

Sociology 280N – Sociology of Education
Fall 2020 – Wednesdays 4-6pm – Online

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In this course we will survey the sociology of education literature. We will consider several theories developed to understand the role of education in society, including theories of reproduction, resistance, social-psychology, school organization, and more. At the same time, we will attend to several issues in education, including tracking, student engagement, school choice, charter schools, and more. As we investigate these issues, we will attend to a multiplicity of theoretical, substantive, methodological, and political considerations that concern the sociological study of education.

Assignments and Grading

There are two types of requirements for the course: 1)oral participation, and 2)writing. First, seminar participants are expected to join the session and to have read the reading and watched the video mini-lecture beforehand. Further, seminar participants are expected to join in the discussion without personal prompting, with questions, observations, suggestions, and more. Second, there are two types of written assignments: 1)weekly syntheses and, 2)a final paper.

Weekly Syntheses

For any week *not* marked with a ✱ each student is to submit a synthesis of the week's assigned material (of no more than 1,000 words, but perhaps considerably less than 1,000 words). The **pdf file** should be e-mailed to **socpost@gmail.com** by 9:00am the Tuesday before class. **Place the label "Soc280N" in the subject field.** The syntheses are graded as P/NP.

Final Paper

There are two options for the final paper. Students may write a quantitative or qualitative *empirical research paper* that engages the sociology of education literature and a question or questions of interest to the sociology of education. Or students may write a *research proposal* for a qualitative or quantitative empirical research project that engages the sociology of education literature and a question or questions of interest to the sociology of education. Students interested in writing an empirical research paper can look to any of the many papers on the syllabus for clues as to how to structure such a paper. Students interested in writing a proposal or searching for a research question are encouraged to google "On The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions" and to download the version from the Social Science Research Council site. This

resource describes general issues that will be helpful to anyone drafting a proposal. Whether your final paper is an empirical research paper or a research proposal, the final paper should reflect participation in the course. Because you will get more out of the material and discussion if you have in mind a research project as you read the course material, I attempt to facilitate your selection of a topic early in the term by asking you to submit a provisional research question on September 2. A more detailed plan for your paper is due on October 28. You may certainly change your project as the term progresses, but the thinking is that assuring you have some idea early will enable you to fine-tune it as you go along. If that happens, well, that's an expected part of the process. Note: Due dates for the written assignments are marked with a ✱.

The course grade will be based on attendance (i.e., showing up), understanding of the course readings (i.e., synthesizing the readings), class participation (i.e., speaking in class without personal prompting), and the final paper (i.e., proposing or conducting research).

Readings

There are two kinds of reading. Most assigned reading is to be read in its entirety. But some assigned reading calls on you to read only the abstract. The "abstract only" reading has further information we should consider in our discussion, but for efficiency sake I have reduced the amount of reading for the course by asking that only the abstracts for those papers be read.

Most reading material is available online. The syllabus identifies whether: 1) one must use OskiCat (the University database of materials) to find an electronic location accessible to University of California-Berkeley students, 2) the assigned chapter is available in an e-book through OskiCat, or 3) the paper is accessible via Google Scholar (perhaps also using a connection through the University), JSTOR, or some particular online location. Some readings are in a Reader you may either rent or buy at Copy Central, 2411 Telegraph Avenue (<https://copycentral.com/2411-telegraph-ave/>) through their deal with RedShelf (<https://copycentral.redshelf.com/>). If you buy the Reader you may pick it up at the store or ask them to mail it to you. If you rent the Reader you will have access to the material for 180 days; afterward you will lose access to any mark-ups you may have made to your electronic copy.

Three books are required. One is available electronically. Please obtain the others through a library or from amazon.com, another online source, the publisher, or elsewhere as you prefer:

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*. New York: Basic.

Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press. **OskiCat e-book**

Lucas, Samuel Roundfield. 1999. *Tracking Inequality: Stratification and Mobility in American High Schools*. New York, NY: Teachers College Press.

–INTRODUCTION

--Week 1, Aug 26 -- Introduction to the Sociology of Education

✱ --Week 2, Sep 2 -- Perspectives on Schools as Organizations – (Provisional Research Question due)

Scott, W. Richard. 1987. "Organizations as Rational Systems," pp. 31-50 of *Organizations: Rational, Natural, and Open Systems, second edition*. New York, NY: Prentice-Hall.

READER

Meier, Kenneth J., and Laurence J. O'Toole Jr. 2008. "Management theory and Occam's razor: How public organizations buffer the environment." *Administration & Society* 39: 931-958.
Google Scholar

Hannan, Michael T., and John Freeman. 1977. "The Population Ecology of Organizations." *American Journal of Sociology* 82: 929-964. **JSTOR**

Weick, Karl E. 1976. "Educational Organizations as Loosely Coupled Systems." *Administrative Science Quarterly* 21: 1-19. **Google Scholar**

Gamoran, Adam, and Robert Dreeben. 1986. "Coupling and Control in Educational Organizations." *Administrative Science Quarterly* 31: 612-632. **JSTOR**

Abstracts Assigned, Only:

Preston, Courtney, Ellen Goldring, Mark Berends, and Marisa Cannata. 2012. "School innovation in district context: Comparing traditional public schools and charter schools." *Economics of Education Review* 31: 318-330. **Google Scholar**

Levy, Tal. 2010. "Charter Schools Legislation and the Element of Race." *Western Journal of Black Studies* 34: 43-52. **JSTOR**

Renzulli, Linda A. 2005. "Organizational Environments and the Emergence of Charter Schools in the United States." *Sociology of Education* 78: 1-26. **JSTOR**

– SCHOOLS AS CAUSAL ENTITIES

--Week 3, Sep 9 -- School Effects

Coleman, James S., Ernest Q. Campbell, Carol J. Hobson, James McPartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York. 1966. *Equality of Educational*

Opportunity, Washington, DC: National Center for Education Statistics. (Pages iii-iv and 290-333) **READER**

Reardon, Sean F. 2016. "School Segregation and Racial Academic Achievement Gaps." *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 34-57. **Google Scholar**

Morgan, Stephen L., and Sol Bee Jung. 2016. "Still No Effect of Resources, Even in the New Gilded Age?" *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 83-116. **Google Scholar**

Borman, Geoffrey, and Maritza Dowling. 2010. "Schools and Inequality: A Multilevel Analysis of Coleman's Equality of Educational Opportunity Data." *Teachers College Record* 112: 1201-1246. **Google Scholar**

Lucas, Samuel R. 2016. "First- and Second-Order Methodological Developments from the Coleman Report." *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 117-140. **Google Scholar**

Abstracts Assigned, Only:

Alexander, Karl L., Doris R. Entwisle, and Linda Steffel Olson. 2007. "Summer learning and its implications: Insights from the Beginning School Study." *New Directions for Youth Development* 114: 11-32. **Google Scholar**

– SELECTED ORIENTING FRAMEWORKS

--Week 4, Sep 16 – Intelligence: Psychometric, Non-Psychometric, and Critical Perspectives

Gottfredson, Linda S. 1997. "Why g Matters: The Complexity of Everyday Life." *Intelligence* 24: 79-132. **Google Scholar**

Fischer, Claude S., Michael Hout, Martín Sánchez Jankowski, Samuel R. Lucas, Ann Swidler, and Kim Voss. 1996. "Understanding 'Intelligence'," pages 22-54 in *Inequality by Design: Cracking the Bell Curve Myth*, by Claude S. Fischer, Michael Hout, Martín Sánchez Jankowski, Samuel R. Lucas, Ann Swidler, and Kim Voss. Princeton, NJ: Princeton University Press. **READER**

Lucas, Samuel R. 2000. "Hope, Anguish, and the Problem of Our Time: An Essay on Publication of *The Black-White Test Score Gap*." *Teachers College Record* 102: 461-473. **Google Scholar**

Abstracts Assigned, Only:

Heckman, James, Seong Hyeok Moon, Rodrigo Pinto, Peter Savelyev, and Adam Yavitz. 2010.

"Analyzing social experiments as implemented: A reexamination of the evidence from the HighScope Perry Preschool Program." *Quantitative Economics* 1: 1-46. **Google Scholar**

Ryan, Ann Marie, and Alan Stoskopf. 2008. "Public and Catholic School Responses to IQ Testing in the Early 20th Century." *Teachers College Record* 110: 894-922. **Google Scholar**

Jussim, Lee, and Kent D. Harber. 2005. "Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies." *Personality and Social Psychology Review* 9: 131-155. **Google Scholar**

--Week 5, Sep 23 – Human Capital

Becker, Gary S. 1993. "Nobel Lecture: The Economic Way of Looking at Behavior." *Journal of Political Economy* 101: 385-409. **JSTOR**

Becker, Gary. 1962. "Investment in Human Capital: A Theoretical Analysis." *Journal of Political Economy* 70 (Supplement) 9-49. **JSTOR**

Abstracts Assigned, Only

Tomaskovic-Devey, Donald, Melvin Thomas, and Kecia Johnson. 2005. "Race and the Accumulation of Human Capital across the Career: A Theoretical Model and Fixed-Effects Application." *American Journal of Sociology* 111: 58-89. **JSTOR**

Coleman, Margo, and Thomas DeLeire. 2003. "An Economic Model of Locus of Control and the Human Capital Investment Decision." *Journal of Human Resources* 38: 701-721. **JSTOR**

Leon, Gianmarco. 2012 "Civil Conflict and Human Capital Accumulation: The Long-term Effects of Political Violence in Perú." *Journal of Human Resources* 47: 991-1022. **JSTOR**

Ost, Ben. 2014. "How Do Teachers Improve? The Relative Importance of Specific and General Human Capital." *American Economic Journal: Applied Economics* 6: 127-51. **Google Scholar**

--Week 6, Sep 30 – Social-Psychological Models of Educational and Occupational Attainment: Wisconsin, Cognitive Complexity, Stereotype Threat, and Implicit Models

Hauser, Robert M., Shu-Ling Tsai, and William H. Sewell. 1983. "A Model of Stratification with Response Error in Social and Psychological Variables." *Sociology of Education* 56: 20-46. **JSTOR**

Horan, Patrick M. 1978. "Is Status Attainment Research Atheoretical?" *American Sociological*

Review 43 : 534-541. **JSTOR**

Kohn, Melvin L. 1963. "Social Class and Parent-Child Relationships: An Interpretation." *American Journal of Sociology* 68: 471-480. **JSTOR**

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67: 747-776. **JSTOR**

Steele, Claude M. 1997. "A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance." *American Psychologist* 52: 613-629. **OskiCat journal**

Warikoo, Natasha, Stacey Sinclair, Jessica Fei, and Drew Jacoby-Senghor. 2016. "Examining Racial Bias in Education: A New Approach." *Educational Researcher* 45: 508-514. **Google Scholar**

Abstracts Assigned, Only

Wofle, Lee M. 1985. "Postsecondary Educational Attainment Among Whites and Blacks." *American Educational Research Journal* 22: 501-525. **Google Scholar**

Huang, Min-Hsiung. 2009. "Race of the interviewer and the black–white test score gap." *Social Science Research* 38: 29-38. **Google Scholar**

McKown, Clark, and Rhona S. Weinstein. 2008. "Teacher expectations, classroom context, and the achievement gap." *Journal of School Psychology* 46: 235-261. **Google Scholar**

--Week 7, Oct 7 – Social Capital

Coleman, James S. 1988a. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94: S95-S120. **JSTOR**

Coleman, James S. 1988b. "The Creation and Destruction of Social Capital: Implications for the Law." *Notre Dame Journal of Law, Ethics, & Public Policy* 3: 375-404. **Google Scholar**

Durlauf, Steven. 1999. "The Case 'Against' Social Capital." *Focus* 20; 3: 1-5. **Google Scholar**

Mangino, William. 2009. "The Downside of Social Closure: Brokerage, Parental Influence, and Delinquency Among African American Boys." *Sociology of Education* 82: : 147-172. **JSTOR**

Horvat, Erin McNamara, Elliot B. Weininger, and Annette Lareau. 2003. "From Social Ties to Social Capital: Class Differences in the Relations Between Schools and Parent

Networks." *American Educational Research Journal* 40: 319-351. **Google Scholar**

Abstracts Assigned, Only

Daly, Alan J., A. J. Daly, Nienke Moolenaar, Claudia Der-Martirosian, and Yi-Hwa Liou. 2014. "Accessing Capital Resources: Investigating the Effects of Teacher Human and Social Capital on Student Achievement." *Teachers College Record* 116, no. 7 (no pages listed).

--Week 8, Oct 14 – Cultural Capital

Bourdieu, Pierre. 1986. "The Forms of Capital," pp. 241-258 in *Handbook of Theory and Research for the Sociology of Education*, edited by John Richardson. New York, NY: Greenwood Press. http://home.iitk.ac.in/~amman/soc748/bourdieu_forms_of_capital.pdf

DiMaggio, Paul. 1982. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of US High School Students." *American Sociological Review* 47: 189-201. **JSTOR**

Kingston, Paul W. 2001. "The Unfulfilled Promise of Cultural Capital Theory." *Sociology of Education* 74 Extra Issue: Current Thought: Sociology of Education at the Dawn of the 21st Century: 88-99 **JSTOR**

Carter, Prudence L. 2005. "'Black' Cultural Capital and the Conflicts of Schooling," pp. 47-76 in *Keepin' It Real: School Success Beyond Black and White*. New York, NY: Oxford University Press. **OskiCat e-book**

Abstracts Assigned, Only: None

--Week 9, Oct 21 -- Structural Marxism

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*. New York: Basic Books. **BOOK, non-electronic**

Anyon, Jean. 1981. "Social Class and School Knowledge." *Curriculum Inquiry* 11: 3-42. **Google Scholar**

Apple, Michael W. 1983. "Curricular Form and the Logic of Technical Control," pp. 143-165 in *Ideology & Practice in Schooling*, edited by Michael W. Apple and Lois Weis. Philadelphia, PA: Temple University Press. **READER**

Abstracts Assigned, Only

Oakes, Jeannie. 1982. "Classroom Social Relationships: Exploring the Bowles and Gintis

Hypothesis." *Sociology of Education* 55: 197-212. **JSTOR**

Klimstra, Theo A., Koen Luyckx, Veerle Germeijs, Wim HJ Meeus, and Luc Goossens. 2012. "Personality Traits and Educational Identity Formation in Late Adolescents: Longitudinal Associations and Academic Progress." *Journal of Youth and Adolescence* 41: 346-361. **Google Scholar**

Barone, Carlo, and Herman G. Van de Werfhorst. 2011. "Education, cognitive skills and earnings in comparative perspective." *International Sociology* 26: 483-502. **Google Scholar**

✱ --Week 10, Oct 28 – Second-Generation Analyses of Educational Attainment – (Brief Prospectus due)

Mare, Robert D. 1980. "Social Background and School Continuation Decisions." *Journal of the American Statistical Association* 75: 295-305. **JSTOR**

Shavit, Yossi, and Hans-Peter Blossfeld. 1993. "Persisting Barriers: Changes in Educational Opportunities in Thirteen Countries," pp. 1-23 in *Persistent Inequality: Changing Educational Attainment in Thirteen Countries*, edited by Yossi Shavit and Hans-Peter Blossfeld. Boulder, CO: Westview Press. **READER**

Lucas, Samuel R. 1996. "Selective Attrition in a Newly Hostile Regime: The Case of 1980 Sophomores." *Social Forces* 75: 511-533. **JSTOR**

Lucas, Samuel R., Phillip N. Fucella, and Mark Berends. 2011. "A Neo-Classical Education Transitions Approach: A Corrected Tale for Three Cohorts." *Research in Social Stratification and Mobility* 29: 263-285. **Google Scholar**

Breen, Richard, and John H. Goldthorpe. 1997. "Explaining Educational Differentials: Towards a Formal Rational Action Theory." *Rationality and Society* 9: 275-305. **Google Scholar**

Abstracts Assigned, Only

Cameron, Stephen V., and James J. Heckman. 1998. "Life Cycle Schooling and Dynamic Selection Bias: Models and Evidence for Five Cohorts of American Males." *Journal of Political Economy* 106: 262-333. **Google Scholar**

Mullen, Ann L. 2009. "Elite Destinations: Pathways to Attending an Ivy League University." *British Journal of Sociology of Education* 30: 15-27. **Google Scholar**

Aschaffenburg, Karen, and Ineke Maas. 1997. "Cultural and Educational Careers: The Dynamics of Social Reproduction." *American Sociological Review* 62: 573-587. **Google**

Scholar

Becker, Rolf, and Anna Etta Hecken. 2009. "Higher Education or Vocational Training? An Empirical Test of the Rational Action Model of Educational Choices Suggested by Breen and Goldthorpe and Esser." *Acta Sociologica* 52: 25-45. **Google Scholar**

Breen, Richard, Herman G. van de Werfhorst, and Mads Meier Jæger. 2014. "Deciding under Doubt: A Theory of Risk Aversion, Time Discounting Preferences, and Educational Decision-making." *European Sociological Review* 30: 258-270. **Google Scholar**

--Week 11, Nov 4 – Effectively Maintained Inequality

Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106: 1642-1690. **JSTOR**

Lucas, Samuel R. 2008. "Constructing Equal Pathways in an Effectively Maintained Inequality Society," pp. 233-250 in *Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation*, edited by Jeannie Oakes and Marisa Saunders. Cambridge, MA: Harvard Education Press. **READER**

Lucas, Samuel R. 2009. "Stratification Theory, Socioeconomic Background, and Educational Attainment: A Formal Analysis." *Rationality and Society* 21: 459-511. **Google Scholar**

Klugman, Joshua. 2013. "The Advanced Placement Arms Race and the Reproduction of Educational Inequality." *Teachers College Record* 115: 1-34. **Google Scholar**

Lucas, Samuel R. 2017. "An Archaeology of Effectively Maintained Inequality Theory." *American Behavioral Scientist* 61: 8-29. **Google Scholar**

Lucas, Samuel R., and Delma Byrne. 2017. "Seven Principles for Assessing Effectively Maintained Inequality." *American Behavioral Scientist* 61: 132-160. **Google Scholar**

Abstracts Assigned, Only

Ichou, Mathieu, and Louis-André Vallet. 2011. "Do all roads lead to inequality? Trends in French upper secondary school analysed with four longitudinal surveys." *Oxford Review of Education* 37: 167-194. **Google Scholar**

McKeever, Matthew. 2017. "Educational Inequality in Apartheid South Africa." *American Behavioral Scientist* 61: 114-131. **Google Scholar**

Thomsen, Jens Peter. 2015. "Maintaining Inequality Effectively? Access to Higher Education Programmes in a Universalist Welfare State in Periods of Educational Expansion 1984–2010." *European Sociological Review* 31: 683-696. **Google Scholar**

– SELECTED SPECIFIC ISSUES

THIS CLASS MUST BE RE-SCHEDULED

--Week 12, Nov 11 – Funding, Accountability, and Demographics

Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press. **OskiCat e-book**

Fischel, William A. 1996. "How Serrano Caused Proposition 13." *Journal of Law & Politics* 13: 607-636. **Google Scholar**

Abstracts Assigned, Only

Berkman, Michael B., and Eric Plutzer. 2004. "Gray Peril or Loyal Support? The Effects of the Elderly on Educational Expenditures." *Social Science Quarterly* 85: 1178-1192. **Google Scholar**

Stark, Kirk, and Jonathan Zasloff. 2002. "Tiebout and Tax Revolts: Did Serrano Really Cause Proposition 13?" *UCLA Law Review* 50: 801-858. **Google Scholar**

Sunderman, Gail L. 2010. "Evidence of the Impact of School Reform on Systems Governance and Educational Bureaucracies in the United States." *Review of Research in Education* 34: 226-253. **Google Scholar** (first paragraph only, as paper has no abstract)

Diamond, John B. 2012. "Accountability Policy, School Organization, and Classroom Practice: Partial Recoupling and Educational Opportunity." *Education and Urban Society* 44: 151-182. **Google Scholar**

--Week 13, Nov 18 – Tracking

Lucas, Samuel Roundfield. 1999. *Tracking Inequality: Stratification and Mobility in American High Schools*. New York, NY: Teachers College Press. **BOOK, non-electronic**

Lucas, Samuel R., Santiago J. Molina, and John M. Towey. 2020. "Race/Ethnicity over Fifty Years of Structural Differentiation in K-12 Schooling: Period-Specific and Life-Course Perspectives." *Annual Review of Sociology* 46: 355-378.
<https://www.annualreviews.org/doi/pdf/10.1146/annurev-soc-073018-022441>

Abstracts Assigned, Only

Turner, Ralph. 1960. "Sponsored and Contest Mobility and the School System." *American Sociological Review* 25:855-867. **JSTOR**

Pallas, Aaron M., Doris R. Entwistle, Karl L. Alexander, and M. Francis Stluka. 1994. "Ability-Group Effects: Instructional, Social, or Institutional." *Sociology of Education* 67:27-46. **JSTOR**

Finley, Merilee K. 1984. "Teachers and Tracking in a Comprehensive High School." *Sociology of Education* 57:233-243. **JSTOR**

Lucas, Samuel R., and Aaron D. Good. 2001. "Race, Class, and Tournament Track Mobility." *Sociology of Education* 74: 139-156. **JSTOR**

Lucas, Samuel R., and Mark Berends. 2007. "Race and Track Location in US Public Schools." *Research in Social Stratification and Mobility* 25: 169-187. **Google Scholar**

THIS CLASS MUST BE RE-SCHEDULED

--Week 14, Nov 25 – Parent/Student Choice Behavior and Strategies in a Context of Race and Class Inequality

Champagne, Anthony M. 1973. "The Segregation Academy and the Law." *Journal of Negro Education* 42: 58-66. **JSTOR**

Buras, Kristen L. 2013. "'We're not going nowhere': race, urban space, and the struggle for King Elementary School in New Orleans." *Critical Studies in Education* 54: 19-32. **Google Scholar**

Bierbaum, Ariel H. 2018a. "School Closures and the Contested Unmaking of Philadelphia's Neighborhoods." *Journal of Planning Education and Research*. **Google Scholar**

Bierbaum, Ariel H. 2018b. "New Media's Democratic Functions in Public Education: An Analysis of Newspaper Framings of Public School Closures." *Urban Education*. **Google Scholar**

Kirshner, Ben, Matthew Gaertner, and Kristen Pozzoboni. 2010. "Tracing Transitions: The Effect of High School Closure on Displaced Students." *Educational Evaluation and Policy Analysis* 32: 407-429. **Google Scholar**

Holme, Jennifer Jellison. 2002. "Buying Homes, Buying Schools: School Choice and the Social Construction of School Quality." *Harvard Educational Review* 72: 177-206. **Google Scholar**

Abstracts Assigned, Only

Brummet, Quentin. 2014. "The effect of school closings on student achievement." *Journal of Public Economics* 119: 108-124. **Google Scholar**

Saporito, Salvatore, and Annette Lareau. 1999. "School Selection as a Process: The Multiple Dimensions of Race in Framing Educational Choice." *Social Problems* 46: 418-439. **Google Scholar**

Sohoni, Deenesh, and Salvatore Saporito. 2009. "Mapping School Segregation: Using GIS to Explore Racial Segregation between Schools and Their Corresponding Attendance Areas." *American Journal of Education* 115: 569-600. **Google Scholar**

Saporito, Salvatore. 2017. "Shaping income segregation in schools: The role of school attendance zone geography." *American Educational Research Journal* 54: 1345-1377. **Google Scholar**

Saporito, Salvatore. 2017. "Irregularly-shaped school attendance zones and racial integration." *Social Science Research* 64: 299-318. **Google Scholar**

–Week 15, Dec 2 – Engaging and Disengaging Learners

Sassatelli, Roberta, Marco Santoro, and Paul Willis. 2009. "An Interview with Paul Willis: Commodification, Resistance and Reproduction." *European Journal of Social Theory* 12: 265-289. **Google Scholar**

Davies, Scott. 1995. "Leaps of Faith: Shifting Currents in Critical Sociology of Education." *American Journal of Sociology* 100:1448-1478. **JSTOR**

Warren, John Robert, and Andrew Halpern-Manners. 2007. "Is the Glass Emptying or Filling Up? Reconciling Divergent Trends in High School Completion and Dropout." *Educational Researcher* 36: 335-343. **Google Scholar**

Shernoff, David J., Mihaly Csikszentmihalyi, Barbara Schneider, and Elisa Steele Shernoff. 2003. "Student Engagement in High School Classrooms from the Perspective of Flow Theory." *School Psychology Quarterly* 18: 158-176. **Google Scholar**

Arum, Richard. 2011. "Improve Relationships to Improve Student Performance." *Phi Delta Kappan* 93: 8-13. **Google Scholar**

Berends, Mark. 1995. "Educational Stratification and Students' Social Bonding to School." *British Journal of Sociology of Education* 16: 327-351. **Google Scholar**

Abstracts Assigned, Only

Warren, John Robert, Krista N. Jenkins, and Rachael B. Kulick. 2006. "High School Exit Examinations and State-level Completion and GED Rates, 1975 Through 2002." *Educational Evaluation and Policy Analysis* 28: 131-152. **Google Scholar**

Plunk, Andrew D., Arpana Agrawal, William F. Tate, Patricia Cavazos-Rehg, Laura J. Bierut, and Richard A. Grucza. 2015. "Did the 18 Drinking Age Promote High School Dropout? Implications for Current Policy." *Journal of Studies on Alcohol and Drugs* 76: 680-689. **Google Scholar**

--Week 16, Dec 9 – Wrap-Up Session: New Research, Synthesis, and Critique

--Exam week, Dec 16 – Papers due