

# Education and Society: Access, Opportunity, and Equity

SESP & Sciences Po Working Conference

April 13-14, 2015

Day One: Monday, April 13, 2015	
12:00 pm to 1:00 pm	<p>Opening Keynote / IPR Brown Bag</p> <p><b>“The Democratization of Education, its Apparent Paradox, a Plausible Explanation, and its Empirical Proof.”</b></p> <p><b>Louis-André Vallet</b>, OSC, CNRS, &amp; Sciences Po faculty</p> <p>Location: Chambers Hall, Ruan Conference Room (lower level) 600 Foster Street, Evanston, IL 60208</p> <p>The historical analysis of a possibly existing democratization of education, that is to say, a weakening of the intrinsic statistical association between the social class origin of individuals and the highest degree they get, can lead to a paradox. On numerous French data – more than half a million people – surveyed in seven nationally representative Labour Force Surveys, it can be established that, between the 1920-22 and 1974-76 birth cohorts, the general strength of the association between class origin and education has somewhat declined. However, between the same generations, if we consider only those who passed the <i>baccalauréat</i> (or an equivalent diploma) – or even those who got a <i>general baccalauréat</i> – we observe that the association between class origin and obtaining (or not) a tertiary education diploma has steadily increased.</p> <p>Having highlighted this paradox, the presentation will come back to statements made by leading sociologists from both sides of the Atlantic Ocean, in France in 1970 and the United States in 1981. Those sociologists predicted the occurrence of the second element of the paradox in very different terms, and they also provided the same plausible explanation in very cautious terms.</p> <p>The presentation will finally conclude that these sociologists were right and that we can now exhibit an empirical proof based on two longitudinal educational datasets: that one made by the French Institute of Demographic Studies (INED) between 1962 and 1972, and that one made by the French Ministry of Education between 1995 and 2006. The proof can be found in comparing the academic performance of students from different social classes, along successive transitions within the educational system and, for the same transitions, at two historical moments separated by nearly four decades.</p>
1:00 pm to 1:30 pm	<p>Lunch</p> <p>Location: Annenberg Rm. G02</p>

1:30 pm to 3:30 pm	<p><b>Session 1: Neighborhoods, Schools, &amp; Educational Opportunity</b>  Chair/Facilitator: Marco Oberti, OSC – Sciences Po faculty  Location: Baldwin Learning Studio, Annenberg Room 303  Presentations:</p> <ul style="list-style-type: none"> <li>a. “No School is an Island: A Comparison of Resource Sharing Networks of Proximate Public, Charter, and Catholic Schools.”  <i>Andrea Prado-Tuma, Northwestern doctoral student</i>  <i>Samantha Meyer, Northwestern doctoral student</i></li> <li>b. “Everyday Politics of School Choice in the Black Community.”  <i>Mary Pattillo, Northwestern faculty</i></li> <li>c. “Inequality Before Birth: The Educational Consequences of Environmental Toxicants.”  <i>Claudia Persico, Northwestern doctoral student</i></li> <li>d. “Families and School Choice: The Naturalization of Selection in Urban Finland.”  <i>Sonja Kosunen, University of Helsinki doctoral student</i></li> </ul>
3:30 pm to 3:45 pm	Afternoon Coffee, Annenberg Rm. G02
3:45 pm to 5:15 pm	<p><b>Session 2: Race, Class, Gender, and Immigrant Status in Schooling and Education</b>  Chair/Facilitator: Louis-André Vallet, OSC, CNRS, &amp; Sciences Po  Location: Annenberg Rm. G02  Presentations:</p> <ul style="list-style-type: none"> <li>a. “‘Once You Go to a White School, You Kind of Adapt’: Black Adolescents and the Racial Classification of Schools.”  <i>Simone Ispa-Landa, Northwestern faculty</i>  <i>Jordan Conwell, Northwestern doctoral student</i></li> <li>b. “The Effects of Education as an Absolute and Positional Good: An International Comparison Among Immigrants and Natives.”  <i>Mathieu Ichou, Nuffield College, University of Oxford &amp; OSC, Sciences Po post-doctoral researcher</i></li> <li>c. “The Integration and Success of First, Second, and Third Generation Immigrants in American Schools.”  <i>David Figlio, Northwestern faculty</i></li> <li>d. “The Effects of Social Class in Higher Education.”  <i>Mesmin Destin, Northwestern faculty</i></li> </ul>

6:30 pm to 8:30 pm	<p>Reception and Dinner</p> <p>Location: The Stained Glass Bistro 1735 Benson Avenue Evanston, IL 60201 (847) 864-8600 www.thestainedglass.com</p>
<b>Day Two: Tuesday, April 14, 2015</b>	
8:00 am to 8:30 pm	<p>Light Breakfast</p> <p>Location: Annenberg Rm. 303</p>
8:30 am to 10:00 am	<p><b>Session 1: School Policy and Practice in a Changing Education Sector: The New Accountability at Work</b></p> <p>Chair/Facilitator: Jim Spillane, Northwestern faculty</p> <p>Location: Annenberg Rm. 303</p> <p>Presentations:</p> <ul style="list-style-type: none"> <li>a. “Vernacular Globalisations in France and Quebec: Trajectories of Accountability Policies in Education.” <i>Christian Maroy, University of Montreal faculty</i> <i>Xavier Pons, University of East-Paris Créteil faculty</i> <i>Claire Dupuy, Sciences Po Grenoble, PACTE faculty</i></li> <li>b. “Anticipation, Preemption, and Reorganization: A Study of Pre-implementation and Early Stage Institutionalization of Standards and Accountability.” <i>Debbie Kim, Northwestern doctoral student</i></li> <li>c. “Professional responsibility instead of high stakes accountability? The case of Flanders-Belgium.” <i>Geert Kelchtermans, University of Leuven faculty</i> <i>Virginie Marz, University of Leuven faculty</i></li> <li>d. “The Role of Non-system Actors in Implementing the Common Core State Standards: Standards and Accountability in the US.” <i>Cynthia Coburn, Northwestern faculty</i></li> </ul>
10:00 am – 10:30 am	<p>Morning Coffee</p> <p>Location: Annenberg Rm. 303</p>

<p>10:30 am – 12:00 pm</p>	<p><b>Session 2: Education Systems, Segregation, Student Learning, and Performance</b></p> <p>Chair/Facilitator: David Figlio, Northwestern Faculty</p> <p>Location: Annenberg Rm. G02</p> <p>Presentations:</p> <ul style="list-style-type: none"> <li>a. “Social and Urban Segregation and Student Performance in France.” <i>Marco Oberti, OSC – Sciences Po faculty</i></li> <li>b. “School Resources and Student Long Run Outcomes in the US.” <i>Kirabo Jackson, Northwestern faculty</i></li> <li>c. “Mathematics Performance in US and South Korea: Cross Cultural &amp; Cross Country Comparisons.” <i>Christine Yang, Northwestern doctoral student</i> <i>Uri Wilensky, Northwestern faculty</i></li> </ul>
<p>12:00 pm to 12:30 pm</p>	<p>Pick up lunch to take to HDSP Brown Bag talk</p> <p>Location: Annenberg Rm. 301</p>
<p>12:30 pm to 1:30 pm</p>	<p>Keynote 2 / HDSP Brown Bag</p> <p><b>“Inequalities in Access to Higher Education in France: The Role of Institutional and Market Devices.”</b></p> <p><b>Agnès van Zanten, OSC – Sciences Po faculty</b></p> <p>Location: Annenberg Rm. 303</p> <p>French sociologists of education have generally analyzed social inequalities in access to higher education as a result of differences in students’ socio-economic and cultural backgrounds and social <i>habitués</i> or of the existence of a hierarchy of secondary and higher education tracks enrolling students with different social and academic profiles. These factors are crucial but focusing only on them provides an incomplete picture of the web of influences on students’ choices, especially of more immediate influences.</p> <p>In this presentation, I will focus on the impact of institutional and market devices. The notion of “device” (Callon et al. 2007) has been used to refer to all the assemblages that play a role in the construction of concrete market exchanges, but I have extended its use to encompass exchanges that are not only structured by markets but by institutions as well. This use of the term draws it closer to the notion of ‘instrument’ in the way it is used by policy sociologists (Lascoumes and Le Galès 2007; McFall 2014). The general idea is that students’ choices are not only influenced by structural family and school factors but also ‘framed’ by specific devices used by institutional and market agents, the notion of ‘frame’ referring simultaneously here to the “interpretative schemes”</p>

	<p>(Goffman, 1974) and to the practical arrangements to which students are exposed.</p> <p>In order to examine these devices and how they are enacted two different types of data from an ongoing qualitative study will be used. The first is data from the ethnographic study of four high schools in Paris and the Parisian periphery comprising interviews with school personnel, students and parents as well as diverse observations of school activities, meetings and events and analysis of websites and brochures. The second is data from the ethnographic study of 11 higher education fairs having taken place in Paris between 2012 and 2015 and including observations of stands and conferences, short interviews with booth hosts, conference speakers and visitors, a visitors' questionnaire and the analysis of internet and paper advertising.</p> <p>The analysis will focus on similarities and differences between the discursive frames to which students are exposed in these two settings and relate them to the interests, goals and professional backgrounds of the agents involved in their production and delivery. It will also examine the human and material arrangements that prevail in the two contexts and the kind of effects they are expected to produce. The conclusion will discuss the contrasting but cumulative ways in which these devices contribute to the reproduction rather than to the reduction of existing inequalities.</p>
<p>2:00 pm to 4:00 pm</p>	<p><b>Session 3: From High School to Higher Education: Inequalities in Opportunities and Access</b></p> <p>Chair/Facilitator: Agnès van Zanten, OSC – Sciences Po faculty</p> <p>Location: Annenberg Rm. 303</p> <p>Presentations:</p> <ul style="list-style-type: none"> <li>a. “College For All Policy in the US.” <i>Kelly Iwanaga Becker, Northwestern doctoral student</i> <i>Caitlin Ahearn, Northwestern staff</i></li> <li>b. “Atypical Higher Education Choices and the (Re)Definition of Masculinities.” <i>Alice Olivier, OSC – Sciences Po doctoral student</i></li> <li>c. “The Implications of College For All Policy for Disadvantaged Students.” <i>Claudia Zapata, Northwestern doctoral student</i> <i>Jiffy Lansing, Northwestern doctoral student</i></li> <li>d. “From Merit to Potential: A Historical Sociology of Admissions at Sciences Po and Oxford University.” <i>Annabelle Allouch, University of Amiens &amp; OSC – Sciences Po faculty</i></li> </ul>
<p>4:30 pm to 6:00 pm</p>	<p>Closing Reception: <b>Moving Forward Together</b></p> <p>Location: Annenberg Rm. 303</p>