Part I -- Morning

ANSWER Question 1 AND EITHER Question 2 OR 3 (Devote about 1.5 hours to question 1, and 1.5 hours to either question 2 or 3.)

(1) [REQUIRED]
For each of **EIGHT (8)** of the following concepts or terms, provide a definition, discuss the significance of the concept or term in the sociology of education, and cite the principal sources in which the concept or term figures prominently.

> (a) credentialism
> (b) meritocracy
> (c) intelligence
> (d) oppositional culture
> (e) significant others' influence
> (f) opportunity cost
> (g) loose coupling
> (h) classical tracking
> (i) symbolic violence
> (j) Relative Risk Aversion
> (k) tournament mobility
> (l) correspondence principle

AND

Question 2
(2) State the key tenets of Herrnstein and Murray's explanation for the lower achievement of African-Americans. Then, relate the research that has attempted to assess their explanation. Evaluate the evidence bearing on the theory, and then accept, reject, or re-formulate that theory in light of the diverse types of evidence; if you accept or reject the theory, explain why.

OR

Question 3
(3) Why do students from lower class families have lower levels of educational attainment? As you address this question, please critically consider theories and evidence concerning: A)class-based differences in individuals' relation to multiple phenomena (e.g., behavior, resources), B)whether and how class matters for the nature of schools and schooling, and, C)patterns of attainment as schools stagnate or expand.

Part II -- Afternoon

ANSWER 2 of the following 3 QUESTIONS (Devote approximately one and one-half hours to each question.)

(1) Analysts have long-debated the role of schools in increasing or reducing earnings inequality, yet closure in this debate seems elusive. Briefly convey at least four major, distinct, theories of the role of schools with respect to earnings inequality. Then, drawing on the empirical literature, identify the theories most consistent with existing evidence. Be sure to consider the major threats to establishing the role of schools in increasing or reducing earnings inequality.

(2) Analysts have documented a role for race and for class in education in the United States. Yet, it is unclear whether race or class are more important. Critically use the research literature to discuss whether race or class are more important for 2 of the following 4 phenomena in education: tracking, educational attainment, home schooling, the Catholic school effect.

(3) Describe and critically analyze the major trends in educational attainment in the United States population since 1950. In your essay address the following topics:

(a) The trend in levels of educational attainment in the population as a whole.

(b) Trends in the DIFFERENCES in educational attainment by gender, race and ethnicity, and socioeconomic background.

(c) Theory and research proposing explanations and evaluating explanations for the trends identified in Parts (a) and (b).