

Joanne W. Golann

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ACADEMIC APPOINTMENTS

Assistant Professor of Public Policy and Education, Vanderbilt University, August 2016-
Assistant Professor of Sociology (affiliate), Vanderbilt University

AREA OF SPECIALIZATION

Sociology of education, culture and inequality, urban school reform, school discipline, charter schools, ethnography, parenting

EDUCATION

Ph.D., Sociology, Princeton University, May 2016
Affiliate, Office of Population Research

M.A., Sociology (with distinction), Princeton University, 2010
Areas of examination: Inequality, Education, and Demography

M.A., Social Sciences, University of Chicago, 2006

B.A., English (with high distinction), Amherst College, 2004

PROFESSIONAL EXPERIENCE

2012-2016 Core Research Team, New Jersey Families Study, Princeton University
2011-2016 Graduate Teaching Fellow, McGraw Center for Teaching and Learning, Princeton University
2008-2009 Research Assistant, Professor Katherine Newman, Princeton University
2006-2008 Senior Research Assistant, Community College Research Center, Teachers College, Columbia University
2004-2005 Fulbright English Teaching Assistant, Yilan County, Taiwan

HONORS AND AFFILIATIONS

2018-19 Emerging Education Policy Scholars (EEPS) Fellow
2016 Maureen T. Hallinan Graduate Student Paper Award, American Educational Research Association Sociology of Education section
2013-14 National Academy of Education/Spencer Dissertation Fellowship
2013-14 Ford Foundation Dissertation Fellowship (Honorable Mention)

PUBLICATIONS

Articles

Golann, Joanne W., Debs, Mira, and Anna Weiss.* 2019. "To Be Strict on Your Own": Black and Latinx Parents Evaluate Discipline in Urban Choice Schools." *American Educational Research Journal* (2017 impact factor: 2.46, h-index: 97).

Featured in *Washington Post*, *Education Week*, and *Have You Heard* podcast.

Golann, Joanne W., Mirakhur, Zitsi, and Thomas J. Espenshade. 2019. "Collecting Video-Ethnographic Data for Policy Research." *American Behavioral Scientist* (2017 impact factor: 1.74, h-index: 87).

Golann, Joanne W. and Chris Torres. 2018. "Do No-Excuses Disciplinary Practices Promote Success?" *Journal of Urban Affairs* (2017 impact factor: 1.23, h-index 49).

Golann, Joanne W. 2017. "Conformers, Imitators, Adaptors, and Rejecters: How No-Excuses Teachers' Cultural Toolkits Shape Their Responses to Control." *Sociology of Education* (2017 impact factor: 2.90, h-index: 75).

Golann, Joanne W. 2015. "The Paradox of Success at a No-Excuses Charter School." *Sociology of Education* (2017 impact factor: 2.90, h-index: 75).

Reprinted in *Schools and Society*, 6th Edition, edited by Jeanne Ballantine, Joan Spade, and Jenny Stuber. Sage. 2018.

Reprinted in *The Structure of Schooling: Readings in the Sociology of Education*, 4th edition, edited by Richard Arum, Irene R. Beattie, and Karly Ford. Sage. Forthcoming.

Featured in *New York Times*, *Education Week*, *Next City*, *The Atlantic*, *HuffPost*, *EduShyster*, *Society Pages*, *The Guardian*, and *Voice of Detroit*.

Book chapters

Golann, Joanne W., Gentsch, Kerstin, Chung, Chang Y., and Thomas J. Espenshade. 2013. "Does the Mismatch Hypothesis Apply to Hispanic Students at Selective Colleges?" Pp. 209-228 in *The Education of the Hispanic Population*, edited by Richard Verdugo and Billie Gastic. Charlotte, NC: Information Age Publishing.

Books (under review)

Golann, Joanne W. *Scripting the Moves: Conformity and Autonomy in an Age of Educational Accountability*. Book under contract, Princeton University Press.

Working papers

Golann, Joanne W. and Jennifer Darling.* "Toward a Multifaceted Understanding of Lareau's "Sense of Entitlement": Bridging Sociological and Psychological Constructs." (revise and resubmit at *Sociology Compass*)

Jones, Ashley* and Golann, Joanne W. "Balancing Care and Control in Urban School Discipline."

Reports and other public writings

Debs, Mira, Golann, Joanne W., and Chris Torres. 2019. "[Some 'no-excuses' charter schools say they are changing. Are they? Can they?](#)" *Washingtonpost.com*.

Golann, Joanne W. and Mira Debs. 2019. "[The Harsh Discipline of No-Excuses Charter Schools: Is It Worth the Promise?](#)" *Education Week*.

Torres, Chris, and Joanne W. Golann. 2018. "Charter Schools and the Achievement Gap." National Education Policy Center Review.

Featured in *Christian Science Monitor*, *Atlantic-Journal Constitution*, *Telemundo Puerto Rico*, *dianeravitch.net*, Wisconsin Education Association Council blog, Great Lakes Center for Education Research and Practice.

Golann, Joanne W. 2017. "Sweating the Small Stuff at No-Excuses Charter Schools." *UCEA Review*. University Council for Educational Administration.

Hughes, Katherine L. and Joanne W. Golann. 2008. "A Virtual World with Real Results." *Techniques*. Association for Career and Technical Education.

Golann, Joanne W. and Katherine L. Hughes. 2008. *Dual Enrollment Policies and Practices: Earning College Credit in California High Schools*. San Francisco: The James Irvine Foundation.

Hughes, Katherine L. and Joanne W. Golann. 2007. *When the Virtual Becomes Real: Student Learning in the Virtual Enterprises Program*. New York: Community College Research Center.

*Denotes graduate student

PRESENTATIONS

Invited talks

- 2017 "Does Strict Discipline Harm Students?" Yale Political Union, Yale University, New Haven, CT.
- 2017 "No-Excuses Charters and School Discipline." Yale Education Studies Program, Yale University, New Haven, CT.
- 2015 "Student Experiences of Discipline: What Qualitative Research Can Tell Us." Analytics Club, New York City Department of Education, New York, NY.
- 2014 "The Paradox of Teaching Behavioral Norms at an Urban School." *Ethnography: A Conference and a Retreat*, Yale University, Yale, CT.
- 2014 "The Paradox of Teaching Behavioral Norms at a No Excuses School." *Promising Scholars in Education: Dissertation Fellows and Their Research*, American Educational Research Association meeting, Philadelphia, PA.

Conference presentations

- 2020 "Control and Care in Urban School Discipline." American Educational Research Association meeting, San Francisco, CA.
- 2018 "New Approaches to Studying Cultural Capital" (Session Organizer and Presenter). American Educational Research Association meeting, New York, NY.

- 2018 “Does a Sense of Entitlement Influence Academic Achievement?”
Class and Culture mini-conference, Eastern Sociological Society meeting, Baltimore, MD
- 2017 “Between Autonomy and Structure: Parents of Color and Discipline at Montessori and No-Excuses Schools.”
American Sociological Association meeting, Montreal, Canada.
- 2017 “Do No-Excuses Disciplinary Practices Promote Success?”
Society for the Study of Social Problems meeting, Montreal, Canada
- 2017 “Learning From Ethnography: How We Make Change in Urban School Discipline” (Session Organizer).
American Educational Research Association meeting, San Antonio, TX.
- 2016 “Becoming an Urban Teacher.”
American Educational Research Association meeting, Washington, D.C.
- 2016 “Respect as Reciprocal.”
37th Annual Ethnography in Education Forum meeting, Philadelphia, PA.
- 2015 “The Enacted Curriculum: Teaching Self-Discipline to Promote Social Mobility.”
American Sociological Association meeting, Chicago, IL.
- 2014 “Freedom as Failure: Restricting Teacher and Student Autonomy at a No Excuses School.” American Sociological Association meeting, San Francisco, CA.
- 2014 “No Room But For Resistance.”
American Educational Research Association meeting, Philadelphia, PA.
- 2014 “The Paradox of Teaching Behavioral Norms at a No Excuses School.”
National Academy of Education/Spencer Fellows Spring Retreat, Washington, DC.
- 2013 “The Promise and Perils of Teaching Social and Behavioral Skills at a No Excuses School.”
American Sociological Association meeting, New York, NY.
- 2013 “Maintaining Order, Maintaining Disadvantage?”
Society for the Study of Social Problems meeting, New York, NY.
- 2013 “The Promise and Perils of Teaching Social and Behavioral Skills at a No Excuses School.”
Sociology of Education Association meeting, Monterey, CA.
- 2012 “Doing Gender Through Housework: A Relational Approach.”
American Sociological Association meeting, Denver, CO.
- 2011 “Households Transformed by Unemployment: A Relational Approach.”
Eastern Sociological Society meeting, New York, NY.
- 2011 “First-Year Maternal School Attendance and Children’s Cognitive Outcomes.”
American Sociological Association meeting, Las Vegas, NV.

- 2010 “How Children Fare When Mom Returns to School.”
Eastern Sociological Society meeting, Boston, MA.
- 2008 “When the Virtual Becomes Real: An Evaluation of the Virtual Enterprises Program.”
American Educational Research Association meeting, New York, NY.

RESEARCH GRANTS

- 2018-19 Fund for the Advancement of the Discipline, American Sociological Association, \$7,875
- 2017-18 Provost Research Studios Grant, \$4,000
- 2017-18 Peabody College Small Grant for Research, \$10,000
- 2013-14 National Academy of Education/Spencer Dissertation Fellowship, \$25,000
- 2012 Dissertation Improvement Grant, Office of Population Research, Princeton University, \$2,500
- 2012 Dissertation Improvement Grant, Department of Sociology, Princeton University \$1,000
- 2011 Center for the Study of Social Organization Graduate Research Award, Princeton University, \$5,000

TEACHING EXPERIENCE

Courses Taught, Vanderbilt University

- HOD 3234: Advanced Organizational Theory (undergraduate)
- LPO 8500: Qualitative Methods (graduate)
- LPO 7500: Qualitative Methods (graduate)
- LPO 8130: Social Context of Education (graduate)

Ph.D. Advising, Vanderbilt University

- Anna Weiss, Ph.D. student, Department of Leadership, Policy, and Organizations
- Ashley Jones, Ph.D. student, Department of Leadership, Policy, and Organizations
- Richard Hall, Ph.D. student, Department of Leadership, Policy, and Organizations

Postdoctoral Advising, Vanderbilt University

- Stephany Cuevas, Academic Pathways Postdoctoral Fellow

Dissertation and Theses Committees

- Ngaire Honey, Ph.D. student, Department of Leadership, Policy, and Organizations
- Brette Garner, Ph.D. student, Department of Teaching and Learning
- Laura Rogers, Ph.D. student, Department of Leadership, Policy, and Organizations
- Susan Patrick, Ph.D. student, Department of Leadership, Policy, and Organizations
- Ashley Jones, Ph.D. student, Department of Leadership, Policy, and Organizations (dissertation co-chair)
- Taqiyyah Elliot, M.A. student, Department of Human and Organizational Development
- Martaze Gaines, M.A. student, Department of Human and Organizational Development

Teaching Assistant, Princeton University, Department of Sociology

- Sociological Research Methods (Professor Scott Lynch)
- Organizations: Management, Bureaucracy, and Work (Professor Martin Ruef)
- Introduction to Sociology (Professors Mitchell Duneier and Paul Starr)

Teaching Transcript Program

SERVICE

Reviewer

Sociology of Education, American Sociological Review, Qualitative Sociology, Educational Researcher, Educational Policy, AERA Open, Social Psychology Quarterly, Journal of Education for Students Placed at Risk, British Journal of Sociology, Urban Education, Journal of Contemporary Ethnography, Humanity and Society, Oxford University Press (2019 books)

Annual meetings: Sociology of Education Association (2019, 2020), American Educational Research Association Division L (2019, 2020), International Conference on School Choice and Reform (2018)

Professional Service

Board Member, Sociology of Education Association (2018-20)

Chair, David Lee Stevenson Best Graduate Student Paper Award, Sociology of Education Section, American Sociological Association (2018-19)

ASA Children and Youth Section Outstanding Graduate Student Paper Award Committee (2018-19)

Member, American Sociological Association

Sections: Sociology of Education; Sociology of Culture; Inequality, Poverty, and Mobility; Children and Youth

Member and Reviewer, American Educational Research Association

Sections: Division G Social Context of Education, Division L Educational Policy and Politics, Sociology of Education SIG, Charters and School Choice SIG

Member, Society for the Study of Social Problems

Community Service

Guest speaker

- Sociology of Education course, Reed College, 2016
- New Haven Education Working Group, 2016

University Service

Committee on Immersion, Peabody College, 2017-18 (Vanderbilt University)

Founder and Co-Organizer, Social Contexts of Education Workshop, 2017-2020 (Vanderbilt University)

Founding Member and Co-Organizer, Interdisciplinary Ethnography Workshop, 2013-15 (Princeton University)

Focus Group Moderator, Working Group on Undergraduate Socioeconomic Diversity, Office of the Dean of the College, 2013 (Princeton University)

Selection Committee Member, Graduate Mentoring Award, McGraw Center for Teaching and Learning and the Graduate School, 2013 (Princeton University)

Guest Speaker:

- Ph.D. Panel, Peabody Career Services, 2019 (Vanderbilt University)

- Dinner and a Draft, Dean of the Ingram Commons Residence, 2019 (Vanderbilt University)
- Students for Education Reform, 2015 (Princeton University)
- Program in Teacher Preparation, 2015 (Princeton University)
- Ethnography of Schools and Schooling, 2014, 2015 (Princeton University)

Departmental Service

Co-organizer, LPO Colloquium Series, 2018-20

Ph.D. Steering Committee, Vanderbilt University, 2016-2018

Ph.D. Admissions Committee, Vanderbilt University, 2016-2017, 2019-2020

M.P.P. Admissions Committee, Vanderbilt University, 2017-2019

Faculty Search Committee, Associate/Full Professor of Education Policy in Equity and Inclusion, 2019-2020