

# Comprehensive oral exam reading list

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## 1 Required texts

- Bourdieu, P., & Passeron, J.-C. (1977). *Reproduction in education, society and culture*. London, UK, Sage.
- Bowles, S., & Gintis, H. (1976). *Schooling in capitalist america : Educational reform and the contradictions of economic life*. New York, NY, Basic Books.
- Bryk, A. S., Lee, V. E., & Holland, P. B. (1993). *Catholic schools and the common good*. Cambridge, MA, Harvard University Press.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American journal of sociology*, *94*, 95–120.
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F., & York, R. L. (1966). Equality of educational opportunity (report no. oe-3800). *Washington, DC: National Center for Educational Statistics*.
- Collins, P. H. (2015). Intersectionality's definitional dilemmas. *Annual review of sociology*, *41*, 1–20.
- Du Bois, W. E. B. (2008). *The souls of black folk*. Oxford University Press.
- Jencks, C., & Mayer, S. E. (1990). The social consequences of growing up in a poor neighborhood. *Inner-city poverty in the United States*, *111*, 186.
- Karabel, J. (2005). *The chosen: The hidden history of admission and exclusion at harvard, yale, and princeton*. Boston, MA, Houghton Mifflin Harcourt.
- Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. Berkeley, CA, Univ of California Press.
- MacLeod, J. (1987). *Ain't no makin'it: Leveled aspirations in a low-income neighborhood*. Boulder, CO, Westview Press.
- Morris, A. (2015). *The scholar denied: Web du bois and the birth of modern sociology*. Berkeley, CA, University of California Press.
- Ogbu, J. U., & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology & Education Quarterly*, *29*(2), 155–188.
- Omi, M., & Winant, H. (2014). *Racial formation in the united states*. Routledge.
- Patterson, J. (2002). *Brown v. board of education: A civil rights milestone and its troubled legacy*. New York, NY, Oxford University Press.

- Portes, A., & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants. *The annals of the American academy of political and social science*, 530(1), 74–96.
- Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, NJ, Rutgers University Press.
- Tyack, D. B. (1974). *The one best system: A history of american urban education* (Vol. 95). Cambridge, MA, Harvard University Press.

## 2 Achievement gaps

- Reardon, S. F., Robinson, J. P., & Weathers, E. S. (2014). Patterns and trends in racial/ethnic and socioeconomic academic achievement gaps. *Handbook of research in education finance and policy*, 497–516.

## 3 The internal organization of schools

### 3.1 Statistical analyses of school effects

- Borman, G., & Dowling, M. (2010). Schools and inequality: A multilevel analysis of coleman’s equality of educational opportunity data. *Teachers College Record*, 112(5), 1201–1246.
- Reynolds, D., Sammons, P., De Fraine, B., Van Damme, J., Townsend, T., Teddlie, C., & Stringfield, S. (2014). Educational effectiveness research (eer): A state-of-the-art review. *School Effectiveness and School Improvement*, 25(2), 197–230.

### 3.2 Conceptualizing the role of school organization

- Barr, R., Dreeben, R., & Wiratchai, N. (1983). *How schools work*. Chicago, IL, University of Chicago Press.
- Bidwell, C. E., & Kasarda, J. D. (1980). Conceptualizing and measuring the effects of school and schooling. *American journal of Education*, 88(4), 401–430.
- Crosnoe, R. (2011). *Fitting in, standing out: Navigating the social challenges of high school to get an education*. New York, NY, Cambridge University Press.
- McFarland, D. A., Diehl, D., & Rawlings, C. (2011). Methodological transactionalism and the sociology of education, In *Frontiers in sociology of education*. Springer.
- Milner, M. (2004). *Freaks, geeks, and cool kids: American teenagers, schools, and the culture of consumption*. New York, NY, Routledge.

## 4 School racial composition effects

### 4.1 Statistical analyses of school racial composition effects on achievement

- Condrón, D. J., Tope, D., Steidl, C. R., & Freeman, K. J. (2013). Racial segregation and the black/white achievement gap, 1992 to 2009. *The Sociological Quarterly*, *54*(1), 130–157.
- Johnson, R. C. (2019). *Children of the dream: Why school integration works*. Hachette UK.
- Mickelson, R. A., Bottia, M. C., & Lambert, R. (2013). Effects of school racial composition on k-12 mathematics outcomes: A metaregression analysis. *Review of educational research*, *83*(1), 121–158.
- Reardon, S. F., & Owens, A. (2014). 60 years after brown: Trends and consequences of school segregation. *Annual Review of Sociology*, *40*, 199–218.
- Rumberger, R. W., & Palardy, G. J. (2005). Does segregation still matter? the impact of student composition on academic achievement in high school. *Teachers college record*, *107*(9), 1999.

### 4.2 Statistical analyses of school racial composition effects on resource access

- Crosnoe, R. (2009). Low-income students and the socioeconomic composition of public high schools. *American Sociological Review*, *74*(5), 709–730.
- Diamond, J. B. (2006). Still separate and unequal: Examining race, opportunity, and school achievement in “integrated” suburbs. *The Journal of Negro Education*, 495–505.
- Diette, T. M. (2012). The whiter the better? racial composition and access to school resources for black students. *The Review of Black Political Economy*, *39*(3), 321–334.
- Goldsmith, P. A. (2004). Schools’ racial mix, students’ optimism, and the black-white and latino-white achievement gaps. *Sociology of Education*, *77*(2), 121–147.
- Kelly, S. (2009). The black-white gap in mathematics course taking. *Sociology of Education*, *82*(1), 47–69.
- Lucas, S. R., & Berends, M. (2007). Race and track location in us public schools. *Research in Social Stratification and Mobility*, *25*(3), 169–187.
- Riegle-Crumb, C., & Grodsky, E. (2010). Racial-ethnic differences at the intersection of math course-taking and achievement. *Sociology of Education*, *83*(3), 248–270.
- Rodriguez, A., & McGuire, K. M. (2019). More classes, more access? understanding the effects of course offerings on black-white gaps in advanced placement course-taking. *The Review of Higher Education*, *42*(2), 641–679.

## 4.3 Qualitative analyses of educational disparities in integrated settings

### 4.3.1 Racial differences in educational experiences

- Lewis, A. E. (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick, NJ, Rutgers University Press.
- Mickelson, R. A. (2001). Subverting swann: First-and second-generation segregation in the charlotte-mecklenburg schools. *American Educational Research Journal*, 38(2), 215–252.
- Oakes, J. (2005). *Keeping track*. New Haven, CT, Yale University Press.

### 4.3.2 Opportunity hoarding

- Calarco, J. M. (2018). *Negotiating opportunities: How the middle class secures advantages in school*. Oxford, UK, Oxford University Press.
- Lewis, A. E., & Diamond, J. B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. Oxford University Press.
- Lewis-McCoy, R. (2014). *Inequality in the promised land: Race, resources, and suburban schooling*. Stanford University Press.

### 4.3.3 Peer culture

- Carter, P. L. (2005). *Keepin'it real: School success beyond black and white*. Oxford, England, Oxford University Press.
- Dumas, M. J., & Ross, K. M. (2016). “Be real black for me” imagining blackcrit in education. *Urban Education*, 51(4), 415–442.
- Harris, A. L. (2011). *Kids don't want to fail*. Cambridge, MA, Harvard University Press.
- O'Connor, C., Mueller, J., Lewis, R. L., Rivas-Drake, D., & Rosenberg, S. (2011). “Being” black and strategizing for excellence in a racially stratified academic hierarchy. *American Educational Research Journal*, 48(6), 1232–1257.
- Sojoyner, D. M. (2017). Another life is possible: Black fugitivity and enclosed places. *Cultural Anthropology*, 32(4), 514–536.
- Tyson, K. (2011). *Integration interrupted: Tracking, black students, and acting white after brown*. New York, NY, Oxford University Press.
- Tyson, K., Darity Jr, W., & Castellino, D. R. (2005). It's not “a black thing”: Understanding the burden of acting white and other dilemmas of high achievement. *American sociological review*, 70(4), 582–605.
- Venzant Chambers, T. T., & McCready, L. T. (2011). “Making space” for ourselves: African american student responses to their marginalization. *Urban Education*, 46(6), 1352–1378.
- Willis, P. E. (1977). *Learning to labour: How working class kids get working class*. Farnborough, UK, Saxon House.

## 5 Agent-based computational modeling

- Epstein, J. M. (2006). *Generative social science: Studies in agent-based computational modeling*. Princeton University Press.
- Keuschnigg, M., Lovsjö, N., & Hedström, P. (2018). Analytical sociology and computational social science. *Journal of Computational Social Science*, 1(1), 3–14.
- Spaiser, V., Hedström, P., Ranganathan, S., Jansson, K., Nordvik, M. K., & Sumpter, D. J. (2018). Identifying complex dynamics in social systems: A new methodological approach applied to study school segregation. *Sociological Methods & Research*, 47(2), 103–135.