

Sociology of Education
Department of Sociology
University of California, Irvine
2010-12

OVERVIEW

In modern societies, formal education plays primary roles in a host of basic social processes, from socialization and stratification to national development and globalization. Questions arise at every level of analysis, and they inspire vigorous policy debates. The sociology of education cluster draws on the combined expertise of faculty members in the Department of Sociology and in the Department of Education to promote activities in this important domain of inquiry.

FACULTY

(listed alphabetically with research interests and two relevant publications)

Susan Brown

My research examines unexpected ways that policy affects access to higher education. Current work with Frank D. Bean looks at how the ability of unauthorized immigrants to legalize can enhance children's educational attainment.

- Brown, Susan K., and Frank D. Bean. 2009. "Post-9/11 International Graduate Enrollments in the United States: Unintended Consequences in National Security Strategies." Pp. 66-89 in Immigration Policy and Security: U.S., European, and Commonwealth Perspectives, edited by T. Givens, G. P. Freeman, and D. L. Leal. New York and London: Routledge.
- Brown, Susan K., and Charles Hirschman. 2006. "The End of Affirmative Action in Washington State and Its Effect on the Transition from High School to College." Sociology of Education 79: 106-130.

Gil Conchas –

My current work analyzes the factors that shape the post-secondary enrollment, completion, and labor market mobility of low-income Black and Latino young adults.

- Rodríguez, L. F., and Conchas, G. Q. 2009. "Preventing Truancy and Dropout Among Urban Middle School Youth: Understanding Community-Based Action From the Student's Perspective." Education and Urban Society.
- Conchas, G. Q. and Rodríguez, L. F. 2008. Small Schools and Urban Youth: Using the Power of School Culture to Engage Students. Thousand Oaks, Ca: Corwin Press/Sage Publications.

Thurston Domina –

My research examines the relationship between social structure, educational policy, and student transitions between high school, college, and the labor force. I am particularly interested in evaluating college access efforts that aim to make college admissions, placement, and financing processes more transparent to students, parents, and educators.

- Thurston Domina. 2009. "What Works in College Outreach: Assessing Targeted and Schoolwide Interventions for Disadvantaged Students." Educational Evaluation and Policy Analysis 31: 127-152.
- Thurston Domina. 2007. "Higher Education Policy as Secondary School Reform: Texas High Schools after Hopwood." Educational Evaluation and Policy Analysis 29: 200-217.

George Farkas --

My research focuses on educational inequality and how it can be reduced

- Farkas, George, and Rachel Durham. 2008. "The Role of Tutoring in Standards-Based Reform." Pp. 201-228 in Standards-Based Reform and the Poverty Gap: Lessons for "No Child Left Behind, edited by A. Gamoran. Washington, D.C.: Brookings Institution Press.
- Morgan, Paul L., George Farkas, Marianne Hillemeier, and Steven Maczuga. Forthcoming. "Risk Factors for Learning-Related Behavior Problems at 24 Months of Age: Population-Based Estimates." Journal of Abnormal Child Psychology.

Cynthia Feliciano --

My research examines how racial/ethnic and gender differences in educational expectations and attainment are shaped by family, school, and community factors, as well as the relationship between educational inequality and racial/ethnic identification and classification.

- Feliciano, Cynthia. 2009. "Education and Ethnic Identity Formation among Children of Latin American and Caribbean Immigrants." Sociological Perspectives 52: 135-158.
- Feliciano, Cynthia. 2006. "Beyond the Family: The Influence of Pre-migration Group Status on the Educational Expectations of Immigrants' Children." Sociology of Education 79: 281-303.

David John Frank --

A current project (with John W. Meyer) examines worldwide expansions in university knowledge and student enrollments from the late 1800s to the present, arguing that both trends represent contemporary extensions of modern cultural commitments to rationalization.

- Frank, David John, and John W. Meyer. 2007. "University Expansion and the Knowledge Society." Theory and Society 36: 287-311.
- Frank, David John, and Jay Gabler. 2006. Reconstructing the University: Worldwide Shifts in Academia in the 20th Century. Stanford, CA: Stanford University Press.

Andrew Penner --

My research seeks to understand gender differences in mathematics achievement, with an emphasis on high achieving men and women. I am also interested in racial fluidity, and together with Cynthia Feliciano and Aliya Saperstein, am working on a project examining the interplay of educational inequality and racial fluidity.

- Penner, Andrew M. 2008. "Gender Differences in Extreme Mathematical Achievement: An International Perspective on Biological and Social Factors." American Journal of Sociology 114: S138-S170.
- Penner, Andrew M., and Marcel Paret. 2008. "Gender Differences in Mathematics Achievement: Exploring the Early Grades and the Extremes." Social Science Research 37: 239-253.

Rubén G. Rumbaut --

My research focuses on intergenerational educational mobility and inequality among immigrant-origin groups.

- Rumbaut, Rubén G. 2008. "The Coming of the Second Generation: Immigration and Ethnic Mobility in Southern California." The Annals of the American Academy of Political and Social Science 620: 196-236.

- Rumbaut, Rubén G. 2005. "Children of Immigrants and Their Achievement: The Role of Family, Acculturation, Class, Gender, Ethnicity, and School Contexts." Pp. 23-59 in R.D.Taylor, ed., *Addressing the Achievement Gap*. Greenwich, CT: IAP. A volume in the series on Research in Educational Productivity <<http://www.infoagepub.com/series/Research-in-Educational-Productivity>>.

Evan Schofer –

I am interested in the global expansion of education systems, the varying structure and organization of education around the world, and the impact of those variations on the economy and inequality.

- Meyer, John W., Francisco O. Ramirez, David John Frank, and Evan Schofer. 2007. "Higher Education as an Institution." Pp. 187-221 in *Sociology of Higher Education: Contributions and Their Contexts*, edited by P. J. Gumpert. Baltimore, MD: Johns Hopkins University Press.
- Schofer, Evan, and John W. Meyer. 2005. "The World-Wide Expansion of Higher Education in the Twentieth Century." *American Sociological Review* 70: 898-920.

Estela Zarate –

My current research examines longitudinal factors that predict high school completion and college enrollment for students, including middle-school experiences and parental influences on students.

- Zarate, Maria Estela, & Conchas, Gilberto Q. 2009. "Contemporary and Critical Methodological Shifts in Research on Latino Education." In *Handbook of Latinos and Education*, edited by E. G. Murillo. New York, NY: RoutledgeFalmer.
- Zarate, Maria Estela. 2007. *Understanding Parental Involvement: Perspectives, Expectations and Recommendations*. Policy Report. Tomas Rivera Policy Institute.

*cluster coordinator

CLUSTER FIELD EXAM & GRADUATE COURSES

To qualify for a graduate field exam and/or expertise in the sociology of education, students must take both of the core courses and one of the elective courses listed below.

Core Courses:

- Educational Inequality (Brown)
- Educational Politics and Policy (Domina)

Elective Courses:

- Social Organization of Schools and Classrooms (Conchas)
- Policies to Reduce Educational Inequality (Farkas)
- Race and Education (Feliciano)
- Higher Education (Frank)
- Women in Science (Penner)
- Sociological Foundations in Education (Zarate)
- Social and Cultural Diversity in Education (Zarate)
- Culture Change, Acculturation, and School Achievement (Zarate)
- Qualitative Analysis in Education (Zarate)

Students interested in taking the field exam in the sociology of education should consult with the cluster coordinator. Parts of the reading list (up to a quarter of the readings) can be tailored to accommodate particular student interests.

TWO-YEAR TEACHING PLAN

(confirm with department administrator or cluster coordinator)

2009-10

Spring: Educational Politics and Policy (Domina)

Spring: Race and Education (Feliciano)

2010-11

Tentative: Sociological Foundations in Education (Zarate) OR

Tentative: Social and Cultural Diversity in Education (Zarate)

Winter: Social Organization of Schools and Classrooms (Conchas)

Spring: Educational Inequality (Brown)