Important deadlines

- 2016 Annual meeting papers submissions: January 31, 2016
- 2016 Graduate Student Paper Competition: January 31, 2016

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The New Year is here and I’m energized to serve as the Chair of the Educational Problems Division (2015-2017). The 2015 meetings in Chicago were exciting, as we sponsored a well-attended Critical Dialogue session – Progressive Housing and Educational Reform in Chicago – as well as a variety of other well-attended sessions. Thanks to everyone who organized and presided over sessions in Chicago and thanks to those audience members for making our division program successful! In addition, we had a very successful division business meeting. A number of interested members convened for several hours to discuss ideas for the 2016 program and then threw around various session titles and proposed modifications. At the conclusion of the meeting we had developed a thoughtful and engaging draft for 2016! Thanks to all those who attended. Your insights were incredible!

Next year’s SSSP annual meeting will be held in Seattle, and the theme is “Globalizing Social Problems.” As stated by the SSSP President, David Smith, “The 2016 SSSP conference should be a platform to discuss global social problems that are among the world’s most pressing. Indeed, arriving at some sort of solution to vexing issues like world climate change, intensifying global inequality, and the threat of war in an era of weapons of mass destruction are imperative for the survival of humanity on this planet.” The Educational Problems lineup for these meetings will bring these and other issues to the fore: global conflicts and schooling; educational problems and rural schools; transgender identities in schools; higher education and addressing familial poverty; student protests; disabilities and schools; ethnographies in education; and learning beyond the classroom. The 2016 Educational Division’s preliminary program is included in this newsletter and the submission process is open until January 31, 2016.

Also, a reminder that the division’s Graduate Student Paper competition is still open for submission until January 31, 2016. The CFP is included in this newsletter.

Onward toward 2016 in Seattle!
Each participant is permitted to submit one sole-authored paper and one critical dialogue paper, but additional co-authored papers may be submitted. Critical Dialogue sessions include short (5 minute) presentations by up to 8 authors followed by facilitated dialogue that critically explores connections among the papers. The audience will have an opportunity to participate in the dialogue as well. Emphasis is placed on exploring interesting connections between papers with a broadly similar theme. The hope is that both presenters and the audience will have an opportunity to make new and deeper connections from their unique insights and presented ideas. Critical Dialogue sessions will not have audio-visual equipment.

From the SSSP Call for Papers website:
http://www.sssp1.org/index.cfm/m/655/fuseaction/ssspsession2.publicView
JOB OPENINGS ON SSSP’S WEBSITE

“The Society for the Study of Social Problems (SSSP) provides a free career center for members and non-members to browse current job opportunities related to sociology. Please remember to contact each employer individually if you would like more information about a job listing. SSSP hopes you find this service valuable. Jobs are listed in chronological order by date posted.” Visit http://www.sssp1.org/index.cfm/m/320/locationSectionId/0/Job_Opportunities for more information.

CALLS FOR SUBMISSIONS AND CONFERENCES


According to the website, If you want to have SSSP “post a call for papers, book chapter, article submission, or a conference announcement listed please email your announcement to sssp@utk.edu. The announcement may be included in the email, attached as a word document, PDF file or word perfect document. Please include a URL for more information, if available.

There is no charge to place an announcement on this website. Announcement for book chapters or articles will be posted until the submission deadline. Announcements will be posted on the website until the date of the conference has passed.”
Upcoming Conferences, Events, and Calls for Papers:

**ONE:**

City, Culture, and Community Graduate Student Symposium

Social Justice and the City: Implications for Race and Equity
Annual Graduate Student Symposium
Hosted by City, Culture and Community, an Interdisciplinary Doctoral Program at Tulane University
March 10th-11th
Keynote Speaker: Dr. Mary Pattillo
www.tulane.edu/ccc

**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 with your background information and suggested review topic.

**THREE:**

Drexel University’s Global Education Colloquium

Join us for a live streamed event on the third Tuesday of every month at Noon EST. Check the website for upcoming and archived talks http://drexel.edu/soe/event-series/gec/

For more information, email Dr. Kristy Kelly, faculty coordinator for the GEC, at kek72@drexel.edu, or follow the conversation on Twitter #DrexelGlobalEducation

UPCOMING SPEAKERS:

January 19, 2015
Expanding Notions of Blackness, Tools for a Better Pedagogy
Evelyn Laurent-Perrault, Bryn Mawr College

February 16, 2016
Schools without Stones: Education for Conflict or for Peace in Afghanistan
Dana Burde, Steinhardt, New York University

March 15, 2016
Charter school dynamics in Colombia: Findings on the operationalization of accountability and Competition
Brent Edwards, Drexel University

April 19, 2016
Susan O’Rourke, Carlow University

May 17, 2016 - TBA

June 7, 2016
High Stakes Schooling: Japan’s Experiences with Testing, Accountability & Education Reform
Christopher Bjork, Vassar College
**MEMBER ACHIEVEMENTS...**

**ONE:**

Brigit Dyer, PhD student in Sociology at Wayne State University has recently accepted a full time, tenure track Sociology instructor position at Macomb Community College, in Warren, MI. She begins at the college in January.

**TWO:**

Adrian H. Huerta, a fifth-year Ph.D. candidate in education, at the University of California, Los Angeles and has a forthcoming paper titled: “I didn’t want my life to be like that”: Gangs, college, or the military for Latino male high school students. *Journal of Latino/Latin American Studies, 7*(2), 156-167. He is currently an American Educational Research Association Minority Dissertation Fellow for the 2015-2016 academic year.

**THREE:**

Maralee Mayberry and Lane Hanson’s article, “Barriers to Gay-Straight Alliance Social Activism: An Assessment Model for Education Researchers and Practitioners” has been recently published in the *Journal of Sociology and Social Work, 3*(1), 7-16. The paper provides an ecological assessment model that will be of value to those interested in replacing oppressive school structures with socially-just educational climates and to those directly involved in GSA formation and implementation.

**FOUR:**

Leslie R. Hinkson, Ph.D., Assistant Professor in the Department of Sociology at Georgetown University gave a TedX Talk in October. Click on the url to watch her talk titled, “Racial Issues in Urban Schools”

https://www.youtube.com/watch?v=DNs3HDMp9hA
Good Reads...

ONE:


This excellent book provides a “up-close look at how whiteness operates in actual schools, and within one school district. It offers a rare, ethnographic portrait of how policies ostensibly aimed at effecting educational equity end up reinforcing the status quo.” Framed by critical race theory and whiteness studies, this book employs concepts like interest convergence, a critique of liberalism, and the possessive investment in whiteness to better understand diversity-related educational policy and practices. Castagno not only sheds light on the disconnect between the promises and practices of diversity-related initiatives but also provides insight into why the disconnect persists.

TWO:


Another excellent read! This book explores the challenges and promises of building queer-inclusive pedagogy and curriculum into teacher education. Weaving together theory, research findings, and practical “how-to” strategies and materials, it fills an important gap by offering a clear road map and resources for influencing the knowledge, beliefs, and actions of faculty working with pre-service teachers. Looking at both the politics and practices of teacher education and the ways in which queer issues manifest in schools, it is hopeful in suggesting that if teachers and pre-service teachers can critically reflect on homophobia and heteronormativity, they can begin to think about and relate to queer youth in a different, more positive and inclusive way.

THREE:


_Sexuality in School_ investigates the breakdowns, clashes, and controversies that flare up when sexuality enters spaces of schooling. Education must contain the volatility of sexuality, Gilbert argues, and yet, when education seeks to limit the reach of sexuality, it risks shutting learning down. Gilbert penetrates this paradox by turning to fiction, film, legal case studies, and personal experiences. By examining the strange workings of sexuality in schools, Gilbert draws attention to the explosive but also compelling force of erotic life in teaching and learning.
RACE, CLASS, AND AFFIRMATIVE ACTION

Sigal Alon

No issue in American higher education is more contentious than that of race-based affirmative action. In light of the ongoing debate around the topic and recent Supreme Court rulings, affirmative action policy may be facing further changes. As an alternative to race-based affirmative action, some analysts suggest affirmative action policies based on class. In Race, Class, and Affirmative Action, sociologist Sigal Alon studies the race-based affirmative action policies in the United States and the class-based affirmative action policies in Israel. Alon evaluates how these different policies foster campus diversity and socioeconomic mobility by comparing the Israeli policy with a simulated model of race-based affirmative action and the U.S. policy with a simulated model of class-based affirmative action.

Alon finds that affirmative action at elite institutions in both countries is a key vehicle of mobility for disenfranchised students, whether they are racial and ethnic minorities or socioeconomically disadvantaged. Affirmative action improves their academic success and graduation rates and leads to better labor market outcomes. The beneficiaries of affirmative action in both countries thrive at elite colleges and in selective fields of study. As Alon demonstrates, they would not be better off attending less selective colleges instead.

Alon finds that Israel’s class-based affirmative action programs have provided much-needed entry slots at the elite universities to students from the geographic periphery, from high-poverty high schools, and from poor families. However, this approach has not generated as much ethnic diversity as a race-based policy would. By contrast, affirmative action policies in the United States have fostered racial and ethnic diversity at a level that cannot be matched with class-based policies. Yet, class-based policies would do a better job at boosting the socioeconomic diversity at these bastions of privilege. The findings from both countries suggest that neither race-based nor class-based models by themselves can generate broad diversity. According to Alon, the best route for promoting both racial and socioeconomic diversity is to embed the consideration of race within class-based affirmative action. Such a hybrid model would maximize the mobility benefits for both socioeconomically disadvantaged and minority students.

Race, Class, and Affirmative Action moves past political talking points to offer an innovative, evidence-based perspective on the merits and feasibility of different designs of affirmative action.

SIGAL ALON is an associate professor in the Department of Sociology and Anthropology at Tel-Aviv University.

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CARLA SHEDD  

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