

# **THE OFFICIAL NEWSLETTER OF THE SOCIOLOGY of EDUCATION**

**SECTION OF THE AMERICAN SOCIOLOGICAL ASSOCIATION**  
JULY 9, 2004

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## **Message from Kevin Dougherty, SOE Section Chair**

I'm looking forward to the ASA meetings next month in San Francisco. Due to the efforts of many people we have many excellent events in store for us.

Our Section day is Tuesday, August 17, but as you will see from the description of the program that is included in this newsletter, we have a full roster of sessions devoted to sociology of education spread across all four days of the conference. Roz Mickelson, the organizer of the regular soc of ed sessions, and David Karen and Katherine McClelland, the organizers for the Section sessions, collaborated closely and well to produce an extensive, diverse, and excellent roster of sessions. There are no less than 15 different sessions. In addition, there are three thematic sessions that directly address education that were added by the ASA Program Committee. Great thanks are due to Roz, David, and Katherine for putting together such an excellent program.

In addition to the paper and roundtable sessions, we will have a mini-conference on Tuesday, the 17<sup>th</sup>, from 2:30 to 6:30 devoted to determining how sociological research does now and could in the future shed light on the impact and future of the federal No Child Left Behind legislation. For helping put this mini-conference together and arranging for sponsorship from the American Institutes for Research, I owe great thanks to the planning committee, particularly Alan Sadovnik, Kathy Borman, and Laura

Salganik. Space is limited, so if you are interested in attending, you should email Alan as soon as possible at [sadovnik@andromeda.rutgers.edu](mailto:sadovnik@andromeda.rutgers.edu).

The Council and Business meetings will be on Tuesday, Aug. 17. Please note that the times are different from the ones in the ASA Program: the Council meeting will be at 7:30 am and the Business meeting will be at 1 pm (in the same room as listed in the ASA program). This will allow us to devote more time at the Business meeting to a number of important issues. One of these is how we as a Section can do a better job of recruiting and retaining sociologists of color and having them better represented on the Section's program and among its officers. The Committee to Increase the Recruitment and Retention of Scholars of Color ably chaired by William Velez will be presenting a report based on a survey they have done of educational sociologists of color both within and outside the Section on whether they have encountered obstacles to joining or staying in the Section and what might be done to address such barriers as exist.

The SOE reception will be on Monday, Aug. 16, at 6:30. Besides meeting friends and colleagues old and new, we will find out who won the Willard Waller and David Stevenson Awards this year. The Section dinner will be outside the hotel, at the Mandarin Restaurant in Ghirardelli Square. Dinner will begin at 8:15, though the cash bar will open a half hour earlier. The menu, printed below, looks excellent, for which we owe thanks to Dan McFarland and Becky Sandefur. If you haven't done so, get your reservation in to Dan by July 15.

As my time as chair draws to a close, I welcome the incoming chair, Jim Rosenbaum (2004-05), the chair-elect, Pam Walters (2005-06), and the new members of the Council, Ricardo Stanton-Salazar and Doug Downey. My thanks to the Nominations Committee, led by Chandra Muller, for ably conducting the nominations and elections process.

Besides those named above, I wish to thank several others: my predecessors, particularly Barbara Schneider and Annette Lareau, for their wise and ready advice; Council members Richard Arum, Karen Bradley, Claudia Buchmann, David Kinney, Kathryn Schiller, and John Robert Warren for their good counsel; Jeanne Ballantine for her effective leadership of the Willard Waller Committee; Brian Powell for ably heading the David Stevenson Award Committee; Gary Dworkin for his longstanding efforts to maintain and expand our membership base; Tom Hoffer for editing our newsletter; and Carl Schmitt for serving as webmaster for our Section homepage.

Best wishes,

Kevin

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**Newly-Elected SOE Section Officers**

The results of the election for new officers of the SOE Section are in. **Pam Walters** has been elected Chair for the year 2005-06. **Doug Downey** and **Ricardo Stanton-Salazar** have been elected to the Council.

Please join me in congratulating them and wishing them the best for their terms of office.

On behalf of the Section, let me thank both the new officers and those who ran against them for their commitment to the Section and willingness to stand for office. Let me also thank the Nominations Committee and its chair, **Chandra Muller**, for their work in conducting the nomination and elections process.

Kevin Dougherty  
Chair, Sociology of Education Section (2003-04)

## Sociology of Education Sessions at the Annual Meeting

### *ASA-SOE Planning Matrix (Locations listed in the Final Program)*

	Saturday 8/14	Sunday 8/15	Monday 8/16	Tuesday 8/17
7:30 AM				<b>SOE Council Meeting</b>
8:30 AM	<b>Regular Session: Ethnic and Racial Issues in Education</b>	<b>Regular Session: Gender and Schooling</b>  <b>Research Workshop: Using NCES Datasets</b>	<b>Regular Session: Immigrants and Education</b>  <b>Thematic Session: University Inc.: The Corporatization of Academic Life</b>  <b>SOE Editorial Brd Meeting</b>	<b>Regular Session: Accountability, Teaching, and Trust</b>
10:30 AM	<b>Regular Session: Social Class, Ethnicity, and Higher Education</b>	<b>Regular Session: Peers, Friends, and Schooling</b>  <b>Thematic Session: Contested Opportunity Policies in Higher Education</b>	<b>Regular Session: Issues in School Reform and Finance.</b>  <b>Regular Session: Educational Work and Educational Orgs.</b>  <b>Regular Session: Inside the Black Box of Schooling</b>	<b>Sociology of Education Refereed Roundtables</b>
12:30 PM		<b>Regular Session: Organizational Issues in Higher Education</b>  <b>Regular Session: School Dropouts</b>		
1:00 PM				<b>SOE Business Meeting</b> (Note: different time but same place as in the ASA program)
2:30 PM	<b>Thematic Session: Unfinished Business: 50 Years after Brown</b>	<b>Regular Session: Cultural and Social Capital</b>  <b>Author Meets Critics. <u>Unequal Childhoods</u> by Annette Lareau</b>	<b>Regular Session: International Perspectives on the Sociology of Education</b>	<b>SOE Miniconference on the No Child Left Behind Act (NCLB)</b>
4:30 PM	<b>Thematic Session: Sociologizing School Policy: The Public Sociology of Education</b>		<b>Regular Session: Parental Involvement and Educational Outcomes</b>	<b>SOE Miniconference NCLB (continued)</b>
6:30 PM			<b>SOE Reception!</b>	
8:00 PM			<b>SOE Dinner!</b>	

## NOTES FROM THE SOE PROGRAM ORGANIZERS:

Some changes to the program have been made in the last few weeks (especially to the roundtable sessions), so please look over the listings below very carefully. In particular, please note:

- There are no discussants for the roundtables; instead, we request that you send copies of your papers in advance to the other participants in your roundtable, so as to ensure a good discussion.
- Participants in the paper sessions should take note of your discussant, and be sure to send a copy of your paper to her well in advance of the meeting. Please note that the system does NOT take care of this for you!!!!

If you have any questions or problems, let us know.

Thanks -

David Karen (dkaren@brynmawr.edu)

Katherine McClelland (kmccllell@fandm.edu)

### ***Regular Paper Sessions***

#### **Paper Session: Accountability, Teaching, and Trust**

Presider: Katherine McClelland, Franklin and Marshall College

*“Do Stakes Make a Difference? The Varying Effects of High-Stakes Evaluation Systems on Teacher Behavior.”* Catherine Hall, University of Virginia

*“What do teaching credentials measure? Using proxies of teacher quality as measures of teaching quality.”* Thomas Smith, Laura Desimone, and Koji Ueno, Vanderbilt University

*“Responding to the Texas Accountability System: The Erosion of Relational Trust.”* Jennifer Booher-Jennings, Columbia University

*“Are 'Failing' Schools Really Failing?”* Douglas Downey, Paul von Hippel, and Melanie Hughes, The Ohio State University

Discussant: Barbara Schneider, University of Chicago

#### **Paper Session: Parental Involvement and Educational Outcomes**

Presider: Aaron Benavot, Hebrew University of Jerusalem

*“Parenting Cognitive Development from 1950 to 2000: the institutional effects of mass schooling on the social construction of parenthood.”* Maryellen Schaub, Penn State University

*“Family and Neighborhood Connections in School Readiness: A First Look Using the Early Childhood Longitudinal Study of Kindergarten Geocoded Data.”* Sophia Catsambis, Queens College, CUNY and Andrew Beveridge, Queens College and Graduate Center CUNY

*“Parent, Peer, and Teacher Influences on Student Effort and Academic Outcomes.”* William Carbonaro, University of Notre Dame

*“Social Capital in Action: Alignment of Parental Support in Adolescents' Transition to Postsecondary Education.”* Doo Hwan Kim and Barbara Schneider, University of Chicago

*“Educational Attainment Process over the Past Three Decades: How Have Things Changed?”* Manyee Wong and James Rosenbaum, Northwestern University

Discussant: Joyce Epstein, Johns Hopkins University

**Paper Session: Educational Work and Educational Organizations (co-sponsored with the Section on Organizations, Occupations, and Work)**

Monday, 8/16/2004 from 10:30 a.m. - 12:10 p.m.

Presider: Thomas M. Smith, Vanderbilt University

*Zero Tolerance School Discipline and Student Rights: Changes in Court Climates and Legal Contestation, 1960-2002*, Irene R. Beattie (Washington State University), Richard Arum (New York University), Josipa Roksa (New York University)

*Insights into On-Call Work and Matching Processes from a Study of Substitute Teachers*, James E. Coverdill (University of Georgia), Pierre Oulevey (University of Georgia)

*Problems in the Pipeline: Gender, Marriage, and Fertility in the Ivory Tower*, Nicholas H. Wolfinger (University of Utah), Mary Ann Mason (University of California-Berkeley), Marc Goulden (University of California-Berkeley)

*School Processes and Teacher Attrition: Inequality for Students in High Minority Schools*, Susan D. Wiley (Institutes for Statistical Research)

Discussant: Richard M Ingersoll, University of Pennsylvania

**Paper Session: Inside the Black Box of Schooling: We Must Go There!**

Presider: Rebecca Sandefur, Stanford University

*"Establishing Strong Foundations: Effects of Freshman Math Course Curriculum on Academic Attainment during High School."* Kathryn Schiller, SUNY-Albany, and Ali Picucci, UT-Austin

*"Race, Social Class and Academic Achievement in US High Schools."* Chandra Muller and Catherine Riegle-Crumb, University of Texas-Austin, and Kathryn Schiller, SUNY-Albany

*"Can Career and Technical Education Impact College Enrollment?"* Stefanie Deluca, Stephen Plank, and Angela Estacion, Johns Hopkins University

*"Student-Teacher Interaction and Faculty Cohesion: Consequences for Students' Academic Motivation and Conduct."* Kazuaki Uekawa and Charles Bidwell, University of Chicago

Discussant: Susan Dumais, LSU

### **Paper Session: Dropouts**

Presider and Discussant: **Russ Rumberger** (University of California, Los Angeles)

*"Grade Retention and School Dropout Behavior in Texas."* **Jon Lorence and A. Gary Dworkin**, University of Houston

*"Retention and School Dropout: Examining Connectivity Between Children and Schools."* **Stephanie Moller**, University of North Carolina-Charlotte; **Elizabeth Stearns**, University of North Florida; **Judith Blau**, University of North Carolina-Chapel Hill.

*"The Real Truth about Low Graduation Rates: An Evidence-Based Commentary."* **Christopher Swanson**, The Urban Institute.

*"High School Dropout and the Role of Career and Technical Education."* **Stephen Plank, Stefanie Deluca, and Angela Estacion**, Johns Hopkins University.

### **Paper Session: Cultural and Social Capital**

**Presider: Stephen Whitlow**, University of North Carolina-Chapel Hill

**Discussant: Elliot Weininger**, SUNY College at Brockport

*"The Influence of Social and Cultural Capital on Reading achievement - An International Comparison of the PISA 2000-Data."* **Monika Jungbauer-Gans**, University of Munich.

*"Cultural Activities, Parental Habitus, and Teachers' Perceptions: The Effects of Cultural Capital on Kindergarten Students."* **Susan Dumais**, Louisiana State University.

*“Comprehensive Interventions and Cultural Capital: Helping At-Risk Middle Schoolers 'GEAR UP' for College.”* **Alberto Cabrera**, University of Wisconsin, Madison; **Radhika Prabhu, Regina Deil-Amen, and Patrick Terenzini**, Penn State University; **Chul Lee**, University of Wisconsin.

*“Social Capital and Elementary Students’ Outcomes.”* **Thomas Hoffer** and **Shobha Shagle**, NORC at the University of Chicago.

*“The Greater Public Good: Schools as Creators of Social Capital.”* **Andrea Ryan**, Boston University.

### **Paper Session: Issues in School Reform and Finance**

Presider and Discussant: **Kathryn Borman**, University of South Florida.

*Communities and Schools: A New View of Urban Education Reform.”* **Mark Warren**, Harvard University.

*“Questioning Pedagogy: Reflections on the Critical Sociology of the Curriculum.”* **Bart Bonikowski**, Duke University.

*“Beneath the Surface: An Analysis of Unequal Funding Between and Within School Districts.”* **Dennis Condron**, Ohio State University.

*“Does State Financing of Public Schools Reduce Expenditure Inequality across School Districts?”* **Deborah Garvey**, Santa Clara University.

*“Do Educational Markets Promote Innovation? An Organizational Analysis of New Private Schools in Toronto.”* **Scott Davies** and **Linda Quirke**, McMaster University.

### **Paper Session: International Perspectives on Sociology of Education**

Presider and Discussant: **Gad Yair**, Hebrew University.

*“Effects of Family Size on Schooling in African Settings: A Reassessment.”* **Parfait Eloundou-Enyegue** and **Lindy Williams**, Cornell University.

*“The Effectiveness of Public and Private Schools from a Comparative Perspective.”* **Jaap Dronkers**, European University Institute; and **Peter Robert**, Department of Sociology, ELTE University and TARKI RT - Social Research Center, Budapest, Hungary.

*“Ethnic segregation and educational outcomes in Swedish comprehensive schools: A multilevel analysis.”* **Ryszard Szulkin**

*“Educational Inequality at the Macro level in China--A Preliminary Review.”* **Lijun Song**, Duke University.

*“The Determinants of the Gender Gap in Turkish Education.”* **Bruce Rankin**, Koc University; and **Isik Aytac**, Bogazici University.

### **Paper Session: Organizational Issues in Higher Education**

Presider: **R. Michalowski**, CUNY.

Discussant: **David Levinson**, Bergen Community College.

*“Putting a New Spin on College Attrition: The Effect of 'Swirling' on Degree Completion.”* **Sara Rab**, University of Pennsylvania.

*“What’s in an ‘A’?: An Immanent Critique of the Collective Evaluation of Undergraduate Work.”* **Nathan Fosse**, Harvard University.

*“The Natural Sciences in the University: Change and Variation Over the Twentieth Century.”* **David Frank**, University of California-Irvine and **Jay Gabler**, Harvard University.

*“Can alternative organizational structures reduce college delays?”* **James Rosenbaum**, **Ann Person**, and **Britt Gordon-McKeon**, Northwestern University.

### **Paper Session: Social Class, Ethnicity, and Higher Education**

Presider: **Gilda Bloom**, San Francisco State University.

Discussant: **Amy Wells**, Columbia University.

*“Pushing Class Aside: How College Students Legitimize the Class Structure.”* **Maynard Seider** (Massachusetts Coll of Liberal Arts) , **Elizabeth Aries** (Amherst College)

*“Hispanics and the ‘Mismatch’ Hypothesis: Differentials in College Graduation Rates by Institutional Selectivity.”* **Sigal Alon** (Tel-Aviv University), **Marta Tienda** (Princeton University)

*“Apartheid Systems of Public Higher Education: The Case of the University of California System.”* **Robert Teranishi** (New York University) and **Tara Parker** (New York University)

*“Exploring the Meaning of Membership: Black Greek Men on a Predominantly White Campus.”* **Stephanie McClure** (University of Georgia)

**Paper Session: Family Effects**

Presider and Discussant: **Reginald Clark** (California State University, Los Angeles)

*“Family Structure History and the Education Careers of Adolescents.”* **Shannon Cavanagh** (Population Research Center)

*“Testing the Effects of School, Family, and Community Partnership Programs on Student Outcomes.”* **Steven Sheldon** (Johns Hopkins University)

*“Uncovering the Relationship Between Educational Achievement, Aspirations and Young Motherhood.”* **Faye Allard** (University of Pennsylvania)

*“The “Ins” and “Outs” of Home Schooling: The Determinants of Parental Motivations and Student Achievement.”* **Ed Collom** (University of Southern Maine)

**Paper Session: Ethnic and Racial Issues in Education**

Presider and Discussant: **Ricardo Stanton-Salazar** (University of South Carolina)

*“Measuring School Racial Composition and Support in a Multiracial Society.”* **John Yun** (University of California, Santa Barbara) and **Michal Kurlaender** (Harvard University)

*“Race, Stereotype Threat, and Classroom Performance: Tests of Social Psychological Mechanisms.”* **Kenneth Spenner, Kara Bonneau, Anita Bryant, L. Landerman, and Robert Thompson** (Duke University)

*“Achievement Gap Among Asian American Youths in Urban Context: Significance of Social Class, Social Capital, and Race Relations.”* **Jamie Lew** (Rutgers University)

*“Trends in Asian-White Differences in Achievement: A Quantile Regression Approach.”* **Spyros Konstantopoulos** (Northwestern University)

*“Access to Advanced Math for Latino High School Students: The Gatekeeping Role of Geometry.”* **Lisa Chavez**

**Paper Session: Immigrants and Education**

Presider: **Jennifer Van Hook** (Bowling Green State University)

Discussant: **Min Zhou** (University of California-Los Angeles)

*“Parent-child Interaction and Educational Outcomes in the Immigrant Second Generation.”* **Audrey Thomas** (Harvard University)

*“A Case Study of Rural-Urban Migrant Children's Education Barriers in China.”* **Zhihong Sa** (University of Maryland)

*Beyond the Family: The Influence of National-Origin Group Characteristics on the Educational Aspirations and Expectations of Immigrants' Children.”* **Cynthia Feliciano** (University of California, Irvine)

*Processes of school engagement among children of low-income Mexican immigrant families in the East Bay.”* **Erendira Rueda** (University of California-Berkeley)

### **Paper Session: Gender and Schooling**

Presider: **Stephen Whitlow** (University of North Carolina at Chapel Hill)

Discussant: **Lea Hubbard** (University of California, San Diego)

*“Choice, Self-Expression, and Sex Segregation: Engineering Programs in 44 Countries.”* **Karen Bradley** (Western Washington University) and **Maria Charles** (University of California, San Diego)

*“Defining Equality: Gendered Patterns of Advanced High School Course-Taking.”* **Catherine Riegle-Crumb** (University of Texas, Austin)

*“Gender and the Effects of College Major on Earnings Over Time, 1960s/1970s - 1980s/1990s.”* **Jennifer Thompson**

*“Struggling to Survive: Women's Colleges Since the 1960s.”* **Leslie Miller-Bernal** (Wells College)

*“Transformations in Organizational Structures and the Feminization of Schoolteaching.”* **Jo Anne Preston** (Brandeis University)

### **Paper Session: Peers, Friends, and Schooling**

Presider and Discussant: **William Carbonaro** (University of Notre Dame)

*“Course Taking and Friendship in High School.”* **Samuel Field** (University of Texas-Austin)

*“Do Birds of a Feather Flock Together? The Relationship Between Peer Characteristics and Adolescent Achievement.”* **Monique Payne** (Northwestern University)

*“Interracial Friendship Networks in the Transition from High School to College.”*  
**Elizabeth Stearns** (University of North Florida), **Kara Bonneau and Claudia Buchmann** (Duke University)

*“The Context of Friendships in an Urban High School: Fearing Peers and Trusting Friends .”* **Susan Rosenbloom** (New York University)

## ***Refereed Round Tables***

### **1. Higher Education: Expansion and Differentiation**

*\*A Cross-National Analysis of the Emergence and Institutionalization of Women's Studies Curricula*

Christine Wotipka, University of California, Los Angeles

Capitolina Diaz, Universidad de Oviedo

Francisco Ramirez, Stanford University

*\*Expansion, Differentiation and Stratification in Higher Education: A Comparative Study of 15 Countries*

Yossi Shavit, Tel Aviv University

Adam Gamoran, University of Wisconsin - Madison

*\*Educational mechanisms of the inheritance of life-chances: From baby-boomers to subsequent generations*

Osmo Kivinen, University of Turku, Finland

Juha Hedman and Paivi Kalpainen, Research Unit for the Sociology of Education, RVSE, University of Turku, Finland

### **2. Stratification Within Higher Education**

*\*Admitting Character: The Importance of Character in Selective College Admissions.*

Leslie Kilgore, Brown University

*\*The Fluid Meanings of Abstraction: Higher Education and the U.S. News Rankings of Colleges.* Gordon Chang, University of California, San Diego

*\*The Modern World System: Academics and Athletics in the New Millennium.*

Earl Smith and Angela Hattery, Wake Forest University

### **3. Paths to College in the US**

*\*Certainty and College Attendance.* Kimberly Goyette, Temple University

*\*Cultural and Social Capital Transmission in Pre-College Programs and Its Impact on Educational Attainment.* Pamela Maimer, U.S. Department of Education

*\*How Scholarships Affect Educational Ambitions: A Preliminary Evaluation of the Washington State Achievers Program.* Susan Brown and Monica Trieu, University of California-Irvine

#### **4. Race and Ethnicity on College Campuses**

*\*Making Sense of Race, Identity and Achievement Among Black, Middle Class Students at Two Predominantly White, Elite Colleges.* Carol Wright, Wesleyan University

*\*Modeling Latino/a Academic Performance at a State University.* Charles Cappell, Northern Illinois University

*\*Perceptions of Racism: Social-Psychological Barriers to the Occupational Aspirations and Choices of African-Americans.* Maya Beasley, Harvard University

#### **5. Who Graduates from College... and How**

*\*Educational Expectations and their Effect on College Completion*  
Helen Marie Rosenbaum, Temple University

*\*Family Background, College Entry and Degree Completion in the 1980s and 1990s*  
Kathleen Nybrotten, University of Texas at Austin

*\*Financial Support and Racial and Ethnic Disparities in College Graduation*  
Sigal Alon, Tel-Aviv University

#### **6. Higher Education: Faculty and Students**

*\*Interpretive Structures at Work: How Academic Departments Develop Congruent Teaching Cultures.* Mary Wright, University of Michigan

*\*Are Part-Time College Faculty Alienated Workers? Apparently Not.*  
Michael Schutz, California State University, Hayward

*\*Learning Leverage: How Teachers and Students Get a Leg Up in Negotiations Over Standards.* Randi Rosenbaum, Columbia University

#### **7. Fields of Study in Higher Education: Processes and Outcomes**

*\*Educational Niche?-- A Preliminary Examination of Fields of Study for Bachelor's Degree.* Yingyi Ma, Johns Hopkins University

*\*Can an intervention program provide social and cultural capital for minority students?* Dora Acherman and Linda Perez, Florida International University

*\*Like Your Classes, Know Your Professors? Predictors of Talented College Students' Science and Technology Careers.* James Lee and Christine Stow, University of South Alabama

## **8. Working and Learning: Complementary or Contradictory?**

*\*Math and Science Achievement by Working Adolescents in the U.S. and Cross-Nationally.* David Post, Pennsylvania State University

*\*The Effects of Work-Based Vocational Programs on High School Completion* Troy Powell, Duke University

*\*Multiple episodes: education and training careers in Germany* Steffen Hillmert, University of Bamberg

*\*The Hidden Curriculum of Customer Service Training: Teen Summer Work* E.L. Rohan de Silva, Northeastern Illinois University

## **9. Families, Social Capital, and Educational Performance**

*\*Effect of Family-based Social Capital on Students' Literacy Performance* Sui-chu Ho, Faculty of Education, The Chinese University of Hong Kong

*\*Family Structure and Adolescent School Engagement: The Mediating Influence of Family and Parental Resources.* Holly Heard, Rice University

*\*Is Parent-Child Communication More Beneficial to Lower or Higher SES Students? : A comparative study of reading literacy among 15-year olds in Korea and the United States* Hyunjoon Park, University of Wisconsin-Madison

*\*Social Class Background, Preschool Oral Language Development, and Elementary School Performance.* Rachel Durham and George Farkas, Pennsylvania State University

## **10. All About Teachers**

*\*Teacher conflicts in the education systems: An exploratory study of Latin American countries.* Paula Razquin, RAND

*\*Social Capital, Teacher Perceptions of Control, and Implications for the School Work Environment.* Donald Hunt, Northern Illinois University

*\*Meet the Press: The News about the Teacher Shortage in Georgia.* Lorraine Evans

*\*The framing of a problem: school mobility, high-stakes testing and teacher perceptions of caring.* Kelly Goran Fulton, University of Texas-Austin

## **11. Educational Systems: International Perspectives**

*\*Evaluating the Medium of Instruction Policy in a Post-Colonial Society: The Case of Hong Kong Special Administration Region.* Wing-Kwong Tsang, The Chinese University of Hong Kong

*\*The Dialectic of Internationalization and Globalization in Japanese Universities*  
William Bradley, Ryukoku University

*\*Symbolic Capital and Educational Inequality in Israeli Schooling: The Case of the Arab Minority in Israel.* Ayman Agbaria, Pennsylvania State University

## **12. Social Processes and Educational Transitions**

*\*Sibling Support: First Generation Siblings as Institutional and Familial Mediators in College Access.* Zoe Corwin, University of Southern California

*\*Social Relationships during the Transition to High School.* Amy Langenkamp, University of Texas at Austin

*\*Religiosity and the High School Dropout.* Paul Holley, Arizona State University

*\*Saving At-Risk Youth: Building Community and Re-engaging Dropouts at an Alternative, Christian High School.* Paul Colomy, University of Denver and Robert Granfield, University of Buffalo

## **13. Alternatives to Traditional Schooling**

*\*Students with Disabilities: Achievement Test Score Differences and Charter School Attendance.* Anthony Garcy, Arizona Department of Education

*\*The Relationship Between Policy Talk and Implementation: A Comparison of Charter Schools with Conventional Public Schools.* Jeanne Powers, Arizona State College of Education

*\*Immune from Isomorphism? Segmentation and Private 'Niche' Schools in Ontario, Canada.* Linda Quirke, McMaster University

*\*Educational Entrepreneurialism in the Private Tutoring Industry: Balancing Profitability with the Humanistic Face of Schooling.*

Janice Aurini, McMaster University

#### **14. Classroom and Schools: Processes and Outcomes**

*\*Enrollment Matters: University Course Characteristics, Instructors' Means of Assessment, and Students' Evaluation of their Experience*

William Michelson, University of Toronto

*\*Understanding Classroom Authority: Theory, Ideology, and Research on Practice*

Judith Pace, University of San Francisco and Annette Hemmings, University of Cincinnati

*\*Comparative Analysis of School and Teacher Effects on Student Risk of School Violence Victimization.* Motoko Akiba, University of Missouri-Columbia

*\*"There's No Way I'm Giving Up My Smartest 12."* Marisol Karina Clark-Ibanez, CSU San Marcos

#### **15. Family Background and Educational Attainment: International Perspectives**

*\*Family Background and Educational Success in Denmark*

Martin Munk, The Danish National Institute of Social Research

*\*Family Background and Education: China In Comparative Perspective*

Mariah Evans and Jonathan Kelley, University of Melbourne

Juhua Yang, Brown University

*\*Family, Income, Home Environment, Parenting, and Mathematics Achievement of Children in China and the US.* Ming Tsui, Millsaps College

*\*Family Norms, Gender Roles, and Children's Educational Attainment in Chinese society: The Case of Developing Taiwan.* Wei-hsin Yu and Kuo-Hsien Su, Academia Sinica

#### **16. Educational Attainment: Outcomes and Variations**

*\*The Times, They Are A' Changing? Education and the Gender Income Gap for Young Adults.* Donna Bobbitt-Zeher, The Ohio State University

*\*Educational Attainment and Cohort Replacement: Revisiting Assumptions in Social Science Research.* James Wilson, Fordham University - Lincoln Center and Walter Grove, Vanderbilt University

*\*Advantage of 'Feminine' Education and Occupations in a Spousal Search, and Its 'Incompatible' Outcome.* Mayumi Nakamura, University of Chicago

## **17. Race and Education**

*\*Education for the Common Good?* Melanie Bush, City University of New York

*An Analysis on the Effects of Parental Encouragement on Student Aspiration across Racial Groups.* Yun Zhou, Arizona State University

*\*Patterns of Disengagement of Mexican American Adolescents in High School*  
Sylvia Martinez, University of Chicago

*\*Shadow of the Future? Race and the Likelihood of Enrollment in Courses of Academic Distinction.* Mamadi Corra, East Carolina University

## **18. Race, Gender, and Sexuality in Schools**

*\*What's Holding Boys Behind? Explaining the Black Gender Gap in Educational Outcomes.* Rachelle Brunn and Grace Kao, University of Pennsylvania

*\*You Know, Having Fun with Women: Gender and the 'Burden of Acting White'*  
Matthew Ezzell, University of North Carolina, Chapel Hill

*\*Confronting Gender and Sexuality in Schools: A Re-examination of the*  
Kevin Moseby, University of California, San Diego

*\*African-American Girls' Peer Groups in a State-Operated School District*  
Kimberly Scott

## **19. Health and Educational Outcomes**

*\*Problem Solving Skills, Curriculum Exposure, and Adolescent Smoking*  
Ali Picucci and Lorena Lopez-Gonzalez, University of Texas Austin  
Kathryn Schiller, State University of New York at Albany

*\*The Impact of Problem Drinking on College Student Dropouts in the United States: A Longitudinal Study of Alcohol-Related Attrition*

Karen Jennison, University of Northern Colorado

Kenneth Johnson, Social Research Associates

## **20. Body Weight Issues and Educational Outcomes**

*\*The Influence of School Context and Academic Performance on Adolescent Girls' Weight and Body Image.* Anna Mueller and Chandra Muller, University of Texas-Austin

*\*Weighing the Future: Body Mass Index and Academic Attainment.* Michelle Frisco, Iowa State University and Gary Sandefur, University of Wisconsin-Madison

*\*When Summer Gain is a Setback.* Paul von Hippel and Douglas Downey, Ohio State University; Brian Powell and Nicholas Rowland, Indiana University

## **21. The Early Childhood Longitudinal Study: Recent Findings**

*\*Behavior Problems and Student Engagement as Determinants of Kindergarten Learning*  
Katerina Bodovski and George Farkas, Pennsylvania State University

*\*Contextualizing Education: Understanding The Role of Race in Determining Where Our Children Go To School .* Jessica Kenty-Drane, Northeastern University

*\*Poverty and Pre-k: Does Head Start really help students?* Shelly Brown, University of North Carolina Greensboro

*\*The Asian-White Achievement Gap: Evidence for Kindergarten and First Grade*  
Takako Nomi. Pennsylvania State University

## **22. Socio-economic Outcomes of Education**

*\*The 'Strong Tie' Between Social Networks, Job Attainment, & Upward Mobility*  
Alexandra Murphy, Columbia University

*\*Who Has Become the Wealthy among the Best and the Brightest?*  
Ted Ilkoo Youn, Karen Arnold, John Shandra, and Mandy Savitz, Boston College

*\*Measurement Error in Reported Education and Estimation of the Private Returns to Education.* Mark McKerrow, Cornell University

*\*The Relationship Between Postsecondary Education and Skill: Comparing Credentialism with Human Capital Theory."*  
David Walters, University of Western Ontario

## **23. Non-socioeconomic Outcomes of Education**

*\*Class Sentiments in Formation: Influence of Class Socialization, College*  
Ted Brimeyer, JoAnn Miller, and Robert Perucci, Purdue University

*\*Making Citizens: A Cross-National Study of School and Regime Effects on Political Socialization of Youth*  
David Baker and Rodrigo Fabrega, Pennsylvania State University; Fernanda Astiz, Canisius; Alexander Wiseman, University of Tulsa

*\*The relation between education and divorce risk in societies with different divorce laws and welfare systems.* Juho Harkonen and Jaap Dronkers, European University Institute

## **24. Organizational Processes and Educational Policy**

*\*Dissent from Within: How Educational Insiders use Protest to Reshape their Institution.* Frank Grossman, Columbia University

*\*Strategic Decoupling: Building Legitimacy in Educational Policy Environments.* Michael Bastedo, University of Illinois at Urbana-Champaign

*\*The Diffusion of State-Mandated High School Exit Examinations in the United States, 1979 - 2003.* Rachael Kulik, John Robert Warren, and Krista Jenkins, University of Minnesota

*\*The Impact of Education Reform on Exclusion of Students from School* Jack Levin and Gordana Rabrenovic Northeastern University

## **25. Parents As Actors in Educational Contexts**

*\*Choice Without Markets: Homeschooling in Context of Private Education* Janice Aurini and Scott Davies, McMaster University

*\*Between classes: educational beliefs and practices of home school parents who educate their children through state-sponsored programs.* Charlene Bredder, UCSD

*\*Welfare Reform and Academic Outcomes: Does Parental Work Help or Hurt Kids' Grades?* Amber Pareja and Dan Lewis, Northwestern University

## ***Thematic Sessions***

**Thematic Session: Unfinished Business: Fifty Years after Brown v. Board of Education.** Saturday, Aug. 14, 2:30-4:30.

May 17, 2004, marked the 50th anniversary of Brown v. Board, which struck down the racially “separate but equal” doctrine and promised equality for all. A landmark case in constitutional law, civil rights, and education, Brown illustrated the roles that children, parents, lawyers, judges, social scientists, and public intellectuals played. It had a ripple effect beyond race and education and expanded rights to diverse groups in the U.S. as well as human rights internationally. The 2003 Supreme Court decision on Michigan protected Brown’s promise and allowed that university administrators may use affirmative action for diversity. What is the unfinished business of Brown and where do we go from here? Distinguished panelists address past, present, and future challenges and opportunities.

Organizer: *Bernice McNair Barnett*, University of Illinois, Urbana

Panel:

*Nancy Cantor*, University of Illinois, Urbana-Champaign

*Joe R. Feagin*, Texas A&M University

*Judge Julius Chambers*

*Thomas Pettigrew*, University of California, Santa Cruz

**Thematic Session: Sociologizing School Policy: The Public Sociology of Education.**

Saturday, Aug. 14, 4:30-6:30 p.m.

Whether the issue is equality of educational opportunity, racial segregation, high school tracking, school vouchers, or affirmative action, sociologists have played a leading role in focusing attention on aspects of education that are ignored or underplayed by policymakers, the media, and the general public. And in recent years, as market ideology has swept educational discourse, sociologists have played a key role in pointing out the social inequities of market forces in education, whether in the form of vouchers or performance funding for schools. This panel will examine several key interventions by sociologists in educational policy debates. The hope is to lay the basis for a continued, but more vigorous and effective, public sociology of education by analyzing the sources, audiences, methods, successes, and failures of those policy interventions.

Organizer and Presider: *Kevin Dougherty*, Teachers College, Columbia University

Panel:

*Jomills Braddock*, University of Miami: sociologists and the fight against racial segregation:

*Amy Stuart Wells*, Columbia University: sociologists and policymaking on school vouchers and charter schools:

*Sylvia Hurtado*, UCLA: sociologists and the movement to establish and defend affirmative action:

Discussant: *Jeannie Oakes*, UCLA

**Thematic Session: Successful Failures: Contested Opportunity Policies in Higher Education.** Sunday, Aug. 15, 10:30-12:30 a.m.

A paradox of educational success but political failure is evident among opportunity policies in higher education. Both affirmative action and “open admissions” policies are illustrative. Research suggests such programs have been generally successful. Nonetheless, political leaders have attacked and undermined them. Panel and audience will discuss processes of mobilization and countermobilization in relation to opportunity policies.

Organizer and Presider: *David E. Lavin*, Graduate School, City University of New York

Presenters:

*Walter Allen*, University of California, Los Angeles: "The Higher Education System: Stratification and Opportunity Structures."

*Jerome Karabel*, University of California, Berkeley: "Counter-revolutionary Movements in Higher Education: The Case of the Alumni Revolts at Yale and Princeton."

*Paul Attewell*, Graduate School, City University of New York: "Passing the Torch: An Intergenerational Perspective on Opportunity Policies for Poor and Disadvantaged Students."

*David Karen*, Bryn Mawr College: "Access Policies in Higher Education: Mobilization and Countermobilization."

## ***Research Workshop***

### ***Using Major National Data Sets: Exploration of Data from the National Center on Education Statistics***

Sunday, 8/15/2004 from 8:30 a.m. - 10:10 a.m.

*Participant(s)*: Carl Schmitt and colleagues from NCES.

#### **PANEL DESCRIPTION:**

National Center on Education Statistics (NCES) researchers will provide an overview of NCES data files and information relevant for Sociology, along with an in-depth look at several data collections. NCES has the following new data that can be used for analysis:

- Schools and Staffing Survey 2000;
- The Common Core of Data (the public elementary secondary education data files have been newly integrated into an electronic data base and set up for public access via the web using a table building tool);
- The Early Childhood Longitudinal Survey data file;
- Educational Longitudinal Survey (2002 with the 2004 follow-up and the student transcripts collection); and
- National Education Longitudinal Study (NELS:88) 2004 release of the most recent follow-up and a transcript collection.

## ***SOE Section Council and Business Meetings***

Council will be meeting at 7:30 a.m. on Tuesday, Aug. 17.

The Business meeting, which is open to all members of the Section, will start at 1 p.m. on Tuesday, Aug. 17. Note that, while the room will be the same as listed in the ASA program, this is an earlier starting time. The earlier start will leave more time to take up several items. One of the most important is the report from the Committee to Increase the Recruitment and Retention of Sociologists of Color.

## ***SOE Section Reception***

The Section reception will be from 6:30 to 7:30 p.m. on Monday, Aug. 16. It is being sponsored by the American Institutes of Research. At the reception, the winners of the Willard Waller and David Stevenson Awards will be announced.

## ***SOE Banquet***

**When: Monday, August 16<sup>th</sup>, 2004; Cocktails 7:45pm, Dinner 8:15pm**

**Where: The Mandarin Ghirardelli Square**

The Mandarin is located in the Woollen Mill Building at Ghirardelli Square on San Francisco Bay, 2 miles north of the convention hotels:

900 North Point Street

San Francisco, CA 94109

Phone - (415) 673-812

Website - <http://www.themandarin.com/>

There will be a cash bar with reasonably priced drinks. It will be open from 7:45pm through dinner.

Tickets are \$44.17 per person (includes tip and tax). Please make checks payable to Daniel A. McFarland, and send them to him at Stanford University, 485 Lasuen Mall, Stanford CA 94305.

*\*Please RSVP by sending your check no later than 7/15/04.*

## ***SOE Mini-Conference on No Child Left Behind Act***

Tuesday, August 17, 2004, 2:30-6:30

The purpose of the mini-conference is to discuss how sociology can best illuminate NCLB's impact and most effectively intervene in the policy discussion preceding the reauthorization of the Elementary and Secondary Education Act in 2006 or 2007. The mini-conference will consist of an introductory panel, where speakers will discuss the history of the achievement gap and efforts over the past 40 years to close it, the main features of NCLB, and the challenges it faces in closing the achievement gap. This panel will be followed by the core activity of the conference -- roundtable sessions analyzing the following issues related to NCLB: assessment and accountability; high quality teachers; curriculum, instruction, and school reform; and school choice. The mini-conference will end with a planning session chaired by Jim Rosenbaum to develop a proposal for a full-day conference in conjunction with the 2005 ASA.

Because of space limitations, attendance will have to be limited to 100. Statements of interest should be sent as soon as possible to Alan Sadovnik at [sadovnik@andromeda.rutgers.edu](mailto:sadovnik@andromeda.rutgers.edu).

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## Miscellaneous Announcements

Job opening: The Center for Research on Educational Opportunity invites applications for a tenure-track, junior level position with a joint appointment in the Center and the Sociology Department beginning August, 2005. We seek individuals with a doctoral degree in Sociology and with a primary commitment to research in sociology of education. The successful candidate will conduct research on educational issues, teach sociology, and participate in the intellectual life of the Center and the Department. Further information about the Center may be found on this web site. <http://www.nd.edu/~creo/>. Review of applications will begin immediately and continue until the position is filled. Send a letter of application, curriculum vitae and three letters of reference to: Professor Maureen Hallinan, Director Center for Research on Educational Opportunity, University of Notre Dame, 1011 Flanner Hall Notre Dame, IN 46556-5611. Notre Dame is an Equal Employment Opportunity, Affirmative Action Employer and strongly encourages applications from women and minorities.

AIR Fellowship Program for Predoctoral Studies in Education Research at Johns Hopkins. The American Institutes for Research and the Johns Hopkins University Department of Sociology are pleased to invite applicants for the AIR Fellowship Program for Predoctoral Studies in Education Research. The program supports advanced training in educational research and evaluation for exceptionally able candidates in the Department of Sociology at Johns Hopkins University who wish to pursue a concentration in sociology of education as a core component of their graduate studies. AIR Fellows receive financial support for two years of graduate study (tuition and school-year stipend at the prevailing level established by the department for its financial aid packages), a paid summer internship at AIR's Washington, D. C. division to introduce Fellows to research opportunities and allow first-hand participation in on-going research, and a \$500/year training supplement for professional development activities, including attendance at professional meetings. At the dissertation stage, Fellows may also apply to AIR for dissertation funding to support research costs (other than salary), up to a maximum of \$5000. The Department of Sociology, for its part, provides up to three years of additional financial aid (including training supplement), research training through coursework and apprenticeships, and close, supportive mentoring.

AIR Fellows are selected by AIR from among candidates nominated by the department who have been admitted into the Ph.D. program under its regular admissions review. One Fellow will be appointed annually. It is expected that most Fellows will be appointed from among incoming students, but advanced students also are eligible. Acceptance of an AIR Fellowship entails no obligation to AIR beyond the curricular requirements specified above. For additional information on the AIR Fellowship Program for Predoctoral Studies in Education Research, contact Amy Cline ([sociology@jhu.edu](mailto:sociology@jhu.edu)).

Call for papers: Scott A. Hunt is the editor-elect for the Journal of Contemporary Ethnography. JCE publishes theoretically, methodologically, and substantively significant studies based upon participant-observation, unobtrusive observation, intensive interviewing, and contextualized analysis of discourse as well as examinations of ethnographic methods. Submissions from all substantive areas and theoretical perspectives are welcomed. Email manuscript submissions (in Word or WordPerfect format) may be sent to [sahunt00@uky.edu](mailto:sahunt00@uky.edu). Hardcopy submissions and all other correspondence should be sent to Scott A. Hunt, Editor, Journal of Contemporary Ethnography, Department of Sociology, University of Kentucky, Lexington, Kentucky 40506-0027. A processing fee of US\$10 must be submitted via a check or money order made payable to the Journal of Contemporary Ethnography.

Research Resource: The Social Science Research Council (SSRC) has established a new project entitled "Transitions to College: From Theory to Practice." This project focuses on postsecondary transition and retention successes and failures associated with America's disadvantaged youth. Lumina Foundation for Education is providing support for this effort. The project's goals are:

1. To bring together and clarify what we know about the shift from high school to college from the various streams of social science research that have looked at transition;
2. To frame and structure an agenda about what we still need to research and learn about this crucial bridge to gainful adulthood;
3. To link that agenda to policy and practice

The Transitions to College website, <http://edtransitions.ssrc.org>, is a very useful location for finding academic resources on college going, as well as bulletins about pertinent workshops, conferences, and symposiums occurring across the country. It provides links to university-based research centers, national higher education centers, state and regional higher education agencies. It also holds an extensive searchable database that includes reports, policy briefs, journal articles and other records and provides direct links to the texts. You can also submit your own favorite references and sites to be considered for inclusion. In future months the site will offer essays and bibliographies from the social science disciplines about research on transition. The Social Science Research Council, an independent, non-profit organization founded in 1923, advances knowledge for the public good. It leads innovation, builds interdisciplinary networks, and focuses research on important public issues.

New Address: Claudia Buchmann has left Duke University and has been appointed Associate Professor in the Department of Sociology at The Ohio State University, 300 Bricker Hall, 190 N. Oval Mall, Columbus, OH 43210. Her email address is buchmann.4@osu.edu.

## **ANNUAL MEMBERSHIP DRIVE FOR THE SOCIOLOGY OF EDUCATION SECTION**

July 2004

Dear Colleague:

By now you have probably renewed your ASA membership for the current year and hopefully you have renewed your Sociology of Education section membership, too. Over the past ten years our section has grown from slightly over 300 members to almost 700. The result of this growth has enabled us to hold more sessions at the American Sociological Association annual meetings and to sponsor more activities for members. For many years our goal had been to reach the 600-member level in order to be permitted by ASA to add more sessions at the meetings. However, membership totals tend to be fluid and if we fall below that level, we lose some of the sessions we have worked to gain. In an effort to preserve sessions and even to expand benefits the committee and I ask to consider something in addition.

Besides renewing your own membership, we would offer two modest suggestions. First, ask one of your colleagues to become a member of the section. The section dues are low and we offer numerous benefits to section members. Second, there may be a graduate student with whom you work who is a member of the ASA, but not a member of the Sociology of Education Section. Please consider buying one or more of your students a

membership, which costs \$7 at the student rate or \$12 at the regular membership rate, as a “thank you” for their help on a particular project or their work as your teaching or research assistant. It is an inexpensive reward, but it will help them with their professional socialization and benefit your section, too.

The Sociology of Education Section has a website that can be accessed by clicking on to [www.asanet.org/soe](http://www.asanet.org/soe) . Please click on this web address and familiarize yourself with the numerous benefits and sources of information, employment, and data provided by the section. Then please print a copy of the section membership form displayed below for that student you wish to thank. In addition, please print off other copies and talk to your colleagues or graduate students. We hope that you will encourage at least one person to join the section.

When you speak to your colleagues and students, you might want to point out that the section has many benefits to offer, including access to an on-line website that contains an extensive bibliography on educational issues created by Robert Dreeben of the University of Chicago; a jobs and fellowships board and access to data and information for research projects and research funding. The section sponsors a successful and delightful annual dinner at the ASA meetings and an auction that generates funds for graduate students. We make awards to students and honor the accomplishments of educational researchers; and we sponsor large and successful roundtables at the ASA meetings where, frequently, senior scholars have served as critics, offering positive suggestions to improve student and faculty research. Finally, we hold conferences on salient educational policy issues, such as the forthcoming conference on “No Child Left Behind” to be held on the last day of the ASA meetings in San Francisco.

Thank you for helping our section and one another. If merely one-quarter of us are successful in recruiting one new member each, we shall not only assure ourselves of continued access to all of the sessions we currently enjoy at ASA meetings, we shall gain additional sessions, thereby enabling more people to share their research.

Sincerely,

A. Gary Dworkin  
SOE Membership Chair 2004

## How to Join the Sociology of Education Section:

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_ I am currently a member of the ASA and want to join the Sociology of Education Section. Enclosed is my check, payable to the American Sociological Association.

\_\_\_ \$12.00 Member

\_\_\_ \$7.00 Student Member

(For student members the signature of a faculty sponsor is required.)

\_\_\_ \$10.00 Low-Income

\_\_\_ I am not a member of the ASA, but am interested in joining the Sociology of Education Section. I understand that I must also join the ASA. Please send me information about members in the ASA.

Copy and Mail to:

**American Sociological Association  
1307 New York Ave., NW  
Suite 700  
Washington, D.C. 20005**

**Phone: 202-383-9005**

**FAX: 202-638-0882**

**e-mail: [executive.office@asanet.org](mailto:executive.office@asanet.org)**

**Sociology of Education Section Officers  
2004 - 2006**

**Chair (2004-05):** James Rosenbaum: [jrosen@merle.acns.nwu.edu](mailto:jrosen@merle.acns.nwu.edu)

**Treasurer/Secretary (2004-06):** George Farkas: [gfarkas@pop.psu.edu](mailto:gfarkas@pop.psu.edu)

**Chair-elect (2005-06):** Pamela Walters: [walters@Indiana.edu](mailto:walters@Indiana.edu)

**Council (years listed are in terms of ASA meetings):**

Richard Arum (2004-06): [Richard.Arum@nyu.edu](mailto:Richard.Arum@nyu.edu)

Claudia Buchmann (2004-06): [cbuch@soc.duke.edu](mailto:cbuch@soc.duke.edu)

Douglas Downey (2005-2007): [downey.32@osu.edu](mailto:downey.32@osu.edu)

David A. Kinney (2003-2005): [kinne1@da.cmich.edu](mailto:kinne1@da.cmich.edu)

Ricardo Stanton-Salazar (2005-2007): [stantons@usc.edu](mailto:stantons@usc.edu)

John Robert Warren (2003-2005): [warre046@umn.edu](mailto:warre046@umn.edu)

**Newsletter Editor:** Tom Hoffer: [hoffer-tom@norc.net](mailto:hoffer-tom@norc.net)

**Editorial Assistant** Robin Harvison: [rharvison@bergen.edu](mailto:rharvison@bergen.edu)

**Webmaster:** Carl Schmitt: [Carl.Schmitt@ed.gov](mailto:Carl.Schmitt@ed.gov)

**Membership:** Gary Dworkin: [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu)

**FUTURE NEWSLETTER ITEMS**

Please e-mail any section-related news and announcements to

Tom Hoffer

[thoffer@norcmail.uchicago.edu](mailto:thoffer@norcmail.uchicago.edu)