common metric of educational performance. They used survey data from both teachers and students in order to measure and estimate the effects of teacher variables along with institutional and community characteristics in a set of schools that were chosen to be diverse with respect to their formal characteristics and the communities within which they were located. Another strength of their study was their systematic attention to the possibility that school processes have different effects for boys and girls.

McDill et al.'s work also feels contemporary in its understanding of causal estimation. McDill and Rigby argue that the most rigorous approach to determining the effects of school climate on student performance would be to randomly assign students to high schools with different environments, and, failing that, to use panel data to control more effectively for non-random selection. However, they were limited to a cross-sectional research design with a too-small sample,<sup>2</sup> and, recognizing the limits of their study,

they labeled their substantive conclusions as "tentative."

Later work with Alexander (Alexander and McDill, 1976) made additional use of these data to study within-school differences as measured by college preparatory tracking. This work was notable for paying attention both to "causal effects" and to "mechanisms" that could account for the effects of college preparatory placement on subsequent achievement. The Alexander and McDill paper provided important insight into how the curriculum and peer environments within schools can differ substantially, and how socioeconomic background can affect student placement among these alternative environments. Schools thus provide both the opportunity for academic enhancement and a mechanism by which earlier status and academic advantage becomes maintained and enhanced via the process of assignment to curriculum tracks. Along with Alexander et al. (1978), this work conceptualizes resource allocation by schools largely in terms of both the resources allocated to the college and non-college tracks and the fraction of students allocated to one track or the other. Moreover, it conceptualizes the tracking debate in ways that anticipate the focus on heterogeneity of causal effects in the Rubin causal model.<sup>3</sup>

From today's perspective, McDill et al.'s studies of secondary school climate were limited in the way teachers and their pedagogical input were conceptualized even though the researchers

<sup>1</sup> McDill, of course, was one of the major contributors to this literature in his collaborative studies with James Coleman that followed up the experiences of the adolescents studied by Coleman in his book, *The Adolescent Society*, (Coleman 1961, McDill and Coleman 1963, McDill and Coleman 1965).

<sup>2</sup> "The ideal sample," they argued, "would be a large number of high schools" employing experimental or at least panel designs and also the use of an "ethnological"

approach (Pp. 24, 127-129). However, as they make clear, they didn't have the resources to pursue such a design.

<sup>3</sup> Alexander et al. (1978) ask whether the effect of assignment to the college track is bigger for those actually assigned (the "average treatment effect on the treated" or ATT) to the college track than it would be for students not assigned to the college track (the "average treatment effect on the untreated" or the ATU). They noted that defenders of tracking assert that the ATT is greater than the ATU, while critics assert that the ATU is greater than the ATT. Alexander and McDill's study does not provide an answer, but it certainly provides a cogent framing of the question.

made a point of collecting information from teachers as well as from students. Notably missing from their work – notably, that is, from the perspective of the accountability-driven research of today – was a focus on the skill of teachers or principals or on specific aspects of the curriculum as factors that could potentially improve educational outcomes. Even though McDill and associates surveyed both principals and teachers, they had no effective way to measure skill or curriculum as what educational scholars might today refer to as factors in an educational production function. Instead, their emphasis on school climate, while multidimensional in its operationalization, kept a primary focus on normative elements.<sup>4</sup> They also lacked the statistical tools as well as the research design needed to anticipate the contemporary “value-added” literature that finds systematic differences in the quality of teachers. Of course, the contemporary research on school and especially teacher quality has been much more successful to date in establishing that teachers differ in quality than in whether the sources of these differences stem from teacher influence on the normative climate, the content of their lessons, their level of organization, their cognitive knowledge, their success at keeping the student’s attention, their likability, or other dimensions.

While this older literature fell short of its ambition to illuminate fully the link between school climate and achievement or even whether it is the normative climate of the school that is the dominant dimension of quality, the work of McDill and associates provides a wealth of measures of school climate along multiple dimensions. Scholars who today are trying to understand the sources of school, classroom, and teacher quality might well profit from a close study of the theoretical

perspective and the school climate measures from these sociological classics.

## References

- Alexander, Karl L, Martha Cook, and Edward L. McDill. 1978. “Curriculum tracking and educational stratification: Some further evidence.” *American Sociological Review* p. 47–66.
- Alexander, Karl L. and Edward L. McDill. 1976. “Selection and allocation within schools: Some causes and consequences of curriculum placement.” *American Sociological Review* 41:963–980.
- Coleman, James S. 1961. *The adolescent society*. Free Press.
- McDill, E. L. and J. Coleman. 1963. “High school social status, college plans, and interest in academic achievement: A panel analysis.” *American Sociological Review* p. 905–918.
- McDill, E. L. and J. Coleman. 1965. “Family and peer influences in college plans of high school students.” *Sociology of Education* p. 112–126.
- McDill, Edward L, Edmund D. Meyers Jr, and Leo C. Rigsby. 1967. “Institutional effects on the academic behavior of high school students.” *Sociology of Education* p. 181–199.
- McDill, Edward L. and Leo C. Rigsby. 1973. *Structure and process in secondary schools: The academic impact of educational climates*. Johns Hopkins University Press.
- McDill, E. L, L. C Rigsby, and E. D Meyers Jr. 1969. “Educational climates of high schools: Their effects and sources.” *American Journal of Sociology* p. 567–586.
- Schneider, Barbara L. and Venessa A. Keesler. 2007. “School Reform 2007: Transforming Education into a Scientific Enterprise.” *Annual Review of Sociology* 33:197–217.

<sup>4</sup> “The measures of these various components are considered one of the most important accomplishments of the study since they represent comprehensives and direct indicators of the normative influences of school environment.” (McDill et al., 1969, p. 569).



## Five Questions to ... Michael Hout

by Megan Andrew

*Megan Andrew is Assistant Professor of Sociology at the University of Notre Dame. She is generally interested in the reproduction of socioeconomic inequality over time, particularly social-psychological facets of this process. Her dissertation examined socioeconomic inequalities and decision-making in post-secondary education. Her other research explores the long-term effects of primary grade retention and the intergenerational effects of health selection. Dr. Andrew is currently studying the intergenerational transmission of college selectivity.*

**The breadth of your work is quite large, with articles on religion, social inequality, politics, demographic techniques, and more. Can you say a little bit about how you came to study the topics you have?**

I actually get this question a lot. Eric Olin Wright writes in the beginning of *Class Counts* that one can be promiscuous on the dependent variable or on the independent variable. I am promiscuous on the dependent variable, but age-period-cohort and inequality are always on the right side of the equation. I always take a demographic approach.

The late Nick Mullins, one of my teachers at Indiana, characterized each sociological specialty according to its “first explanatory move.” Demographers, he said, start with the proposition that “people don’t change, they die.” Society changes when composition on key predictors changes because of fertility, mortality, or migration differences. Sometimes this demographic approach works; sometimes it doesn’t. It works well for explaining, say, the increase in evangelicalism in the U.S. population given the higher fertility of evangelical groups and relatively larger cohorts in the next generation. It doesn’t work well for explaining increased secularism in the U.S. though. And, it doesn’t necessarily point you in the right direction if it fails. But, at least you’re standing on a platform that says this much is due to cohort replacement, or whatever other demographic process, and this much is left unexplained.

The inequality part of my work is more typical. I think about how individuals and institutions

promote or mitigate the persistence of inequality from generation to generation or between different spheres of life. So, while theory in sociology of education tends to focus on the persistence of privilege (and there is plenty of that), the evidence that educational institutions, especially US colleges and universities, do more to promote opportunity and mobility is pretty strong. On the flip side, when Jeff Manza, Clem Brooks, and I looked at class-voting patterns in the US, we found modest fluctuation and realignment in a field that had dismissed class as a political factor.

**One thing about your work that makes it a bit different from other social demographers who study education is your willingness to tackle subjective aspects of social inequality and class. Why do you think subjective aspects of social class are important? Why do you think some scholars remain reticent to study them though interest in them is increasing?**

There is the skeptics’ view: If people can’t accurately tell you their income, how can they tell you how happy they are? But, these subjective measures of happiness, trust, and more that I use in my work yield the kind of robust data patterns that confirm their relevance. In the General Social Survey, the question on happiness has a rising income gradient over time. Also in the GSS, everybody becomes less trusting as inequality increases. People in more unequal places are particularly less trusting. These sorts of subjective aspects of social inequality and class matter because they contradict the commonplace



claims in political sociology that Americans do not see class.

I am very impressed with Andy Gelman's finding in *Red State, Blue State* that the class-voting connection in red states is much stronger than in blue states. To me, that means that the difference between Kansas and California is not that the Kansas lower and working classes are not class conscious—they are—but that the California upper middle class is not, at least in the conventional sense. Blue-state professionals vote for democrats despite their financial stake in policies more often pursued by Republicans. If any Americans have false consciousness it is affluent folks like me who put our preference for equality over our interest in preserving our privilege.

**You are preparing a book manuscript on access and opportunity in higher education. What are your main findings thus far? What lessons for higher education can we draw from them?**

The book started as a project on cohort squeeze in the UC system. From 2005 to 2010, that system had a record number of 18 to 24-year-olds applying, creating what some have referred to as Tidal Wave 2 as the Baby Boom echo entered the system. It significantly pushed the admission rate down and made it harder to attend college in the state of California. While I was researching and writing the book there were also marked tuition increases, the economic downturn and the subsequent collapse of credit markets, and increasing concern over student debt—themes I folded in with the original one of cohort squeeze. The thesis of my book-in-progress is that education is a valuable investment for individuals and their communities. As states have disinvested they threaten the future of their young people, their universities, and their economies. This is obviously important given these are exactly the institutions in U.S. society that help promote opportunity and mobility.

**A perhaps lesser-known aspect of your work is your efforts in national data collection with the General Social Survey and other studies. This is an important aspect because so many education scholars use these national data and because good data can be difficult to come by. If you were data dictator for a day, a week, a year—whatever, what data would you most like to collect and why?**

Given the paranoid nature of politics—I mean, we can't even do the American Community Survey without controversy—I worry about future data collection and dissemination efforts in the U.S. We lag behind other OECD countries with registry data, and in a knowledge-based economy, the less you know, the less you know. We do lead in access to secure data, with myriad opportunities to link data via user agreements and data enclaves. Nonetheless, we ought to develop a national registry or registry-like data if we want to remain a world leader in social science. US data collection — from the GSS to the ACS — relies on classic survey model: “Knock-knock. Please tell us something about you.” That model is breaking down. Response rates are expensive to maintain. We cannot do interviews over the phone anymore. And the data we get that way have always been error-ridden. Government agencies know the money they collected taxes on. That tends to be a more accurate indicator of earnings than what a person tells an interviewer.

Ultimately, I would like a copycat of the Swedish registry data. It is a shame that while the Social Security Administration (SSA) has marvelous earnings data it only has limited demographic data. We don't know educational credentials, and it is hard to know marital status in those data. I would like to see a random sample pullout from SSA data with supplemental surveys to fill them out, including self-reports of earnings. These sorts of data can help us really sort out the earnings-education correlation, including the measurement error in earnings reports that partly drive that correlation.

I also favor a national registry of high school students that could be used to track their high school graduation, college attendance, and work experience. The NCES cohort studies are useful but limited by attrition and measurement error. The IPEDS data track colleges and universities but not students. These sorts of data would allow us to diagnose and fix problems much faster.

**You've been in the business over thirty years now. What professional aspects of the discipline have changed the most and least?**

There are now many fewer collective goods in the academy—as in American society overall. When I began my career, there was much more emphasis on collective goods as opposed to hoarding data and expertise. Young people could start out at almost any institution, knowing that good work counted. Now, fiscal constraints at the institutional and federal level mean that young people have a harder time because they must latch onto established institutions with the necessary resources to do their work. This is a story of larger market forces and a fundamentally different funding environment. There's definitely an ebb and flow to these sorts of things, but the current environment in the academy is the same as the general story of American inequality. It's better for some, way worse for others.

While rudimentary data fly around the Internet quite freely, the cutting edge is in supplementing public data with details that uniquely identify individuals. If you work on or near a campus with a secure data facility you race ahead of those who lack that kind of access.

## Profiles of Section Members on the Job Market

**Sanae Akaba, PhD, University of Kansas, 2012**

**Research:** Sanae Akaba completed her doctoral dissertation at the University of Kansas, “Emotional involvement matters: An analysis of parenting patterns and academic outcomes of high school students in 1980, 1990, and 2002,” in May, 2012. It examined the relationship between parental practices and educational and developmental outcomes of high school students in 1980, 1990 and 2002, using three nationally represented datasets (HS&B, NELS, and ELS). Her research addressed a consistent finding in each of the periods and various social groups, namely that parental emotional involvement is a significant indicator of increased positive attitudes toward school, a key characteristic associated with high GPAs and high school completion. Sanae’s degree is in education, and her research interests are in the sociology of education and policies in urban school districts, with an emphasis on parental involvement in education and relationships between children and parents. Her immediate professional goal is to work in the field of urban education, focusing on the historical and social shifts in urban neighborhoods and changing family roles. She would also like to conduct research on parental involvement and racial minority students in urban high schools who plan to enter college, to identify predictors of their success in college and beyond. She is also interested in investigating the longitudinal effects of parental involvement policies in elementary and middle schools on students’ academic achievements.

**Dissertation Committee:** Dr. John Rury and Dr. Argun Saatcioglu

**Email:** akaba@ku.edu

**Steven Elias Alvarado, PhD, University of Wisconsin – Madison, 2011**

**Research:** Steven Alvarado’s interests include social stratification, quantitative methods, education, and health with a particular focus on immigrants and the children of immigrants in the United States. One line of his research focuses on unpacking how social contexts impact youth outcomes. For example, he has previously examined how friendships, especially college-oriented friendships, affect college application patterns among White and Latino youth (Alvarado and Lopez-Turley 2012). In his dissertation, Steven analyzed the effect that neighborhood social context has on math scores, reading scores, and obesity among urban minority youth. In a separate line of research, Steven has examined the role of violence in Latin America as a catalyst for emigration to the United States (Alvarado and Massey 2010). Current projects focus on the participation of Latino students in STEM (i.e., science, technology, engineering, and math) tracks in U.S. high schools and on the links between early health disparities and inequalities in educational and occupational attainment in adulthood. Steven is currently a postdoctoral fellow at the Center for Research on Educational Opportunity at the University of Notre Dame.

**Dissertation Committee:** Adam Gamoran (chair), Erik Olin Wright, Alberto Palloni, Thomas DiPrete, Stephanie Robert, and Douglas Massey

**Email:** salvarad@nd.edu

**Website:** <http://creo.nd.edu/creo-people/postdoctorate-fellow/#alvarado>

**Chase Michael Billingham**, Department of Sociology and Anthropology, Northeastern University

**Research:** My research examines urban education policy, the school choice movement, and parents' decisions regarding where to send their children to school. Using PUMS data from the U.S. Census Bureau, I trace recent trends in in-migration and out-migration in 28 American cities, investigating how migration patterns have differed between households with school-age children and those without children. I combine these data with city-level data on public school district characteristics, school assignment patterns, and school choice options to look at the circumstances under which school choice policies influence households' residential decisions.

Along with this quantitative research, I have worked closely with Shelley Kimelberg to examine middle-class school choice decisions at the micro level. Drawing on a series of in-depth interviews that we have conducted with middle-class parents in Boston, we have explored the criteria that middle-class families take into account when deciding where to enroll their children and whether to remain in the city or move to the suburbs. We have also shown how these micro-level decisions can have important implications for cities and school districts, leading potentially to higher levels of racial segregation in urban schools and complicating the process of gentrification. Out of this research, Kimelberg and I have written articles that are forthcoming in *Sociological Forum* and *Urban Education*.

**Dissertation Committee:** Matthew O. Hunt, Shelley McDonough Kimelberg, Liza Weinstein, Barry Bluestone, and John R. Logan

**Other Professional Skills and Interests:** I have previously taught courses on social theory and urban sociology. This fall I will be teaching an undergraduate statistics course. Along with my education research, my main interests are in urban sociology, urban public policy, racial stratification, and social theory.

**E-mail:** [billingham.c@husky.neu.edu](mailto:billingham.c@husky.neu.edu)

**Jill Bowdon**, Department of Sociology, University of Wisconsin-Madison

**Research:** Jill Bowdon is a Ph.D. candidate in the Sociology Department at the University of Wisconsin-Madison where she is both an Institute of Education Science Pre-doctoral Fellow and a Graduate Research Fellow at the Institute for Research on Poverty. Bowdon's research interests revolve around how race, gender, and poverty contribute to both non-cognitive and cognitive skill formation over the course of childhood. Under the advisement of her dissertation chair Thomas DiPrete, she examines how black-white differences in non-cognitive skills—such as attentiveness, self-control, interpersonal skills, and aggressiveness—evolve over different developmental stages and whether these skills have predictive validity for a variety of outcomes, most importantly, the growth of the black-white achievement gap. Using both the Early Childhood Longitudinal Study Birth and Kindergarten Cohort datasets, she examines black-white gaps in non-cognitive skills at 9 months, 2 years, preschool, kindergarten, and first through fifth grade to see how gaps change across age and whether these gaps vary at different points of the socioeconomic and cognitive ability distribution for girls and boys. She also investigates to what extent racial gaps originate in the structural disadvantages blacks face in home, school, and neighborhood environments. Her dissertation is funded through a \$25,000 dissertation fellowship from the Jack Kent Cooke Foundation and a dissertation fellowship from the Institute for Research on Poverty at University of Wisconsin-Madison. In addition to her dissertation, Bowdon is also working with Tom DiPrete to investigate causes and consequences of gender gaps in math self-assessment and with Adam Gamoran to estimate the causal impact of professional development.

**Shannon Calderone**, Higher Education and Organizational Change at the Graduate School of Education & Information Studies, University of California, Los Angeles

**Research:** College affordability has been frequently defined as the rational weighing of costs and benefits; a deliberative process of maximizing personal utility through the careful weighing of individual college-cost burdens against long-term human capital investment. However, this conventional understanding of affordability is misleading. In my dissertation project, I argue that a re-conceptualization of “affordability”, one that views this deliberative process as a mirror of our material position and cultural perspectives on the world, is necessary. In keeping with Bourdiean constructions of cultural capital, habitus and cultural field, I propose that family affordability *practices* not only reflect longstanding cultural and class-based understandings of money (and money decision-making), but, perhaps more importantly, demonstrate how postsecondary advantage and disadvantage are unwittingly reproduced across seemingly innocuous K-12 information practices, postsecondary pricing practices, and in state and federal aid policies. This dissertation project qualitatively examines how classed perspectives (i.e. class-based “tastes”) inform, shape, and influence cost decisions in the context of college decision-making. Using data from interviews with a select group of 64 high- and low-SES white and Latina high school seniors and their parents, I assert that the economic logic of class influences how affordability is *practiced* across families. By examining the specific antecedents and a priori conditions that reinforce advantage and disadvantage (family division of labor, planning and strategizing of college costs, informational resources and supports, and parenting values and logics), I suggest that “material positionality” provides a robust framework for understanding how family college affordability shapes opportunity and social mobility.

**Dissertation Committee:** Dr. Patricia McDonough, Dr. Robert Rhoads, Dr. Meredith Phillips, Dr. Rashmita Mistry

**Other Professional Skills & Interests:** Postsecondary Access & Opportunity; Educational Policy; Social theory; Qualitative Methods & Methodologies; Research Design/Instruction; Academic writing and writing methods

**Email:** scalderone@gmail.com

**Katherine Drake Czehut**, Department of Sociology, Harvard University

**Research:** International mathematics assessments have established students in East Asia as among the best in the world and their U.S. counterparts as mediocre. What is not clear is why this “achievement gap” exists. The last major study to address this question was published in 1992—prior to empirical and methodological advances in international comparative research on education. Prevailing wisdom points to unverified differences in cultural beliefs, which often leads to defeatist conclusions. This dissertation offers a fresh perspective by applying sociological theory and methods to the issue. Specifically, I rely on underutilized data from the 2003 and 2007 Trends in International Mathematics and Science Study (TIMSS) of fourth graders to compare educational systems across three major factors that influence math achievement: curriculum, teachers and parents.

My main empirical findings are that there is greater uniformity of math instruction across classrooms in the participating East Asian nations of Hong Kong, Japan, Singapore and Taiwan than in the U.S. and that, among all participating educational systems, average achievement tends to be higher in those with greater uniformity of instruction. The implication is that the institutional arrangements that allow for less uniformity of instruction across classrooms in the U.S. might be partially responsible for the gap. Cross-regional differences in teacher



effectiveness might also account for part of the gap, as three-level, hierarchical linear models of achievement in each nation indicate that U.S. math teachers are less effective than their East Asian counterparts—even after the quantity of instruction provided is taken into account.

**Dissertation Committee:** Mary C. Brinton (Advisor), Peter V. Marsden and Jason Beckfield  
Other professional interests: policy evaluation and research

**Other Professional Skills and Interests:** policy evaluation and research

**Email:** katedrake88@gmail.com

### David Diehl, PhD, Stanford University, 2011

**Research:** David Diehl is a postdoctoral fellow at the Duke University Network Analysis Center. David Diehl received his PhD from Stanford University in 2011 under the direction of Daniel McFarland. In various ways Dr. Diehl's research addresses largely unexplored questions about how the opportunity structures and cultural logics of schools and school practices shape, and are in turn shaped by, social networks and relationships. He is especially interested in how these dynamics play out during school change efforts as reformers attempt to instantiate contested moral ideals about how teachers and students ought to live and learn together. To this end, his work has focused on issues such as: how differences in organizational contexts can explain varying levels of segregation, hierarchy and clustering in adolescent school networks; using streaming discourse to data model variation in classroom interactional order in terms of the dynamic relationship between activity structures and forms of talk; and a case study of a failed small school reform explained in terms of the difficulty not of changing teachers' minds about their practice, but rather the structural and phenomenological nature of their relationships with each other with their students. Utilizing both quantitative and qualitative methods, Dr. Diehl works at the intersection of network analysis,

interactionism and organizational theory. Recent publications include: "Toward a Historical Sociology of Situations," *American Journal of Sociology*; "Classroom Ordering and the Situational Imperatives of Routine and Ritual," *Sociology of Education*; and "Methodological Transactionalism and the Sociology of Education," in the edited volume *Frontiers in Sociology of Education*.

**Email:** david.diehl@duke.edu

**Website:** <http://www.davidkdiehl.com/>

### Shannon Smythe Fleishman, Sociology Department, Pennsylvania State University

**Research:** Fleishman's current research focuses on the linkages between education and the labor market, especially at the community college level and among underrepresented populations in postsecondary education. The central question posed in her dissertation research is whether traditional explanations of the role of community colleges in society still hold today. Community colleges have changed notably since the 1960s when Burton Clark's foundational "cooling out" hypothesis was introduced. Using data from the ongoing Youth Development Study, a longitudinal study of 1,010 teenagers from St. Paul, Minnesota, Shannon's dissertation research builds on the emerging idea of "warming up" evident in more recent research on this topic (see especially: Adelman 2005; Alexander, Bozick, and Entwisle 2008; Deil-Amen 2006). Among other findings, her preliminary descriptive and inferential results suggest more "warming up" than "cooling out" of educational expectations among students attending two- and four-year institutions alike. Shannon is also in the process of gathering macro-level data to describe features of the community college not anticipated in earlier theoretical models. Taken together, these data will allow her to answer central questions about the role of the community college in the lives of contemporary youth from both the macro-structural and individual levels.



**Dissertation Committee:** David P. Baker (chair), Jeremy Staff, John Cheslock, and Leticia Oseguera

**Other Professional Skills & Interests:** Prior to pursuing her doctoral degree, Shannon worked as an analyst in the federal government while earning her MPP from Georgetown University and then as an institutional researcher at Prince George's Community College. These early educational and professional experiences drive Shannon's current research agenda, where she focuses on the linkages between education and the labor market, especially at the community-college level and among underrepresented populations in postsecondary education. In other research with Yuan Luo and her adviser David Baker, Shannon is investigating the growth of this unique institutional form internationally (particularly in China). Shannon also looks forward to incorporating her experiences as an AmeriCorps\*VISTA volunteer and promoting community service, civic engagement, and service learning in her future teaching and scholarly activities.

**Email:** [ssf122@psu.edu](mailto:ssf122@psu.edu)

**S. Michael Gaddis**, Department of Sociology, University of North Carolina at Chapel Hill

**Research:** The popular notion in U.S. society is that education is the great equalizer. From a young age, children learn that education helps individuals overcome social disadvantage and opens many doors of opportunity. Now more than ever, larger proportions of high school graduates are continuing on to a rapidly expanding higher education system that promises to equalize opportunities for all. But does it? Do higher education credentials result in similar employment opportunities for whites and blacks, men and women, or individuals from different social class backgrounds? Furthermore, how much of an advantage does a credential from an elite university provide? The answers to these questions are of considerable importance to a

wide group of individuals, including students, families, educators, policymakers, and researchers; yet to date, research has provided limited and contradictory answers. My dissertation addresses these questions through use of the first-ever computerized audit study of educational credentials. I use this experimental research design to match candidate pairs and apply for jobs listed on a national job search website. In total, I apply for 1,008 jobs over three geographic regions in the U.S. to examine how college selectivity, race, class, gender, geography, and major affect the likelihood of receiving an employer request via e-mail or phone for a job interview. Then, among those job candidates receiving responses I analyze how each attribute influences candidates' potential salary range. My dissertation contributes to our theoretical and empirical understanding of the possibilities and limits of education in reducing social inequality.

**Dissertation Committee:** Karolyn Tyson, Philip Cohen, Arne Kalleberg, Douglas Lauen, Ted Mouw, and Devah Pager

**Email:** [mgaddis@email.unc.edu](mailto:mgaddis@email.unc.edu)

**Website:** <http://www.stevenmichaelgaddis.com/>

**Anna R. Haskins**, Department of Sociology, University of Wisconsin—Madison

**Research:** My dissertation brings together research on racial disparities in education and work on the social consequences of rising black male incarceration rates to investigate how three of America's most powerful social institutions—the family, the school, and the penal system—jointly contribute to educational inequality. Using quasi-experimental methods and drawing on multiple datasets, I explore the effects of paternal incarceration on children's educational outcomes, school contexts, and academic trajectories through three specific questions. First, by analyzing data from a nationally representative sample of urban families, the Fragile Families and Child Wellbeing Study (FFCWS), I determine

whether children with incarcerated fathers perform less well on indicators of cognitive, behavioral, and social skills relevant to schooling. Second, using newly available FFCWS data on students' early elementary experiences and environments, I provide a descriptive picture of the types of schools children with incarceration fathers attend as well as explore if there is an effect of paternal incarceration on school-specific measures of academic outcomes. Third, by building a dataset of zip code-level prison admissions and release rates for cities in the FFCWS, I explore the potential of spillover effects of mass incarceration by looking at differences in educational outcomes of children living in areas with high and low incarceration rates. My overarching goal is to contribute to a more nuanced understanding of the role mass incarceration plays in both the intergenerational transmission of inequality and the persistence of racial disparities in educational outcomes.

**Dissertation Committee:** Thomas DiPrete (chair), Adam Gamoran, Pamela Oliver, Alice Goffman, and Katherine Magnuson

**Other Professional Skills and Interests:** social stratification, sociology of education, social consequences of mass incarceration, race and ethnicity, neighborhoods, and intergenerational social processes and the family

**Email:** [ahaskins@ssc.wisc.edu](mailto:ahaskins@ssc.wisc.edu)

**Website:** <http://www.ssc.wisc.edu/~ahaskins/>

**Megan Holland, Department of Sociology, Harvard University**

**Research:** Holland's dissertation examines the paths students from different social backgrounds take on the road to higher education. Existing research has tended to focus more on whether or not students go to college and less on *how* they got there, and so offers educators and policymakers few clues on how to improve access. I answer this *how* problem and examine the ways in which the traditional college choice model varies for disadvantaged students. I find

that institutions such as universities and high schools interact differently with students who have different levels of information, many times reinforcing these disparities. Drawing on extensive field research at two diverse high schools and interviews with 136 respondents, my dissertation consists of three papers that examine the three stages of the college-choice process – aspiration, search, and choice – and problematize the notion that students engage in similar decision-making and interactions with institutions in each stage.

Holland's first paper explores the college-for-all culture of high schools and the consequences for disadvantaged students when schools increase college aspirations without also increasing knowledge of how the application process works. My second paper focuses on the college search and identifies two different processes that students can engage in: systematic and haphazard. I find that low status higher education institutions use marketing tactics targeted to haphazard searchers to increase application numbers and argue that this recruitment contributes to horizontal stratification. My third paper analyzes guidance counselor assumptions about student help-seeking behaviors and points to how misinformation may contribute to students' college aspirations failing to materialize.

**Dissertation Committee:** Kathryn Edin (chair), Mary Brinton, William Julius Wilson, Jal Mehta (Harvard Graduate School of Education)

**Other Professional Skills & Interests:** Sociology of Education, Inequality, Gender, Race and Ethnic Relations, Social Stratification, Youth and Crime, Children and the Family, Qualitative Methods

**Email:** [mholland@fas.harvard.edu](mailto:mholland@fas.harvard.edu)

**Website:** [http://www.wjh.harvard.edu/soc/gs/Holland\\_Megan/](http://www.wjh.harvard.edu/soc/gs/Holland_Megan/)

**MaryJo Benton Lee, Ph.D., C.S.P.**

**Current Positions:** Assistant Professor (Adjunct), Department of Sociology and Rural Studies, South Dakota State University; Coordinator, South Dakota State University-Flandreau Indian School Success Academy

**Research:** My interests—as a scholar, teacher and activist—center around issues of equity and access as they relate to underrepresented students in higher education. My publications include:

- *Ethnicity, Education and Empowerment: How Minority Students in Southwest China Construct Identities* (Aldershot: Ashgate, 2001). As a visiting scholar at Yunnan Normal University, I studied minority nationality students, hugely underrepresented in higher education in the People's Republic of China. Drawing on theories of identity work and empowerment processes, I developed a model depicting the Construction of an Achievement-Oriented Self to explain the academic success of students where such success is unexpected.
- *Ethnicity Matters: Rethinking How Black, Hispanic and Indian Students Prepare for and Succeed in College* (ed.) (New York: Peter Lang, 2006). Returning home, I turned my attention to the study of model programs across the U.S. that are highly effective in preparing students from underrepresented groups for college. I created a model illustrating How Students of Color Succeed. The model draws heavily on critical race theory, particularly notions of community cultural wealth.
- *Success Academy: How Native Students Prepare for College—and How Colleges Can Prepare for Them* (New York: Peter Lang, forthcoming). My current work revolves around the South Dakota State University-Flandreau Indian School Success Academy, an early and intensive college preparatory program for American Indian high school students. For the past decade I have served as Success Academy's founding director.

The manuscript (in preparation) focuses on critical theory in practice and examines comprehensive school reform and K-16 partnerships.

**Email:** [maryjo.lee@sdstate.edu](mailto:maryjo.lee@sdstate.edu) (academic year); [mjblee@mchsi.com](mailto:mjblee@mchsi.com) (summer)

**Website:** <http://www.sdstate.edu/ode/AIECC/success-academy.cfm>

**Stacy Lom, Department of Sociology, Northwestern University**

**Research:** My dissertation examines the development and consequences of evaluative cultures (shared meanings and practices surrounding evaluation) through a comparison of two fields: figure skating, where evaluation is highly formal, and classical music, which operates under a range of evaluative cultures that are generally much less formal. Drawing on interview, ethnographic, and archival data, I address three core questions, focusing on the differences between formal and informal valuation: 1) Why do different fields develop different evaluative cultures? 2) How do different evaluative cultures affect performance and behavior? 3) How do different fields manage tensions between the technical and artistic sides of performance and evaluation? I argue that institutional politics, trust, and controversy play significant roles in determining the type of evaluative culture that operates in a certain context. I also suggest that formal evaluative cultures shape judging and performance more than informal cultures, and evaluators and performers within formal evaluative cultures distinguish between technical and artistic components more explicitly and emphasize technical components more than members of informal cultures. These differences arise from how formal cultures need to specify criteria more than informal cultures, and technical factors are generally much easier to define than artistic factors. Evaluation plays a central role in how we think about and organize the world, and my dissertation addresses how evaluation works in different contexts. My

research contributes to our understanding of the politics surrounding evaluation and how evaluation affects performance, and more broadly to the scholarship examining how rules affect organizations.

**Dissertation Committee:** Wendy Espeland (Chair), Bruce Carruthers, Gary Fine, Carol Heimer

**Other Professional Skills & Interests:** Sociology of Culture, Organizations, Sociology of Knowledge, Evaluation, Quantification, Qualitative Methods

**Email:** s-lom@northwestern.edu

**Patricia Maloney, Department of Sociology, Yale University**

**Research:** There has been much research on preservice teacher training that focuses on the efficacy of different certification routes. However, given the self-selection bias inherent in this training (an individual must choose a program and then choose a school to teach in), it is difficult to make a causal argument about the effects of training on teacher outcomes. Through a three-year ethnography, my dissertation, *Schools Make Teachers: The Case of Teach For America and Teacher Training*, makes the case that Teach For America is a natural experiment because it recruits a group of homogeneous individuals who are then trained to be more similar. Then, they divide into heterogeneous school situations, allowing us to see the effect of schools on teacher outcomes while controlling for teacher characteristics and initial training. In effect, it answers the following question: for this homogeneous group of teachers, does initial and on-going certification work override the school culture, or vice versa? In the case of these teachers, the school experience is the most important factor in shaping their pedagogical behaviors and attitudes. Some of them turn into what I term *achievers* – successful teachers who remain in teaching. However, some of these beginning teachers alternatively become *strugglers*. These teachers quickly lose their belief in their own self-efficacy and begin to hate

teaching, their students, and themselves. The differentiating factor that causes this divide is the teachers' administrator. Specifically, those administrators who are responsive, mandate a formal coaching system, and who use standardized tests as reasonable but ambitious goals create schools in which these beginning teachers thrive. In short, I find that the effects of training disappear immediately, thus signaling that school situation can override teacher homogeneity and training.

**Dissertation Committee:** Elijah Anderson, Julia Adams, Philip Smith, Emily Erikson

**Other Professional Skills & Interests:** My research interests are in the sociology of education, sociological theory, and social stratification. My main methodological interest is in qualitative research, especially in bodily co-present and online ethnographies, although I also use quantitative data (when appropriate) to contextualize my qualitative data. I have also begun to work in the sociology of religion, focusing on tattoos and conservative Christians' views on sexual education.

**Email:** patricia.maloney@ttu.edu

**Website:** [www.patriciamaloney.com](http://www.patriciamaloney.com)

**Allison Padilla-Goodman, Department of Sociology, The Graduate Center—City University of New York**

**Research:** My dissertation focuses on the bifurcated narratives of urban renewal in post-Katrina New Orleans. There is an overpowering narrative of hope and resiliency, largely defined by the idealistic young White newcomers who flock to New Orleans to be a part of the educational reform movement and become emblems of an idealized vision of the “new” New Orleans. Simultaneously, there is an undercurrent of a neglected African-American population who is being left behind by institutional change and embodies a narrative of disposability. I argue that Katrina became the opportunity to re-imagine the future of New Orleans and enact

radical educational reform, and this conversion of a tragedy into an opportunity has enabled the hegemonic redistribution of hope. With the uneven redistribution of hope, as some become symbols of the new city ideal and some are circumscribed out of it, I look at what it feels like for these actors—the idealized “renewers” and neglected “disposables”—to live out this vision of a reconstructed community. My analysis is informed by two years of ethnographic research with a non-profit organization, where I was immersed into both worlds fully: community organizing with educators and artists, and programming with teenagers in the city’s most challenged schools (including all of its alternative schools).

**Dissertation Committee:** Robert C. Smith, Michelle Fine, William Kornblum

**Other Professional Skills or Interests:** I have many years experience working in the school system. I am currently very interested in discussions around the charter school experiment—in New Orleans and nationally. Besides education, my areas of interest are Race and Ethnicity, Participatory Action Research and Qualitative Methodology, Violence/Criminology, Migration, Urban Sociology, Service-Learning and Gender.

**Email:** agoodman@gc.cuny.edu

**Oren Pizmony-Levy, Department of Sociology and Department of Educational Leadership and Policy Studies (dual major), Indiana University**

**Research:** International assessments of students’ achievements (IASA) – such as Trends in International Mathematics and Science Study (TIMSS) and Program for International Student Assessment (PISA) – appear to be a vital catalyst in the globalization of education. Currently, one-third of all countries participate in these assessments. Still, empirical research on the IASA is less extensive than might be expected. My

dissertation investigates the emergence and global diffusion of IASA over the past five decades. My point of departure is neo-institutional theory and its application to globalization; I extend this theoretical framework by exploring *processes* taking place at both global and local levels. Using archival research and interviews with 45 key-informants, I demonstrate how the field of IASA has developed in two phases. In the early decades (1960s-1980s), actors working in the field framed their work in terms of academic and intellectual endeavor (e.g., official reports were guided by specific research questions). Since the mid-1990s, however, actors working in the field frame their work in terms of global governance and auditing of educational systems (e.g., official reports include more ranking tables and less research questions). Furthermore, using original quantitative dataset, I find that regional and global factors, rather than national characteristics, affect the likelihood of countries to participate in IASA.

**Dissertation Committee:** Brian Powell (Co-Chair), Margaret Sutton (Co-Chair), Arthur Alderson, Heidi Ross, and Pamela Barnhouse Walters.

**Other Professional Skills & Interests:** Sociology of Education; Comparative Sociology/Education; Political Sociology; Environmental Sociology; LGBT Studies; Quantitative and Qualitative Methods; Social Networks

**Email:** opizmony@indiana.edu

**Website:** <http://www.orenpizmonylevy.com/>



**Heather E. Price, PhD, University of Notre Dame, 2012**

**Current Positions:** Assistant Director of the Center for the Study of Religion and Society and an affiliate of the Center for Research on Educational Opportunities at the University of Notre Dame

**Research:** Heather E. Price recently completed her dissertation in sociology at the University of Notre Dame where she worked with the faculty in the Center for Research on Educational Opportunity. Her dissertation entitled, “School Networks as School Resources: The Relationship of School Resources and School Community to School Effectiveness,” explores the faculty networks in 15 Indianapolis charter schools. With the generous support of the National Center on School Choice, she disseminated three waves of survey data to gather data on teacher, principal, and school staff relationship networks and their school engagement and school climate perceptions. In addition to collecting over 900 staff surveys, she extensively interviewed principals, and collected field observations for all of the schools and teachers. This data collection effort allowed her to explore the relationship of the faculty network social resources to school community and school engagement among staff and students. In addition to her interest in network analysis, school community, and school organization, her other research interests are in education policy and principal leadership.

Heather has lead- or solo-authored publications in *Educational Administration Policy*, *Educational Policy*, *Social Science Researcher*, *Sociology of Work*, and several edited volumes. She has also co-authored studies in *American Educational Research Journal*, *Social Science Researcher*, and a TCR edited volume. Heather actively consults for the Teaching and Learning International Survey (TALIS) group for the international Organization for Economic Cooperation and Development (OECD), working on teacher, principal, and school survey data for more than 35 countries.

**Dissertation Committee:** Mark Berends (Chair), Bill Carbonaro, Sean Kelly, Omar Lizardo

**Other Professional Skills & Interests:** Heather has extensive teaching experience. She has taught 23 college-level classes and taught in secondary education schools for more than five years in Milwaukee Public Schools district. Professionally, she has been active in AERA as a GSU representative for Division L, Politics and Policy and regularly reviews for several sociology and education research journals.

**Email:** [hprice@nd.edu](mailto:hprice@nd.edu)

**Website:** <http://nd.academia.edu/heatherprice>

**Allison Roda, Sociology and Education, Teachers College, Columbia University**

**Research:** Historically, in the New York City school system, Gifted & Talented (G&T) programs, which enroll students based on a single score on a standardized test, start as early as kindergarten and tend to result in racial and socio-economic segregation between academic tracks. This qualitative study examines how 45 advantaged parents make sense of where their children belong within a New York City elementary school with a majority white, self-contained G&T program and a majority black and Latino, General Education (Gen Ed) program. Based on the in-depth interviews with Incoming, G&T and Gen Ed parents, I found multiple contradictions between what they say they want for their child’s education—e.g. diverse, undivided schools—and what they actually choose—e.g. majority white G&T programs—when they are confronted with segregated school choices. In fact, even when parents admit that there is not much difference anymore between the two programs because there are more white children in the Gen Ed program now, they are all striving to be in the separate majority white G&T classrooms because that is where other parents like them are concentrated. By analyzing the interview data through a theoretical lens, this study broadens our understanding of the “structure of schooling”



by critically examining the multiple ways that parents interact with school policies and practices in a manner that consistently leads to social reproduction and segregation.

**Dissertation Committee:** Amy Stuart Wells, Aaron Pallas, Luis Huerta

**Email:** akr2107@tc.columbia.edu

**Gokhan Savas**, Department of Sociology,  
Syracuse University

**Research:** Females have been increasingly attending college, and have outnumbered males since the beginning of late 1980s (Snyder and Dillow 2011). While this female advantage has also been documented across all racial/ethnic groups, the size of the gap continues to vary among racial/ethnic groups. These differences suggest different causal factors may be at work (DiPrete and Buchmann 2006). My dissertation, "An Intersectional Analysis of the Female Postsecondary Advantage: Gender, Race and College Selectivity," focuses on the women and the university, specifically, the "female advantage" in access to higher education in America. The female postsecondary advantage refers to the fact that female college enrollment has increased, and women have outnumbered men on college campuses since the late 1980s. Utilizing the Educational Longitudinal Study of 2002 which is the most recent, nationally representative data of high school graduates, I investigate the factors that account for these gender differences. Also, I take into account the horizontal stratification in higher education, - that is college selectivity, - and look at racial/ethnic variations in the gendered college outcomes. My dissertation has been awarded a \$20,000 dissertation fellowship from the Association for Institutional Research (AIR), through the National Science Foundation (NSF) grant program.

**Dissertation Committee:** Amy Lutz, Yingyi Ma, Dalia Rodriguez, Janet Wilmoth and Andrew London.

**Other Professional Skills & Interests:** In addition to research experience, I have also taught several independent courses including Introduction to Sociology, Sociology of Family and Quantitative Research Methods. I am an experienced user of STATA and SPSS. Fluent in English and Turkish.

**Email:** gsavas@maxwell.syr.edu

**Website:** <https://sites.google.com/site/gokhansavas/>

**Lauren Schudde**, Department of Sociology,  
University of Wisconsin-Madison

**Research:** Lauren Schudde is a doctoral candidate in Sociology and an Institute of Education Sciences Pre-doctoral Fellow at the University of Wisconsin-Madison. Her dissertation is entitled, "Heterogeneous Treatment Effects in Higher Education: Exploring Variation in the Effects of College Experiences on Student Success." The National Academy of Education and Spencer Foundation, American Educational Research Association, Association for Institutional Research, and Institute for Research on Poverty all deemed Schudde's dissertation proposal meritorious of financial support. In the study, she utilizes both national longitudinal data and data from a statewide experiment with need-based financial aid to evaluate whether, how, and under what conditions college attainment is promoted through specific types of college experiences. This effort extends her earlier, published research on the effects of campus residency on undergraduate success. Early results from the dissertation suggest great variability in how students respond to popular approaches of engaging students. For example, the students least likely to interact informally with faculty are those that benefit most from the interactions, providing support for a stratification process Jennie Brand and Yu Xie refer to as the *negative selection hypothesis*. Similarly, racial/ethnic minority students from low-income families appear to benefit most from financial grant aid, at least in terms of boosting the time and effort they exert on studying.

Schudde seeks an academic position in either Sociology or Education, and is appropriately prepared to work in a research university or liberal arts college.

**Dissertation Committee:** Sara Goldrick-Rab (chair), Adam Gamoran, and Felix Elwert.

**Email:** schudde@wisc.edu

**Website:** <http://www.ssc.wisc.edu/~lschudd/>

### Dara Shifrer, PhD, University of Texas, 2012

**Research:** Dara Shifrer earned her doctorate from UT Austin, and began a one-year postdoctorate position under the direction of Ruth López Turley at Rice University's Houston Education Research Consortium, in the summer of 2012. Shifrer's broader research agenda focuses on: (1) how structural factors within society and educational institutions shape the life experiences of various status groups, and (2) how cultural and social psychological differences contribute to educational disparities. In her new position, her first major project will be to evaluate Houston Independent School District's teacher performance pay program. Shifrer's dissertation, funded by a National Science Foundation (NSF) grant awarded to Chandra Muller, explored the social and structural processes related to carrying the learning disability label (LD) during high school. She has published related studies in *Research in Social Science and Disability Series* (2010), *Journal of Learning Disabilities* (2011), and *Journal of Special Education Technology* (2010). Shifrer's dissertation research was also the foundation for studies on the high school course-taking of students labeled with an LD (recently revised and resubmitted to a top-tier education journal), and of students in an ESL program [a chapter in *Linguistic Minority Students Go to College: Preparation, Access, and Persistence* (2012)]. Shifrer recently revised and resubmitted a trend analysis on the college-going benefits of high school sports participation for diverse students. Shifrer has several other studies underway through her participation in Amy

Langenkamp's project on first-generation college-goers, and a survey on UT Austin's work environment climate for diverse faculty.

**Dissertation Committee:** Chandra Muller, Catherine Rieggle-Crumb, R. Kelly Raley, Robert Hummer, Debra Umberson

**Other Professional Skills & Interests:** In addition to her research skills (statistical programming, collection and analysis of qualitative data, and survey creation), Shifrer built other research-relevant skills as Chandra Muller's Project Coordinator of three years. She submitted grant proposals, obtained IRB approvals, compiled annual reports, facilitated access to restricted datasets, coordinated weekly project meetings, and managed undergraduate student workers. Shifrer and Muller wrote two grant proposals that were successfully funded by NSF. Shifrer's research is also informed by her experience teaching middle school math, two years at a school predominantly serving wealthy white students, and two years at a school predominantly serving poor Hispanic students.

**Email:** Dara.Shifrer@rice.edu

### Jessi Streib, Department of Sociology, University of Michigan

**Research:** Jessi Streib's research focuses on how schools and families contribute to or alleviate social class inequality. Her first project, which won the ASA Inequality, Poverty, and Mobility inaugural graduate student paper award and appears in *Qualitative Sociology*, uncovered how preschoolers' interactions with each other and with their teachers reproduced inequality. Jessi's dissertation turned her focus to marriages between first-generation and multiple-generation college graduates. Here, she draws upon interview data to reveal that the combination of a college degree and marriage to a partner from another class background did not lead to class assimilation. Rather, first-generation college graduates and multiple-generation college graduates continued to harbor systematically

different ways of understanding everything from work and money to housework, leisure, emotions, and parenting. She shows that these sensibilities are organized around a new binary – one that has new implications for how we think about inequality. These findings and others are under review in the form of a book manuscript and journal articles. Jessi's newest project turns to the intersection of higher education, class, and culture. Here she asks how first- and multiple-generation recent college graduates present themselves and their skills in their cover letters and resumes, as well as how employers evaluate any differences.

**Email:** [jessis@umich.edu](mailto:jessis@umich.edu).

**Website:** [www.jessistreib.com](http://www.jessistreib.com)

**Debbie Warnock, PhD, University of Washington, 2010**

**Current Position:** Visiting Assistant Professor, Sociology Department, Skidmore College

**Research:** My research interests comprise the areas of social stratification, race and ethnicity, and education, with the overarching goal of informing policy. My dissertation, which I defended at the University of Washington in 2010, focused on the effect of parents' perceptions of their ability to pay for college on students' expectations and preparedness behaviors in high school. Using the National Educational Longitudinal Study (NELS) and logistic regression methods, I analyzed the extent to which racial, ethnic, and socioeconomic differences in students' educational expectations and college readiness can be explained by parents' attitudes towards their abilities to finance a college education. My dissertation was funded by the Association of Institutional Research with a Cameron Fincher dissertation fellowship for the best dissertation proposal of the year in 2008 and by a West Coast Poverty Center fellowship.

Last year I designed and implemented a nationwide survey of graduate students in Sociology programs to analyze the extent to which class differences exist in students' experiences of graduate school. I found that students who identified as working or lower class were disadvantaged on a number of measures relative to their middle and upper class peers. One paper from this project has been published in *Innovative Higher Education*.

In my newest work I have continued to examine the extent to which racial, ethnic, and socioeconomic differences exist in perceptions of college costs and affordability. I am currently addressing these questions using the first wave of the High School Longitudinal Study (HSLs) data.

**Email:** [dwarnock@skidmore.edu](mailto:dwarnock@skidmore.edu)

## Profiles of Early Career Scholars

### Argun Saatcioglu



Argun Saatcioglu is an assistant professor of education and (by courtesy) sociology at the University of Kansas. He received his Ph.D. in 2007 in Organizational Behavior from Case Western Reserve University, specializing in sociology, organizations and education. He is interested in educational and organizational inequality,

and teaches classes on the sociology of education, sociology of organizations, and quantitative methods. His dissertation research addresses school effectiveness under conditions of racial segregation, desegregation, and re-segregation in a large urban school district, as well as the political dynamics that affect changes in public discourse on the virtues of school desegregation. Saatcioglu's findings indicate that racially/ethnically integrated schools have been more effective than segregated ones in adding value to various student outcomes despite the increasingly faint and negative public discourse on desegregation. His work in this area has been published in *Teacher's College Record* and *Social Science History*, and is forthcoming in *Dubois Review: Social Science Research on Race* (with Derrick Darby).

Saatcioglu also studies "spatial" aspects of racial and ethnic inequality in education, focusing particularly on the historical and contemporary dynamics of the urban-suburban divide in metropolitan areas, and the effects of this divide on attainment. His work (in collaboration with John L. Rury) has been published in *American Journal of Education* and in *Historical Methods*.

Saatcioglu is the PI on a recent grant from NSF's sociology program, for a project on organizational manipulation of disability categories, examining potential biases affecting minority students in urban districts. This project extends research on both

organizational sociology and educational sociology. It examines if schools migrate disabled white students to previously less prestigious categories (and infuse these categories with greater prestige and resources) when they face policy and judicial pressures to allow more black and Hispanic students access to traditionally more prestigious "white" categories, such as "learning disabled," with placement in regular (as opposed to self-contained) classrooms.

### Anna S. Mueller



Anna S. Mueller is Assistant Professor in the Department of Sociology at the University of Memphis, where she teaches courses in sociology of education, medical sociology, and social statistics. She received her Ph.D. in Sociology from the University of Texas at Austin in 2011,

where she was Population Research Center Graduate Student Trainee and NSF Graduate Research Fellow. Mueller's interests, broadly speaking, encompass the fields of education, health, work, and gender, and she also has methodological interests in hierarchical-linear modeling and social network analysis. She currently has three on-going research projects that investigate these themes.

With her dissertation research, Mueller employed the National Longitudinal Study of Adolescent Health and multi-level modeling to investigate the role high school weight cultures play in the development of adolescents' weight-loss behavior and self-perception. She used social comparison theories, specifically the idea of who may serve as a likely target for social comparison - general others, similar others, or high status others - to develop hypotheses about how the school context impacts various aspects of adolescents' body weight. Overall, her results indicated that there is a strong relationship between adolescents' weight-loss behavior and self-perception and the weight-related culture in the

school. Further, there appears to be some variation within the school in terms of which peers are most salient to adolescents' behaviors and self-perceptions. Both boys and girls are particularly impacted by the values and behaviors of similar others, when similarity is defined by same-sex adolescents of a similar body size.

Mueller's second major research agenda, with Drs. Chandra Muller and Kelly Raley, investigates disparities between men and women in earnings and promotions in academia. They use survey data linked to administrative records to analyze what gives rise to the gender gap in earnings at a major research university. Mueller and her colleagues' findings suggest that the most substantial salary disparity is among the most academically productive women and men. They find evidence that among successful women, their external success (e.g., recognition nationally) does not always translate into internal rewards. Overall, their analyses provide support for the position that inequitable workplace practices may give rise to gender gaps in tenure stream faculty salaries.

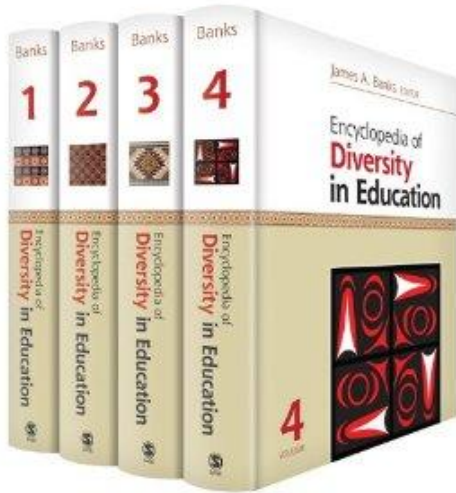
Since joining the faculty at the University of Memphis, Mueller has begun work in a new area of adolescent development in schools with Drs. Seth Abrutyn, Wes James, and Marty Levin, namely investigating the sociological factors that lead to adolescent suicidal behaviors. Using a similar theoretical framework to that of her dissertation and a variety of data sources, Mueller and her colleagues are investigating how suicides spread through adolescent social networks. In general, Mueller's research emphasizes that while schools are an important location for educational opportunities, their importance as a location for understanding adolescent health and well-being is also crucial.



## News from Section Members: Books

### Encyclopedia of Diversity in Education

by James A. Banks (ed.), (Sage Publications)



The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the state of research for students and professionals. American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live, work, and lead. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore research, policy, and practice issues and find answers to important questions about how diversity in U.S. education-enriched with theories, research and practices in other nations-are explained and communicated, and how they affect institutional change at both

the K-12 and postsecondary levels.

With about 700 signed entries with cross-references and recommended readings, the *Encyclopedia of Diversity in Education* (4 volumes, in both print and electronic formats) presents research and statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the *Encyclopedia* focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity, this volume contains entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this Encyclopedia covers the full spectrum of diversity issues, including race, class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work is the definitive reference for diversity issues in education in the United States and the world.

**Contributors** include Prudence L. Carter, Edith King, Gloria J. Ladson-Billings, Annette Lareau, and many others.

**James A. Banks** is Kerry and Linda Killinger Professor of Diversity Studies and Director of the Center for Multicultural Education at the University of Washington, Seattle.



## Becoming Right: How Campuses Shape Young Conservatives

By Amy J. Binder and Kate Wood (Princeton University Press)



In this book Amy Binder and Kate Wood (University of California, San Diego) look at how today's right-leaning college students experience life on two university campuses—one an elite private institution, the other a major public university—and how these students also participate in a web of conservative organizations that provide considerable resources to them. The authors show that the college years are not simply a time when students consolidate their 'natural political inclinations' developed in the family or during high school but, rather, provide the organizational settings in which contemporary styles of conservatism are created—conservative styles the authors call “provocative,” “civilized,” “highbrow provocative,” and “campaigning.” Different conservative styles, in this view, are largely the result of specific institutional contexts of meaning and organizational structures, and these styles have significant consequences in today's larger body politic.

Book chapters include discussion of conservative college student demographics at the national level, the range and variety of conservative organizations that mobilize students' activities and commitments, ethnographic details of conservatism at the two case study universities, a phenomenon the authors call conservative femininity among young right-leaning women, and a conceptual framework for understanding college campuses' contributions more generally to student identity, politics, and experience.

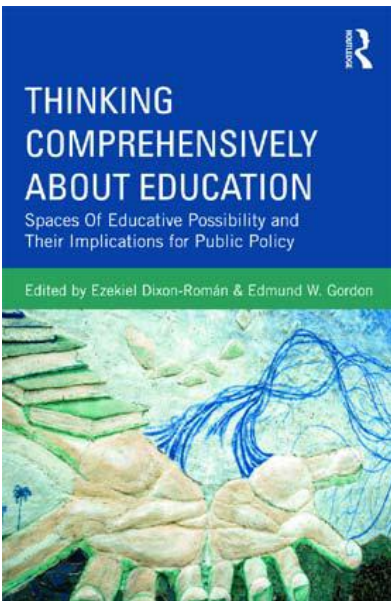
For more on the book, see <http://press.princeton.edu/titles/9841.html>

**Amy J. Binder** is associate professor of sociology at the University of California, San Diego. She is the author of *Contentious Curricula: Afrocentrism and Creationism in American Public Schools* (Princeton).

**Kate Wood** is a doctoral candidate in the department of sociology at the University of California, San Diego.

## Thinking Comprehensively About Education: Spaces of Educative Possibility and Their Implications for Public Policy

By Ezekiel Dixon-Román and Edmund W. Gordon (eds.), (Routledge)



While much is known about the critical importance of educative experiences outside of school, little is known about the social systems, community programs, and everyday practices that can facilitate learning outside of the classroom. *Thinking Comprehensively About Education* sheds much-needed light on those systems, programs, and practices; conceptualizing education more broadly through a nuanced exploration of:

- the various spaces where education occurs;
- the non-dominant practices and possibilities of those spaces;
- the possibilities of enabling social systems, institutions, and programs of comprehensive education.

This original edited collection identifies and describes the resources that enable optimal human learning and development, and offers a public policy framework that can enable a truly comprehensive educational system. *Thinking Comprehensively About Education* is a must-read for faculty, students, policy analysts, and policymakers.

### Selected Table of Contents

Foreword, Angela Glover Blackwell; Chapter 1 Introduction: **Social Space and the Political Economy of Education Conceived Comprehensively**, Ezekiel Dixon-Román; Chapter 2 **Toward a Re-conceptualization of Education**, Edmund W. Gordon with Paola Heincke and Kavitha Rajagopalan; **Social Systems & the Produced Spaces of Education Comprehensively Conceived**; Chapter 3 **Products of the Revolution: The Social System of Comprehensively Conceived Education in Cuba**, Ezekiel Dixon-Román; Chapter 4 **The Ethnic System of Supplementary Education: Lessons from Chinatown and Koreatown, Los Angeles**, Min Zhou; Chapter 5 **San Diego's Diamond Neighborhoods and The Jacobs Center for Neighborhood Innovation**, Andrea Yoder Clark & Tracey Bryan; **Programmatic & Institutional Production of Spaces of Education Comprehensively Conceived**; Chapter 6 **Re-Storying the Spaces of Education through Narrative**, Lalitha Vasudevan & Kristine Rodriguez; Chapter 7 **The Drum in the Dojo: Re-sounding Embodied Experience in Taiko Drumming**, Kimberly Powell; **Non-Dominant Everyday-Spatial Practices of Education Comprehensively Conceived**; Chapter 8 **The Cultural Modeling of Comprehensively Conceived Education**, Carol Lee; Chapter 9 **Theoretical Analysis of Resilience and Identity: An African American Engineer's Life Story**, Ebony McGee & Margaret Beale Spencer; Chapter 10 **Exploring Educative Possibility Through the Process of Learning in Youth Sports**, Na'ilah Nasir; Chapter 11 **We are the Ones: Educative Possibilities in Youth Poetry**, Korina Jocson; **Toward a Public Policy Agenda on Education Comprehensively Conceived**; Chapter 12 **The Challenges of Developing a Robust Knowledge Base on Complementary Education: Toward a Policy Relevant Research Agenda**, Jacob Leos Urbel & J. Lawrence Aber; Chapter 13 **A Broader and Bolder Approach for Newark**, Lauren Wells & Pedro Noguera; Chapter 14 **School Reform: A Limited Strategy in National Education Policy**, Edmund W. Gordon & Paola Heincke

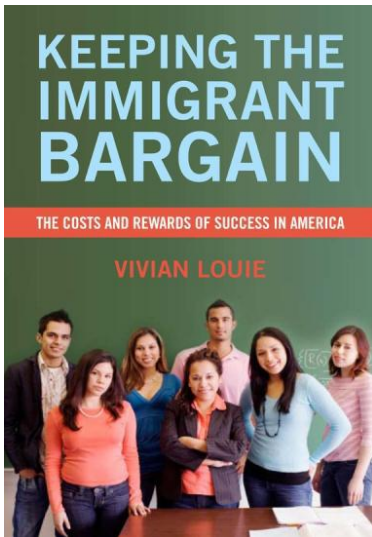
Website: <http://www.routledge.com/books/details/9780415894920/> ; 20% discount with discount code ERJ60

**Ezekiel Dixon-Román** is an assistant professor of social policy in the School of Social Policy & Practice at the University of Pennsylvania.

**Edmund W. Gordon** is the John M. Musser Professor of Psychology, Emeritus at Yale University; Richard March Hoe Professor, Emeritus of Psychology and Education, at Teachers College, Columbia University; and Director Emeritus of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University.

## Keeping the Immigrant Bargain: The Costs and Rewards of Success in America

By Vivian Louie (Russell Sage Foundation)



Most nineteenth and early twentieth-century European immigrants arrived in the United States with barely more than the clothes on their backs. They performed menial jobs, spoke little English, and often faced a hostile reception in the United States. But two or more generations later, the overwhelming majority of their descendants had successfully integrated into American society. Today's immigrants face many of the same challenges, but many experts worry that their integration, especially among Latinos, will not be as successful as their European counterparts. *Keeping the Immigrant Bargain* examines the journey of Dominican and Colombian newcomers whose children have achieved academic success one generation after the arrival of their parents. Sociologist Vivian Louie provides a much-needed comparison of how both parents and children understand the immigrant journey toward education, mobility, and assimilation.

Based on Louie's own survey and interview study, *Keeping the Immigrant Bargain* examines the lives of thirty-seven foreign-born Dominican and Colombian parents and their seventy-six young adult offspring—the majority of whom were enrolled in or had graduated from college. The book shows how they are adapting to American schools, jobs, neighborhoods, and culture. Louie discovers that before coming to the United States, some of these parents had already achieved higher levels of education than the average foreign-born Dominican or Colombian, and after arrival, many owned their own homes. The Colombian offspring had more material advantages than the Dominicans, while the Dominicans were twice as likely to require public assistance. Significantly, most parents in each group expressed optimism about their potential to succeed in the United States, while also expressing pessimism about whether they would ever be accepted as Americans.

In contrast to the social exclusion experienced by their parents, most of the young adults had assimilated linguistically and believed themselves to be full participants in American society. *Keeping the Immigrant Bargain* shows that the offspring of these largely working-class immigrants had several factors in common that aided their mobility. Their parents were highly engaged in their lives and educational progress, although not always in ways expected by schools or their children, and the children possessed a strong degree of self-motivation. Equally important was the availability of key institutional networks of support, including teachers, peers, afterschool and other enrichment programs, and informal mentors outside of the classroom. These institutional networks gave the children the guidance they needed to succeed in school, information the parents often did not know themselves.

While not all immigrants achieve such rapid success, this engrossing study shows how powerful the combination of self-motivation, engaged families, and strong institutional support can be. *Keeping the Immigrant Bargain* makes the case that institutional relationships—such as teachers and principals who are trained to accommodate cultural difference and community organizations that help parents and children learn how to navigate the system—can bear significantly on immigrant educational success.

**Vivian Louie** is associate professor of education at the Graduate School of Education, Harvard University

## News from Section Members: Awards and Announcements

- **Pamela R. Bennett** (Johns Hopkins University) and **Amy Lutz** (Syracuse University) will be **Visiting Scholars at the Russell Sage Foundation** during the 2012-13 academic year where they will co-write a book manuscript from their project "Parenting and Schooling in Diverse Families." The project uses survey, interview, social network, academic, and archival data from eighth-grade students, their parents, and personnel at two schools in a northeastern city to investigate the sources of variation in educationally-relevant parenting practices across social class, race/ethnicity, and nativity groups. Bennett has also been appointed Associate Professor of Sociology at Queens College, City University of New York, beginning in the fall.
- **David Baker** is the **primary investigator** of a \$610,000, new two-year study, "**Science Productivity, Higher Education Development and the Knowledge Society.**" The historical and futuristic study, funded by the Qatar National Research Foundation, will examine how the development of higher education has influenced the capacity for scientific knowledge production in Germany, U.S. China, Japan, Taiwan, and Qatar.
- **Charles E. Bidwell**, William Claude Reavis Professor of Sociology Emeritus at the University of Chicago, recently received the University of Chicago's **Norman Maclean Faculty Award** in recognition of his "extraordinary contribution to teaching."
- **Soo-yong Byun** will be joining the faculty of the Department of Education Policy Studies at the **Pennsylvania State University** as an assistant professor of Educational Theory and Policy in July 2012.
- **Audrey Devine-Eller** (PhD, Rutgers University, 2012) will be **Visiting Assistant Professor** at Grinnell College in the fall.
- **Richard M. Ingersoll** was selected as **Outstanding Researcher** in 2012 by the Association of Teacher Educators and delivered a keynote address at their annual meeting in San Antonio.
- **Beverly Lindsay**, Professor and Senior Scientist at The Pennsylvania State University, was awarded a **National Science Foundation Grant** –as the Principal Investigator—for the project entitled, "**A Comparative Study of STEM Graduate Education Between the United States and England.**" Co-PIs are located at the Institute of Education - University of London, University of Texas-El Paso, and Dillard University.
- **Anne McDaniel** (PhD, Ohio State University) will be joining the Department of Education at the **University of California at Irvine** as an assistant professor.
- **Lara Perez-Felkner** accepted a position at **Florida State University** as an Assistant Professor of Higher Education in their Department of Educational Leadership and Policy Studies, with a courtesy appointment in Sociology.

- **Stephen Plank** received the **President's Research Recognition Award** from Johns Hopkins University's President Ronald Daniels and JHU's Urban Health Institute. The award recognizes exceptional research related to urban issues in Baltimore, and is intended to further encourage community-based research across the University.
- ***Comparing Special Education: Origins to Contemporary Paradoxes*** (Stanford University Press, 2011), written by **John G. Richardson and Justin J.W. Powell**, received the **2012 Outstanding Book Award** from the American Education Research Association (Division B).
- **Veronica Terriquez** (Assistant Professor of Sociology, USC) and **Caitlin Patler** (Ph.D. Candidate in Sociology, UCLA) published the brief ***Aspiring Americans: Undocumented Youth Leaders in California*** with the USC Center for the Study of Immigrant Integration and the UC All Campus Consortium for Research on Diversity (UC ACCORD). This brief is based on web survey data collected from 410 undocumented young adults who reported current membership in an immigrant youth organization. The authors compare the experiences of this highly selective group of undocumented leaders to those of a representative sample of 2,200 young adults who attended high school in California before the age of 17. A link to the research brief can be found here: [http://csii.usc.edu/aspiring\\_americans.html](http://csii.usc.edu/aspiring_americans.html).



## 2012 Section Awards

### The David Lee Stevenson Award (for the Best Graduate Student Paper)

**Committee:** Jessica McCrory Calarco (Penn), Robert Crosnoe (Texas), Regina Deil-Amen (Arizona), Benjamin Gibbs (BYU), Dan McFarland (Stanford), and Linda Renzuli (Georgia)

*This award is for the best paper written by a graduate student in the field of sociology of education. This award is made annually. The author (or first author) must be a graduate student at the time of submission and all authors must have been graduate students when the paper was written. Papers submitted to the previous year's competition are not eligible.*

**Winner:** Margaret Frye (PhD Candidate, University of California-Berkeley) for her 2012 article "Bright Futures in Malawi's New Dawn: Educational Aspirations as Assertions of Identity" (*American Journal of Sociology* 117: In Press)

**Honorable Mention:** Ervin (Maliq) Matthew (PhD Candidate, Ohio State University) for his 2011 article "Effort Optimism in the Classroom: Attitudes of Black and White Students on Education, Social Structure, and Causes of Life Opportunities" (*Sociology of Education* 84:225-245)

**Honorable Mention:** Ann Owens (PhD Candidate, Harvard University) for her 2010 article "Neighborhoods and Schools as Competing and Reinforcing Contexts for Educational Attainment" (*Sociology of Education* 83: 287-311)

### The Pierre Bourdieu Award (for the Best Book)

**Committee:** Irene Beattie (UC Merced), Pamela Bennett (Hopkins), Amy Binder (UCSD), Yasmiyn Irizarry (Mississippi State), and Anna Mueller (Memphis)

*This award is for the best book in the sociology of education published in the two preceding years. This award is made annually.*

**Winner:** Dr. Carolyn Tyson (Associate Professor, University of North Carolina) for her book 2011 *Integration Interrupted: Tracking, Black Students, and Acting White after Brown* (Oxford University Press)

### The James Coleman Award (for the Best Article)

**Committee:** Richard Arum (NYU), Dennis Condron (Oakland), Ruth N. López Turley (Rice), and Hyunjoon Park (Penn)

*This award is for the best article in the sociology of education published in the two preceding years. This award is made annually.*

**Winner:** Dr. Jennie Brand (Associate Professor, University of California-Los Angeles) and Dr. Yu Xie (Professor, University of Michigan) for their 2010 article "Who Benefits Most from College? Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education" (*American Sociological Review* 75:273-302)

**Honorable Mention:** Dr. Lauren Rivera (Kellogg School of Management, Northwestern University) for her 2011 article "Ivies, Extracurriculars, and Exclusion: Elite Employers' Use of Educational Credentials" (*Research in Social Stratification and Mobility* 29:71-90)





**Emancipatory Projects,  
Institutional Designs,  
Possible Futures**

August 17-20 • Denver, Colorado  
Colorado Convention Center & Hyatt Regency

Below you will find a listing of the Sociology of Education Section sessions and events, in addition to education related Regular sessions at the ASA Annual meeting. Locations are to be announced. For the preliminary program, visit: <http://convention2.allacademic.com/one/asa/asa12/>

See you all soon in Denver!

**Section Reception**

Sunday, August 19  
6:30pm – 8:00pm

**Section Dinner**

Sunday, August 19  
8:00pm – 10:00 pm

**Section Business Meeting**

Monday, August 20  
11:30am – 12:30pm

**Section Sessions** – See following page

## Sociology of Education Section Sessions

Organizers: Megan Andrew and Mark Berends, University of Notre Dame

### How Social Class Works in Higher Education

*Sunday, August 19; 8:30am - 10:10am*

*Discussant: Patricia Marie McDonough, University of California-Los Angeles*

*Presider: Megan Andrew, University of Notre Dame*

- Unequal Access to Shadow Education and Its Impacts on Academic Outcomes: Evidence from Korea, *Jaesung Choi, University of Pennsylvania*
- Capital Into Action: Mapping the Effects of Capital Accumulation Accelerators for Lower-income Black Undergraduates, *Anthony Abraham Jack, Harvard University*
- Public and Private Lives: Institutional Structure and Personal Supports in Low-income Single Mothers' Educational Pursuits, *Christine Cerven, University of California-San Diego; Vicki Park, University of California-San Diego*
- The Double Bind of Social Ties: Social Capital for Low Socio-economic Status Students at Elite Colleges, *Elizabeth Morgan Lee, Hamilton College*

### Gender Differences in Education

*Sunday, August 19; 10:30am - 12:10pm*

*Discussant: Claudia Buchmann, Ohio State University*

*Presider: Lara Cristina Perez-Felkner, University of Chicago-National Opinion Research Center*

- Re-Examining Gender Gaps in Self-assessment of Math Ability, *Jill Bowdon, University of Wisconsin-Madison; Thomas A. DiPrete, Columbia University*
- Gender Differences in Postsecondary Matriculation: Rurality, the Local Labor Economy, and Gender Role Socialization, *April Sutton, University of Texas-Austin*
- Sex and Scholastic Success: Cultural Narratives and Demographic Outcomes in Malawi, *Margaret Frye, University of California-Berkeley*
- Career Decision-Making Among Fourth-Year Doctoral Students: How Does Discipline Matter? *Cayce C. Hughes, University of Chicago; Jenifer L. Bratter, Rice University; Bridget K. Gorman, Rice University*

### International Perspectives on Educational Expansion

*Sunday, August 19; 4:30pm – 6:10pm*

*Discussant: Samuel R. Lucas, University of California-Berkeley*

*Presider: Megan Andrew, University of Notre Dame*

- Variation by Nation in the Heritability of Educational Attainment: An International Meta-analysis, *Amelia R. Branigan, Kenneth McCallum, and Jeremy Freese, Northwestern University*
- Expansion and Inequality of Educational Opportunity: A Comparative Study, *Yossi Shavit and Eyal Bar Haim, Tel Aviv University*
- Equal Opportunity, Unequal Access: The Role of Proximity at Gateways to Higher Education in China, *Tony Tam, The Chinese University-Hong Kong and Academia Sinica; Jin Jiang, The Chinese University-Hong Kong*

### Race, Ethnicity, and Nativity in Education

Monday, August 20; 8:30am - 10:10am

Presider: Dara Renee Shifrer, University of Texas-Austin

- What's Race Got to Do With It? Navigating Multiple Identities in Law School, *Yung-Yi Diana Pan, University of California-Irvine*
- Winners and Losers: Teachers' Perceptions of the Children of Immigrants, *Sarah F. Blanchard, University of Texas-Austin*
- In Need of Leverage: The Blind Spot with Focusing on Identity and School Outlooks, *Maria G. Rendon, University of California-Irvine*
- Anti-Academic Norms, Peer Harassment, and Race, *Robert W. Faris, University of California-Davis*

### Social Composition and Organization Effects in Education: Schools and Networks

Monday, August 20; 12:30pm - 2:10pm

Discussant: Kenneth A. Frank, Michigan State University

Presider: Jeffrey Grigg, University of Wisconsin-Madison

- Negotiating Disparate Social Contexts: Evidence from a Random-assignment Desegregation Plan, *Kendra Bischoff, Stanford University*
- Bullying in American Schools: How Do School Environment and Racial Composition Matter? *Lisa M. Williams and Claudia Buchmann, Ohio State University*
- Gender Differences in the Causal Effect of Peer SES: Evidence from Two Quasi-experimental Case Studies, *Joscha Legewie and Thomas A. DiPrete, Columbia University*
- Unpacking the Process: Understanding Factors that Shape Trajectories of Exposure to School Segregation, *Siri Warkentien, Johns Hopkins University*
- Exploring Socioeconomic Friendship Segregation, *Elena Grewal, Stanford University*

### Sociological Perspectives on Education Reform

Monday, August 20; 2:30pm - 4:10pm

Discussant: Mark A. Berends, University of Notre Dame

Presider: Jennifer Jennings, New York University

- The Mediocre Performance of U.S. Students on International Education Tests: Are Schools to Blame? *Joseph Merry, Ohio State University*
- Variation in Content Coverage by Classroom Composition: An Analysis of Advanced Math Course Content, *Elizabeth A. Covay, University of Pennsylvania*
- Principals' Interactions With Teachers: How Principals' Social Characteristics Relate to School Community and Teacher Commitment, *Heather E. Price, University of Notre Dame*
- Public School Grade Retention Rates in the United States: Estimates by State, Grade, Year, and Race/Ethnicity, *John Robert Warren and Jim Saliba, University of Minnesota*
- At Risk for Re-segregation? Race, Class and Attitudes Towards School Assignment Policies in Raleigh, *Toby L. Parcel, Andrew J. Taylor, and Josh Hendrix, North Carolina State University*

## Sociology of Education Section Roundtable Sessions

Monday, Aug 20 - 10:30am - 11:30am – Followed by the Section's Business Meeting at 11:30

- Table 01. *Academic and Non-Academic Considerations in College Success*
- Table 02. *Antecedents of Success in STEM*
- Table 03. *Different Ends of the Spectrum: The Effects of Socioeconomic Status on Education and Their Mechanisms*
- Table 04. *Early Childhood and Proximal and Distal Education Outcomes*
- Table 05. *Education and Health*
- Table 06. *Extracurricular Activities*
- Table 07. *First Generation and Non-Traditional College Students*
- Table 08. *Immigrant Children, Education, and Their Outcomes*
- Table 09. *Inequalities in College Application and Choice*
- Table 10. *Integration in Higher Education*
- Table 11. *Minority and Immigrant Parents in the Educational Attainment Process*
- Table 12. *Neighborhood and School Effects*
- Table 13. *Non-U.S. Perspectives on Education*
- Table 14. *Organizational Perspectives on Education*
- Table 15. *Other Significant Others in the Educational Attainment Process*
- Table 16. *Perceived and Real Costs and Returns in Higher Education*
- Table 17. *Perpetuating Race-Ethnic Inequalities in Schools and Curricula*
- Table 18. *Racial-Ethnic Differences in Elite Higher Education Institutions*
- Table 19. *(Re)Examining Educational Expectations, Aspirations, and Values*
- Table 20. *School Choice and Sector Effects*
- Table 21. *School Discipline*
- Table 22. *Social Capital in Education: Family and School-based Groups*
- Table 23. *The Role of Identity in Educational Attainment*
- Table 24. *The Role of Teachers, Schools, and States in Education Reform*
- Table 25. *The Work of Higher Education*

## **“Education” Regular Sessions**

**Organizer: Irene R. Beattie, University of California-Merced**

### **Neighborhood and School Contexts**

*Friday, August 17; 10:30am - 12:10pm*

*Discussant: Linda Renzulli, University of Georgia*

- Effects of Affluent Suburban Schooling: Learning Skilled Ways of Interacting with Educational Gatekeepers, *Simone Ispa-Landa, Northwestern University*
- High School Resources: Equalizers, Stratifiers, or Mirrors? *Joshua Klugman, Temple University*
- The Limits of Math Proficiency: How Individual and School Characteristics Shape Math Course Placement, *Will Tyson, University of South Florida; Josipa Roksa, University of Virginia; Rheta Lanehart, University of South Florida*
- Movers versus Stayers: Neighborhood Effects on Achievement Scores, *Steven Elías Alvarado, University of Notre Dame*
- The Neighborhood Context of Parental Involvement in Schools, *Jeremy Fiel, University of Wisconsin-Madison; Anna R. Haskins, University of Wisconsin-Madison; Ruth N. Lopez Turley, Rice University*

### **Change and Stability in Schools as Organizations**

*Friday, August 17; 2:30pm - 4:10pm*

*Discussant: Irene R. Beattie, University of California-Merced*

- Charter Schools: Another Name for the Same Thing?: Charter School Innovation Over Time, *Linda Renzulli, Christen Lynn Bradley, Ashley Brooke Barr, and Maria T. Paino, University of Georgia*
- Nothing New Under the Sun: A Century of Education Reform Discourse, *Sanja Jagesic, University of Chicago*
- Ability Grouping and Students’ Mathematics Gains in Charter and Traditional Public Schools, *Mark A. Berends and Kristi L. Donaldson, University of Notre Dame*
- Collective Pedagogical Teacher Culture, Teacher Job Satisfaction, and Race, *Elizabeth Stearns, Neena Banerjee, Roslyn A. Mickelson, and Stephanie Moller, University of North Carolina-Charlotte*
- Pride and Shame in “Ghetto” Schools: The Effects of School Culture on Teacher Racial Identification, *Jessica Cobb, University of California-Berkeley*

### **Parental Influences on Educational Outcomes**

*Friday, August 17; 4:30pm - 6:10pm*

*Discussant: Simon Cheng, University of Connecticut*

- Household Income and Children’s Academic Achievement: A Cross-national Comparison, *Sean F. Reardon and Anna Katyn Chmielewski, Stanford University*
- The Effect of Multi-generational Institutionalized Cultural Capital on Parenting Practices and Educational Outcomes, *Susan A. Dumais, Louisiana State University; Laura Nichols, Santa Clara University*
- Determinants of Educational Developmental Outcomes among Adopted and Non-Adopted Children, *Regina Werum, National Science Foundation; Irene Browne, Emory University; Tomeka M. Davis, Georgia State University*

- Unintended Consequences of Mass Imprisonment: Effects of Paternal Incarceration on Child School Readiness, *Anna R. Haskins, University of Wisconsin-Madison*
- Watching Teachers: Parent Surveillance Inside the Schoolhouse, *Elizabeth McGhee Hassrick, University of Chicago*

### Race/Ethnicity, Curriculum, and Achievement

*Sunday, August 19; 8:30am - 10:10am*

Discussant: *Pat Rubio Goldsmith, University of Wisconsin-Milwaukee*

- Ostracism or Opportunity? Explaining the Popularity Penalty for High-achieving Black Students, *Karolyn Tyson, UNC-Chapel Hill; William Darity, Duke University; Hedwig Eugenie Lee, University of Michigan; Brandon G. Wagner, UNC-Chapel Hill; Kathleen Mullan Harris, UNC-Chapel Hill*
- The Intersection of Race, Ethnicity, and Disability: Testing Racial/Ethnic Bias in Referrals to Special Education, *Rachel Elizabeth Fish, University of Wisconsin-Madison*
- The Interactive Effect of Racial Composition and Curricular Practices on Immigrant Students' Mathematics Achievement, *Martha Cecilia Bottia, Roslyn A. Mickelson, Elizabeth Stearns, and Stephanie Moller, University of North Carolina-Charlotte*
- Beyond Black and White: The Effects of Racial and Economic Composition on Low-Income Students' Achievement, *Queenie X. Zhu, University of California-San Diego*
- Racial Segregation and the Black/White Achievement Gap, 1992-2009, *Dennis J. Condran, Oakland University; Daniel B. Tope, Florida State University; Christina R. Steidl, Emory University; Kendralin Freeman, Hobart and William Smith Colleges*

### **"Sociology of Higher Education" Regular Sessions**

**Organizer: Josipa Roksa, University of Virginia**

### Inequalities in College Access and Completion

*Friday, August 17; 2:30pm - 4:10pm*

Discussant: *Ruth N. Lopez Turley, Rice University*

Presider: *Fabian T. Pfeffer, University of Michigan*

- Changes in Ascribed and Achieved Advantage in American Higher Education, *Eric Grodsky, University of Minnesota; Evangeleen Pattison, University of Texas-Austin*
- Falling Short of College: Family Relationships and Downward Mobility, *Elizabeth Dayton, Johns Hopkins University*
- Gender, Debt, and Dropping Out of College, *Rachel E. Dwyer, Ohio State University; Laura McCloud, Pacific Lutheran University; Randy Hodson, Ohio State University*
- Interpreting Community College Effects in the Presence of Heterogeneity and Complex Counterfactuals, *Jennie E. Brand, University of California-Los Angeles; Fabian T. Pfeffer, University of Michigan; Sara Goldrick-Rab, University of Wisconsin-Madison*
- "Being Someone:" Realizing and Revising the Educational Aspirations and Expectations of Latino/a College Aspirants, *Sarah M. Ovink, Virginia Polytechnic Institute and State University*



### Colleges as Organizations: Status, Legitimacy, and Differentiation

*Sunday, August 19; 8:30am - 10:10am*

*Discussant: David P. Baker, Pennsylvania State University*

*Presider: Janice McCabe, Florida State University*

- Football as a Status System in U.S. Higher Education, *Arik Lifschitz, Stanford University; Michael Sauder, University of Iowa and Harvard University; Mitchell L. Stevens, Stanford University*
- Peer Effects in Tournaments for Prestige: Evidence from Dynamics in Ranks of U.S. Colleges and Universities, *Noah S. Askin and Matthew S. Bothner, University of Chicago*
- Between Strategy and Conformity: A Status-based Explanation of Academic Program Differentiation, *Craig M. Rawlings, University of California-Santa Barbara*
- Selling the “Practical” MBA: How Corporate Universities Profited from a New Market for Managers *Nidia Isabel Banuelos, University of Chicago*
- Resisting the Vocational, Creating Dilettantes: Internships and the Liberal Arts, *Lauren Valentino, University of North Carolina-Charlotte*

### Money, Markets, and Politics in Higher Education

*Monday, August 20; 8:30am - 10:10am*

*Discussant: Eric Grodsky, University of Minnesota*

*Presider: Pamela R. Bennett, Johns Hopkins University*

- The Costs of Responsibility: Americans’ Views on the Funding of College, *Brian Powell, Kristin Marie Jordan, and Oren Pizmony-Levy, Indiana University*
- Disparities in Debt: Parents’ Socioeconomic Resources and Young Adult Student Loan Debt, *Jason N. Houle, University of Wisconsin-Madison*
- The Revenue Profiles of Public Universities: Diversity, Change Over Time, and the Role of Services, *Sondra N. Barringer, University of Arizona*
- Creating the Conservatism: How Campuses Shape Political Discourse and Style, *Amy J. Binder and Kate Wood, University of California-San Diego*
- Expansion in Higher Education and Political Tolerance in Taiwan, *Wei-Lin Chen, University of Iowa*

### Patterns and Consequences of College Sorting

*Monday, August 20; 2:30pm - 4:10pm*

*Discussant: Catherine Riegle-Crumb, University of Texas-Austin*

*Presider: Lara Cristina Perez-Felkner, University of Chicago-National Opinion Research Center*

- Local Decision Making in College Students’ Selection of Major, *Christopher George Takacs, University of Chicago; Daniel F. Chambliss, Hamilton College*
- Applying Social Theories to Study and Shape Development of Biomedical Scientists and Diversify the Field, *Rick McGee, Northwestern University; Michelle E. Naffziger, Northwestern University; Jennifer Richardson-Stovall, Loyola University-Chicago; Simon N. Williams, Northwestern University*
- Hispanic-serving by Design: Characteristics of Hispanic Students Across a New Typology of Hispanic Serving Institutions, *Pamela R. Bennett and Robert Nathenson, Johns Hopkins University;*

- Homogamy on Campus: College Attendance and Partnering Patterns, 1975-2005, *Karly Sarita Ford, New York University*
- The New Credential Society: An Audit Study of Race and College Selectivity in the Labor Market, *S. Michael Gaddis, University of North Carolina-Chapel Hill*

## **“Educational Policy” Regular Sessions**

**Organizer: Deborah Warnock, Skidmore College**

### **Accountability Policies and Student Achievement**

*Saturday, August 18; 12:30pm - 2:10pm*

*Discussant: Adam Gamoran, University of Wisconsin-Madison*

*Presider: Heather E. Price, University of Notre Dame*

- Measure for Measure: Quantifying Inequality in an Age of Educational Accountability, *Jennifer L. Jennings, New York University; Heeju Sohn, University of Pennsylvania*
- Moving Forward Together or Drifting Apart? High-stakes Accountability and Equality of Educational Opportunity, *Barbara Falk Condliffe, Johns Hopkins University*
- Fourth Grade Retention and Reading Achievement in Texas, *Jon Lorence, University of Houston*
- A Global Comparison of Educational Markets—The Effects of School Choice, Testing, and Accountability, *Daniel A. Long and Catherine Doren, Wesleyan University*
- Federal Education Policy and Inequality: Cultural Logics and Discursive Framing in Congressional Hearings, 1965-2001, *Emily Meanwell, Indiana University*

### **The Expansion of Educational Opportunity and Student Outcomes**

*Monday, August 20; 12:30pm - 2:10pm*

*Discussant: Thurston A. Domina, University of California-Irvine*

- China’s Higher Education Policy and Social Stratification, *Wei-Jun Jean Yeung, National University of Singapore*
- Does Educational Expansion Create Better Jobs? State Compulsory Schooling Laws, Occupational Distribution, and Attainment, *Emily Rauscher, New York University*
- Effects of High School Mathematics Graduation Requirement on Student Educational Outcomes, *Guan K. Saw and Michael Broda, Michigan State University*
- Basing College Chances on Lottery Dreams, *Kelly Iwanaga Becker and James Rosenbaum, Northwestern University*

**In the next issue....**

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

**Submit contributions for the next newsletter to  
April Sutton  
[suttonam@prc.utexas.edu](mailto:suttonam@prc.utexas.edu)**



