

Independent study reading list - Spring 2020

Topic: Sociological explanations for within-school racial and ses achievement gaps (emphasis on high school years).

Faculty: Prof L'Heureux Lewis-McCoy

The goal for the course is to focus on central qualitative readings. The reading list also includes complementary quantitative texts.

General perspectives (weeks 1 and 2)

Jencks, C., & Phillips, M. (Eds.). (2011). *The black-white test score gap*. Brookings Institution Press.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools (Report). *Educational Researcher*, 35(7), 3-12.

Hallinan, M. T. (2001). Sociological perspectives on Black-White inequalities in American schooling. *Sociology of Education*, 50-70.

Chin, T., & Phillips, M. (2004). Social reproduction and child-rearing practices: Social class, children's agency, and the summer activity gap. *Sociology of education*, 77(3), 185-210

Gamoran, A. (2001). American schooling and educational inequality: A forecast for the 21st century. *Sociology of education*, 135-153.

Gamoran, A. (2008). Persisting social class inequality in US education. *The way class works: Readings on school, family, and the economy*, 169-179.

Complementary readings.

Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. *Whither opportunity*, 91-116.

Hanushek, E. A., Peterson, P. E., Talpey, L. M., & Woessmann, L. (2019). *The Unwavering SES Achievement Gap: Trends in US Student Performance* (No. w25648). National Bureau of Economic Research.

Reardon, S. F., Robinson, J. P., & Weathers, E. S. (2008). Patterns and trends in racial/ethnic and socioeconomic academic achievement gaps. *Handbook of research in education finance and policy*, 497-516.

Four explanatory mechanisms

1. Peer networks (weeks 3-6)

1.1 Debate over cultural explanations (weeks 3 and 4)

Harris, A. L. (2011). *Kids don't want to fail*. Harvard University Press.

Tyson, K. (Ed.). (2011). *Integration interrupted: Tracking, Black students, and acting White after Brown*. Oxford University Press.

Complementary readings

Warikoo, N., & Carter, P. (2009). Cultural explanations for racial and ethnic stratification in academic achievement: A call for a new and improved theory. *Review of Educational Research*, 79(1), 366-394.

Tyson, K., Darity, W., & Castellino, D. (2005). It's not "a black thing": Understanding the burden of acting white and other dilemmas of high achievement. *American Sociological Review*, 70, 582-605.

Mickelson, R. A. (1990). The attitude-achievement paradox among Black adolescents. *Sociology of education*, 44-61.

Fordham, S., & Ogbu, J. U. (1986). Black students' school success: Coping with the "burden of 'acting white.'" *The Urban Review*, 18(3), 176-206

J. U. Ogbu & H. D. Simons. 1998. "Voluntary and Involuntary Minorities: A Cultural-Ecological Theory of School Performance with Some Implications for Education." *Anthropology & Education Quarterly* 29 (2): 155-188

Fryer Jr, R. G., & Torelli, P. (2010). An empirical analysis of 'acting white'. *Journal of Public Economics*, 94(5-6), 380-396.

Carter, P. L. (2005). *Keepin'it real: School success beyond Black and White*. Oxford University Press.

Mickelson, R. and Damien Heath. 1999. "The Effects of Segregation on African American High School Seniors' Academic Achievement." *Journal of Negro Education* 68(4):566-86.

Ainsworth-Darnell, J.W. & Downey, D. (1998). Assessing the oppositional culture explanation for racial/ethnic differences in school performance. *American Sociological Review*, 63(4), 536-553.

Alexander, K. L., & Cook, M. A. (1982). Curricula and coursework: A surprise ending to a familiar story. *American Sociological Review*, 626-640.

1.2 Peer influence on engagement and aspirations (weeks 5 and 6)

Paul, W. (1977). *Learning to labor: How working class kids get working class jobs*. London, Saxon House.

MacLeod, J. (2018). *Ain't no makin'it: Aspirations and attainment in a low-income neighborhood*. Routledge.

Complementary readings (to finish)

Frank, K. A., Muller, C., Schiller, K. S., Riegler-Crumb, C., Mueller, A. S., Crosnoe, R., & Pearson, J. (2008). The social dynamics of mathematics coursetaking in high school. *American Journal of Sociology*, 113(6), 1645-1696.

1.3 The structure of peer networks in school

Milner, M. (2004). *Freaks, geeks, and cool kids*. Routledge.

Crosnoe, R. (2011). *Fitting in, standing out: Navigating the social challenges of high school to get an education*. Cambridge University Press.

2. Student course taking and curricular differences (weeks 7 and 8)

Oakes, J. (2005). *Keeping track*. Yale University Press.

Lucas, S. R. (1999). *Tracking Inequality: Stratification and Mobility in American High Schools*. *Sociology of Education Series*. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027. (Quantitative work, but it might be relevant here).

Clotfelter, C. T. (2011). *After Brown: The rise and retreat of school desegregation*. Princeton University Press.

Complementary readings

Lucas, S. R., & Berends, M. (2002). Sociodemographic diversity, correlated achievement, and de facto tracking. *Sociology of Education*, 75(4), 328-348.

Lucas, S. R., & Berends, M. (2007). Race and track location in US public schools. *Research in Social Stratification and Mobility*, 25(3), 169-187.

Mickelson, R. A. (2005). The incomplete desegregation of the Charlotte-Mecklenburg schools and its consequences, 1971–2004. *School resegregation: Must the South turn back*, 87-110.

Oakes, J. (1995). Two Cities' Tracking and Within-School Segregation. *Teachers College Record*, 96(4), 681-90.

Kelly, S. (2009). The black-white gap in mathematics course taking. *Sociology of Education*, 82(1), 47-69.

Oakes, J. (1990). Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn mathematics and science. Santa Monica: RAND.

Raudenbush, S. W., Rowan, B., & Cheong, Y. F. (1993). Higher order instructional goals in secondary schools: Class, teacher, and school influences. *American Educational Research Journal*, 30(3), 523-553.

Gamoran, A., & Nystrand, M. (1991). Background and instructional effects on achievement in eighth-grade English and social studies. *Journal of Research on Adolescence*, 1(3), 277-300.

Gamoran, A., Nystrand, M., Berends, M., & LePore, P. C. (1995). An organizational analysis of the effects of ability grouping. *American Educational Research Journal*, 32(4), 687-715.

3. Teacher expectations and school practices (weeks 10 and 11)

Lewis, Amanda (2003). *Race in the schoolyard: Negotiating the color line in classrooms and communities*. New Brunswick, NJ: Rutgers University Press.

Howard, T. C. (2015). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*.

Complementary readings

Diamond, J. B., Randolph, A., & Spillane, J. P. (2004). Teachers' expectations and sense of responsibility for student learning: The importance of race, class, and organizational habitus. *Anthropology & Education Quarterly*, 35(1), 75–98

Diamond, J. B. (2012). Accountability policy, school organization, and classroom practice: Partial recoupling and educational opportunity. *Education and Urban Society*, 44(2), 151-182.

Hanselman, P., Bruch, S. K., Gamoran, A., & Borman, G. D. (2014). Threat in context: School moderation of the impact of social identity threat on racial/ethnic achievement gaps. *Sociology of Education*, 87(2), 106-124.

Kelly, S., & Carbonaro, W. (2012). Curriculum tracking and teacher expectations: Evidence from discrepant course taking models. *Social Psychology of Education*, 15(3), 271-294.

Ferguson, R. F. (2003). Teachers' perceptions and expectations and the Black-White test score gap. *Urban Education*, 38(4), 460-507.

Diamond, J. B. (2006). Still separate and unequal: Examining race, opportunity, and school achievement in "integrated" suburbs. *The Journal of Negro Education*, 495-505.

Rosenthal, R., & Jacobson, L. F. (1968). Teacher expectations for the disadvantaged. *Scientific American*, 218(4), 19-23.

Lewis, A. E., & Diamond, J. B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. Oxford University Press.

4. Parental influence (weeks 12 and 13)

Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life*. 2nd updated ed. Berkeley: University of California Press.

Calarco, J. M. (2018). *Negotiating opportunities: How the middle class secures advantages in school*. Oxford University Press.

Complementary readings

Weininger, E. B., & Lareau, A. (2003). Translating Bourdieu into the American context: the question of social class and family-school relations. *Poetics*, 31(5-6), 375-402

Lewis-McCoy, R. L. (2014). *Inequality in the promised land: Race, resources, and suburban schooling*. Stanford University Press.

School-level interventions (weeks 14 and 15)

Carter, P. L., & Welner, K. G. (Eds.). (2013). *Closing the opportunity gap: What America must do to give every child an even chance*. Oxford University Press.

Noguera, P.A. (2008). Creating schools where race does not predict achievement: The role and significance of race in the racial achievement gap. *Journal of Negro Education*, 77(2), 90-103.