CALL FOR PAPERS

FOR SPECIAL ISSUE PROPOSAL

Minority mobility trajectories, and the costs of education-driven social mobility in disadvantaged minority groups

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FOCUS

This special issue enquires into the consequences of **education-driven social mobility** in the intersection of a variety of *costs of social mobility* and the **distinctiveness** of the **mobility experiences** among members of **disadvantaged minority groups**. It investigates in different social settings what mobility means for those minorities who experience it, and what are the social implications of their "individual success at the cost of collective failure" (Reay 2018). It aims to offer a comparative perspective through theory-driven, but empirically based contributions.

We invite contributors from different disciplinary domains to address one or several of the following questions:

- What kinds of **hidden and apparent costs of education driven mobility** are experienced by particular disadvantaged minority groups in different social, economic and historical contexts? To what extent are those costs specific for different minorities?
- Can a distinctive minority mobility trajectory be observed in the case of different minority groups who achieved education-driven social mobility?
- What coping strategies are applied at an individual or group level to mitigate the costs of upward social mobility?
- How do educational and other public policies and institutional settings contribute to minority and disadvantaged groups' differentiated and distinctive experience of social mobility and their strategies to cope with it?

RATIONALE

Education-driven social mobility of minority groups is presented in public discourses as an unquestionably desirable process, which improves communities' well-being, and helps community members occupy more advantageous positions in stratified societies. Nevertheless, the process of changing social class belonging reportedly conveys serious dilemmas and difficulties to the individuals, which is described through Sorokin's (1959) *dissociative thesis; status inconsistency theory* (Hope, 1975; Lenski, 1954); Bourdieu's concept of *habitus clivé* (Bourdieu, 2004), or most recently, Reay's (2005) *emotional cost and the cruelty of (upward) mobility* (2018)*,* and Friedman's (2016) sociological theorization of *emotional imprint*.

Beyond the costs and benefits debates, research also highlights the differentiated emergence of those mobility-related dilemmas in particular ethnic **minority** (among others migrants and other racialised) **and disadvantaged social groups**. Neckerman et.al. (1999) argue that minority middle classes share a 'minority culture of mobility' which provides strategies for managing economic mobility in the context of discrimination and disadvantages. Cole and Omari (2003) call for an intersectional approach that highlights Black American minority's struggle not only for social mobility but also with the burdens imposed by wider society on the basis of race alone, which makes their mobility strategies and experience fundamentally different from that of the White Americans. Vallejo (2012) explores intra-ethnic and interethnic relationship patterns in Mexican Americans' mobility process, and mentions particular dilemmas and coping strategies both towards the community of origin and the attained middle class. Shahrokni (2015) investigating North African minorities in France concludes that individuals' minority culture of mobility is rooted in both class and ethno-racial processes of overcoming challenges.

Pantea's (2015) work on young Roma women negotiating access to university in Romania, and Bereményi & Durst's (2020) contribution on Spanish and Hungarian Roma/Gypsy first-in-family university graduates, argue that these groups follow a distinctive minority mobility trajectory to face institutional racism and the *costs* of changing class. It requires extensive negotiation, meaning making and reframing work among a diversity of sectors in both their communities of origin and the attained middle class.

Beyond ethnic and migrant minorities, research also explores the struggle, coping strategies, gains and the 'price of the ticket' (Friedman, 2013) of education-driven social mobility with respect to **other than ethnic/racial disadvantaged groups**, such as LGBTQ and communities with stigmatized **sexual identity** (Melton & Cunningham, 2014); with **intellectual and physical disability** (Emerson et al., 2009; Jenkins, 1991; Maroto & Pettinicchio, 2014), or the mix of the above conditions.

In this special issue we aim to contribute to the most relevant debates on the consequences of education-driven social mobility in ethnic/racial minority and other disadvantaged groups in a variety of socio-economic, historical and geographical settings, focusing on the experiences of struggle, dilemma and paradoxes, complementing the mainstream discussions about the social position of disadvantaged minority groups in the nexus of higher education and x social mobility.