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**Research Committee on  
Sociology of Education (RC04)**

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# Newsletter

RC04 Sociology of Education

*July 2009*

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## *From the Editor*

Dear Colleagues,

Several members of RC04, including the board, have been quite busy since the November *Newsletter* developing our program for the XVII World Congress of Sociology to be held in Gothenburg, Sweden from 11-17 July, 2010. As one of the larger RCs in the ISA, we are entitled to offer the maximum number of sessions. Additionally, we are co-chairing sessions with other RCs. RC04 President Ari Antikainen and I issued a call for session topics at the end of 2008 and several members of our RC responded with excellent topics. Every member who proposed a topic was included in the final listing of session chairs and organizers. The call for papers has been posted on the ISA website, along with the contact information of each of the session chairs. The full listing of RC04 sessions, as well as the sessions that will be co-chaired with other RCs is presented in this issue of the *Newsletter*. Additionally, members can access the full listing of all World Congress sessions by clicking on to [www.isa-sociology.org/congress2010](http://www.isa-sociology.org/congress2010). The deadline for submission of abstracts to RC04 session organizers is **15 November, 2009**. Other RCs and the sessions that RC04 co-chairs with other RCs may have different deadlines. However, the finalized program with paper titles and presenter details must be delivered to the ISA office in Madrid by 31 January, 2010. RC04 has submitted its request to ISA for funds to support some limited number of travel grants for the conference. Details regarding travel grant applications will be provided by ISA at a later time. Visa requirements, registration fees, and hotel accommodation information is also accessible from the ISA website cited above.

RC04 has introduced a new section of the *Newsletter* and hope to continue it in the future. We have inaugurated a feature entitled “**New Books from RC04**” that includes brief announcements (and very brief synopses) of recent books published by RC04 members. This first appearance of the feature lists eleven new books by our colleagues. If you have had a book published this year please send me an e-mail ([gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu)) that includes the title, publisher, date and a 100-word synopsis of the book so that I can announce it in the November issue.

The *Newsletter* continues the **Global Exchange** section, intended to promote not only information exchanges, but also to facilitate collaboration among colleagues, especially collaboration that crosses national boundaries. Six new research topics are presented in the current issue. 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*.

Finally, I am continuing to assemble a research interest directory that can be sent to journal editors looking for individuals to review books or manuscripts. This is likely to be most helpful to young colleagues who may not yet be known by journal editors, but it may be of help to all of our colleagues. If you are interested in being listed in this research interest directory please send me your contact information, including **your name, affiliation and address, e-mail address, and a very brief statement of your areas of research and scholarship**. Please send to [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu) and note that it is for the **RC04 Research Interest Directory**.

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## ***From the President***

Dear Colleagues,

Our conferences have been quite successful and many have also led to the development of publications. For instance from papers presented in Cyprus 2007 produced a special issue of the *International Journal of Contemporary Sociology* (vol. 45, 2, 2008) entitled “Education in Times of Global Changes,” which came out in October 2008. The conference has also resulted in a monograph issue of *Current Sociology* that will be published in July 2010. Special thanks go to Marios Vryonides, Stephen Ball, M'hammed Sabour and Gary Dworkin for their great contributions in editing our papers.

ISA is establishing an online encyclopedia named *Sociopedia* that concentrates on the state of art in Sociology. Members of our RC's board are authoring an article on “Sociology of Education” for the first issue of *Sociopedia*. It will be continuously updated. If you have in mind articles or books on the state of Sociology of Education in your country, please let us know.

The preparation for the next World Congress in July 2010, in Gothenburg is underway. The general theme is 'Sociology on the Move'. I hope that Sociology is moving towards a Global Sociology. Thanks to active session organizers and our Secretary Gary Dworkin our comprehensive program is presented in this issue of *Newsletter*. The session organizers are looking forward submissions of abstracts and papers from all parts of the globe.

I look forward to seeing you all in Gothenburg!

Ari Antikainen  
President, RC04

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## ***Global Exchange***

This is the sixth issue of the *Newsletter* that contains the column entitled ***Global Exchange***, which affords the membership the opportunity to describe one of their 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 presented below represent examples of the kinds of project descriptions the RC04 board hopes will be sent to the editor by e-mail for inclusion in future issues of the *Newsletter*. It is our thought that most projects can benefit from discussion and collaboration and we hope that this column in the *Newsletter* may stimulate the kind of responses that will enhance research and lead to topical panels for future ISA and RC04 conferences. 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. Please send your submissions for the next issue of ***Global Exchange*** to [gworkin@mail.uh.edu](mailto:gworkin@mail.uh.edu). The six new projects include:

### **“Internationalization of Education and Russian Youth”**

The task of the research consisted in a study of the influences that affect the education of Russian youth abroad regarding the formation of social norms and rules in the course of the modern globalization. There study focuses on how young people who seek an education abroad adopt a socio-cultural samples and institutional norms. The phenomenon of getting education in the West has been considered as a mechanism of translation of socio-cultural and institutional samples and norms perceived in the country of arrival and somewhat transferred to the Native Land upon return. We examine the process of understanding of new institutional, cultural, behavioral practices and changes that arise in the outlooks of actors, their everyday behavior, labor ethics, life style; as well as the influence of the experience of education abroad on a trajectory of a life careers. Thus, we approach the understanding of the efficiency of education abroad from a point of view that examines how socio-cultural, institutional norms and samples are reproduced during the students' later life in Russia. The research has been carried out at the State University of Humanitarian Sciences and Institute of Sociology of the Russian Academy of Sciences.

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### **“Institutional Practices and Internal Performance of the Third Cycle of Basic General Education of Cordoba City”**

Low performance is a central problem of the Third Cycle of Basic General Education. The main objective of this project is to discover extent to which the high level of students' failure is related to current institutional practices: the positioning of teachers at school, the assessment and accreditation of students' learning, and the directors' management. The project proposes a descriptive design combining quantitative as well as qualitative analysis strategies. It is developed over a random stratified sample of all State secondary schools in Cordoba city.

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### **“Educational upward mobility of male and female academics with working class parents in selected Western European nations”**

This research project aims to find out what is decisive for educational upward mobility of working class members in Austria, England, France, Germany and Sweden. The method consists in qualitative biographical research drawing on narrative interviews in each country. The focus relies on the analyses of enabling factors for upward educational mobility of both, personal circumstances, as well as institutional contexts. Colleagues, who would like to share an application for a joint research project, are especially invited, but enquiries, comments etc. are very welcomed too.

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## **Two Australian Projects: “Disciplinary, Knowledge and Schooling” & “Living and Learning in a Knowledge Society”**

(1) An Australian Research Council Discovery Project grant has been won by Peter Freebody, Jim Martin and Karl Maton at the University of Sydney to conduct a three-year project into ‘Disciplinary, Knowledge and Schooling’, focusing on analysing and creating strategies to improve cumulative learning in secondary school Biology and History. This interdisciplinary research brings together interaction analysis, systemic functional linguistics and, centrally, Legitimation Code Theory (LCT), an emerging framework in the sociology of education that builds on the approaches of Pierre Bourdieu and Basil Bernstein.

(2) Funding for research into ICTs, the knowledge society and higher education  
An Australian Research Council Discovery Project grant has been won by Sue Bennett (University of Wollongong) and Karl Maton (University of Sydney) to conduct a two-year study of ‘Living and Learning in a Knowledge Society’. This brings together the sociology of education with educational technology research. It uses the sociological approach of Legitimation Code Theory to conceptualise and analyse the implications for higher education of young adults’ knowledge-creating practices in everyday and educational contexts.

For more information on either project, see <http://www.karlmarton.com>

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## **Another Australian Project: “Lost talent? The Educational and Occupational Ambitions of Young Australians”**

This is a project carried out by Joanna Sikora and Lawrence J. Saha at the Australian National University, with a grant from the National Center for Vocational Education Research. It is based on analyses of data from the Longitudinal Study of Australian Youth (LSAY). The LSAY data includes information from young Australians who turned 15 years of age in 1995 and 1999 and who were then surveyed every year, for a decade. Sikora and Saha will focus on the extent to which educational and occupational expectations are realized after students leave school.

For more information, contact:

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## ***New Books from RC04***

RC04 members continue to be productive scholars. In order to disseminate information about the productivity of our membership the *Newsletter* has initiated a new feature called “New Books from RC04.” Members are encouraged to send me e-mails ([gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu)) announcing their latest book publications. Please include reference information and a very brief (100-word) synopsis of the book. Listed below are titles that have been published since the distribution of the previous *Newsletter*. Members are encouraged to locate and read these new titles. The twelve books listed below represent a portion of the productivity of our membership.

Torres, Carlos Alberto & Noguera, Pedro (editors), ***Social Justice Education for Teachers: Paulo Freire and the Possible Dream***, The Netherlands, Sense Publishers, 2008.

Torres, Carlos Alberto. ***Education and Neoliberal Globalization***. With a preface by Pedro Noguera. New York, Routledge, 2009.

Torres, Carlos Alberto. ***Globalizations and Education. Collected Essays on Class, Race, Gender and the State***. New York, Teachers College Press, Columbia University, 2009. With an introduction by Michael Apple, and an Afterword by Pedro Demo.

Essack, Shaheeda. ***Peer Mentoring in Higher Education: Alienation to Ubuntu (Humanity)***  
Germany: Lambert Academic Publishing AG & Co. KG (VDM Publishers, Germany)

Higher education has increasingly become a site of contestation for many stakeholders such as administrators, academics, students, funders and government. Interestingly, emerging challenges are unprecedented. One of the key challenges in a developing society is the high failure rate among first year students - seen to lack the necessary educational tools to negotiate the terrain of higher education. Cultural differences and individual insecurities serve to hamper meaningful integration into a highly sophisticated system of learning. The research explores how peer facilitated mentoring at a university in South Africa, the Westville campus of the University of Natal, potentially addresses the academic and social needs of first-year and first generation university students in a manner that reconciles the complex interplay between institutional forces and individual socio-cultural histories without compromising the integrity of either. The theoretical and practical application of this study has a broader global appeal, especially those societies grappling with issues of cultural divergence and its impact on academic performance.

Brigido, Ana María. ***La educación argentina. Nueva configuración del sistema y situación actual***. Editorial Hispania, Córdoba (2009).

The book describes the configuration of the national educational system according to the new Education Act and other rules regulating its operation since 2003. Relying on official statistical data, it develops an analysis of the system's internal performance and the material conditions in which it works. This analysis reveals that issues of low performance, as compared to those observed in the previous decade, still remain, as well as the lack of equity in the distribution of education. And this happens despite the advances that have taken place in educational financing. It includes also two chapters, one conceptual and one methodological, that help understand the empirical analysis.

Banja ,Madalitso Khulupirika. ***Faith of many Colours; Reflections on Pentecostal and Charismatic Challenges in Zambia***. University of Zambia.

The book explores ecclesiastical issues detrimental to the fundamental nature of the Contemporary Pentecostal/Charismatic Church leaving it with an ugly moral and spiritual portrait with no spiritual significance and social influence in the global community leading to widespread discontent and disenchantment among both Pentecostal/charismatic believers themselves and sworn critics alike.

Konstantinovskiy, David. ***Inequality and Education: Attempt of sociological research on the life starts of the Russian youth (1960<sup>th</sup> – beginning of 2000<sup>th</sup>)***. Moscow, SFC, 2008. (In Russian).

The years of field research and data analysis have coincided with a dramatic period in Russian history in late XX – the beginning XXI centuries. During this period considerable changes have been taking place in the country. These changes have highly affected the youth population. The first part of the book contains the results of an analysis of a unique dynamic series created during the youth surveys begun in 1960's and continuing into the present. It shows that over the years in Russia inequality in education has grown tremendously. The second part of the book consists of research materials conducted in the beginning of 2000 to analyze the availability of a quality general education. The third part invites readers to observe the outcomes of the construction of mathematic models that project educational chances for different social groups.

Maton, K. & Moore, R. (Eds) ***Social Realism, Knowledge and the Sociology of Education*** (London, Continuum Press).

This collection brings together key papers from the broad approach known as 'social realism' which is helping to reshape thinking about knowledge and curriculum in the sociology of education. It comprises papers by leading scholars from the UK, Australia and South Africa, including John Beck, Karl Maton, Rob Moore, Joe Muller, Leesa Wheelahan and M.F.D. Young.

Saha, Lawrence J. & Dworkin, A. Gary (Eds.). ***The International Handbook of Research on Teachers and Teaching***. New York: Springer Science, 2009.

Over 76 chapters the *Handbook* explores the most recent research-based knowledge on teachers and teaching. The educational climate around the world is examined, including how issues of accountability, standards and testing have affected schools and school personnel. The focus is comparative, with attention to Eastern and Western cultures, developed and developing nations, and the growing impact of globalization on education.

Teodoro, António (Ed.). ***Tempos e Andamentos nas Políticas de Educação*** [*Time's and Walk's in Educational Policies*]. Brasil, ed. Liber Livro, 2008  
ISBN: 978-85-98843-73-5

This book is structured into three parts. Part one includes two work chapters of Ibero-American Network of Educational Policies (RIAIPE-CYTED). In the second part there are three chapters concerned with educational policies in Spain, Portugal and European Union as a whole. The third part includes chapters on the Latin America countries that make part of the project (Argentina, Brazil, Chile and Mexico), ending with a vigorous essay on the whole of the Latin American educational reality.

Teodoro, António & Montané, Alejandra (Eds.). ***Espejo y reflejo: Políticas curriculares y evaluaciones internacionales***. [*Mirror and reflection: Curricular Policies and International Assessments*]. Alzira, ed. Germania, 2009. ISBN: 978-84-92587-14-8

This book addresses the analysis of education in several contexts, Portugal, Spain, Brazil and Mexico, establishing complex relationships between politics and educational reforms, curriculum development and the international evaluation systems, with emphasis on the PISA reports. This reflects the contributions submitted to the III International Symposium on Curricular Policies, it took place at the Federal University of Paraíba, João Pessoa, Brazil (October 2007) within the Ibero-American Network of Educational Policies (RIAIPE-CYTED).

Zajda, Joseph, Daun, Holger and Saha, Lawrence J. (Eds), (2009) ***Nation-Building, Identity and Citizenship Education: Cross Cultural Perspectives***, Dordrecht: Springer Publishers.

This is a collection of 12 articles which is divided into two sections: 1) Main Trends and Issues in Identity and Citizenship Education, and 2) Cultural Identity: Case Studies. The volume is the third in the Springer series Globalisation, Comparative Education and Policy Research.

**Call for Papers: The XVII ISA World Congress of Sociology,  
Gothenburg, Sweden, 11-17 July, 2010**

**Program Coordinators**

Ari Antikainen, University of Joensuu, Finland, [ari.antikainen@joensuu.fi](mailto:ari.antikainen@joensuu.fi)

A. Gary Dworkin, University of Houston, USA, [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu)

The RC04 program for the 2010 ISA World Congress of Sociology will consist of the following education-relevant sessions. All persons interested in presenting a paper in one of the sessions must submit an abstract (250 word maximum) to the session organizer by **November 15, 2009**. Session organizers will select the papers for their sessions and inform submitters by January 31, 2010.

ISA regulations limit the participation of individuals to no more than two sessions, regardless of their role in each presentation. The deadline for pre-registration for all whose abstracts have been accepted for the conference by the session chairs is May 1, 2010. Additionally, all individuals whose abstracts have been accepted by the session chairs must submit a copy of their abstract on-line no later than May 1, 2010. ISA will provide details for the on-line submission at a later date.

**Session 1: Global agendas and national and regional configurations: New ways of regulation in education policies**

Additional session on the Congress theme

Organizer: António Teodoro, Universidade Lusófona de Humanidades e Tecnologias, Portugal, [a.teodoro@netvisao.pt](mailto:a.teodoro@netvisao.pt)

Globalization has imposed new rules, expectations, and challenges to educational systems. Local and regional educational needs and programs to meet those needs are being reconfigured in light of international pressures. Papers will examine how globalization has impacted schooling, as well as national education policies and practices. Attention will be paid to the roles of sociologists in understanding these new forms of regulation.

**Session 2: Sociology of adult education**

Organizer: Ari Antikainen, University of Joensuu, Finland, [ari.antikainen@joensuu.fi](mailto:ari.antikainen@joensuu.fi)

Adult education is a product of social change and usually aimed at social transformation. In present adult education policy discourse the slogans of 'education/lifelong learning for all' and the transformation towards 'knowledge based economy' and 'learning society' are the major policy goals. Adult education is, however, connected at least with the civil society, the state, and the market. Papers can examine for instance the position of adult education in different socio-historical contexts, patterns of participation, restructuring processes going on, narratives of adult learning and – of course – the state of sociology of adult education.

**Session 3: The meanings of schooling**

Organizer: Maria-Ligia Barbosa, Universidade Federal de Rio de Janeiro, Brazil, [miligia@ifcs.ufrj.br](mailto:miligia@ifcs.ufrj.br)

The purpose of the session is to examine how this specific trait of modernization—the value of schooling—was (or is being) developed in the world outside Europe and North America and what are its consequences for the structure of social inequalities in those countries. Is schooling perceived as the most important factor (vis-à-vis other eventually relevant factors) of success on the job market? Is schooling perceived as factor of personal attainment? In the case that they truly make a difference, do school systems develop policies that take advantage (to improve learning) from parents— involvement and valuation of schooling?

#### **Session 4: Transitions from school to work**

Organizers: Jeanne Ballantine, Wright State University, USA, [jeanne.ballantine@gmail.com](mailto:jeanne.ballantine@gmail.com) and Silvia Y. Llomovatte, University of Buenos Aires, Argentina, [sllomovatte@uolsinectis.com.ar](mailto:sllomovatte@uolsinectis.com.ar)  
Many developed nations are now thought of as “credentialist societies,” in which the completion of high school or even of college does not guarantee a graduate access to a job, needless to say one that is commensurate with the educational attainments. In developing and under-developed nations high unemployment and underemployment rates result in graduates not finding meaningful work. The session will explore the myriad implications of the transition from student to employee. The employment problems of school dropouts will also be examined.

#### **Session 5: A Critique of educational reforms at the dawn of the 21<sup>st</sup> century in developing, under-developed, and non-western societies: Theoretical and empirical implications**

Organizer: Shaheeda Essack, National Department of Education, Pretoria, Republic of South Africa, [Essack.S@doe.gov.za](mailto:Essack.S@doe.gov.za)

Education and development in **under-developed, developing and non-western societies** is measured against what is set and defined by Western, First World, Anglo-Saxon countries – a consequence of the 21<sup>st</sup> century converged global society. Freire’s pedagogy of the oppressed, Nyere’s/Ghandi’s emphasis on basic education/ productive work/ people’s active participation and al-Qabani’s reforms at modernizing education in Egypt provide interesting points of reference on the claims made about education and development. Papers address:

- Educational reforms vis-à-vis democracy, human rights, rights of women, the subaltern and religion.
- Theoretical/practical significance of **Western and non-Western models** of education.
- Peace education and global citizenship.

#### **Session 6: Educational accountability in global perspective: Challenges for developed nations.**

Organizer: A. Gary Dworkin, University of Houston, USA, [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu)

Neo-liberal approaches to education have heightened the focus on a “standards-based accountability approach,” which makes standardized test results the measure of school effectiveness. Nations compare their scores on international tests such as PISA or TIMSS to determine whether their educational systems are successful. RC04 began a dialogue on accountability, standards, and testing during the 1<sup>st</sup> ISA Forum of Sociology in Barcelona in 2008. This session focuses on Developed Nations, while Session 5 (above) focuses on Developing Nations.

#### **Session 7: Old and new conflicts in education**

Organizer: David Konstantinovskiy, Institute of Sociology, the Russian Academy of Sciences, Moscow, Russia, [dav.konstant@gmail.com](mailto:dav.konstant@gmail.com)

The institution of education is closely connected with functioning of the society and therefore it can not be free from conflicts. Parts of these conflicts are a reflection of contradictions taking place in society: e.g. the differences in values and requirements of the actors (pupils, parents, teachers etc.), the rivalry of groups (social, religious etc.). Other conflicts are generated by the specifics of the education sphere itself: e.g. some measures of management. Papers can focus on the theoretical and empirical research for discussions on reasons of present and incipient conflicts, methods of overcoming or softening conflicts.

#### **Session 8: Educational futures: Lessons from the sociology of knowledge**

Organizers: Michael Young, Institute of Education, University of London, UK, [M.Young@ioe.ac.uk](mailto:M.Young@ioe.ac.uk) and Johan Muller, University of Cape Town, Republic of South Africa, [johan.muller@uct.ac.za](mailto:johan.muller@uct.ac.za)

In this seminar we hope to address questions about the nature of educational knowledge raised by the global expansion of post- compulsory public education. We welcome contributions from those working on (a) the sociology of upper secondary, higher and professional curricula and (b) theoretical work in the sociology of knowledge, particularly those working in the tradition initiated by Emile Durkheim and continued by Basil Bernstein and Randall Collins.

**Session 9: Leading society to a sustainable future: Education and the crisis of sustainability**

Organizer: Julie Matthews, University of the Sunshine Coast, Australia, [jmatthews@usc.edu.au](mailto:jmatthews@usc.edu.au)

In the contemporary climate of global urgency concerning the need to address unsustainable development, ecological illiteracy, global technocracy and civil insecurity, this session will address the contribution of education in particular and the sociology of education in general to stimulating new ways of conceptualizing and addressing complex social, environmental, economic and political issues. The session will include contributions from environmental sociology, education for sustainability, environmental education, greening movements, eco-literacy and eco-philosophy as well as problematic managerial, marketing and entrepreneurial directions in education. It seeks presentations which show how education can take the lead to generate critical debate and innovative solutions required to sustain both ecological and social systems.

**Session 10: Accountability and consequences for funding higher education**

Organizer: Dionyssios Gouviyas, University of the Aegean, Greece, [dgouviyas@rhodes.aegean.gr](mailto:dgouviyas@rhodes.aegean.gr)

In recent years, academic institutions across the globe, are called on to set-up 'quality -assurance' mechanisms and promote 'international competitiveness' and 'economic prosperity'. The ascendancy of 'product-based' assessment in Higher Education, whereby what is evaluated is the accomplishment of certain pre-determined targets ('*technocratic-reductionist*' approach) and not the context in which learning takes place ('*professional-contextualist*' approach) is evident, not only in the Anglo-Saxon world, but in an increasing number of E.U. countries, especially after the road to the Bologna's 'Common European Higher Education Area' was mapped (1999), and the Lisbon targets were set (2000).

**Session 11: Civics and citizenship education in a globalizing world**

Organizer: Lawrence J. Saha, Australian National University, Australia, [Lawrence.Saha@anu.edu.au](mailto:Lawrence.Saha@anu.edu.au)

This session will focus on aspects of education, political socialization, and political behavior. Topics can focus on the formal school curriculum (such as civics or citizenship courses) or the "hidden" curriculum, such as school elections, school political or patriotic activities (flag raising, singing the national anthem, etc). The link between school administrative style, such as democratic or authoritarian, can also be included as can questions relating the school to the pressures of local and global citizenship. Finally, papers which examine education and other political outcomes, such as voting behaviour, participation in politics, political values, or political activism will be welcome.

**Session 12: Paulo Freire and the sociology of education: Contributions and issues**

Organizer: Carlos Alberto Torres, University of California, Los Angeles, USA & Argentina, [catnova@aol.com](mailto:catnova@aol.com) and Greg Misiaszek, University of California, Los Angeles, USA, [gmisiaszek@yahoo.com](mailto:gmisiaszek@yahoo.com)

The focus of this panel will be an in-depth analysis of the work of political philosopher of education Paulo Freire and his epistemological, theoretical and educational insights. A discussion of the complexities of education and politics in the work of Freire will facilitate a theoretical introduction to key problematic elements of contemporary public policy. We hope in this dialogue to work towards reinventing Paulo Freire's perspective.

**Session 13: Development of sociology in higher education**

Organizer: Keiko Yokoyama, University of California, USA [kyokoyama.net@googlemail.com](mailto:kyokoyama.net@googlemail.com)

The purpose of the session is to review the past and present status of the sociology of higher education and offer some prospects for the future as a scholarly rigorous field. Concern will be with both US and non-US perspectives and the format will be a panel discussion that will include a brief presentation of a position paper by each panelist. Panel members will be selected from among the positions papers that are openly submitted to the session.

**Session 14: Europeanization and governance of higher education: Evidence and challenges**

Organizer: António Teodoro, Universidade Lusófona de Humanidades e Tecnologias, Portugal, [a.teodoro@netvisao.pt](mailto:a.teodoro@netvisao.pt)

The Bologna process is certainly the most extensive process of change carried out in European universities since its modernization in the nineteenth century, with profound implications in other areas of the world system, particularly in Latin America, Africa and Asia. The objectives identified for the so-called Bologna process have several formulations that support the hypothesis that we are witnessing a transformation of the University of its original European Humanist tradition for the current utilitarian orientation. What is the meaning of the next evolution of educational issues in the EU?

**Session 15: The condition of teaching: Teachers as workers, teachers as professionals**

Organizers: A. Gary Dworkin, University of Houston, USA, [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu) and Shaheeda Essack, National Department of Education, Pretoria, Republic of South Africa, [Essack.S@doe.gov.za](mailto:Essack.S@doe.gov.za)

Teaching is usually seen as a “semi-profession” in that teachers, especially in the developed world, are accorded less respect and granted less autonomy than practitioners in other professions. In developing nations they may receive more respect than in the developed world, but are still offered little control over their work. Teachers report higher levels of job stress and burnout than do many other human service professionals and their turnover rates often are quite high. Efforts by teachers to unionize and strike for better working conditions and salaries are frequently seen as threats to the welfare of their students and the public good.

**Session 16: Vocational education**

Organizer: Jeanne Ballantine, Wright State University, USA, [jeanne.ballantine@gmail.com](mailto:jeanne.ballantine@gmail.com)

A university education is not always the solution for individuals seeking to acquire the necessary technical skills to obtain meaningful employment. In many instances a vocational or technical school can afford the student an education that better fits the needs of students and employers. However, the quality of that education can be variable and some skills taught may be out of date when compared with employer expectations. Papers addressing the intended and unintended outcomes of vocational education are presented in this session.

**Session 17: Education, stratification and poverty: Manifest and latent inequalities**

Organizers/Chairs: Lawrence J. Saha, Australian National University, Australia, [Lawrence.Saha@anu.edu.au](mailto:Lawrence.Saha@anu.edu.au) and David Konstantinovskiy, Institute of Sociology, the Russian Academy of Sciences, Moscow, Russia, [dav.konstant@gmail.com](mailto:dav.konstant@gmail.com)

New methodologies and the availability of large comparative data sets (e.g., PISA and TIMSS) have made possible the investigation of education and stratification with new theoretical perspectives and empirical models. Recent research has reopened discussions about how education may assist the poor and disadvantaged, with factors apparent at the individual, school and country levels. In spite of egalitarian policies, there remain tendencies for education systems to openly or covertly reproduce the social order. Papers can focus on the effects of gender, social class, race/ethnicity, or other cultural and structural factors, including the culture of poverty and levels of socioeconomic development.

**Session: 18: Business meeting**

Chair: Ari Antikainen, President, RC04, University of Joensuu, Finland, [ari.antikainen@joensuu.fi](mailto:ari.antikainen@joensuu.fi)

**Proposed Integrative Session (*Integrative sessions are pending and subject to ISA approval sometime after September 2009*)**

RC04 Sociology of Education, RC28 Social Stratification) and RC45 Rational Choice have established and endorsed this session and will form a task force to organize the session. RC04 Organizer: Jeanne Ballantine, Wright State University, USA, [jeanne.ballantine@gmail.com](mailto:jeanne.ballantine@gmail.com)

### **Joint Sessions Co-hosted by other RCs and RC04:**

#### **RC04/RC13 [host committee] Leisure and education**

Joint session of RC04 Sociology of Education and RC13 Sociology of Leisure  
Organizers: Ishwar Modi, India International Institute of Social Sciences, India, [iiiss2005modi@yahoo.co.in](mailto:iiiss2005modi@yahoo.co.in) and K. Narsimha Reddy, Osmania University, India, [nrkankanala@lycos.com](mailto:nrkankanala@lycos.com)

The interface between leisure and education can hardly be overemphasized, more so in a fast moving world where there is no time for reflection. For improving the quality of life, leisure education is essential. Leisure modes themselves can become a medium of education, leading to excellence and innovation in performance. As such should leisure be left to evolve and manifest on its own or should it be subtly guided? Need for active interface between leisure organizations and educational institutions requires exploration.

#### **RC04/RC23 [host committee] Changing forms of university-society relationship**

Joint Session of RC04 Sociology of Education and RC23 Sociology of Science and Technology  
Organizers: RC23 Juha Tuunainen, Department of Sociology, University of Helsinki, Finland, [juha.tuunainen@helsinki.fi](mailto:juha.tuunainen@helsinki.fi), and RC04 Raj P. Mohan, Auburn University, USA, [mohanrp@auburn.edu](mailto:mohanrp@auburn.edu)

The latter part of the 20th century witnessed a radical transformation in the ways in which the relationship between science, university and society was understood. The linear model of innovation and the related traditional contract between science and society was challenged. Global economic competition, increasingly complex societal problems and changes in public policy-making have all contributed to alterations in the social roles and responsibilities of academics, universities and science. In science and technology studies, for instance, the increasingly important role of science in economy has been discussed in terms of commercialization of research results, changing norms of science and emergence of the so-called entrepreneurial university. Another line of research has attempted to redefine the nature and types of contemporary scientific research under such headings as Mode 2 knowledge production and post-normal science. In addition, some scholars have paid attention to the changes in public-policy making, or focused on technological risks and ethical issues that are becoming increasingly important topics in societal decision-making. Still another group has addressed the role of scientists as advisors and experts in the context of jurisdiction and other forums of public policy formation. Finally, within the sphere of public understanding of science, the focus of study has shifted towards democracy of science and the increasing importance of citizens. From the public policy perspective, universities have been regarded as central contributors in innovation, economic growth and competitiveness of nations. Simultaneously, social accountability pressures towards science and universities have mounted. An example of this trend is the introduction of the so-called third mission of the university into the university law, as well as development of related systems of indicators by which the social impact of university activities are measured. The aim of this session is to uncover the variety of mechanisms and institutions through which university-society interaction takes place in different disciplines and fields of research activity. By so doing, the session seeks to contribute to our understanding of the democracy of science, the societal role of university research as well as evaluation of the university's third mission activities.

#### **RC04/RC23 [host committee] Pure vs applied research? Challenges confronted by higher education institutions and research centers**

Joint Session of RC04 Sociology of Education and RC23 Sociology of Science and Technology  
Organizers: RC23 Rosalba Casas, Universidad Nacional Autónoma de México, México, [rcasas@servidor.unam.mx](mailto:rcasas@servidor.unam.mx), and RC04 A. Gary Dworkin, University of Houston, USA, [gworkin@mail.uh.edu](mailto:gworkin@mail.uh.edu)

Although the question may address mostly Third World countries it also concerns the more advanced nations. Evidently, countries not well developed have fundamental problems related to basic needs that industrialized countries have reasonably solved. Applied science in food, health, education, water supply, energy, low cost housing, agriculture, forestry and others help release the population from extreme poverty. Is it appropriate for Third World countries to finance pure research, when

requirements for other matters need to be addressed urgently? How should advanced countries face the dilemma of where to put public funds for science? How should developing countries define their research agendas and research problems to contribute to solve social problems? Competition for global economic markets has become an issue of paramount importance in the formulation of scientific policy. What is the proper balance between competition and the orientation to social problems? Is it different from countries that “have” to countries that “have not”? A wide range of questions may be addressed regarding these matters. Colleagues are invited to participate in the discussion of this exciting topic.

**RC04/RC23 [host committee] Academic Response to Changing Science and Technology in Developing Economies** Joint Session of RC04 Sociology of Education and RC23 Sociology of Science and Technology [host committee]. Organizers: RC23 S.L. Hiremath, Sociology & Dean Faculty of Social Sciences, Gulbarga University, India, [slhiremath@rediffmail.com](mailto:slhiremath@rediffmail.com), RC04 **(Volunteer RC04 co-chair needed. Please contact [ari.antikainen@joensuu.fi](mailto:ari.antikainen@joensuu.fi) or [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu)).**

Several developing countries have emerged as leading knowledge societies and economies, with change in the focus, strategy and techniques of enterprises. In the wake of liberalization, privatization and globalization, the traditional institutions of education, their structures, pedagogy and focus have changed giving rise to new patterns. Having been viewed as a source of requisite human resources by society and a means, mechanism and avenue of status and mobility by the populace, education has come to be the prime focus of policy makers in the nations wedded to the objective of rapid development with equity and social justice. Owing to these developments, there has been a commensurate change in the purpose, quality, cost, access, regulation, and outlay of education as well as challenges that need to be addressed and need to be sociologically focused upon and analyzed. The core question that needs to be addressed empirically is how academics and particularly technical education at higher levels are responding to the changing science and technology scenario and what the nature of their interface is.

## 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 2006-2010

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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: A. Gary Dworkin, USA, [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu)

### ■ Membership

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

### ■ Website

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