

Society for the Study of Social Problems

EDUCATION PROBLEMS DIVISION



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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



If our public schools are indeed a barometer of our nation's successes and failures, the schools in New York City, the site of SSSP's 2019 Annual Meeting, are no doubt a key point on that barometer providing insight regarding the current state of our nation. How is it that in the 21st century, the schools of New York City are so diverse yet remain so segregated? In 2013, when launching his first mayoral bid, Bill de Blasio, described a "tale of two cities . . . where City Hall has too often catered to the interests of the elite rather than the needs of everyday New Yorkers." According to Michelle Chen, writing about New York City schools in 2018 for *The Nation*, "Decades after *Brown v. Board of Education*, school segregation is still rendering the nation's most diverse public school district its most divided, putting children on divergent paths to poverty and privilege virtually from birth, undermining the entire city's future prospects."

We in the Division of Educational Problems are well acquainted with the social realities producing the systemic inequalities described by de Blasio and Chen that shape our unequal schooling system. For that reason, we hope you will join us from August 9-11 next summer in New York City for the Society for the Study of Social Problems' 69th Annual Meeting. We encourage you to share with us your research regarding the social processes that produce social inequalities or that illuminate a means of moving forward to attain educational equity. Inside the pages of this newsletter, you will find detailed information about the many diverse panels the Educational Problems Division will be sponsoring this summer—I thank our many session organizers and our Newsletter Editor, Mollie Gambone, who collectively keep our division going strong.

Finally, I would like to congratulate Linda Waldron, Associate Professor at Christopher Newport University, who will serve as the new Chair for the Educational Problems Division beginning in 2020. Dr. Waldron has long served the Educational Problems Division as a session organizer and Committee Member for the Graduate Student Paper Competition. We are surely fortunate to have her leading our Division in the years to come.

Wishing you a healthy and happy New Year and we look forward to seeing you in New York City in 2019!

A. Fiona Pearson
Professor, Sociology - Central Connecticut State University
Chair, Educational Problems Division, SSSP

Education Problems Member Highlights:

A hearty congratulations to Linda Waldron! She has been elected by us, her peers, to serve as the next Chair of the Educational Problems Division of SSSP.

Linda M. Waldron, Ph.D. is an Associate Professor of Sociology and Director of the Center for Education Research and Policy at Christopher Newport University in Virginia. She is a qualitative researcher, specializing in issues related to youth violence, bullying, school discipline policies, and representations of race-class-gender in the media. Her research has been published in several scholarly journals, including *Youth & Society*, *Sociology Compass*, *Sociological Studies of Children & Youth*, *Social Sciences*, and *Humanity & Society*. Her more recent work focuses on cyberbullying, school shootings and social movements, and the benefits and challenges of using social media and technology in today's classrooms.



Opportunities for Members



SSSP Connects!

Facebook • Twitter • RSS Feeds • Listservs



After nearly five years, our Newsletter Editor, Mollie Gambone, is stepping down. We are searching for both a new Newsletter Editor and a Social Media Editor for 2019. If you are potentially interested in either of these positions, please contact Fiona Pearson for more information (pearsonaf@ccsu.edu).

Call for Papers:

Listed below are the Educational Division Sessions for the 2019 Annual Meeting.

Each participant is permitted to submit one sole-authored paper and one sole-authored 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.

Visit www.sssp.org to submit an extended abstract (*required*) and paper (*optional*) or to view your added or submitted abstracts/papers.

All papers must be submitted by midnight (EST) on January 31, 2019 in order to be considered.

All sessions are regular paper sessions unless otherwise designated:

Sole Sponsored Division Sessions

1. [THEMATIC] "Illuminating the Social in Higher Education" - Session Organizer: Patricia Morency pmorency821@gmail.com
2. "Issues of Gender and Sexuality in Higher Education" - Session Organizer: Kristopher Oliveira, University of South Florida KAoliveira@mail.usf.edu
3. [THEMATIC] (Critical Dialogue) "'Me Too' in Academia" - Session Organizer: Lanysha Adams, Edling Solutions LLC lanysha@edlinguist.com and Kristin Kalangis, University of New Mexico kkalangis@gmail.com

Co-Sponsored

1. (Critical Dialogue) "The Sociological Significance of School Shootings: Mental Health Awareness and Growing Social Movements" - Session Organizer: Linda Waldron, Christopher Newport University, lwaldron@cnu.edu Co-sponsored w/Health, Health Policy, and Health Services and Mental Health
2. "Education, Community, and Place" - Session Organizer: Julia Miller jmmi245@g.uky.edu Co-sponsored w/ Community Research and Development
3. "Action and Change Strategies in Education" - Session Organizer: Brittany Gatewood britany.gatewood@bison.howard.edu Co-sponsored w/ Poverty, Class, and Inequality
4. "Restorative Justice, Education, and Schools" - Session Organizer: Mollie Gambone molliegambone@gmail.com Co-sponsored w/Law and Society
5. [THEMATIC] "'Illuminating Social Structures that Shape the Lives of Transgender Youth and their Families.'" - Session Organizers: Maralee Mayberry mayberry@usf.edu and Nancy Mezey nmezey@monmouth.edu; Presider: Mayberry, Maralee; Discussant: TBA Co-sponsored w/Family
6. [THEMATIC] (Critical Dialogue) "Surviving the Academy as a Marginalized Academic" - Session Organizer: Anthony Jackson, Howard University, anthony.jackson@bison.howard.edu Co-sponsored with Conflict, Social Action, and Change
7. "Pathways to Social Mobility" Session Organizer: Kevin McElrath, Stony Brook University kevin.mcelrath@stonybrook.edu Co-sponsored w/ Poverty, Class, and Inequality

Graduate Student Paper Competition:

EDUCATIONAL PROBLEMS

Deadline: 1/31/19

The [Educational Problems Division](#) announces its 2019 Graduate Student Paper Competition. Papers must address a contemporary educational problem and may be empirical or theoretical in nature. Authors must be current graduate students. In addition to single-authored papers, co-authored papers will be considered for this award if co-authors are graduate students but not co-authored with a faculty member or colleague who is not a student. Papers may not have been submitted or accepted for publication (papers that have been presented at a professional meeting or that have been submitted for presentation at a professional meeting are eligible). Papers must not exceed 30 double-spaced pages (excluding notes, references, tables, and figures). All papers must include a 150-200 word abstract and be prepared for anonymous review with the author's name and institutional affiliation appearing only on the title page. Winners will receive a modest cash stipend, student membership in the SSSP, conference registration to the 2019 SSSP annual meeting, and a plaque of recognition at the conference awards ceremony. Authors are required to submit their papers through the annual meeting Call for Papers process as a condition for consideration for the award. Students may only submit to one division. All papers must also be submitted electronically (as an attachment) to the Division Chair, Dr. Fiona Pearson at pearsonaf@ccsu.edu with subject line: SSSP-Edu. Probs. Div. Student Paper Competition. Please include your name, institutional affiliation, and contact information in the body of your email. The paper should be submitted no later than 11:59pm (EST), January 31, 2019.

Education Problems Publications:

Nora Gross, M.A.

Ph.D. Candidate, University of Pennsylvania
Education, Culture, and Society & Sociology (joint degree)
UPenn Urban Studies Dissertation Fellow (2018-2019)

Gross, Nora and Cassandra Lo. 2018. "Relational Teaching and Learning After Loss: Evidence from Black Adolescent Male Students and Their Teachers." *School Psychology Quarterly* 33(3): 381-389.

Opportunities to Share with Undergraduates:

Progressive Education Lab PEL Fellowship

Do you see education as a way to develop the potential of individuals and to impact society? Do you want to be a part of educational communities of respect where students love learning? Do you believe in the inherent value every child's knowledge and curiosity? If so, consider a **teaching fellowship** with the Progressive Education Lab!

We seek candidates who:

- want to be powerful educators and agents of change.
- strive to teach to all dimensions of students' interests, experiences, and aptitudes.
- honor all of the knowledge and curiosity that students bring to the schooling experience.
- believe in respectful, collaborative relationships between educators and learners.
- value the process of students developing voice and agency in their educational experience.
- appreciate the need to hone independent thinking and deep academic inquiry skills.

The Progressive Education Lab (PEL) is a two year teaching fellowship designed to give recent college graduates from any field of study an understanding of the fundamentals of Progressive theory, while learning from intense mentoring and practical experiences at Progressive schools. PEL's mission is to prepare young people to become powerful educators and agents of change in the teaching profession.

In their first year, our fellows learn and work as a cohort. They spend time in each of the four PEL schools (Cambridge School of Weston, The Putney School, The Crefeld School, and The Miquon School). 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 across all disciplines.

In the second year, each fellow receives a paid internship on the faculty of one of the PEL schools. Fellows continue to work closely with mentors to hone their teaching craft. They also participate in career guidance to enter the job market and find work as a transformational educator.

We are currently recruiting applicants for our 2019-2021 cohort. No prior education coursework or experience is required. Interested candidates may find more information and apply directly via our website:

www.progressiveeducationlab.org

Application Process

- Stage 1: Apply by January 15th, 2019
- Stage 2: Phone Interviews (February-March, 2019)
- Stage 3: Fellows are notified of acceptance (April, 2019)
- Stage 4: Fellowship begins! (August, 2019)