International Sociological Association
Research Committee on
Sociology of Education (RC04)

Newsletter

RC04 Sociology of Education

November/ December 2012

Editor:
Marios Vryonides
Secretary ISA-RC04
European University Cyprus
6 Diogenes Str
1516 Nicosia, Cyprus
Email: m.vryonides@euc.ac.cy

Contents:

From the Editor

Dear Colleagues,

This newsletter is the first after the Second ISA Forum which took place in Buenos Aires this August. The RC04 president Gary A. Dworkin is reporting on this event extensively in his message below along with many interesting news about forthcoming events.

A major milestone in our diaries should be the 2014 World Congress in Yokohama, Japan. A call for the submission of session proposals is now open for the next couple of months.

Also, RC04 is launching its new webpage. Take a look at http://isa-rc04.org/ and please send us your feedback.

The *Newsletter* continues the publication of **Global Exchange**, intended to promote not only information exchanges, but also to facilitate collaboration among colleagues, especially collaboration that crosses national boundaries.

As always, members are asked to submit 100-150 word synopses of their on-going or planned research in which member in-put, idea exchanges, and actual research collaboration are encouraged. It is hoped that members will submit descriptions of their research projects to be included in future issues of the *Newsletter.* Thanking all those who shared information in the present newsletter, I encourage more RC04 members to make use of this channel of communication.

Marios Vryonides
Secretary, RC04
m.vryonides@euc.ac.cy

From the President

Dear Colleagues,

The Second Forum of Sociology, held in Buenos Aires, Argentina last August was a success. RC04 had 29 sessions, including those co-sponsored with RC10 (Participation, Organizational Democracy and Self-Management) and RC13 (Sociology of Leisure). ISA reported that the 46 participating Research Committees and 8 Working Groups and Thematic Groups had 3,592 participants.

RC04's website is now functional and can be accessed by clicking onto http://isa-rc04.org/.

Marios Vryonides, the RC04 Secretary (M.Vryonides@euc.ac.cy) and Iasonas Lamparinou, the webmaster (lamprianou.iasonas@ucy.ac.cy), can provide information on submitting material to the website. The membership of RC04 approved the revision of our Statutes in October and these are available on the RC04 website and on the ISA website.

Soon Marios will be contacting those of you whose membership in ISA and RC04 will lapse on January 1. It is essential that people renew their membership, as the allotment of sessions at conferences and the amount of travel money provided to members of currency B and C nations depends on the total RC04 membership. Currently we are among the three largest RCs in the ISA and hope to maintain our ranking. By having in excess of 200 members, RC04 was given 22 sessions for the 2014 World Congress in Yokohama, Japan. We also received a larger amount of ISA funds to support conferences than we had been granted in 2010. Please do not forget to respond to Marios' request to renew your membership.

Next year we shall have several interim conferences co-sponsored with regional sociological associations. A call for topics and later abstracts will be issued for the Taipei conference to be held in to be held on May 21-22, 2013, with the theme of "Education and Social Control: Emerging Challenges in a Global Era." Other 2013 conferences co-sponsored by RC04 are planned for Brisbane, Australia around Easter and Pretoria, South Africa in July.

Finally, planning has started for the XVIII World Congress of Sociology, to be held in Yokohama, Japan, from 13-19 July, 2014. The theme of the conference is "Facing an Unequal World: Challenges for Global Sociology." RC04 will need members to submit proposals for our 22 allocated sessions (note: this is not the call for papers, which will be issued later in the year). If you would like to organize and chair a session around the general ISA theme, please send an e-mail to both Marios (M.Vryonides@euc.ac.cy) and me (gdworkin@uh.edu) no later than 15 February, 2013. Please provide a title of your session, a brief 200 word abstract of the session's contents, and your contact information (name, affiliation, mailing address, and e-mail address).

I wish you a good 2013 and hope to hear from you regarding the proposed conferences.

Best regards,

Gary Dworkin
President, RC04 (2010-2014)

International Sociological Association

Global Exchange

This is the tenth issue of the *Newsletter* column entitled ***Global Exchange.*** This initiative of the RC04 newsletter aims to become a forum for exchanging current or pending research projects and seek suggestions, ideas for future directions, as well as possible collaboration with other RC04 members.

The abstracts of approximately 100-150 words and should be sent to the editor by e-mail for inclusion in future issues of the *Newsletter*. Please consider submitting a description of your project to the editor for inclusion in future issues of the *Newsletter*. It is hoped that RC04 members will contact the researchers whose projects are listed below with suggestions, commentary, and even offers to collaborate or share reports and publications. Submissions to ***Global Exchange*** should be sent to m.vryonides@euc.ac.cy

………

McGinnis, T. & Garcia A. (forthcoming, Dec. 2012). **"The road to freedom": How one Salvadoran youth takes an agentive stance to narrate the self across time and space.** Association of Mexican American Educators Journal.

………

Justice Evaluations and Civic Socialisation in Complex Societies: The Israeli Case

By Nura Resh and Clara Sabbagh

The research project we report here was at first conceptualized as a bi-national cooperation (Israeli-German) between us and Claudia Dalbert as the German partner. Hence, Claudia deserves some credit for the ideas developed in the proposal. The proposal was highly rated but unfortunately, did not get the GIF (German-Israeli Foundation) financial support. We then restructured the proposal and submitted it the Israeli Science Foundation, where it won the competition with a promised financial support for 3 years.

In our research project we set out to examine whether and how justice experiences at school (i.e., evaluations regarding resource distribution) shape different facets of civic attitudes and behavior (e.g., trust in institutions and democratic orientations, civic engagement and involvement in deviant behavior in school). We adopt a multidisciplinary – psychological and sociological – approach, in order to examine to what extent these relationships are affected by individual (psychological, i.e., justice sensitivity) and contextual (sociological), i.e., school and class 'fair climate') factors. Assuming that the nature of civic education and the formation of justice evaluations can only be understood by adopting a comparative perspective, the study will delve into a comparison of more or less disadvantaged groups in a country that features multiple notions of citizenship stressing liberal values of equality, while recognizing sub-group cleavages. Specifically we shall relate here to the national/ethnic cleavage in Israel: Jews (secular, religious) vs. Arabs.

We think that our multidisciplinary approach will yield a more integrative and comprehensive perspective on the study of justice evaluations. Our findings may significantly contribute to an in-depth understanding of justice conflicts at school and their consequences.

The study was designed as an empirical (quantitative) panel investigation among 8th and 9th (middle school) students in a national sample of 50 public middle schools (25 Jewish secular, 10 Jewish religious, 15 Arab) with about 5000 students, who answered a detailed questionnaire. Few school characteristics that will serve as controls were elicited from the Ministry of Education data base.

We are now in the midst of analysing the data and summarizing the outcomes in a set of papers.

……..

Sociology of education news from Karl Maton

In 2012 the sociological approach to education, Legitimation Code Theory, has been the principal framework of: 19 peer-reviewed publications; three dedicated symposia; 38 conference papers; five awarded PhDs (in Canada, China, Australia, France, and South Africa); three submitted PhDs (Portugal, South Africa and Australia); and a major Australian Research Council Discovery Project (for 2013-2015 on 'Pedagogies for knowledge-building'). Details can be found on the website: http://www.legitimationcodetheory.com/

Karl Maton
Senior Lecturer, Faculty of Arts & Social Sciences, University of Sydney
Elected Visiting Professor, University of Provence
Visiting Professor, Rhodes University

……

From David Konstantinovskiy

IV All-Russian sociological congress was in Ufa (Bashkiria) 23-25 of October. 20 researchers (8 presenters) participated in session "Youth and education at post-communist space" and 80 researchers (15 presenters) participated in session "Sociology of education". Head of sessions - David Konstantinovskiy.

…….

From Eylem KAYA

EU Grundtvig Multiliteral Project on Transcultural Biography Work (TBW) has just been completed and a manual book on TBW has been published in Innsbruck, Austria 9th of November.

Assist. Prof. Dr. H. Eylem KAYA
Suleyman Demirel University
Faculty of Science and Literature

……

……………………………………………………………………………………………………….

An interesting article on the interrelationship between education and citizenship in the Arab society in Israel.

Levy, Gal, and Mohammad Massalha. 2012. 'Within and Beyond Citizenship: Alternative Educational Initiatives in the Arab Society in Israel'. *Citizenship Studies* 16 (7): 905–917. doi:10.1080/13621025.2012.716208.

Here is a link to the publication page
http://www.tandfonline.com/doi/abs/10.1080/13621025.2012.716208

……………………………………………………………………………………………………….

The last issue of the Journal of the **Spanish ASOCIACIÓN DE SOCIOLOGÍA DE LA EDUCACIÓN: RASE 5(3)**, available at: http://issuu.com/sociologeducasociologiaeducacion/docs/rase_05_3/1

Table of contents

La sociología del profesorado hoy: Debates y líneas de investigación desde una perspectiva internacional Mar Venegas –

Francisco Fernández Palomares Artículos Mar Venegas y Francisco Fernández Palomares: La sociología del profesorado hoy. Debates y líneas de investigación desde una perspectiva internacional.

Joan Amer Fernández: Lo académico y lo profesional en los programas de cualificación profesional inicial. Los discursos y las prácticas del profesorado

Maurice Tardif: La division du travail éducatif en Amérique du Nord Christian Maroy et Branka Cattomar: Professionnalisation ou déprofessionnalisation des enseignants? Le cas de la Communauté française de Belgique.

Sonsoles Sanromán, Lola Frutos y Belén Pascual: Identidad del profesorado de secundaria en torno al abandono escolar y elección del alumnado en contextos autonómicos distintos

Begoña Zamora: El discurso del profesorado sobre la etnia. Un planteamiento segregador.

Andrea Lange-Vester: Teachers and Habitus: The Contribution of Teachers' Action to the Reproduction of Social Inequality in School Education

Mariano Fernández Enguita: Private interest defense and public interest rhetoric in the strategy of a profession. The cases of pupils' compressed school day and teachers' early retirement.

David Doncel: Magister doloroso, la identidad colectiva del profesorado no universitario desde la perspectiva de las organizaciones sindicales.

Rafael Merino: La formación profesional en los itinerarios formativos y laborales de los jóvenes: las leyes proponen y los jóvenes disponen

……

New books

> # The Wrong Kind of Different: Challenging the Meaning of Diversity in American Classrooms
> By **Antonia Randolph**

Antonia Randolph raises a gamut of issues that sorely need to be confronted. I commend her for having the insight and courage to bring these unsettling truths to light, based as they are on assiduous research." —**Stephen Steinberg**, Distinguished Professor of Urban Studies, Queens College & Graduate Center, City University of New York

How can multiculturalism go wrong? Through extensive interviews conducted in a large Midwestern district, Antonia Randolph explores how teachers perceive students from diverse racial and ethnic backgrounds and the unintended consequences of a kind of "colorblind multiculturalism." She unearths a hierarchy of acceptance and legitimacy that excludes most poor Black students and favors certain immigrant minorities. In addition, Randolph discovers how some teachers distinguish their support for certain forms of student diversity from curriculum diversity, such as accommodating bilingual education, which they find burdensome.

This provocative book challenges readers to look beyond the surface benefits of diversity and raises issues about American schools that need to be addressed, including:

- How school diversity policy has become detached from concerns about equity and social justice.
- How teachers see diversity as a "good" thing as long as it doesn't inconvenience them or lower their schools' scores on standardized tests.
- How some immigrant children receive favorable treatment sanctioned by multicultural ideology and practice.
- How many Black students and schools suffer racial penalties for being "the wrong kind of different."

Antonia Randolph is an assistant professor in the Department of Sociology and Criminal Justice at the University of Delaware.

………………………………………………………………………………………………………..

Editors: Guillermo Sunkel and Daniela Trucco

Digital technologies facing the challenges of an inclusive education in Latin America: some cases of good practices *("Las tecnologías digitales frente a los desafíos de una educación inclusiva en América Latina: algunos casos de buenas prácticas")*

Publisher: United Nations Economic Commission for Latin America and the Caribbean (ECLAC), Santiago Chile.

The book presents a collection of research articles regarding policies and programs that seek the integration of digital technologies in education in different Latin-American countries. They are papers on good practices that respond to this region's main education challenges; contributing to the reduction of social inequalities in the context of an inclusive education.

The book includes the discussion of eight different experiences. Half of them are national policies with a long trajectory: the national program of educational informatics of Costa Rica, Enlaces from Chile, the Colombian program of the use of media and information and communication technologies, and the Plan CEIBAL of Uruguay. The other half includes local level programs that respond to specific educational challenges. They are: the program Uantakua for indigenous Mexican students, the City of Buenos Aires' Ministry of Education plan for students with special needs, Brazil's program in the Amazon region to expand secondary education, and Panama's Proniño Program that addresses the problem of student dropout.

The book is the result of the work developed by the United Nations Economic Commission for Latin America and the Caribbean (ECLAC) within the framework of the Information Society Alliance Program (@LIS2) from the European Union.

Website: http://www.cepal.org/dds/

Conferences

The 19th Taiwan Forum on Sociology of Education
(authorized as a 2013 midterm conference of RC04, ISA)
http://web.nutn.edu.tw/gac610/newconference/english_version/index.html

Call for Papers

Sponsor
Taiwan Association for Sociology of Education (TASE)
Research Committee on Sociology of Education, International Sociological Association (RC04, ISA)

Host
College of Education, Chinese Culture University, Taiwan

Co-hosts
National Academy of Educational Research, Taiwan
Department of Education, National University of Tainan, Taiwan
Graduate Institute of Education, National Chung Cheng University, Taiwan
Graduate Institute of Curriculum, Instruction and Technology, National Chi Nan University, Taiwan

Main Theme and Proposed Topics
Education and Social Control: Emerging Challenges in a Global Era
   Since 1970s, globalization has swept the human societies. To confront the restructuring of world economic system and the intensified international competitions, the New Right ideology has dominated educational reforms all over the world. The cult of educational efficiency worried sociologists and educators so much that they devoted their efforts to issues concerning the compromised social justice. The consequence was that other issues raised by globalization were relatively neglected. The social control issue is one of them.

Social control, be it visible or invisible, explicit or implicit, exerted through such social institutions as religion, law, medicine and education, maintains social order to the extent that it provides a solid basis for social development and progress. Schooling fulfills its social control task by means of two functions: socialization and selection. Socialization function, simply put, is for schools to compile into curriculum and textbooks what have been looked up to in the society, including knowledge, norms, customs, etiquette, and so on, and to transmit them to students. Selection function, on the other hand, is to grade students in terms of how familiar they have become with aforementioned contents of socialization. To fulfill its two functions at a time of unprecedented social change, school curriculum, instruction and assessment need to change accordingly. Given these, relations between education and social control request renewed discussion. The 2013 TASE annual meeting and ISA-RC04 mid-term conference will be an opportunity for this.

The term 'globalization or global era' involves diverse arrays of concepts, including knowledge economy, market economy, identity politics, politics of difference, risk society, digital society, democratization, individualization and privatization, to name just a few. However, the conference calls for a heightened focus on 1) knowledge-based society and schooling, 2)market competition and educational evaluation, 3) political socialization and citizenship education, 4)social order and moral education, and 5) selection function of schooling. Special attention is also paid to comparative studies concerning if countries and regions at different developmental stages face different challenges, and/or whether they come up with contextualized strategies toward the same challenges. The conference invites expanded discussions and new examples in this regard.

Program Coordinators

Jason Chien-chen Chang, Chinese Culture University, Taiwan; jchang.taiwan@gmail.com
Paul Tien-hui Chiang, National University of Tainan, Taiwan; thchiang@mail.nutn.edu.tw

Venue of the Conference

Taipei Branch, National Academy of Educational Research
No. 179, Section 1, Heping East Road, Taipei City, Taiwan

Dates for the Conference

June 21st (Friday) to 22nd (Saturday), 2013

Important Deadlines

1. Submission of abstracts: December 31, 2012
2. Notification of abstract review results: January 31, 2013
3. Submission of full papers: May 20, 2013
4. Registration: February 1 – May 20, 2013

Natural and Cultural Attractions

1. Chinese Culture University: classic Chinese-style campus, near Yangmingshan National Park.
2. National University of Tainan: located in a city with the longest history in Taiwan.
3. National Chung Cheng University: near Alishan National Scenic Area.
4. National Chi Nan University: near Sun Moon Lake National Scenic Area.
5. Traditional Chinese Temples: such as Confucius Temple and Mazu Temple.
6. Taipei 101.
7. Night Markets.

Hotel Information

No.	Hotel	Distance from Conference Venue (Taipei Branch, National Academy of Educational Research)		Approximate Cost of Taxi (one way, by dollars)	Room Numbers
		By Taxi	By Walking		
1	Dandy Hotel http://www.dandyhotel.com.tw/EN/DandyD/index.aspx?lan=en-US	9 min	15 min	NT 80 US 2.7 (1.3KM)	73
2	Taipei Fullerton http://www.taipeifullerton.com.tw/html/eng_south/about_us.htm	10 min	20 min	NT 105 US 3.5 (2.1KM)	100
3	Royal Biz Taipei http://www.royalbiz.com.tw/about_en.php	8 min	20 min	NT 95 US 3.2 (1.5KM)	48
4	Fu-Hau Hotel http://www.fuhauhotel.com.tw/	10 min	25 min	NT 105 US 3.5 (2.2KM)	41
5	Leader Hotel Taipei http://www.leaderhotel.com/taipei/en/content/intro.htm	6 min	25 min	NT 140 US 4.7 (3.8KM)	72
6	Howard Hotel http://www.howard-hotels.com/HQ2.php	13 min	25 min	NT 120 US 4 (2.9KM)	606
7	Howard Civil Service International House http://intl-house.howard-hotels.com/CT_AsiaPacific2.php	3 min	6 min	NT 90 US 3 (0.7KM)	275
8	The Corner House http://www.thecornerhouse.com.tw/en/?Psn=6300	8 min	17 min	NT 100 US 3.3 (1.8KM)	48

International Sociological Association

Research Committee on Sociology of Education RC04

Established in 1971

■ Objectives

RC04 is an active group with annual or bi-annual meetings on sociology of education topics. Regular meetings are held at the World Congress of Sociology (every four years) and at the RC's Midterm Conferences (in-between world congresses); in addition, meetings on special topics are held.

■ Board 2010-2014

President: A. Gary Dworkin (USA) gdworkin@Central.UH.EDU
Secretary: Marios Vryonides, M.Vryonides@euc.ac.cy
Vice-Presidents:
Vice-President for Europe: António Teodoro, Portugal
Vice-President for Russia: David Konstantinovskiy, Russia
Vice-President for Asia: Jason Chang, Taiwan
Vice-President for Africa: Shaheeda Essack, South Africa
Vice-President for Latin America: Maria Ligia Barbosa, Brazil
Vice-President for North America: Jeanne H. Ballantine, USA
Vice-President for Oceania: Lawrence J. Saha, Australia
Past-President: Ari Antikainen (Finland) ari.antikainen@joensuu.fi

■ Newsletter

An informative newsletter is mailed to members twice a year. It contains conference abstracts, research summaries and exchange, members' news, conference news, country reports, and the new feature, Global Exchange.
Editor: Marios Vryonides, M.Vryonides@euc.ac.cy

■ Membership

Dues: $30 for a 4-year period; contact International Sociological Association for payments.

■ Website

http://www.ucm.es/info/isa/rc04.htm