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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**

Important deadlines

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

Division Chair

Maralee Mayberry, Ph.D.
Professor of Sociology,
University of South Florida,
2015-2017
mayberry@usf.edu

Newsletter Editor

Mollie Davis
Drexel University
School of Education



Message from the Chair

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!

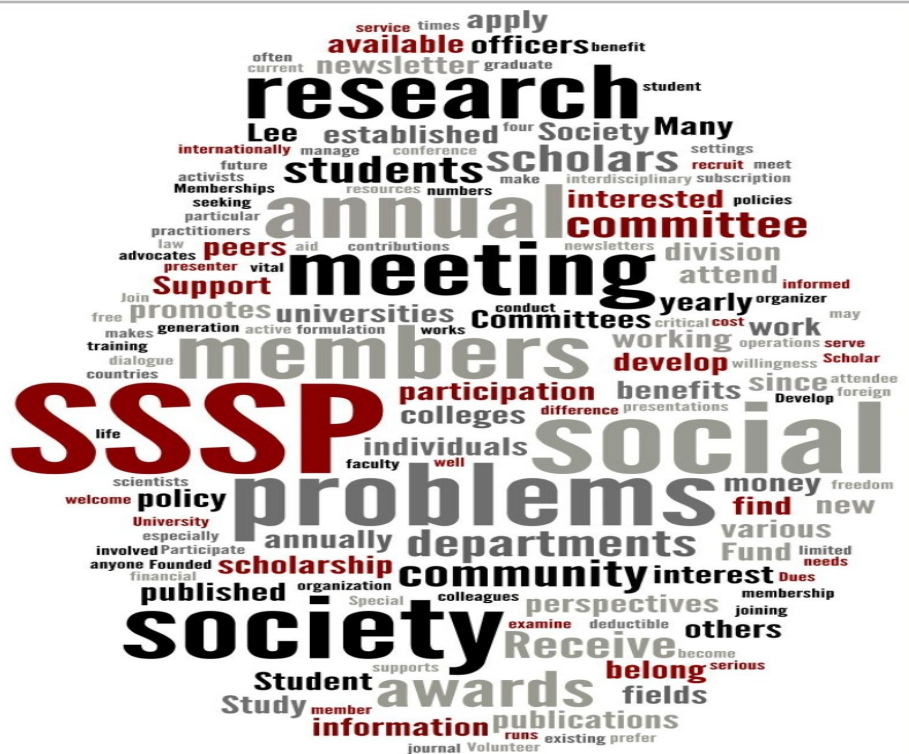
Educational Problems sessions scheduled for the Seattle meeting –
Please check the preliminary program for dates, times, and locations:

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>

Session #	Session Title	Sponsor(s)	Organizer(s)
6	Head Start to Higher Education: Addressing Familial Poverty	1. Community Research and Development 2. Educational Problems 3. Poverty, Class, and Inequality	1. Green, Autumn R. [agreen@endicott.edu] 2. Katz, Sheila M. [smkatz@uh.edu] (co-organizers)
12	Transgender Identities and Experiences in Education	1. Conflict, Social Action, and Change 2. Educational Problems	1. Hanson, Lane L [llhanson@wisc.edu]
13	ROUNDTABLES: Student Protests	1. Conflict, Social Action, and Change 2. Educational Problems 3. Sociology and Social Welfare	1. Guzmán, Sebastian G. [guzmas31@newschool.edu]
27	Disability, Schools, and the Prison Pipeline	1. Disability 2. Educational Problems	1. Dalmage, Heather M. [hdalmage@roosevelt.edu]
42	Global Conflicts: Migration, Immigration and Schooling - THEMATIC	1. Educational Problems	1. Pereira, David A. [david.pereira@utoronto.ca]
43	Educational Problems in Rural Schools	1. Educational Problems	1. Waldron, Linda M. [lwaldron@cnu.edu] 2. Strayer, Christine Elizabeth [christine.e.strayer@wmich.edu] (co-organizers)
44	Transformations in Higher Education in the 21 st Century	1. Educational Problems	1. Pearson, A. Fiona [pearsonaf@ccsu.edu]
45	Ethnographies in Education	1. Educational Problems 1. Institutional Ethnography	1. Davis, Mollie A. [mad432@drexel.edu]
46	Beyond the Classroom: Learning through Extra- and Co- curricular Activities	1. Educational Problems 2. Sport, Leisure, and the Body	1. Sacha, Jeffery O. [sacha@usc.edu]
47	Pedagogical (R)evolutions in a globalizing World - THEMATIC	1. Educational Problems 2. Teaching Social Problems	1. Mayberry, Maralee [mayberry @usf.edu]



CHECK OUT WHAT THE SSSP WEBSITE
HAS TO OFFER!

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

Did you know that SSSP posts calls for submissions and other conferences on our website? Visit

http://www.sssp1.org/index.cfm/m/361/Calls_for_Submissions_&_Conferences/ to see current calls for Sociology of Race and Ethnicity, Catalyst: A Social Justice Forum, and the African Journal of History and Culture.

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/ccs

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

Transformation for Inclusive Practices:

Developing a sustainable model for vulnerable children in post-conflict Uganda

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:**

Educated in Whiteness (2014, University of Minnesota Press) by Angelina E. Castagno.

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:

Queer Inclusion in Teacher Education (2015, Routledge) by Olivia J. Murray.

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: The Limits of Education (2014, University of Minnesota Press) by Jen Gilbert.

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.



NEW FROM RUSSELL SAGE FOUNDATION

A study of the race-based affirmative action policies in the United States and the class-based affirmative action policies in Israel.

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.

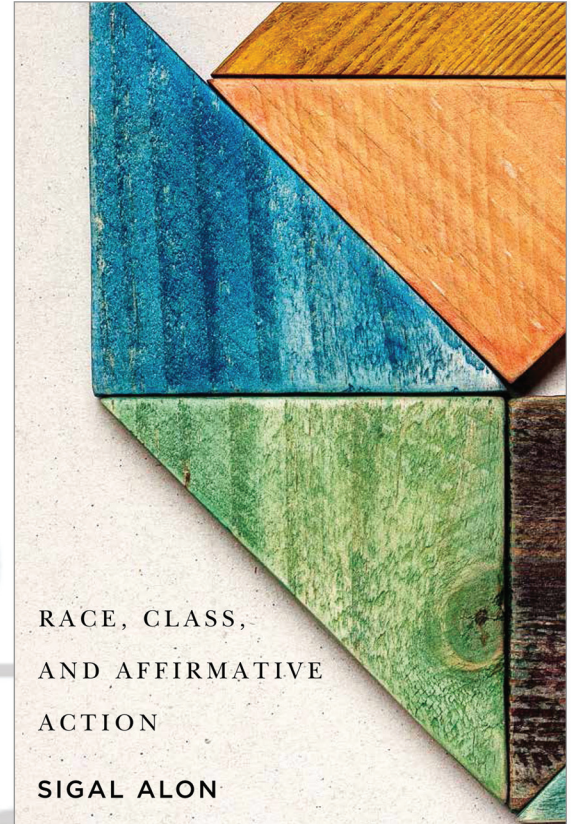
Alon finds that affirmative action at elite institutions in both countries is a key vehicle of mobility for disenfranchised students, whether they are racial and ethnic minorities or socioeconomically disadvantaged. Affirmative action improves their academic success and graduation rates and leads to 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.

~~\$37.50~~ \$30.00 | November 2015 | 978-0-87154-001-0 | 304 Pages



NOTEWORTHY BOOKS

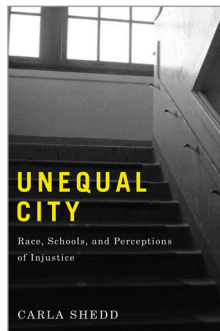
Published by the Russell Sage Foundation



UNEQUAL CITY

Race, Schools, and Perceptions of Injustice
CARLA SHEDD

Chicago has long struggled with racial segregation, high rates of poverty, and deepening class stratification. *Unequal City* examines the ways in which Chicago's adolescents—the city's most vulnerable residents—navigate their neighborhoods, life opportunities, and encounters with the law. In this pioneering analysis of the intersection of race, place, and opportunity, sociologist and criminal justice expert Carla Shedd illuminates how schools either reinforce or ameliorate the social inequalities that shape the worlds of these adolescents.

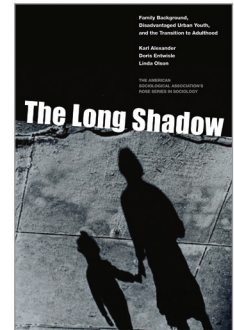


~~\$35.00~~ \$28.00 | 2015 | 978-0-87154-796-5 | Pages 236

THE LONG SHADOW

Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood
YOUTH, AND THE TRANSITION TO ADULTHOOD
KARL ALEXANDER, DORIS ENTWISLE & LINDA OLSON

"*The Long Shadow* profoundly challenges our understanding of schooling in the lives of disadvantaged urban children, black and white. They and their more privileged classmates are followed from first grade into young adulthood. Numerous policy-relevant observations emerge."
—GLEN H. ELDER, JR., University of North Carolina



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