

**Department of Humanities and Social Sciences in the Professions**  
**Program in Sociology of Education**  
**Doctoral Comprehensive Examination Policy and Reading Lists**  
**REVISED: March 2013**

The doctoral comprehensive examination in the Sociology of Education program is intended for students to achieve and demonstrate a comprehensive working knowledge of a large subfield of sociology. We trust that the knowledge facilitated by the exams will serve our students well as they write their dissertations and continue into subsequent stages of their careers.

The exam consists of an oral examination in three areas: (1) general sociological theory; (2) sociology of education; and (3) a specialization to be chosen by the student.

Full-time students generally schedule this exam for early in the fall semester of the third year of coursework. Preparation takes several months, and students planning to take the exam in the fall of their third year should begin studying by the late-spring of their second year. It is also important for students to choose coursework that allows them to do some of the core reading on their comps lists and that furthers their understanding and knowledge of sociological theory and the sociology of education.

For the theory and sociology of education portions of the exam, students focus on the material listed in the program's comps reading lists, which were developed by the program faculty (*see below*). These serve as the core of students' reading lists and should be revised and augmented by students in conjunction with the Sociology of Education faculty and in accordance with students' interests and focus.

The reading list for the specialization area is a third, separate list that will be developed by students, in consultation with their primary academic advisor, eventual dissertation chair, or the program director. This list should be related to the reading that students are beginning to do as they conceptualize and draft their dissertation proposals.

All final reading lists should be distributed to faculty examiners before the exam.

In addition, at least one week prior to the exam, students should prepare and distribute to faculty examiners a very brief (one-page) description of their potential dissertation topic and/or a set of research questions that could serve as the basis of some discussion during the exam. This description can be very preliminary. Its purpose is to prompt a discussion during the exam about next steps with respect to the dissertation.

The exam itself will consist of an approximately two-hour oral exam during which faculty examiners can ask students any questions they wish pertaining to the students' reading lists and the fields of general sociological theory, sociology of education, the student's area of specialization, and students' preliminary dissertation topics.

The exam committee will consist of *two* faculty members, ideally the program director and the student's dissertation chair. Faculty examiners can also be other members of the Sociology of Education program faculty or other sociologists in Steinhardt or the broader NYU community. The exam will take the form of a focused conversation during which students will be asked to not simply explicate and summarize what they have read but to put authors in conversation with each other, comment on the key debates in the field, locate debates and lines of research historically, and critically engage with the texts and ideas in the field.

Please note: The comprehensive exam must be passed before students can participate in a dissertation proposal defense, though students may begin working on their dissertation proposals as they study for and complete the comps.

## Sociological Theory Reading List

Through this portion of the exam, students will engage with the foundational texts in the field of sociology. They should be able to offer an analysis of the trajectory of the discipline of sociology and the key questions and debates addressed by the discipline. They also should be able to demonstrate understanding of some of the most influential critiques of foundational texts and debates in the field.

The following mandatory reading list represents a core with which all sociologists should be proficient. It should serve as a basis for a more extensive list reflecting *each student's* intellectual interests and developed in collaboration with students' comps examiners. Developing this broader list is a substantive exercise that allows students to conceptualize the discipline and intellectual history of sociology, frame the discipline's key questions and intellectual traditions, and understand the current role that classic texts play in the discipline.

### Overview Texts

R. Collins. *Four Sociological Traditions*.

A. Giddens. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*.

R. K. Merton. *On Theoretical Sociology*. (Especially chapter II. On Sociological Theories of the Middle Range).

C. W. Mills. *The Sociological Imagination*.

*Please note: The Sociology of Education program owns copies of these overview texts. Students should feel free to borrow them.*

### Classical Social Theory

E. Durkheim. *The Division of Labor in Society*.

E. Durkheim. *The Elementary Forms of the Religious Life*.

E. Durkheim. *Suicide: A Study in Sociology*.

S. Freud. *Civilization and its Discontents*.

K. Marx. "Capital Volume One" In *The Marx-Engels Reader*.

K. Marx. "The German Ideology." In *The Marx-Engels Reader*.

K. Marx. "Manifesto of the Communist Party." In *The Marx-Engels Reader*.

K. Marx. "Wage Labour and Capital." In *The Marx-Engels Reader*.

T. Parsons. *The Social System*.

G. Simmel. "The Problem of Sociology."

M. Weber, *Economy and Society*\_Part 1, Chapter I "Basic Sociological Terms"; Chapter III "The Types of Legitimate Domination"; Chapter IV Status Groups and Classes."

M. Weber, *Economy and Society*\_Part 2, Chapter IX "Political Communities"; Chapter X "Domination and Legitimacy"; Chapter XI "Bureaucracy"

M. Weber. *The Protestant Ethic and the Spirit of Capitalism*.

### **Contemporary Social Theory**

L. Althusser. "Ideology and Ideological State Apparatuses (Notes Towards an Investigation)." In *Lenin and Philosophy and Other Essays*.

E. Goffman. *Presentation of Self in Everyday Life*.

P. Bourdieu. "Cultural Reproduction and Social Reproduction."

P. Bourdieu. *Outline of a Theory of Practice*.

M. Foucault. *Discipline and Punish: The Birth of the Prison*.

M. Foucault. *The History of Sexuality. Volume 1: An Introduction*.

J. Habermas. *The Theory of Communicative Action*, Volumes 1 and 2. Selections.

## Sociology of Education Reading List

The goal of the doctoral exam in the sociology of education is to impart a synthetic understanding of a large sub-field.

Below is a list of overview texts and texts on the history and theory of sociology of education. A long “suggested readings” list for the Sociology of Education comps is also included here.

Students should read selections from the *Overview Texts* section and should read the entire *History* and *Theory* sections or should discuss substitutions and additions with their exam committee. From the *Suggested Additional Readings* list, each student should choose at least 15 selections and feel free to augment the list with additional texts representing fields of knowledge of particular relevance to their doctoral studies. For examples, students may choose to develop more depth in their coverage of gender and education, tracking, higher education, or specific cross-national comparisons. The suggested reading list below is by no means exhaustive of all the texts of which a student should be aware; the list does, however, provide a sketch of the primary currents in U.S. sociological scholarship on education since the 1950s.

Students should also include in their lists at least one selection from each of the current faculty members in the Sociology of Education program.

Final reading lists should be approved by students’ examiners.

### Suggested Overview Texts

R. Arum, I. Beattie, and K. Ford. 2010. *The Structure of Schooling: Readings in the Sociology of Education*. 2<sup>nd</sup> ed. Thousand Oaks, CA: SAGE Publications.

J. H. Ballantine and F. M. Hammack. 2012. *The Sociology of Education: A Systematic Analysis*. 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson.

S. Brint. 2006. *Schools and Societies*. 2<sup>nd</sup> ed. Stanford, CA: Stanford Social Sciences.

J. Karabel and A. H. Halsey. 1977. “Education Research: A Review and an Interpretation.” Pp. 1-85 in J. Karabel and A. H. Halsey (Eds.) *Power and Ideology in Education*. New York: Oxford University Press.

A. R. Sadovnik, Ed. 2011. *Sociology of Education: A Critical Reader*. 2<sup>nd</sup> ed. New York: Routledge.

### **Suggested History Texts**

J.D. Anderson. 1988. *The Education of Blacks in the South, 1860-1935*. Chapel Hill: University of North Carolina Press.

D.B. Tyack & L. Cuban. 1995. *Tinkering Toward Utopia: A Century of Public School Reform*. Cambridge: Harvard University Press.

### **Suggested Theory Texts**

P. Bourdieu and J. C. Passeron. 1977. *Reproduction in Education, Society and Culture*. London: Sage.

S. Bowles and H. Gintis. 1976. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. New York: Basic Books.

M. Carnoy and H. Levin. 1985. *Schooling and Work in the Democratic State*. Stanford, CA: Stanford University Press.

J. MacLeod. 1987. *Ain't No Makin' It: Aspirations and Attainment in a Low-Income Neighborhood*. Boulder: Westview Press.

J.W. Meyer. 1986. "Types of Explanation in the Sociology of Education." Pp. 341-359 in J. Richardson, *Handbook of Theory and Research for the Sociology of Education*.

P. Willis. 1981. *Learning to Labor*. New York: Columbia University Press.

### **Suggested Additional Readings (Please Choose Approx. 15)**

J.W. Ainsworth-Darnell & D.B. Downey. 1998. "Assessing the Oppositional Culture Explanation for the Racial/Ethnic Differences in School Performance." *American Sociological Review* 63:536-553.

N.T. Ammerman. 1987. *Bible Believers: Fundamentalists in the Modern World*. New Brunswick: Rutgers University Press.

J.D. Anderson. 1988. *The Education of Blacks in the South, 1860-1935*. Chapel Hill: University of North Carolina Press.

J. Anyon. 1997. *Ghetto Schooling: A Political Economy of Urban Educational Reform*. New York: Teachers College Press.

M.W. Apple. 1990. *Ideology and Curriculum*. New York: Routledge.

- M. Archer. 1986. "Social Origins of Educational Systems." Pp. in J. G. Richardson, *Handbook of Theory and Research in the Sociology of Education*. Westport, CN. : Greenwood Press.
- R. Arum. 2000. "Schools and Communities: Ecological and Institutional Dimensions." *Annual Review of Sociology* 26:395-418.
- R. Arum and J. Roksa. 2011. *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press.
- P. Attewell. 2001. "The Winner-Take-All High School: Organizational Adaptations to Educational Stratification." *Sociology of Education* 74:267-295.
- David P. Baker and Gerald K. LeTendre, 2005. *National Differences, Global Similarities: World Culture and the Future of Schooling*. Stanford, CA: Stanford University Press, 2005.
- R. Barr and R.T. Dreeben. 1983. *How Schools Work*. University of Chicago Press.
- B. Bernstein. 1979. *Class, Codes and Control*, Vol. 3. Boston: Routledge and Kegan Paul.
- C. E. Bidwell. 1965. "The School as a Formal Organization." Pp. 972-1022 in *Handbook of Organizations*, James G. March (Ed.). Chicago: Rand McNally
- C.E. Bidwell, "Sociology and the Study of Education: Continuity, Discontinuity and the Individualist Turn." Pp.85-104 in E. C. Lagemann and L. S. Shulman (Eds.). *Issues in Educational Research: Problems and Possibilities*. San Francisco: Jossey Bass.
- D.B. Bills. 2004. *The Sociology of Education and Work*. Malden, Mass.: Blackwell.
- A. J. Binder. 2002. *Contentious Curricula: Afrocentrism and Creationism in American Public Schools*. Princeton, Princeton University Press.
- P.M. Blau & O.D. Duncan. 1967. *The American Occupational Structure*. New York: Wiley
- W.G. Bowen & D. Bok. 1998. *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*. Princeton: Princeton University Press.
- S. Brint (ed.). 2001. *The Future of the City of Intellect: The Changing American University*. Stanford: Stanford University Press.
- A.S. Bryk and B.L. Schneider. 2002. *Trust in Schools*. New York: Russell Sage Foundation.

- A.S. Bryk, V.E. Lee, and P.B. Holland. *Catholic Schools and the Common Good*. Cambridge: Harvard University Press.
- C. Buchmann and Thomas DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement." *American Sociological Review* 71:515-541.
- C. Buchmann & E. Hannum. 2001. "Education and Stratification in Developing Countries: A View of Theories and Research." *Annual Review of Sociology* 27:77-102.
- J.E. Chubb & T.M. Moe. 1990. *Politics, Markets, and America's Schools*. Washington, D.C.: The Brookings Institution.
- R. Collins. 1971. "Functional and Conflict Theories of Educational Stratification." *American Sociological Review*. 36, 6, 1002-1019.
- R. Collins. 1978. *The Credential Society*. New York: Academic Press.
- J. S. Coleman, et. al. 1966. *Equality of Educational Opportunity*. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education.
- J.S. Coleman. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology*, 94:95-120.
- P.W. Cookson & C.H. Persell. 1985. *Preparing for Power: America's Elite Boarding Schools*. New York: Basic Books.
- S. Davies. 1995. "Leaps of Faith: Shifting Currents in Critical Sociology of Education" *American Journal of Sociology*, 100 (May): 1448-78.
- J. Dewey. 1997 [reprint edition]. *Democracy and Education*. New York: Free Press.
- Paul DiMaggio. 1982. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students." *American Sociological Review* 47:189-201.
- T. DiPrete and C. Buchmann, "Gender-Specific Trends in the Value of Education and the Emerging Gender Gap in College Completion," *Demography* 43 (2006):1-24.
- K.J. Dougherty. 2001. *The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College*. Albany: SUNY Press.
- D. Downey et al. 2004. Are Schools the Great Equalizer? Cognitive Inequality During the Summer Months and the School Year." *American Sociological Review* 69:613-635.



D. Downey & S. Pribesh. 2004. "When Race Matters: Teachers' Evaluations of Students' Classroom Behavior." *Sociology of Education* 77:267-282.

R. Dreeben. 1968. *On What is Learned in School*. Reading, MA.: Addison- Wesley.

R. Dreeben, "The Sociology of Education: Its Development in the U.S." Pp. 7-52 in A.Pallas (Ed.), *Research in Sociology of Education and Socialization*, Volume 10. Boston: JAI Press.

W. E. B. Du Bois. *The Souls of Black Folk*.

E. Durkheim. 1977. *The Evolution of Educational Thought*. London: Routledge and Kegan Paul.

D.R. Entwistle and K.L. Alexander. 1994. "The Gender Gap in Math: Its Possible Origins in Neighborhood Effects." *American Sociological Review* 59:822-38.

D.R. Entwistle and K.L. Alexander. 1992. "Summer Setback: Race, Poverty, School Composition and Math Achievement in the First Two Years of School." *American Sociological Review* 57:72-84.

G. Farkas et al. 1990. "Cultural Resources and School Success: Gender, Ethnicity, and Poverty Groups within an Urban School District." *American Sociological Review* 55:127-242.

P. Friere. 1973. *Pedagogy of the Oppressed*. New York: Seabury Press.

S. Fordham and J.U. Ogbu. 1986. "Black Students' School Success: Coping with the Burden of 'Acting White.'" *The Urban Review* 18:176-206.

A. Gamoran. 2001. "American Schooling and Educational Inequality: A Forecast for the 21<sup>st</sup> Century." *Sociology of Education* Special Issue:135-153.

A. Gamoran. 1992. "Is Ability Grouping Equitable?" *Educational Leadership and Administration* 50...

A. Gamoran. 1987. "The Stratification of High School Learning Opportunities." *Sociology of Education* 60:135-155.

D. Goslin. 1965. "The Functions of the School in Modern Society," Pp. 1-18 in *The School in Contemporary Society*. Glenview, IL.: Scott, Foresman.

K. Goyette & Y. Xie. 1999. "Educational Expectations of Asian American Youths: Determinants and Ethnic Differences." *Sociology of Education* 72:22-36.

- M. L. Gray. 2009. *Out in the Country: Youth, Media, and Queer Visibility in Rural America*. New York: NYU Press.
- M.T. Hallinan. 2001. "Sociological Perspectives on Black-White Inequalities in American Schooling." *Sociology of Education* Extra Issue:50-70.
- M.T. Hallinan (Ed). 2000. *Handbook of the Sociology of Education*. New York: Kluwer Academic/Plenum Publishers.
- M.T. Hallinan. 1999. "Two Research Traditions in the Sociology of Education." In J. R. Blau (Ed), *Blackwell Companion to Sociology*. Oxford, UK: Blackwell.
- M.T. Hallinan. 1994. "Tracking: From Theory to Practice." *Sociology of Education* 67
- F.M. Hammack, Ed. 2004. *The Comprehensive High School Today*. New York: Teachers College Press.
- D. Hansen. 1966. "The Uncomfortable Relation of Sociology and Education." Pp. 3-35 in D. Hansen and J. Gerstl (Eds.), *On Education—Sociological Perspectives*. NY: John Wiley.
- A. L. Harris. 2011. *Kids Don't Want to Fail: Oppositional Culture and the Black-White Achievement Gap*. Cambridge: Harvard University Press.
- B. Heyns. 1978. *Summer Learning and the Effects of Schooling*. New York: Academic Press.
- S.L. Hofferth & J.F. Sandberg. 2001. "How American Children Spend Their Time." *Journal of Marriage and the Family* 63:295-308.
- M. Hout. 1988. "More Universalism, Less Structural Mobility: The American Occupational Structure in the 1980s." *American Journal of Sociology* 93:1258-1400.
- C.M. Hoxby (ed.). 2003. *The Economics of School Choice*. Chicago: University of Chicago Press.
- R.M. Ingersoll. 2003. *Who Controls Teachers' Work? Power and Accountability in America's Schools*. Cambridge: Harvard University Press.
- J. Jacobs. 1995. "Gender and Academic Specialties: Trends among Recipients of College Degrees in the 1980s." *Sociology of Education* 68:81-98.
- C. Jencks et al., 1972. *Inequality*. New York: Basic Books.
- C. Jencks & M. Phillips (eds.). 1998. *The Black-White Test Score Gap*. Washington, D.C.: The Brookings Institution.

- C. Jencks and D. Riesman. 1969. *The Academic Revolution*. New York: Doubleday.
- G. Kao. 1995. "Asian Americans as Model Minorities? A Look at Their Academic Performance." *American Journal of Education* 103:121-59.
- G. Kao et al. 1996. "Racial and Ethnic Variation in Academic Performance." Pp. 263-297 in *Research in Sociology of Education and Socialization*, volume 11.
- G. Kao & M. Tienda. 1995. "Optimism and Achievement: The Educational Performance of Immigrant Youth." *Social Science Quarterly* 75:1-19.
- J. Karabel. 2005. *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. New York: Houghton Mifflin Harcourt.
- C. Kerr. 2001. *The Uses of the University* (5<sup>th</sup> edition). Cambridge: Harvard University Press.
- P.W. Kingston. 2001. "The Unfulfilled Promise of Cultural Capital Theory." *Sociology of Education* Special Issue:88-99.
- D.F. Labaree. 1997. *How to Succeed in School Without Really Learning: The Credentials Race in American Education*. New Haven: Yale University Press.
- D.F. Labaree. 1988. *The Making of an American High School: The Credentials Market and the Central High School of Philadelphia, 1838-1920*. New Haven: Yale University Press.
- Annette Lareau. 2011. *Unequal Childhoods: Class, Race, and Family Life*. 2<sup>nd</sup> updated ed. Berkeley: University of California Press.
- A. Lareau. 2000. *Home Advantage*. 2<sup>nd</sup> edition. Lanham, MD: Rowan & Littlefield.
- D. Levinson, P. W. Cookson, Jr., and A. R. Sadovnik. 2002. *Education and Sociology: An Encyclopedia*. New York: RoutledgeFalmer.
- A. Lewis. 2003. *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities*. New Brunswick: Rutgers University Press.
- D.C. Lortie. 1975. *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press.
- S.R. Lucas. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106:1642-90.
- R.D. Mare. 1981. "Change and Stability in Educational Stratification." *American Sociological Review* 46:72-87.

- R.D. Mare and Vida Maralani, "The Intergenerational Effects of Changes in Women's Educational Attainments." *American Sociological Review* 71 (2006):542-564.
- K.A. Martin. 1998. "Becoming a Gendered Body: Practices in Preschools." *American Sociological Review* 63:494-511.
- S.E. Mayer. 2001. "How Did the Increase in Economic Inequality between 1970 and 1990 Affect Children's Educational Attainment?" *American Journal of Sociology* 107-1032.
- H. Mehan. 1992. "Understanding Inequality in Schools: The Contribution of Interpretive Studies." *Sociology of Education* 65:1-20.
- M. Metz. 1978. *Classrooms and Corridors: The Crisis of Authority in Desegregated Secondary Schools*. Berkeley: University of California Press.
- J. W. Meyer. 1977. "The Effects of Education as an Institution." *American Journal of Sociology*. 83, 1: 55-77.
- J.W. Meyer et al., 1994. "Ontology and Rationalization in the Western Cultural Account." Pp. 9-27 in W. R. Scott and J.W. Meyer, eds., *Institutional Environments and Organizations: Structural Complexity and Individualism*. Thousand Oaks: Sage.
- J.W. Meyer et al., 1994. "Bureaucratization without Centralization: Changes in the Organizational System of U.S. Public Education, 1940-1980." Pp. 179-205 in W. R. Scott and J.W. Meyer, eds., *Institutional Environments and Organizations: Structural Complexity and Individualism*. Thousand Oaks: Sage.
- J.W. Meyer et al., 1992. "World Expansion of Mass Education, 1870-1980." *Sociology of Education* 65:128-49.
- C. Miller-Idriss. 2009. *Blood and Culture: Youth, Right-Wing Extremism, and National Belonging in Contemporary Germany*. Chapel Hill: Duke University Press.
- S.L. Morgan & A.B. Sorensen. 1999. "Parental Networks, Social Closure, and Mathematics Learning: A Test of Coleman's Social Capital Explanation of School Effects." *American Sociological Review* 64:661-81.
- G. Noblit and W. Pink 1995. "Mapping the Alternative Paths of the Sociology of Education" In *Continuity and Contradiction : The Futures of the Sociology of Education*. George W. Noblit and William T. Pink (Eds). Cresskill, NJ : Hampton Press.
- P. Noguera. 2003. *City Schools and the American Dream*. New York: Teachers College Press.

- P. Noguera. 2008. *The Trouble With Black Boys: And Other Reflections on Race, Equity, and the Future of Public Education*. San Francisco: Jossey-Bass.
- J.U. Ogbu. 1994. "Racial Stratification and Education in the United States: Why Inequality Persists." *Teachers College Record* 96:264-98.
- M. Omi & H. Winant. 1986. *Racial Formation in the United States*. New York: Routledge.
- A.J. Orr. 2003. "Black-White Differences in Achievement: The Importance of Wealth." *Sociology of Education* 76:281-304.
- C. J. Pascoe. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press.
- J.G. Richardson. 1986. "Introduction." Pp. ix-xxiv in John G. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press.
- J. Rosenbaum. 2001. *Beyond College for All: Career Paths for the Forgotten Half*. New York: Russell Sage Foundation.
- J.E. Rosenbaum. 1986. "Institutional Career Structures and the Social Construction of Ability." Pp. 139-171 in J.G. Richardson, ed., *Handbook of Theory and Research in the Sociology of Education*. New York: Greenwood Press.
- J. E. Rosenbaum. 1975. "The Stratification of Socialization Processes." *American Sociological Review* 40:48-54.
- V.J. Rosigno. 1998. "Race and the Reproduction of Educational Disadvantage." *Social Forces* 76:1033-60.
- V.J. Rosigno & J.W. Ainsworth-Darnell. 1999. "Race, Cultural Capital, and Educational Resources: Persistent Inequalities and Achievement Returns." *Sociology of Education* 72:158-178.
- R. Rubinson. 1986. "Class Formation, Politics, and Institutions: Schooling in the United States." *American Journal of Sociology*, 92 (November): 519-48.
- T. Parsons. 1959. "The School Class as a Social System: Some of its Functions in American Society." *Harvard Educational Review*, 29, 4 (Fall): 297-313.
- T. Parsons. 1964. "The School Class as a Social System: Some of its Functions in American Society," pp. 129-154 in *Social Structure and Personality*. New York: The Free Press.

C. Persell et al. 2004. "Racial and Ethnic Educational Inequality in Global Perspective," pp. 261-280 in *Handbook of Social Problems: A Comparative International Perspective*, ed. G. Ritzer. Thousand Oaks: Sage.

M. Pollock. 2005. *Colormute: Race Talk Dilemmas in an American School*. Princeton: Princeton University Press.

Y. Shavit, Yossi and W. Müller (eds.) 1998. *From School to Work: A Comparative Study of Educational Qualifications and Occupational Destinations*. Oxford: Clarendon Press.

Y. Shavit and Hans-Peter Blossfeld. 1993. *Persistent Inequality: Changing Educational Attainment in Thirteen Countries*. Boulder: Westview Press.

Y. Shavit, Richard Arum, and Adam Gamoran, eds. 2007. *Expansion, Differentiation, and Inequality of Access in Higher Education: A Comparative Study*. Stanford: Stanford University Press.

R. Stanton-Salazaar. 1997. "A Social Capital Framework for Understanding the Socialization of Ethnic Minority Children and Youth." *Harvard Educational Review* 67:1-39.

R.D. Stanton-Salazar & S.M. Dornbusch. 1995. "Social Capital and the Reproduction of Inequality: Information Networks among Mexican-origin High School Students." *Sociology of Education* 68:116-135.

L.C. Steelman & B. Powell. 1989. "Acquiring Capital for College: The Constraints of Family Configuration." *American Sociological Review* 52:844-55.

L.M. Stulberg. 2008. *Race, Schools, and Hope: African Americans and School Choice after Brown*. New York: Teachers College Press.

B. Thorne. 1993. *Gender Play: Girls and Boys in School*. Rutgers: Rutgers University Press.

J.J. Tobin et al. 1989. *Preschool in Three Cultures: Japan, China, and the United States*. New Haven: Yale University Press.

W. Trent, J. Braddock II, and R. Henderson. 1985. "Sociology of Education: A Focus on Education as an Institution." Pp. 295-336 in *Review of Research in Education*, Vol. 12, Edmund Gordon (Ed.). Washington, D.C. American Educational Research Association.

D.B. Tyack. 1974. *The One Best System: A History of American Urban Education*. Cambridge: Harvard University Press.

K. Tyson. 2003. "Notes from the Back of the Room: Problems and Paradoxes in the Schooling of Young Black Students." *Sociology of Education* 76:326-343.

K. Tyson. 2011. *Integration Interrupted: Tracking, Black Students, and Acting White after Brown*. New York: Oxford University Press.

W. Waller. 1932. *The Sociology of Teaching*. NY: Russell and Russell (Reprinted by Wiley in 1965).

M.C. Waters. 1999. *Black Identities: West Indian Dreams and American Realities*. New York: Russell Sage Foundation/Harvard University Press.

P.B. Walters. 2001. "Educational Access and the State: Historical Continuities and Discontinuities in Racial Inequality in American Education." *Sociology of Education* Extra Issue: 35-49.

P.B. Walters et al. 2000. "Leveraging the State: Private Money and the Development of Public Education for Blacks." *American Sociological Review* 65:658-681

M. Weber. 1946. "The Chinese Literati," pp. 416-44 in Gerth & Mills (eds.), *From Max Weber: Essays in Sociology*. New York: Oxford University Press.