

# Society for the Study of Social Problems

## EDUCATION PROBLEMS DIVISION

Join Us For Our  
**68th Annual Meeting**  
 at the Sheraton Philadelphia Downtown Hotel  
 Philadelphia, PA

**AUGUST 10-12, 2018**

**Abolitionist Approaches  
 to Social Problems**

President Luis A. Fernandez



### *Included in this issue:*

- Message from the Chair
- Sponsored Sessions for 2018 Annual Meeting
- Recent Publications
- Member Accomplishments
- Call for papers

### *Division Chair*

**A. Fiona Pearson**  
 Professor, Department of  
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 Division Chair 2017-2019  
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### *Newsletter Editor*

**Mollie Gambone, Ph.D.**  
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### *Education Problems Mission:*

The primary mission of the Educational Problems Division is to support research teaching, activism, and practice that critically explore the ways in which educational and learning practices are shaped by social contexts and conditions.

# Letter from the Chair

A. Fiona Pearson

Professor, Department of Sociology

Central Connecticut State University

Division Chair 2017-2019

pearsonaf@ccsu.edu



It has been exhilarating for me these past few months, watching teachers exercising their influence in West Virginia, Arizona, Oklahoma, Kentucky, and North Carolina. Exhausted and demoralized by decades of budget cuts to public education, these teachers, with the support of many in their respective communities, are reminding us all of the progressive power of collective social movements during divisive times. Their unions, weakened by years of anti-labor legislation, and their local, state, and federal governments have collectively failed them. Tired of being a punching bag for those who wish to privatize education and avoid the problems caused by rising inequality and poverty, these teachers are calling on all of us to reevaluate our social priorities, particularly in regards to our understanding of the value of public education and its promise for social justice.

These are particularly exciting and important times to be researching the dynamics of education and our schooling systems in the United States and around the world. Whether we are exploring funding inequalities, the schooling impacts of DACA, or corporate influences in education, we as sociologists are providing empirically-derived findings and data that offer concrete evidence for policy makers and activists.

We hope you will join us in Philadelphia this summer to learn from the many researchers and activists who will be presenting educational research and sharing valuable insights at the Society for the Study of Social Problems 68<sup>th</sup> Annual Meeting. The Educational Problems Division is as active as usual, sponsoring 13 different sessions and co-hosting a screening of the groundbreaking documentary *Voices of Baltimore: Life Under Segregation* on Saturday, August 11 from 2:30-4:10. We also hope you will join us on Friday, August 10 at 12:30pm for our Division Meeting—at this gathering, you will have the opportunity to meet and chat with other members of the Educational Problems division and work with us to shape the conference program for next year's annual meeting in New York City. Finally, we invite you to join us on Saturday, August 11 from 6:45-7:45 to celebrate the accomplishments of our SSSP colleagues, including our own Kevin McElrath, whose paper, "The Intensity of College Preparation and Socioeconomic Background: A Mechanism of Equal Access?" was selected to receive the 2018 Educational Problems Graduate Student Paper Award.

I thank my fellow committee members Linda Waldron and Maralee Mayberry for their work in serving on the Graduate Student Paper Review Committee and engaging in the difficult work of identifying a winning paper among many strong submissions. I also thank Mollie Gambone, who, as you can see here, has once again produced a beautiful newsletter. As the teachers in West Virginia, Arizona, Oklahoma, Kentucky, North Carolina, and across the nation and around the world well know, it takes a village, and SSSP has long provided a strong foundation of knowledge and comradery from which we can move forward. We hope to see you at the annual meeting and engage you in fruitful conversation, debate, and laughter—the unmistakable markers of a successful annual meeting. See you in Philly!

<i>SESSION TITLE</i>	<i>SPONSOR(S)</i>	<i>ORGANIZER(S)</i>	<i>Date and Time</i>
Education and Immigration: Borders, Politics, and Culture	Education Problems	Elizabeth Vaquera, University of South Florida, <a href="mailto:vaquera@email.gwu.edu">vaquera@email.gwu.edu</a>	<i>Date:</i> Sunday, August 12 <i>Time:</i> 2:30 PM - 4:10 PM
Gender, Sexuality, and Education	Education Problems	Patricia Morency, <a href="mailto:pmorency821@gmail.com">pmorency821@gmail.com</a>	<i>Date:</i> Sunday, August 12 <i>Time:</i> 10:30 AM - 12:10 PM
School Climate for LGBT Students	Education Problems	Maralee Mayberry, University of South Florida, <a href="mailto:mayberry@usf.edu">mayberry@usf.edu</a>	<i>Date:</i> Sunday, August 12 <i>Time:</i> 12:30 PM - 2:10 PM
Education in the Age of Resegregation	Education Problems AND Poverty, Class, and Inequality	Mollie Gambone, Drexel University, <a href="mailto:mad432@drexel.edu">mad432@drexel.edu</a>	<i>Date:</i> Sunday, August 12 <i>Time:</i> 8:30 AM - 10:10 AM
Education and Social Mobility Pathways	Education Problems AND Poverty, Class, and Inequality	Linda Waldron, Christopher Newport University <a href="mailto:lwaldron@cnu.edu">lwaldron@cnu.edu</a>	<i>Session I:</i> <i>Date:</i> Saturday, August 11 <i>Time:</i> 8:30 AM - 10:10 AM <i>Session II:</i> <i>Date:</i> Saturday, August 11 <i>Time:</i> 10:30 AM-12:10 PM
The Intersection of Socializing Institutions, Health and Sport	Education Problems AND Sport, Leisure, and the Body	Giovanna Follo, Wright State University <a href="mailto:giovanna.follo@wright.edu">giovanna.follo@wright.edu</a>	<i>Date:</i> Friday, August 10 <i>Time:</i> 8:30 AM - 10:10 AM
Inter-organizational Issues in Education and Policy	Education Problems AND Racial and Ethnic Minorities	Michael Miner, University of Wisconsin-Madison, <a href="mailto:minerm@uwm.edu">minerm@uwm.edu</a>	<i>Date:</i> Friday, August 10 <i>Time:</i> 10:30 AM - 12:10 PM
THEMATIC: Problems in Higher Education: Resistance and Transformation	Education Problems AND Social Problems Theory	Keith Johnson, <a href="mailto:keithjohnson101@gmail.com">keithjohnson101@gmail.com</a>	<i>Date:</i> Friday, August 10 <i>Time:</i> 2:30 PM - 4:10 PM
THEMATIC: Social Problems Work in Higher Education	Education Problems AND Social Problems Theory	Keith Johnson, <a href="mailto:keithjohnson101@gmail.com">keithjohnson101@gmail.com</a>	<i>Date:</i> Friday, August 10 <i>Time:</i> 4:30 PM - 6:10 PM
THEMATIC: Student Activism: Resistance and Change	Education Problems AND Conflict, Social Action, and Change	Britany Gatewood, Howard University, <a href="mailto:britany.gatewood@bison.howard.edu">britany.gatewood@bison.howard.edu</a>	<i>Date:</i> Sunday, August 12 <i>Time:</i> 4:30 PM - 6:10 PM
THEMATIC: Student Activism: Resistance Movements	Education Problems AND Conflict, Social Action, and Change	Britany Gatewood, Howard University, <a href="mailto:britany.gatewood@bison.howard.edu">britany.gatewood@bison.howard.edu</a>	<i>Date:</i> Saturday, August 11 <i>Time:</i> 12:30 PM - 2:10 PM
Disability and Schooling	Education Problems AND Disability	Sara Green, University of South Florida, <a href="mailto:sagreen@usf.edu">sagreen@usf.edu</a>	<i>Date:</i> Sunday, August 12 <i>Time:</i> 12:30 PM - 2:10 PM

## FEATURED SESSION: FREE FILM SCREENING

### *Voices of Baltimore: Life Under Segregation*

Organized By: Dr. Omari Jackson, Assistant Professor of Urban Educational Leadership  
Morgan State University

*Date:* Saturday, August 11

*Time:* 2:30 PM - 4:10 PM

*Room:* Philadelphia Ballroom South

### **The film screening is co-sponsored by the following SSSP Divisions:**

Race and Ethnic Minorities - Co-chair Dr. Omari Jackson and Co-chair Dr. Saher Selod

Poverty, Class, and Inequality - Chair Dr. Ranita Ray

Educational Problems - Chair A. Fiona Pearson

We hope you will join us in Philadelphia at the SSSP Annual Meeting for a screening of the documentary *Voices of Baltimore: Life Under Segregation*, which will be followed by a facilitated discussion with some of film's participants. Educational disparities have always been a fabric of American society. Today's education system oppresses people generationally and is much more covert than the Jim Crow system. Though *Brown vs. Board of Education* desegregated schools, residential neighborhoods remained segregated. In this film, participants speak about the positives of living in segregated neighborhoods and how such contributed to their educational success.

Though the film chronicles education in Baltimore, Baltimore is much like many urban cities. Urban cities tend to be largely populated by people of color. Poverty is concentrated and as such the social challenges that result from poverty are rampant. Baltimore, again like many urban cities, is a land of two worlds. Some of the nation's oldest, wealthiest independent K-12 schools are situated within the city limits and it is not surprising that the surrounding neighborhoods reflect this affluence. Furthermore, Baltimore is home to Johns Hopkins' medical empire, Johns Hopkins University and at least eight other colleges/universities within the city limits. Moreover, several additional colleges/universities are within a five minutes drive of the city limits. Yet, Baltimore City has some of the most grave social realities for many of its citizens, in terms of crime and poverty. Education is at the center of depressing or enhancing one's opportunity structure.

This film gives activists and scholars the opportunity to discuss issues of education, race, poverty, segregation and a multitude of social problems. The viewing and discussion are aligned with the meeting theme—Abolitionist Approaches to Social Problems—in that scholars and activists can discuss with film participants (who are experts of their own narratives) ways to change the trajectory of urban life. The film and discussion will give all conference attendees an opportunity to engage with history, which is seldom accessible due to one's lack of connection to historical figures. Scholars will be able to reach out to film participants for research opportunities to build on current projects or to conceptualize similar projects in their respective cities. Lastly, the film provides a template for making research available to the layperson; as much scholarship is never digested by the wider population.

Greater insight about the film can be found at: <http://www.baltimoremagazine.com/2018/2/14/towson-university-professor-explores-a-segregated-baltimore-through-film>

## Education Problems Publications:

**From: Alex Dzurick**

My article, "A Culture of Acceptance," recently published in the April/May 2018 edition of *The Science Teacher*, a practitioners' journal of the National Science Teachers Association (NSTA) looks at what science teachers can (and should) do to create classroom environments more accepting to LGBT students. It can be accessed for free, even by those who are not members of NSTA, at this link: [http://static.nsta.org/files/tst1804\\_18.pdf](http://static.nsta.org/files/tst1804_18.pdf)

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**From: Joanne W. Golann**

Assistant Professor of Public Policy and Education at Vanderbilt University

Golann, J. & Torres, A (2018) Do no-excuses disciplinary practices promote success?, *Journal of Urban Affairs*, DOI: [10.1080/07352166.2018.1427506](https://doi.org/10.1080/07352166.2018.1427506)

Golann, J. W. (2017). Conformers, Adaptors, Imitators, and Rejecters: How No-excuses Teachers' Cultural Toolkits Shape Their Responses to Control. *Sociology of Education*, 91(1), 28-45. <https://doi.org/10.1177/0038040717743721>

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**From: Lisa M. Martinez, PhD**

Associate Professor, Dept. of Sociology and Criminology at the University of Denver

Martinez, Lisa M. and Maria del Carmen Salazar. 2018. "The Bright Lights: The Development of Oppositional Consciousness among DACAmented Latino Youth." *Ethnicities*18(2): 242-259.

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**From: Michael A. Miner**

Ph.D. student and fellow in sociology at the University of Wisconsin–Milwaukee

*Received first place in the Barbara J. Johnston Student Paper Competition at the Midwest Sociological Society in 2018 for "Physicians, Nurse Practitioners, and the Shortage in Primary Healthcare: Professional Autonomy in the Public Discourse"*

**Abstract**

The shortage of primary healthcare providers has placed strain on the U.S. healthcare system and brought renewed attention to the professional autonomy of those who deliver care. This health policy issue is also a social problem. It has caused conflict among professionals, legislators and the public. A central component of the dispute revolves around the construction and maintenance of professional boundaries, wherein expertise is manifested in healthcare. This paper examines how the public domain discusses professional conflict and frames expertise through an analysis of reader comments (N=852) to a New York Times article. This paper asks: What assumptions about experience and educational training shape public views of who should have professional autonomy? The analysis identifies tension between education and experience in the public's framing of expertise. Findings shed light on how professional disputes in the public domain exhibit dimensions of credentialism and experiential expertise among a key stakeholder in healthcare.



## Education Problems Member Highlights:

### **From: Mollie Gambone, PhD**

Mollie Gambone PhD, has accepted a new position as the Executive Director of The Progressive Education Laboratory (PEL) Fellowship. PEL is a non-profit two year fellowship designed to give young people who wish to become teachers an understanding of the fundamentals of progressive theory while learning from their experiences at four different progressive schools. PEL's mission is to prepare new teachers to become powerful educators and agents of change in the profession.

## Call for Papers:

### **Emerging Voices in Education Journal (EViE)**

EViE is an internationally reviewed and editorially independent education journal run by doctoral students through the Drexel University School of Education. It publishes original, peer-reviewed articles that utilize empirical, practitioner, and conceptual/theoretical research conducted by graduate students and early career researchers. It is the only such journal of its kind.

#### **Submissions**

EViE is currently inviting papers on original empirical and theoretical research in the broad field of Education from a wide range of disciplines (E.g., K-12, Higher Education including Urban Education, Human Resource Management, Education Leadership and Management, science, learning technologies, engineering, mathematics, sociology, public policy, and global international education). The journal is edited by a highly respected editorial team and advisory board, and is directed by Co-Editors and Drexel University School of Education doctoral students Tamara Galoyan and Brian Delaney, and faculty advisors Dr. Penny Hamrlich and Dr. Joyce Pittman.

Co-Editors Galoyan and Delaney are issuing a Call for Papers to be submitted by October 1, 2018. Submissions can be emailed directly to [EVIEjournal@drexel.edu](mailto:EVIEjournal@drexel.edu).

#### **Information for Authors**

The manuscript should be original, and previously unpublished. Do not submit material under review or accepted by another journal. Manuscripts may be 5000-7000 words double-spaced, excluding an abstract, tables, footnotes, appendixes, and references. The title should be on page 1 and not exceed 15 words, and should be followed by an abstract of 100-200 words. Three to five keywords or key phrases are required below the abstract. Names or other personal identifying information should not appear on the title page or in the manuscript. The manuscript should adhere to the APA 6th edition Formatting and Style Guidelines and should be in MS Word format, submitted as an email attachment to our email address at [EVIEjournal@drexel.edu](mailto:EVIEjournal@drexel.edu). Submissions that do not meet these requirements will be declined.

- Authors of accepted articles are required to sign the Transfer of Copyright Agreement form.
- Authors will receive one hard copy of the journal containing their articles.
- Authors and subscribers can order additional reprints from the Website.
- Free downloads are available with Journal membership. Annual access fee of \$35 is required for unlimited download privilege.
- Exception: Free to doctoral students with appropriate credentials.

# Opportunities to Share with Undergraduates:

## **Call for Applicants 2018-2020 Cohort:**

Progressive Education Lab (PEL) is a two year fellowship designed to give young people who wish to become teachers an understanding of the fundamentals of progressive theory, while learning from intense mentoring experiences at four different progressive schools. PEL's mission is to prepare recent college graduates to become powerful educators and agents of change in the profession.

In their first year, our fellows learn and work as a cohort, and spend time in each of the four PEL schools. Theoretical learning is braided together with hands-on experience and mentoring from master teachers. Fellows become part of a community of practice at each school, observing and working with talented teachers in all disciplines.

## **The first year schedule is as follows:**

*Fall:* [Cambridge School of Weston](#): Introduction to Progressive Education, Interdisciplinary Learning;

*Winter:* [Miquon School](#) and [Crefeld School](#) : Social/emotional learning, cultural competency, theme based curriculum, child development;

*Spring:* [Putney School](#): Project based, place based and experiential education.

Upon successful completion of the first year rotation, each PEL fellow is given a paid internship on the faculty of one of the four PEL schools. The fellow continues to work closely with a mentor, and gains teaching experience which will prepare them for the job market and a career as a transformational educator.

After completion their internship year, fellows remain part of the PEL community of practice and continue to work with their cohort and mentors as they embark on teaching jobs in various progressive schools across the country and the world.

We are currently recruiting applicants for our 2018-2020 cohort. Please share this information widely within your network. The structure of our program is specifically designed for recent college graduates who have had little to no teaching experience.

Any interested candidates may apply directly via our [website](http://www.progressiveeducationlab.org). (www.progressiveeducationlab.org)