

# Society for the Study of Social Problems

*In Pursuit of Social Justice*

EDUCATIONAL PROBLEMS DIVISION

## INCLUDED IN THIS ISSUE:

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SEATTLE

globalizing social problems 

**SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS**  
**66TH ANNUAL MEETING • SEATTLE, WA**  
**WESTIN SEATTLE HOTEL • AUGUST 19-21, 2016**

## Division Chair

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## Newsletter Editor

Mollie Davis  
Drexel University  
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## Message from the Division Chair

Spring is here which means many of you will be preparing to participate in the 2016 SSSP meetings in Seattle. With a theme of “Globalizing Social Problems,” we are sponsoring an exciting line-up of Educational Problems sessions. Our thematic sessions include “Global Conflicts: Migration, Immigration, and Schooling” and “Pedagogical (R)evolutions in a Globalizing World.” Other important themes included in our sessions address issues of educational programs designed to address familial poverty, fostering undergraduate research to explore global connections, students with disabilities and the prison pipeline, transformations in higher education, disciplining sexualities, student protests, ethnographies in education, educational policy and reforms, and learning through extra- and co-curricular activities. I hope to see many of you at these sessions and look forward to the engaging discussions that will ensue. Information about the days, times, and location of all the division sessions are included in this newsletter.

In preparation for the 2017 meetings in Seattle, we will be holding our division business meeting on Friday, August 19, 12:30-2:00 in Cascade II. In addition to attending to division matters, the business meeting is *the place* to be if you are interested in organizing a session or critical dialogue for the 2017 meetings. Participants will brainstorm potential session titles, organizers/presiders, and discussants and these will be presented to the 2017 SSSP Program Committee on Sunday.

Please join me congratulating this year’s winner of the Educational Problems Division Student Paper Competition, Joel Mittleman. Joel is a doctoral candidate at Princeton University and his paper, “What’s in a Match? Disentangling the Impact of Teacher Race/Ethnicity,” provides the first large-scale evidence on the specific ways in which matched teachers improve student experience. His work is an impressive contribution to a growing body of research on “matched teaching” outcomes and illuminates the mechanisms that produce these results. More information about Joel is included in the newsletter. The division received 15 excellent submissions, and the decision was *not* an easy one! My thanks to the division committee members—Lane Hanson, Fiona Pearson, H. Lovell Smith, and Linda Waldron—for their many hours of work and excellent evaluations. Joel will be honored at the SSSP Awards Ceremony on Saturday, August 20, at 6:45 following the Presidential Address.

SSSP arranges two wonderful receptions each year. Both are great venues within which to socialize with fellow SSSP members (and the food is always good!). On Friday, the Welcoming Reception will be held at 6:30 and on Saturday, the Division-Sponsored reception will be held at 7:45. I hope to see you there.

Maralee Mayberry, Ph.D.  
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2015-2017  
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**EVENTS AT SEATTLE MEETING:**

1. Friday, August 19: **WELCOMING RECEPTION!** 6:30pm- 7:30 pm
2. Friday, August 19: **GRADUATE STUDENT HAPPY HOUR!** 10:00pm- 11:00 pm
3. Saturday, August 20: **NEW MEMBER BREAKFAST!** 7:15am- 8:15 am
4. Saturday, August 20: **PRESEDENTIAL ADDRESS!** 5:30pm- 6:30 pm
5. Saturday, August 20: **AWARDS CEREMONY** (Including our division's graduate student paper winner, Joel Middleman!) 6:45pm- 7:45 pm
6. Saturday, August 20: **DIVISION SPONSORED RECEPTION!** (Great food): 7:45pm- 8:45pm

**EDUCATIONAL PROBLEMS DIVISION BUSINESS MEETING**

The division's business meeting is an excellent way to become involved in the division and in the planning of next year's meeting in Montreal. We will be brainstorming our sessions for the Montreal meetings and developing our schedule. This is a great opportunity to organize a session of interest to you, be a discussant in a session, and/or preside over a session!

Hope to see you there!

*Friday, August 19*

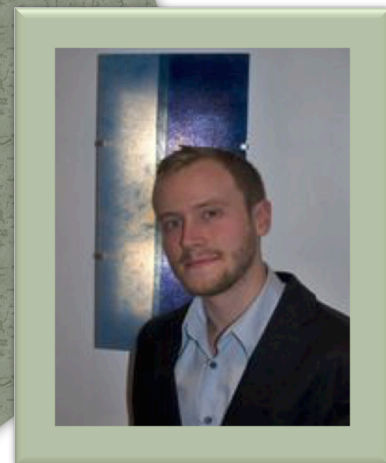
*12:30-2:00*

*Room: Cascade II*

**GRADUATE STUDENT PAPER WINNER:****Joel Mittleman**

"What's in a Match? Disentangling the Impact of Teacher Race/Ethnicity"

Joel is a third year doctoral candidate in Sociology and Social Policy at Princeton. Prior to coming to Princeton, he spent two years in London as a Marshall Scholar, studying at the Institute of Education and the London School of Economics. At Princeton, his research focuses primarily on education, but he is also broadly interested in stratification, demography, and race/ethnicity. Joel is committed to an academic career in the public service and hopes that his research will play some small role in advancing a more just and effective public school system.



## EDUCATIONAL PROBLEMS CONFERENCE SESSIONS:

FRIDAY, AUGUST 19

<p><b>Friday, August 19</b></p> <p><b>Time: 8:30 AM - 10:10 AM</b></p> <p><b>Room: Pike</b></p> <p><b>THEMATIC Session 11: Pedagogical (R)evolutions in a Globalizing World</b></p> <p><b>Sponsors: Educational Problems Teaching Social Problems</b></p>	<p><i>Organizer &amp; Presider:</i> Maralee Mayberry, University of South Florida <i>Discussant:</i> Lane Hanson, University of Wisconsin-Madison</p> <p><i>Papers:</i></p> <ol style="list-style-type: none"> <li>1. "Fostering Independent Undergraduate Research to Explore Global Connections and Social Worlds," Maria Schmeeckle and Chris Wellin, Illinois State University</li> <li>2. "Teaching the Possible: A Justice-Oriented Professional Development for Global School Partnerships," Mollie A. Davis, Drexel University</li> <li>3. "Transformative Pedagogy for Revolutionary Times: crisis, consciousness, and the revolutionary process," Walda Katz-Fishman, Howard University, Jerome Scott, League of Revolutionaries for a New America, Britany Gatewood and Shaneda Destine, Howard University</li> </ol>
<p><b>Friday, August 19</b></p> <p><b>Time: 10:30 AM - 12:10 PM</b></p> <p><b>Room: Pike</b></p> <p><b>Session 23: Disability, Schools, and the Prison Pipeline</b></p> <p><b>Sponsors: Disability Educational Problems</b></p>	<p><i>Organizer, Presider &amp; Discussant:</i> Heather M. Dalmage, Roosevelt University</p> <p><i>Papers:</i></p> <ol style="list-style-type: none"> <li>1. "ADHD Under-Diagnosis for Black Children and the School-to-Prison Pipeline," Myles Moody, University of Kentucky</li> <li>2. "Do Staff Attitudes toward Punishment influence Staff Morale in a Juvenile Justice Agency?" Kimberly R. Kras, Kimberly S. Meyer and Danielle Rudes, George Mason University</li> <li>3. "Growing Up or Transitioning Out? The Effects of Continued Foster Care Status &amp; Adulthood Markers on Educational Attainment," Casey L. Albitz, Case Western Reserve University</li> <li>4. "Patterns of Special Education Participation Among White, Black, Hispanic, and Multiracial Boys and Girls with Mental, Physical or Developmental Health Disorders," Melanie Sberna Hinojosa, Ramon Hinojosa, Jenny Nguyen and Rameika Newman, University of Central Florida</li> </ol>
<p><b>Friday, August 19</b></p> <p><b>Time: 2:30 PM - 4:10 PM</b></p> <p><b>Room: Cascade I-B</b></p> <p><b>Session 37: Transformations in Higher Education in the 21st Century I: Policies &amp; Practices</b></p> <p><b>Sponsor: Educational Problems</b></p>	<p><i>Presider:</i> A. Fiona Pearson, Central Connecticut State University</p> <p><i>Papers:</i></p> <ol style="list-style-type: none"> <li>1. "A Silent Discourse: Using Brazil's Quota System to understand a Critically Active Poststructural Policy Analysis (CAPP), " Jeaná E. Morrison, Drexel University</li> <li>2. "Lecture or Blended Learning? An Assessment of Student Learning in Introduction to Sociology," Yvonne Luna, Northern Arizona University</li> <li>3. "Reconciliation of Work, Study and Family, E-technologies and Recovery Experiences: A qualitative study," Claudia Perdigao Andrade, Polytechnic Institute of Coimbra, Portugal</li> <li>4. "The Blog as Community Research Journal: Utilization of Student Blogs in a Qualitative Methods Class," Lillian Jungleib and Janelle M. Pham, University of California, Santa Barbara</li> </ol>
<p><b>Friday, August 19</b></p> <p><b>Time: 4:30 PM - 6:10 PM</b></p> <p><b>Room: Cascade I-B</b></p> <p><b>Session 49: Transformations in Higher Education in the 21st Century II: Paradigms, Politics and Pedagogies</b></p> <p><b>Sponsor: Educational Problems</b></p>	<p><i>Organizer &amp; Presider:</i> A. Fiona Pearson, Central Connecticut State University</p> <p><i>Papers:</i></p> <ol style="list-style-type: none"> <li>1. "My Day Job: Lessons in Politics and Pedagogy from the Eastern Sociological Society," Barbara Katz Rothman, City University of New York</li> <li>2. "Organizing for today's Revolutionary Times: Toward a Transformative Sociology Movement," Jerome Scott, League of Revolutionaries for a New America, Shaneda Destine, Britany Gatewood and Walda Katz-Fishman, Howard University</li> <li>3. "Revisioning Science Education from Feminist Perspectives," Maralee Mayberry and Jennifer E. Lewis, University of South Florida</li> <li>4. "The White Supremacist Framework of Sociology," Johnny E. Williams, Trinity College</li> <li>5. "Using Transformative Leadership to Address Barriers to Equity in Community College Student Success," Brigit Dyer and Carolyn M. Shields, Wayne State University</li> </ol>



EDUCATIONAL PROBLEMS CONFERENCE SESSIONS:

SATURDAY, AUGUST 20

<p><b>Saturday, August 20</b></p> <p><b>Time: 8:30 AM - 10:10 AM</b></p> <p><b>Room: Denny</b></p> <p><b>Session 65: Head Start to Higher Education: Addressing Familial Poverty</b></p> <p><b>Sponsors: Community Research and Development, Educational Problems, Poverty, Class, and Inequality</b></p>	<p>Organizers: Autumn R. Green, Endicott College Sheila M. Katz, University of Houston                  Presider &amp; Discussant: Autumn R. Green, Endicott College</p> <p>Papers:</p> <ol style="list-style-type: none"> <li>1. "Educational Inequalities: An Examination of Individual Triumphs Over Structural Barriers," Michael A. Miner, University of Wisconsin-Milwaukee</li> <li>2. "The Influence of Neighborhood Contexts on Participation in Early Childhood Educational (ECE) Programs by Latino and African American Children," Anna Maria Santiago, Michigan State University and Rebecca Wiersma, Madonna University</li> <li>3. "Where The Men Are, Finally? Addressing Maternal and Child Health Through the Growing Responsible Fathers through Support and Education Project," Jeffrey Will, University of North Florida</li> <li>4. "Has Educational Streaming Ended? A Critical Analysis of Post-Secondary Education Trajectories for 'Marginalized' Students," Janelle Brady, University of Toronto</li> </ol>
<p><b>Saturday, August 20</b></p> <p><b>Time: 10:30 AM - 12:10 PM</b></p> <p><b>Room: St. Helens</b></p> <p><b>THEMATIC</b></p> <p><b>Session 78: Global Conflicts: Migration, Immigration, and Education</b></p> <p><b>Sponsors: Educational Problems</b></p>	<p>Organizer: David A. Pereira, University of Toronto                  Presider: Lane Hanson, University of Wisconsin-Madison                  Discussant: Elizabeth Vaquera, University of South Florida</p> <p>Papers:</p> <ol style="list-style-type: none"> <li>1. "All the Bright Lights': Emerging Consciousness and Radical Transformation of Undocumented Latina/o Youth on the Margins of the Educational Pipeline," Lisa M. Martinez, University of Denver</li> <li>2. "Qui est Québécois? Negotiating ideologies of language, citizenship and nationhood in Quebec's classes d'accueil," Gabrielle Breton-Carbonneau, University of Toronto</li> <li>3. "Between Peril and Possibility: DACA Youth Views of American Democracy," Roberto Gonzales and Janine de Novais, Harvard University</li> <li>4. "From margins to centre through education: Integrating victims of torture and political oppression," Jaswant K. Bajwa and Roula Markoulakis, George Brown College, Canada, Kwame McKenzie, Wellesley Institute, Sidonia Couto, Canadian Centre for Victims of Torture and Sean Kidd, Centre for Addiction and Mental Health</li> </ol>
<p><b>Saturday, August 20</b></p> <p><b>Time: 12:30 PM - 2:10 PM</b></p> <p><b>Room: Mercer</b></p> <p><b>Session 93: Disciplining Sexualities: Stereotypes, Experience, and Pedagogy</b></p> <p><b>Sponsor: Conflict, Social Action, and Change, Educational Problems</b></p>	<p>Organizer &amp; Presider: Lane Hanson, University of Wisconsin-Madison                  Discussant: Maralee Mayberry, University of South Florida</p> <p>Papers:</p> <ol style="list-style-type: none"> <li>1. "Ask But Don't Tell: How Schools Publicly Responded to Prevalence of Sexual Assault Against Non-Heterosexual Students on AAU Campuses," Felecia Theune, University of Miami</li> <li>2. "The Stereotype Content of Sexual Orientation," Trenton D. Mize and Bianca Manago, Indiana University, Co-Winners of the Sexual Behavior, Politics, and Communities Division's Student Paper Competition</li> <li>3. "Struggles Teaching the Sociology of Sexualities," Kathleen Fitzgerald, Tulane University</li> </ol>
<p><b>Saturday, August 20</b></p> <p><b>Time: 2:30 PM - 4:10 PM</b></p> <p><b>Room: Mercer</b></p> <p><b>Session 106: Student Protests: Identities and Strategies</b></p> <p><b>Sponsors: Conflict, Social Action, and Change, Educational Problems Sociology and Social Welfare</b></p>	<p>Organizer &amp; Presider: Sebastián G. Guzmán, Universidad Andrés Bello, Chile                  Discussant: R.A. Dello Buono, Manhattan College</p> <p>Papers:</p> <ol style="list-style-type: none"> <li>1. "We Share Our Stories and Risk Losing It All': Storytelling As Edgework in the Undocumented Youth Movement," Emily R. Cabaniss, Sam Houston State University</li> <li>2. "From Camp Vietnam to Camp Disney: Differentiated Camp Identities in the University of Puerto Rico Creative Occupation of 2010," Katherine Everhart, Northern Arizona University</li> <li>3. "The Fight for 'Status' on College Campuses: A Comparative Analysis of Campus Protests at Bryn Mawr College in the late 1960s and 2010s," Jomaira B. Salas, Rutgers University</li> </ol>

EDUCATIONAL PROBLEMS CONFERENCE SESSIONS:

SUNDAY, AUGUST 21

<p><b>Sunday, August 21</b></p> <p><b>Time: 8:30 AM - 10:10 AM</b></p> <p><b>Room: Cascade II</b></p> <p><b>Session 118: Ethnographies in Education</b></p> <p><b>Sponsors: Educational Problems, Institutional Ethnography</b></p>	<p>Organizer &amp; Presider: Mollie A. Davis, Drexel University</p> <p>Papers:</p> <ol style="list-style-type: none"> <li>1. "The Struggle for Black Homophily on a Predominantly White Campus," Tamara S. Gilkes, Stanford University</li> <li>2. "Why Don't Teachers Reflect the Racial and Class Diversity of the Students They Teach?" Johanna S. Quinn, University of Wisconsin-Madison</li> <li>3. "Constructing the Ghetto: A Discourse Analysis of Urban Ethnographies," Deirdre Caputo-Levine, Drake University and Vanessa Lynn, Stony Brook University, SUNY</li> <li>4. "Federal Interventions to Right Wrongs Against Emergent Bilinguals," LaNysha T. Adams, DC Office of the State Superintendent of Education</li> </ol>
<p><b>Sunday, August 21</b></p> <p><b>Time: 2:30 PM - 4:10 PM</b></p> <p><b>Room: Cascade II</b></p> <p><b>Session 156: Educational Problems: Policy, Curriculum and Reform</b></p> <p><b>Sponsors: Educational Problems</b></p>	<p>Organizers: Linda M. Waldron, Christopher Newport University Christine Elizabeth Strayer, Western Michigan University</p> <p>Presider: Linda M. Waldron, Christopher Newport University</p> <p>Papers:</p> <ol style="list-style-type: none"> <li>1. "Education reforms and the war against them in Poland," Lucjan Miś, Jagiellonian University, Poland</li> <li>2. "Improving High School-College Alignment: A sociological reform &amp; new challenges," James E. Rosenbaum, Northwestern University</li> <li>3. "Inside the Picture Frame: Visual Representation of Women in Engineering Program Recruitment Material," Kerry Greer, Agnes d'Entremont, Katherine Lyon, Diana Demmers and Kaitlyn Wamstecker, University of British Columbia</li> <li>4. "Missing the Structural Story: a critical content analysis of the Olweus Bullying Prevention Program," Ezra J. Temko, University of New Hampshire</li> <li>5. "Educating for Global Health: Liabilities and Lessons Learned," Amy Colleen Finnegan, University of St. Thomas, Michael Jon Westerhaus, University of Minnesota and Michelle Morse, Harvard Medical School</li> </ol>
<p><b>Sunday, August 21</b></p> <p><b>Time: 4:30 PM - 6:10 PM</b></p> <p><b>Room: Adams</b></p> <p><b>Session 165: Beyond the Classroom: Learning through Extra- and Co-curricular Activities</b></p> <p><b>Sponsors: Educational Problems Sport, Leisure, and the Body</b></p>	<p>Organizer: Jeffrey Sacha, University of Southern California</p> <p>Presider: Tamara van der Does, Indiana University</p> <p>Papers:</p> <ol style="list-style-type: none"> <li>1. "College Student-Worker Typologies and Academic Performance," Emma D. Cohen, Indiana University Bloomington and Jennifer C. Lee, Indiana University</li> <li>2. "Courting Equality? An Ethnographic Account of Disparities and Differential Treatment within a Youth Non-Profit Tennis Program," Sarah Catherine Billups, University of Minnesota Twin Cities, Honorable Mention of the Sport, Leisure, and the Body Division's Student Paper Competition</li> <li>3. "Fun for All?: Examining Perceived Barriers to Use of Children's Museums Among Disadvantaged Parents," Shelley Kimelberg, Brandon Noga and Watoii Rabii, University at Buffalo, SUNY</li> <li>4. "Miles Away, Worlds Apart: The Black Student-Athlete Experience at Three Los Angeles High Schools," Jeffrey Sacha, University of Southern California</li> <li>5. "Time-use in Adolescence: A Precursor of Resilience in Young Adulthood," Jennifer L. Doty and Dom Rolando, University of Minnesota, Jasper Tjaden, University of Bamberg, Germany and Jeylan T. Mortimer, University of Minnesota</li> </ol>



## Upcoming Conferences, Events, and Calls for Papers:

### ONE:

Association for Humanist Sociology 2016 Annual Meeting, November 2-6, Denver, CO. Program Theme: "Elevating Humanity: Pathways to Progressivism." A more progressive society: What would it look like and how do we get there from here? What are the obstacles and impediments and how can they be overcome? As there are often many pathways to the top of a mountain, so too are there many ways to achieve a more humanistic world. Toward this effort, we invite you to submit papers and sessions that enhance understanding of social issues and problems, while focusing on strategies, movements, and collective efforts that strive to bring about humanistic solutions and progressive change. Contact Chuck Koeber, President, and Bhoomi K. Thakore, Program Chair, at [ahsdenver2016@gmail.com](mailto:ahsdenver2016@gmail.com). To submit, go to <http://humanist-sociology.org>

### TWO:

#### *Media Review Submissions*

Recognizing the multiple modalities of communication and how presentations enhance our sociological understanding of the complex realities of the 21st century, the journal *Humanity & Society* seeks authors for Media Reviews. We invite reviewers of critical messages in popular films, television shows, documentaries, multimedia presentations, video games, and other forms of media. Written submissions should be approximately 1,000 words. The journal welcomes reviewers from diverse backgrounds and with diverse perspectives, including activists, graduate students, and practitioners in fields other than sociology. To review for *Humanity & Society*, please contact the Media Review Editor, Bhoomi K. Thakore, at [bhoomi.thakore@northwestern.edu](mailto:bhoomi.thakore@northwestern.edu) with your background information and suggested review topic.

### THREE:

#### **Global Education Resources**

Drexel University's Global and International Education Program is excited to announce that our Global Education Colloquium – a series of monthly presentations by leading scholars in fields of global, international, comparative, development, and peace education – is now available online for use in your classrooms.

#### **What is the Global Education Colloquium?**

The Global Education Colloquium (GEC) was founded in 2013 on the premise that providing a forum for rich dialogue about education issues in global contexts enhances understanding and the possibility of a coherent vision that would lead to more engaged research and best practice initiatives in the field.

The GEC is composed of faculty, students and community members who make global education their central focus for research and teaching, and those who incorporate global and education analysis into their areas of primary pursuit. We are interdisciplinary and include education specialists, often grounded in disciplines such as history, sociology, philosophy, psychology, economics, political science, and anthropology. Our research spans from micro to macro levels of analysis, qualitative and quantitative research methods, and theoretical to applied orientations.

Members of the GEC share a commitment to producing rigorous scholarship aimed at understanding educational institutions, educational processes and the social and cultural factors that affect them. We frame education – whether studied locally, globally or internationally – as shaped by, and with the potential to shape – social change taking place on a global scale.

#### **Brown Bag Lunch Series**

The Global Education Colloquium conducts a monthly Brown Bag Lunch Series that features a distinguished speaker and lively discussion. The topics presented are the result of research spanning the full range of learning, teaching and training topics including international studies, higher education, peace education, social justice, inequality, politics of knowledge, policy, leadership and organizational change. GEC events are generally held the third Tuesday of every month on the main campus of Drexel University in Philadelphia, starting promptly at 12 pm EST.

#### **Can the GEC be used for teaching?**

Yes, all of our presentations are open to the public and live-streamed via YouTube. Past talks are archived on the GEC website (<http://drexel.edu/soe/event-series/gec/>). Over 20 talks are currently available on a variety of topics. Many speakers have also shared recommended readings to accompany their presentations. You can contact Dr. Kristy Kelly, faculty coordinator of the GEC, for recommended resources.

We are currently scheduling the 2016-16 Speaker Series, so please check back in late September for more information.

<http://drexel.edu/soe/event-series/gec/>

**For more information**, if you are interested in attending, or if you would like to recommend a speaker, email Dr. Kristy Kelly, faculty coordinator for the GEC, at [kek72@drexel.edu](mailto:kek72@drexel.edu).

## Upcoming Conferences, Events, and Calls for Papers:

### FOUR:

#### CALL FOR PAPERS: SPECIAL ISSUE—SOCIAL SCIENCES TRANSGENDER YOUTH: FOCUSING ON THE “T” IN LGBT STUDIES

##### Special Issue Editors:

**Dr. Maralee Mayberry, Department of Sociology, University of South Florida**

**Lane Hanson, MSW, Department of Educational Leadership and Policy Analysis, University of Wisconsin-Madison**

Transgender is increasingly understood as a term used to describe individuals who exhibit gender-nonconforming identities and/or behaviors, or, in other words, those who transcend typical gender paradigms. Transgender interests and issues sometimes overlap with those related to sexual orientation (lesbian, gay, bisexual). However, this population also experiences a divergent set of challenges as they navigate their social worlds. Research on transgender populations (rather than the commonly amalgamated LGBTQI populations) is emerging as the cutting edge of the social justice agenda. This emerging research rejects the homogenization and denial of agency (difference) reflect in much of the literature on LGBT populations. It reflects a growing concern for listening to and demonstrating sensitivity to unique contexts within which the transgender population—for this Special Issue transgender youth—navigate.

This Special Issue seeks to focus upon the multiple contexts that transgender youth inhabit and the specific conflicts, challenges, and controversies embedded in these contexts, as well as the resiliency and creativity transgender youth exhibit as they traverse the different contexts that shape their lived experiences. We invite manuscripts that include, but are not limited to, the following:

- Comparison studies that offer an in-depth understanding of the multitude of transgender youth school experiences in K-12 through higher education.
- Studies examining the policies, programs, and practices that have been developed and implemented for transgender youth and the relevance of these in the lives of transgender youth, including program evaluations.
- Examinations of the various challenges faced by researchers focusing on this population and discussions of how these challenges may be circumvented with the aim toward expanding the research literature on transgender youth.
- Impact of the social services available to transgender youth.
- Comparison studies that explore the experiences of parents and/or guardians of transgender youth, as well as the experiences of other family members.
- Youth in transition
- Transgender youth movements

Theoretical, empirical and practice-based studies and methodological approaches from a wide range of disciplines (education, social work, sociology, psychology, public policy, anthropology, family studies), as well as cross-and interdisciplinary studies are encouraged. Submissions should be written in a nontechnical style accessible to a broad interdisciplinary audience.

**Deadline for Submission: September 30, 2016**

**For submission information go to:**

[http://www.mdpi.com/journal/socsci/special\\_issues/focusing\\_on\\_the\\_T\\_in\\_LGBT\\_studies](http://www.mdpi.com/journal/socsci/special_issues/focusing_on_the_T_in_LGBT_studies)

*Social Sciences* (ISSN 2076-0760) is an international, open access journal with rapid peer-review, which publishes works from a wide range of fields, including anthropology, economics, law, linguistics, education, geography, history, political sciences, psychology and sociology. *Social Sciences* is published quarterly online by MDPI,

<http://www.mdpi.com/journal/socsci>



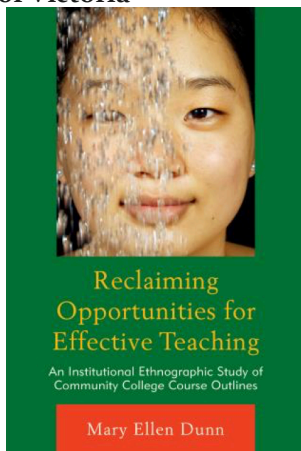
## MEMBER ACHIEVEMENTS...

ONE:

Mary Ellen Dunn has published the book:  
*Reclaiming Opportunities for Effective Teaching*  
*An Institutional Ethnographic Study of Community College*  
*Course Outlines*

This book examines the increased standardization and management of community college course outlines in Ontario and the associated decline in the ability of college professors to effectively educate their students. Dunn tracks the changes of increased pressure from corporations to privatize public services and make them for-profit friendly. Interviews of program faculty who have recently been forced to use course outlines for the first time, along with critical analyses of a sample course outline and a series of union-related texts illuminate the issue. Dunn attributes the shift of power in community colleges to various factors which include: the ideological work college employees do to support global finance capital, the managerial labor which establishes a course outline, the textual duties that faculty members facilitate to set up their own ruling, and the performance work that faculty members do to execute the textual rules of their prescriptive course outline work. In order to rectify the harmful effects of the new standardized and supervised curriculum, Dunn identifies areas where effective teaching and learning can be reclaimed

*Mary Dunn's institutional ethnography shows us how the managerial standardization of course outlines and curriculum in Ontario community colleges displaces the learning interests of both teachers and students. Reading her book is an education in itself.* — **Dorothy Smith, University of Victoria**

TWO:

Anthony A. Jack was elected to be a Junior Fellow at the Harvard Society of Fellows. He accepted an Assistant Professor of Education position at the Harvard Graduate School of Education where he will also hold the Shutzer Assistant Professorship at the Radcliffe Institute of Advanced Study.

His 2016 article, "(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University." *Sociology of Education* 89(1):1-19 was the subject of Anthony's Sunday *NYT* op-ed "What the Privileged Poor Can Teach Us," which came out in September, and discussed on *NPR News* "How Colleges Fail Poor Students" in January. Here is the link:

[http://www.nytimes.com/2015/09/13/opinion/sunday/what-the-privileged-poor-can-teach-us.html?\\_r=0](http://www.nytimes.com/2015/09/13/opinion/sunday/what-the-privileged-poor-can-teach-us.html?_r=0)

THREE:

Shelley M. Kimelberg (University at Buffalo) received a Fund for the Advancement of the Discipline (FAD) grant from the American Sociological Association/National Science Foundation for her project, Diversity in the Classroom: Measuring the Racial Preferences of Urban Parents. She also received the American Sociological Association's Sydney S. Spivack Program in Applied Social Research and Social Policy Community Action Research Initiative (CARI) Award for her project examining the barriers to access and use of children's museums among disadvantaged populations.

Her article "Opinion Polling and the Measurement of Americans' Attitudes Regarding Education" (co-authored with Chase Billingham) was recently published in the *Journal of Education Policy*.

FOUR:

Bhoomi K. Thakore is now visiting assistant professor and director of the sociology program at Elmhurst College (IL).

**MEMBER ACHIEVEMENTS...**

# Congratulations!

The Department of Sociology's  
**Teacher Training Program**  
has been selected to receive the  
**2016 Southern Sociological Society  
Distinguished Contributions to  
Teaching Award.**

Congratulations to the Graduate Teaching  
Assistants and their Mentors!





## Good Reads...

### ONE:

*Resegregation as Curriculum: The Meaning of the New Racial Segregation in U.S. Public Schools* (2016, Routledge)

by Jerry Rosiek and Kathy Kinslow

An excellent read! The first section, “*Critical Race Theory, Agential Realism, and the Evidence of Experience: A Methodological and Theoretical Preface*,” is an extremely lucid account of how these various approaches can be woven together for the study of racism. This book offers a compelling look at the formation and implementation of school resegregation as contemporary education policy, as well as its impact on the meaning of schooling for students subject to such policies. The provocative analysis offers an opportunity for researchers, policy makers, and school leaders and educators to think about the lived experience of Black students in desegregating and resegregating schools

### TWO:

*Class Dismissed: Why We Cannot Teach or Learn our Way Out of Inequality* (2011, Monthly Review Press)

by John Marsh (Assistant Professor of English at Penn State University)

This book asks some uncomfortable but necessary questions about the current drive for mass college education. Well-researched and well-argued, Marsh provides a clear and persuasive treatise demonstrating that bad education has not produced the growing gap between the rich and the poor and that better education will not reduce it. “If you really want less poverty, don’t give poor people more advanced degrees, give them more money—and help them join unions.”