

# Removing the Mask, Lifting the Veil:

## Race, Class, and Gender in the 21st Century

65th Annual Meeting - Society for the Study of Social Problems  
Radisson Blu Aqua Hotel, Chicago, IL  
August 21-23, 2015



### Included in this issue:

- Message from the Chair
- 2015 Annual Meeting
- Job Postings
- Calls for Papers
- Post Doc Opportunities
- Other Announcements

## Important deadlines

- SSSP Membership renewal: December 31, 2014
- 2015 Annual meeting papers submissions: January 31, 2015
- 2015 Annual meeting program registry: Upcoming

## A Message from the Chair:

I hope you have all been having a good autumn! This past summer was an exciting one for the SSSP Educational Problems Division, as we held sessions on a variety of pressing issues at the annual SSSP meetings. These included sessions on education as an anti-poverty strategy, school discipline policies, activism and education, LGBT youth in educational settings, austerity and higher education, educational pathways for pregnant and parenting students, and teaching about economic inequality.

Next year's SSSP annual meeting will be held in Chicago, and the theme is "Removing the Mask, Lifting the Veil: Race, Class, and Gender in the 21<sup>st</sup> Century." The Educational Problems lineup for these meetings will bring new issues to the fore: disability and education issues, education and housing reform in Chicago, labor strikes in education, educational ethnographies, teaching sexualities, educational debates, and education across the life course- amongst other issues in educational research and social change.

Thanks to all of you who organized and presided over sessions at the meetings in San Francisco, and to all of you who brainstormed ideas for next year's meetings and have agreed to organize sessions.

And again, congratulations to our Educational Problems Division graduate student paper award winner for this year, Jessica Dunning-Lozano! Jessica is a doctoral candidate in the department of sociology at the University of Texas at Austin. I was honored to read the various submissions from our graduate student members last year, and look forward to reading this upcoming year's submissions. Our student members are doing amazing work!

more on **2**

Educational Problems sessions scheduled for the Chicago meeting –  
Please check the preliminary program for dates, times, and locations:

Session #	Session Title	Sponsor(s)	Organizer
6	CRITICAL DIALOGUE: Progressive Housing and Educational Reform in Chicago	1) Community Research and Development 2) Educational Problems	Kurwa, Rahim [ <a href="mailto:rahim.kurwa@gmail.com">rahim.kurwa@gmail.com</a> ]
13	LGBTQ Activism and Education	1) Conflict, Social Action, and Change 2) Educational Problems	Mayberry, Maralee [ <a href="mailto:mayberry@usf.edu">mayberry@usf.edu</a> ]
29	Disability and Education	1) Disabilities 2) Educational Problems	Egner, Justine [ <a href="mailto:jegner@mail.usf.edu">jegner@mail.usf.edu</a> ]
42	Education as the Great Equalizer? - THEMATIC	1) Educational Problems	Kimelberg, Shelley M. [ <a href="mailto:s.kimelberg@neu.edu">s.kimelberg@neu.edu</a> ]
43	PAPERS IN THE ROUND: Community Contexts of Education	1) Educational Problems	Doran, Meghan [ <a href="mailto:meghandoran@yahoo.com">meghandoran@yahoo.com</a> ]
44	Ethnographies of Education	1) Educational Problems	Davis, Mollie A. [ <a href="mailto:mad432@drexel.edu">mad432@drexel.edu</a> ]
45	Teaching Sexualities	1) Educational Problems 2) Sexual Behavior, Politics and Communities 3) Teaching Social Problems	Stompler, Mindy [ <a href="mailto:STOMPLER@GSU.EDU">STOMPLER@GSU.EDU</a> ]
46	Educational Problems and Debates	1) Educational Problems 2) Social Problems Theory	Letukas, Lynn [ <a href="mailto:lletukas@collegeboard.org">lletukas@collegeboard.org</a> ]
47	Education Across the Life Course	1) Educational Problems 2) Youth, Aging, and the Life Course	Green, Autumn R. [ <a href="mailto:agreen@endicott.edu">agreen@endicott.edu</a> ]

More from the  
Chair...

Beyond submitting a paper proposal for next year's sessions, there are several ways to become involved in our division:

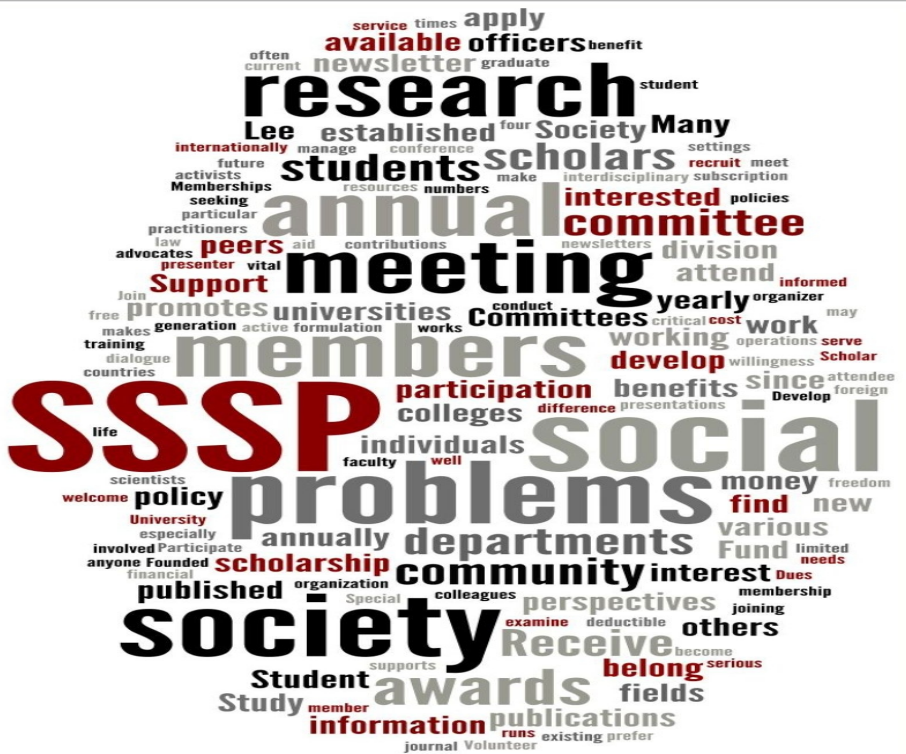
- **NOMINATE YOURSELF OR SOMEONE ELSE TO SERVE AS THE NEW EDUCATIONAL PROBLEMS DIVISION CHAIRPERSON.** We will be soliciting nominations for division chair for 2015-2017. My term as chairperson ends in 2015, and we need at least two candidates willing to carry out this important work for our division. I can tell you that it has been an enjoyable task and has allowed me to connect in creative ways with our division members around important issues of educational justice, so I highly recommend stepping up for this!
- **SERVE ON THE GRADUATE STUDENT PAPER PRIZE SELECTION COMMITTEE.** Please let me know if you would be willing to help in any capacity (this opportunity is for our non-graduate student members). The deadline for student paper submissions is January 31st, 2015. Please let me know if you will be willing to help select our next graduate student winner(s). Also, please spread the word and encourage folks in your networks to submit nominations for this award.
- Provide guest commentary for our newsletters, or consider writing an op-ed on a educational issue important to you!
- **ENCOURAGE OTHERS TO BECOME MEMBERS OF OUR DIVISION.**

The success of our division is a collective effort, and I want to take a moment to recognize Mollie Davis's work (Drexel University) on our newsletter. Thank you for stepping up to help in this effort, Mollie!

Happy holidays all! Best wishes for a healthy, happy, and productive new year.



Hava Rachel Gordon,  
Ph.D.  
Associate Professor of  
Sociology  
University of Denver  
Division Chair  
2013-2015  
[Hava.Gordon@du.edu](mailto:Hava.Gordon@du.edu)



## Job Opportunities:

### **ONE:**

Position Title: Professor and Department Chair  
 Institution: University of Missouri - St. Louis  
 Department: Anthropology, Sociology and Languages

Job Description: The Department of Anthropology, Sociology and Languages at the University of Missouri-St. Louis invites applications for a tenured position at the Full Professor level to begin in the Fall of 2015. The successful candidate will serve a three-year, renewable term as Department Chair, and must provide evidence of leadership skills and three years of experience in college or university administration. Preferred experience includes curriculum design, program-building, and outreach. The successful applicant will have a Ph.D. in a discipline related to one or more of the programs in the department, a record of outstanding scholarship and excellence in undergraduate teaching, and a tenured position at a comparable institution. We are searching for a candidate with an interdisciplinary vision that will facilitate integration between the department's programs and enhance the department's existing strengths. Teaching responsibilities will include undergraduate courses at all levels of the curriculum in one or more of the department's major fields of study, as well as in the applicant's area of specialization. The Department of Anthropology, Sociology and Languages offers undergraduate majors in anthropology, sociology, Spanish, French, Japanese, and German, as well as minors/certificates in those disciplines along with archaeology and classical studies. To learn more

about the department, visit <http://www.umsl.edu/~asl/>. Applicants should submit the following: \* Letter of application, \* Vision statement for future of the department, \* Curriculum Vitae, and \* Complete contact information for three referees. Applications should be submitted electronically to [www.umsl.jobs](http://www.umsl.jobs) Review of applications will begin on November 1, 2014 and will continue until the position is filled. Apply Here: <http://www.Click2Apply.net/wpr52x4>  
 Run Date: 10/08/14-04/08/15  
 Posted Date: 10/08/14

### **TWO:**

**FACULTY POSITION IN THE SCHOOL OF EDUCATION EARLY CHILDHOOD EDUCATION – PRIMARY GRADES LANGUAGE AND LITERACY**  
 Drexel University, School of Education invites applications for an Early Childhood Education faculty member at the Assistant or Associate Professor level with a focus on primary grades language and literacy development. This is a tenure track line and would require the individual to have accomplished a well-established and distinguished program of scholarship as well as an exemplary teaching record for an appointment at the rank of

Associate Professor with tenure. As a faculty member, the scholar will join colleagues in the Department of “Teaching, Learning, and Curriculum.” The successful candidate will have an earned doctorate in Early Childhood Education, or closely related field. In association with the School of Education’s current needs and our increased involvement in Philadelphia-regional urban education issues, we seek an individual with substantive expertise in primary grades language and literacy development in association with diversity, inclusiveness, and urban education, as well as classroom teacher experience in the kindergarten – 4<sup>th</sup> grade levels.

**JOB DESCRIPTION AND RESPONSIBILITIES** The individual will be expected to teach and develop courses, engage in appropriate program development, collaborate with other faculty, and advise students in the School of Education’s undergraduate, master’s and doctoral programs as appropriate, including students on campus and online. The development of a research program on early childhood language and literacy development is also an expectation for the position. The individual will also be expected to seek external funding as well as fulfill the professional obligations of a faculty member within a research-intensive university.

(continued)



**QUALIFICATIONS**

The successful candidate should establish themselves as a scholar in the School of Education at Drexel University through:

- Engagement in a program of applied developmental research on early childhood education that is relevant to educational and other settings;
- Work in school readiness and the transition to the primary grades, including children at risk for academic and developmental problems across this transition;
- Work with early learning environments, both in the home and in other education and care settings;
- Work in and demonstrate appreciation for early childhood policy, intervention, and/or effectiveness research;
- Demonstrated commitment to studying children in urban settings and in ethnic minority and/or immigrant families, or families affected by disabilities;
- Demonstrated commitment to engaging in scholarship that advances our understanding of how socioeconomic status, race, ethnicity, gender, immigrant status, and disability impact early childhood development and learning.

All applicants should provide a cover letter describing their research agenda and teaching experience, a curriculum vitae, two examples of their scholarship, and a list of five references.

Online applications are required. Please apply at:  
<https://www.drexeljobs.com/applicants/jsp/shared/frameset/frameset.jsp?time=1415393387828>

Review of applications will begin 9 January 2015. For inquiries, please send an email to the Search Committee Chair, Dominic F. Gullo, Ph.D. at [dfg28@drexel.edu](mailto:dfg28@drexel.edu).

**THREE:**

**FACULTY POSITION IN THE SCHOOL OF EDUCATION: URBAN EDUCATION AND EDUCATIONAL POLICY** Drexel University :The department of Policy, Organization, and Leadership (POL) in the Drexel University School of Education (SOE) seeks to appoint an Assistant or Associate Professor, tenure-track or tenured faculty member in the area of Urban Education and Educational Policy. We seek an individual with specialization in the policies, dynamics, reform strategies, and contexts that currently affect urban education at multiple levels (community, K-12 district, community college/urban universities, state, and national) and with a focus on K-16 settings, both within and outside of the United States.

With Drexel University’s increased involvement in urban education issues through initiatives such as Critical Conversations in Urban Education (CCUE) lecture series, the Urban Teacher Residency program, the Lindy Scholars program, the University-Assisted Schools and Dragons Teach initiatives, this position will assist in achieving a major component of Drexel University’s strategic plan to be a modern urban university.

**JOB DESCRIPTION AND RESPONSIBILITIES**

The successful candidate is expected to develop or demonstrate an established research agenda on urban education and educational policy. The candidate is expected to teach courses; collaborate with other faculty; and advise students in the SOE’s face-to-face, blended, and online undergraduate, master’s and/or doctorate programs as appropriate. The successful candidate is also expected to connect with community partners to strategically contribute to SOE endeavors that engage the Drexel community and the public in efforts to improve the education offered to youth in urban neighborhoods.

**QUALIFICATIONS**

The successful candidate will hold a doctorate in Urban Education, Educational Policy or a closely related area. The individual should have training and expertise associated with urban research and policy.

In addition, the successful candidate should:

- Hold expertise to conduct/have an established track record of scholarly and applied research in one or more of the following specialty areas: urban education in K-12 settings; urban education associated with community college/higher education; and/or educational leadership.
- Demonstrate an agenda to ensure that Drexel remains relevant to the trends that are currently transforming (and will continue to transform) urban educational landscapes, such as charter schools, vouchers, school closings, school reconstitution, the implementation of policies designed to address historic and persistent disparities, international achievement testing, and an increasingly globalized knowledge economy.
- Translate teaching, advising, and research into civic engagement and transformative partnerships with the urban communities that Drexel University partners with (or would like to partner with)
- Express willingness to collaborate within and outside the School of Education in the interdisciplinary and multidisciplinary environment of Drexel University
- Show familiarity with and the capacity to secure or an established track record of grants to support research in these areas

All applicants should provide a cover letter describing their research agenda and teaching experience, a curriculum vitae, two examples of their scholarship, and a list of five references. Online applications are required. Please apply at:

<https://www.drexeljobs.com/applicants/jsp/shared/frameset/frameset.jsp?time=1415393387828>

For inquiries, please send an email to Search Chair, Dr. Rajashi Ghosh at [rajashi.ghosh@drexel.edu](mailto:rajashi.ghosh@drexel.edu). Nominations and applications will be reviewed beginning January 10, 2015, and will continue until the position is filled. The School of Education seeks to make an appointment to begin in September, 2015.

**+ Job Opportunities: Continued...**

**FOUR:**

**FACULTY POSITION IN THE SCHOOL OF EDUCATION EDUCATIONAL ASSESSMENT AND/OR QUANTITATIVE METHODS**

Drexel University School of Education seeks applications to appoint an Assistant or Associate Professor, tenure-track or tenured faculty member, in the area of Educational Assessment and/or Quantitative Methods. As a faculty member, the scholar will join either the Policy, Organizations and Leadership or Teaching, Learning and Curriculum departments depending on specific areas of expertise. The successful candidate will have a doctoral degree in a relevant field of study, a record of scholarship in the field, and a demonstrated interest in designing and applying innovative quantitative methods to important practical problems in education. These include but are not limited to: K-16 classroom assessment and evaluation, cognitive and socio-emotional learning, policies and programs to promote educational equity in K-16 learning environments, and educational policy associated with accountability and assessment. We seek candidates with high-level quantitative methods training, the pedagogical skills to clearly communicate sophisticated methods to diverse audiences, and the ability to apply their explanations to substantive examples in education.

**JOB DESCRIPTION / RESPONSIBILITIES**

The individual will be expected to teach courses in traditional face-to-face as well as online learning environments, collaborate with other faculty and advise students in the School of Education’s undergraduate, master’s and/or doctorate programs as appropriate, including students on campus and online. The development of a research program on educational assessment and/or quantitative methods is also an expectation for the position. In addition, we seek candidates who can contribute their expertise to the School’s focus on the Philadelphia region’s urban educational challenges.

**QUALIFICATIONS**

- A developing or established program of research in educational assessment, measurement, and/or quantitative methods,
- A demonstrated interest in designing and applying quantitative methods to important educational problems,

**(continued)**

## MORE JOBS...

- Experience in university-level teaching or an ability to apply sophisticated quantitative methods and communicate findings to a diverse audience at different university levels,
- The capacity to work closely with graduate students in guiding their research and mentoring them in professional activities,
- A willingness to collaborate within and outside the School of Education in the interdisciplinary and multidisciplinary environment of Drexel University, and
- Familiarity with and the capacity to develop and secure grants to support work in these areas.

Drexel University and the School of Education are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity.

All applicants should provide a cover letter describing their research agenda and teaching experience, a curriculum vitae, two examples of their scholarship, and a list of five references. Online applications are required. Please apply at:

<https://www.drexeljobs.com/applicants/jsp/shared/frameset/Frameset.jsp?time=1415805462723>

Review of applications will begin 9 January 2015 and continue until the position is filled. For inquiries, please send an email to Search Chair, Dr. Jennifer Adams at [jennifer.adams@drexel.edu](mailto:jennifer.adams@drexel.edu)

### **FIVE:**

#### **Job announcement, Census Bureau**

I am currently trying to fill a position as survey statistician/demographer at the Census Bureau, conditional on funding. The person would be responsible for reviewing and clearing our data on educational attainment and school enrollment in the U.S. I am looking for someone who can take responsibility for the clearance of the survey data, and become involved in the issues surrounding measurement of education, enrollment and related topics.

This is not a research position, but I'd like the person to pursue occasional research, especially of a type focused on data quality and measurement issues. A good candidate should have a PhD, or similar experience, and should be very comfortable working with large data sets.

We have a mixture of people here – some who are recent graduates, some who have come here after working in other agencies or consulting firms, and some who have come from tenure track positions. In terms of salary, we tend to hire at a GS 11 level, with most employees eventually moving to GS12. You can view the federal pay scale for 2012 at <http://www.opm.gov/oca/12tables/html/dcb.asp>. This position requires U.S. citizenship.

We offer a friendly, collegial work environment, good opportunity for advancement, and the opportunity to conduct ongoing research, on a limited basis.

Please direct inquiries to:

Kurt Bauman  
Chief, Education and Social Stratification Branch  
Social, Economic and Housing Statistics Division  
U.S. Census Bureau, 7H075  
Washington, DC 20233  
301-763-6171  
[Kurt.j.bauman@census.gov](mailto:Kurt.j.bauman@census.gov)

### **SIX:**

The Department of Educational Policy Studies and Evaluation in the College of Education at the University of Kentucky invites applications for a tenure-track assistant professor position in Quantitative Methods for Educational Research, Policy Studies, and Evaluation. Candidates should be prepared to contribute to public policy debates around state, national, and international educational issues in equity, access, effectiveness, and assessment of P-20 education. Candidates should be able to work in an interdisciplinary and collaborative environment to study the multiple contexts and competing interests represented in such critical arenas as educational policy formation; curriculum development, implementation, assessment, and evaluation. Responsibilities: Develop and teach graduate courses in quantitative research, assessment, and evaluation methods and/or experimental design, including such courses as basic educational statistics, analyzing large scale data sets, structural equation modeling, hierarchical linear modeling, advanced single equation techniques (including time-series and logistic regression), large-scale assessment programs, and/or item response theory modeling. The successful candidate will also advise graduate students, conduct and publish research, and contribute to partnerships with schools and governmental, educational, and community agencies on key educational policy issues.

Qualifications: 1) Earned doctorate in educational research or related field and 2) demonstrated potential for scholarly research, grants, publication, and teaching.

Demonstrated application of quantitative method techniques to substantive issues in education and experience teaching online preferred. Application: Send a letter of application, vita, representative publications, and names and contact information of four referees to Dr. Kelly Bradley, Department of Educational Policy Studies and Evaluation, 131 Taylor Education Building, University of Kentucky, Lexington, KY 40506-0001; phone (859) 257-4923; fax (859) 257-4243; email [kdbrad2@uky.edu](mailto:kdbrad2@uky.edu). Application reviews begin on January 4, 2015, and continue until the position is filled. Start date for the position will be August 16, 2015.

### **SEVEN:**

McMaster University invites applications for the Ontario Research Chair in Educational Achievement and At-Risk Students. The Chair will be based in either the Faculty of Health Sciences or Faculty of Social Sciences, depending on the profile of the successful candidate.

We seek applications from candidates holding a PhD in a field relevant to the Chair. To take advantage of McMaster University's strengths, we welcome applications from scholars with strengths in one or more of the following areas: health related research, population-based research, or the use of large data sets and longitudinal research methods to address questions related to academic achievement. S/he will have the capacity to lead a large multi-disciplinary team and to integrate multiple explanatory models of academic achievement. The Chair will place great emphasis on supervising graduate students and teaching at the graduate level in this area.

The successful candidate will be tasked with helping McMaster and the province of Ontario: to develop and lead a comprehensive multi-disciplinary research program in educational achievement; to stimulate/guide public policy debate on health deficits and socioeconomic disadvantage and their impact on children's academic achievement among a broad range of stakeholder groups; to build linkages within and among academics, policy-makers, practitioners, students and families.

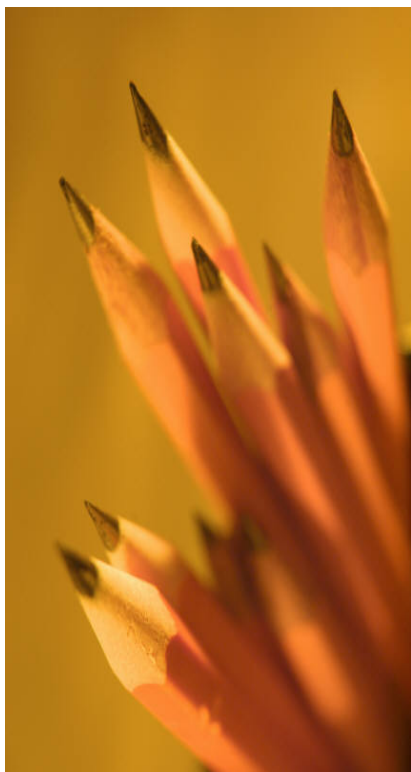
Interested candidates are asked to review the websites of the Faculty of Health Sciences and Faculty of Social Sciences and include in their application the department in which they would foresee having their primary appointment. It is anticipated that the successful candidate will be invited to be affiliated with the Offord Centre for Child Studies.

Interested candidates should prepare a curriculum vitae, a one-page statement of research interests and academic goals, and the names of three referees. Consideration of applications will begin after January 31, 2015. Enquires and applications should be sent via email care of: Dr. Alan J. Neville [liddell@mcmaster.ca](mailto:liddell@mcmaster.ca)

**ONE:**

Progressive Education: Policy, politics and Practice is a new series to be launched by Routledge. The series will produce authored and edited collections addressing the meaning and expanding understanding of progressive education, past and present. It will include case studies and explorations of schools, individuals, and networks of influence, considering the meaning of progressivism in education from a variety of standpoints. The series will focus upon experience, aspiration, hope and struggle in this consistently contested area of educational ideology, with a purpose to foreground examples of practice, debate and policy in a global context, drawing from the past to inform the future. Contributing authors are invited to propose themes and titles to the series editors. Please send your proposals to the series editors:

Catherine  
Burke, [cb552@cam.ac.uk](mailto:cb552@cam.ac.uk) and Jane  
Martin, [j.martin@bham.ac.uk](mailto:j.martin@bham.ac.uk)



Calls For  
Papers....

**TWO:**

(Persistent) Inequalities Reconsidered: Education and Social Mobility  
An international conference hosted by the Department of Sociology of Education at the University of Bern (CH) with the Institute of Education and Society, University of Luxembourg (LU); funded by Congressi Stefano Franscini (CSF)/ETH Zurich  
Date 26 July – 31 July 2015: Venue Congressi Stefano Franscini (CSF), Monte Verità, Ascona, Lago Maggiore, Switzerland (<http://www.csf.ethz.ch/about/index>).

## Theme

The main objective of this conference is to analyse the changing patterns of educational inequalities related to social origin as well as to other axes of inequality (e.g. gender, migration background), and their impact on educational benefits such as social mobility. Reconsidering the seminal work by Peter Blossfeld and Yossi Shavit on 'persistent inequalities' as well as recent accounts that emphasise changing patterns of inequality, it is the aim of the international conference to discuss the state of the art in regard to inequality of educational opportunity and the meritocratic triad of origin, education and status/income as well as consequences for individuals, markets, institutions, and society. The conference will focus on theoretical frameworks, conceptual developments and empirical evidence as well as methodological innovation in research on educational inequalities.

We invite social scientists to contribute to the conference with:

- paper presentations (20 minutes plus 10 minutes of discussion),
- posters or
- round-table talks (15 minute presentation plus discussion).

The conference language is English.

Papers should focus on educational inequalities and mobility including topics such as:

- a) Inequalities related to social origin: Persistent or non-persistent?
- b) Gender inequalities in education and gender segregation in mobility
- c) Migration background and ethnicities: A (new) axis of inequality in education and on the labour market?
- d) Change and stability of social mobility patterns

An abstract of about 400 words should cover key questions, theoretical issues, methods and (preliminary) results.

Include the following information for all author(s):

- family name, first name(s); affiliation; postal address (including postcode and country); email address; telephone number (including country and area dialling codes); and academic title/post/appointment.

Please also indicate if any of the attending (co-)authors is a young scholar (PhD student), and if you want to give a presentation, to present a poster or to take part with your paper at a round-table talk.

The deadline for submitting abstracts is 5 January 2015. Please send your abstracts by email to Katia Durand ([inequalities2015@uni.lu](mailto:inequalities2015@uni.lu)).

You will be notified whether your paper has been accepted by 30 January 2015.

## Costs, Grants and Subsidies

All participants will receive subsidised rates for the Hotel Monte Verità – accommodation and breakfast/lunch/dinner at the Hotel Monte Verità from 26-31/7/2015 will then amount to approx. 1000 CHF (approx. 830 EUR), due until 1st May 2015.

There will be also grants for doctoral candidates (N = 8) covering all accommodation and breakfast/lunch/dinner costs at the Hotel Monte Verità for the conference week. Please note that eligibility for financial support depends on attendance at the entire conference from Sunday night to Friday noon. Registration Fee

200 CHF (due until 1st May 2015)

For further information, please contact: [inequalities2015@uni.lu](mailto:inequalities2015@uni.lu)

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University of Bern University of Luxembourg

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**\*\*POSTDOCTORAL FELLOWSHIPS\*\***

The following new job listing has been posted in the ASA Job Bank and may be of interest to section members:

Job ID: 10820 Institution: Ithaca  
College Department: Department of Sociology  
Title: Dissertation Diversity Fellow Position/Rank:  
Fellowships/Post-docs: Pre-  
doctoral Areas/Special Programs:  
For additional information on this position  
(including how to apply), visit the ASA Job Bank  
at <http://jobbank.asanet.org>.

**\*\*\*POSTDOCTORAL FELLOWSHIPS\*\*\***

The following new job listing has been posted in the ASA Job Bank and may be of interest to section members:

Job ID: 10793 Institution: Ohio State  
University Department: Department of  
Sociology  
Title: SBS Diversity Postdoctoral  
Fellow Position/Rank: Fellowships/Post-docs:  
All Areas/Special Programs: For additional  
information on this position (including how to  
apply), visit the ASA Job Bank  
at <http://jobbank.asanet.org>.

**\*\*\*POSTDOCTORAL FELLOWSHIP\*\*\***

The following new job listing has been posted in the ASA Job Bank and may be of interest to section members:

Job ID: 10824 Institution: Nanyang Technological  
University Department: School of Humanities and  
Social Sciences  
Title: CLASS Postdoctoral  
Fellowships Position/Rank: Fellowships/Post-docs:  
Post-doctoral Areas/Special Programs: Cultural  
Sociology, Medical Sociology  
For additional information on this position  
(including how to apply), visit the ASA Job Bank  
at <http://jobbank.asanet.org>.



Post Doc  
Listings...

The Center for Education Policy Analysis (CEPA) at Stanford University is seeking a postdoctoral fellow for a two-year fellowship in the Stanford Postdoctoral Fellows Program in the Center for Education Policy Analysis, a program funded by the Institute of Education Sciences. We seek a fellow with interests in developing and applying their skills in rigorous quantitative education policy analysis and a substantive interest in one or more of three overlapping education policy areas: 1) policies to improve educational outcomes for low-income and low-performing students; 2) policies and practices affecting English language learners; and/or 3) policies and practices to improve postsecondary access and outcomes. The postdoctoral fellows will conduct research on one or more of these topics, and will receive mentorship and training from one or more of the program's four primary faculty mentors: Sean Reardon, Susanna Loeb, Tom Dee, and Eric Bettinger. In addition, fellows may work with additional mentors among the faculty at Stanford, including Kenji Hakuta, Claude Goldenberg, Geoff Cohen, Mitchell Stevens, and Anthony Antonio. Candidates should have a PhD in Education, Economics, Sociology, Statistics, Psychology, Public Policy, or a related field by the beginning of the postdoctoral fellowship (September 1, 2015). Review of applications will begin January 12, 2015, but we may consider applications received after that date (please see the website below for updated information on the application deadline). Applications received after that date may Candidates should have either strong substantive expertise in one of the three policy areas described above and demonstrated potential to develop strong quantitative research skills or strong quantitative research skills and an interest in applying them to one of the three policy areas. Candidates must be U.S. citizens or permanent residents.

For more information, and to apply, visit: <http://cepa.stanford.edu/iespostdoctoraltraining/>. Interested applicants should submit a 2-3 page statement of interest, a research paper authored or co-authored by the applicant, and a CV. In addition, applicants should arrange for 3 scholars to provide confidential letters of reference. Letters of recommendation can be sent by email to [cepaiespostdoctraining@stanford.edu](mailto:cepaiespostdoctraining@stanford.edu). For questions, please contact Sean Reardon

## Other Announcements:

YOU are invited to participate in **Drexel University's Global Education Colloquium**. Join us live in person or online every third Tuesday each month at noon Eastern. <http://drexel.edu/soe/event-series/gec/>

The multifaceted global issues that face today's educators and students represent unique opportunities and challenges to develop global, international and intercultural awareness, knowledge and perspective.

Drexel University's Global Education Colloquium (GEC) was founded on the premise that providing a forum for rich dialogue about global issues facing today's educators and students will enhance our ability to develop possible solutions that are international, intercultural and inclusive.

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. **To register** for an upcoming event, please visit [drexel.edu/soe/GEC-events](http://drexel.edu/soe/GEC-events)

**For more information**, email Dr. Kristy Kelly, faculty coordinator for the GEC, at [kek72@drexel.edu](mailto:kek72@drexel.edu).

**All events are videotaped and archived for future viewing**– use them in your classes and share with colleagues.

#### 2014-2015 Speaker Schedule

- **September 16, 2014** *Identity in Past, Present, and Future Tense: The Emotional Work of Navigating Gender, Class, and Nation in Vietnamese and English* Irene Crawford, Ph.D., Southern Connecticut State University
- **October 21, 2014** *Who Owns the South China Sea? Politics of Knowledge and Evidential Claims Making* Bill Hayton, Writer and BBC Journalist
- **November 18, 2014** *Sowing Seeds of Change? Education for Partnership Between Jews and Palestinians in Israel* Karen Ross, Ph.D., University of Massachusetts-Boston
- **December 16, 2014** *The Internationalization of German University: English Language Master's Programs, the State, and the New Nationalism* Roger Gonzalez, Ph.D., Drexel University
- **January 20, 2015** *A Return to God? Muslim Youth, Education, Politics, and Identity in a Post-Modern World* Ameena Gaffar-Kucher, Ed.D., University of Pennsylvania
- **February 17, 2015** *Hot and Bothered: How Globalization Stemmed Sex Education* Jonathan Zimmerman, Ph.D., New York University
- **March 17, 2015** *Engaging Knowledge and Strategies: Rural Parental Involvement in Gansu, China* Peggy Kong, Ph.D., Lehigh University
- **April 21, 2015** *Stratification and the Emergence of the Post-Secondary Private Education Sector in Vietnam* Kimberly A. Goyette, Ph.D., Temple University
- **May 19, 2015** *Breaking the Glass Ceiling? Gender and Leadership in Higher Education* Barret Katuna, Ph.D., University of Connecticut
- **June 16, 2015** *On Whose Wavelength? Learning What Our Shared Work is [and is called] Through a Pennsylvania/Ghana Collaboration* Alice Lesnick, Ph.D., Bryn Mawr College



Other Announcements:  
(Continued)

### **Gender, Science, and Organizations Workshop**

The 9<sup>th</sup> semi-annual Gender, Science, and Organizations Writing Workshop will take place from 9 am to 5 pm on Thursday, February 19, 2015 at the Sociologist for Women in Society winter meeting at the Washington Marriott in Georgetown, Washington, DC.

We are a growing, loosely organized group comprised of sociologists working on research related to gender equity in academia, especially within STEM fields. Many workshop participants have worked on NSF-funded ADVANCE research projects.

The purpose of the workshop is to: 1) network with other scholars conducting research on similar topics and 2) write.

As a group, we will talk about our current projects. This will provide workshop participants with the information necessary to explore potential collaborative projects. There will also be two large designated blocks of time for writing. All interested sociologists are welcome to join the writing workshop but space is limited. Please send an email to Kathrin Zippel ([k.zippel@neu.edu](mailto:k.zippel@neu.edu))

### **Sociological Inquiry seeks book reviewers**

Sociological Inquiry (SI) invites volunteers to review current books on all sociological topics for its 85th volume which will come out in 2015. Reviewers are needed for *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap* by Gilda Ochoa and *Sexuality in School: The Limits of Education* by Jen Gilbert, and others. Scholars and graduate students of all levels of experience are invited to volunteer. If you are interested in writing a book review, please contact Dr. Christopher Donoghue, the Book Review Editor, by email at [donoghuec@montclair.edu](mailto:donoghuec@montclair.edu). Reviews should be approximately 1,000 to 2,000 words in length. Authors must acknowledge that they do not have a conflict of interest in writing the review, such as a close association with the author or an involvement in the writing of the book.

### **Review of Higher Education seeks book reviewers**

The Review of Higher Education, one of top-ranked journals devoted to issues surrounding theory, research, and practice in higher education, is looking for contributors to our Book Review section. Specifically, we would like to encourage college faculty members as well as scholars working in other organizations to submit book reviews for consideration for their publication in the journal. The journal maintains a library of available books on a wide variety of topics, but we will also consider reviews of any other recently-published books (non-textbooks) pertaining to higher education. Please contact the Book Review Editor, Dr. Gerry Dizinno ([gerry.dizinno@utsa.edu](mailto:gerry.dizinno@utsa.edu)), for further information including a list of currently available books and guidelines for authors.