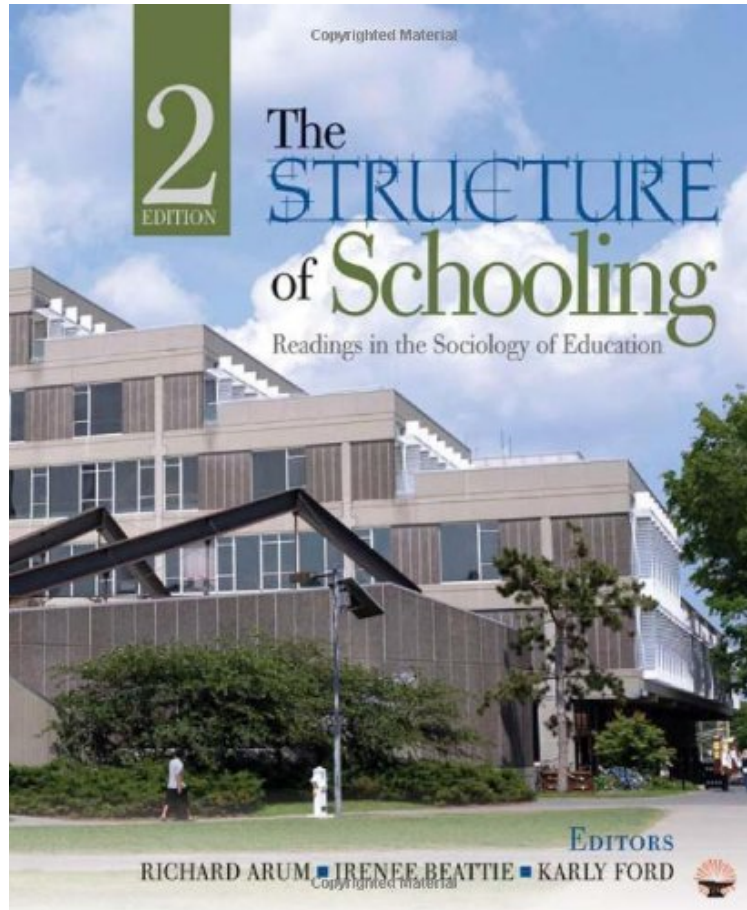


The Structure of Schooling: Readings in the Sociology of Education

Richard Arum, Irene R. Beattie, Karly Ford
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Richard Arum, Irene R. Beattie, Karly Ford : The Structure of Schooling: Readings in the Sociology of Education before purchasing it in order to gage whether or not it would be worth my time, and all praised The Structure of Schooling: Readings in the Sociology of Education:

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This second edition of The Structure of Schooling: Readings in the Sociology of Education draws from classic and contemporary scholarship to examine current issues and diverse theoretical approaches to studying the effects of

schooling on individuals and society. This engaging reader exposes students to examples of sociological research on schools with a focus on the school as community. It covers a wide range of issues, including the development and application of social and cultural capital; the effects of racial segregation and resource inequality on student outcomes; the effects of tracking; the role of gender, class, and race in structuring educational opportunity; the effects of schooling on life course outcomes; the significance of a school's institutional environment; and the sociology of school reform movements.

"The book covers both expected and unexpected topics within the field of education. Whilst addressing well-trodden areas such as "stratification" and "racial inequality," the book also veers off the "beaten track," including, for instance, papers on the "Trust in school" (Chapter 13), "The social roots of school shootings" (Chapter 38), and "Sex dating and relationships on campus" (Chapter 39)." (Amanda Simon Educational Research and Evaluation 2012-04-01)About the AuthorRichard Arum has recently served as Professor of Sociology and Education at New York University; Program Director of Education Research at the Social Science Research Council; and Senior Fellow at the Bill Melinda Gates Foundation. His past work with various co-authors includes *Aspiring Adults Adrift: Tentative Transitions of College Graduates* (University of Chicago Press, 2014); *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2011); *Judging School Discipline: The Crisis of Moral Authority* (Harvard University Press, 2003); *Stratification in Higher Education: A Comparative Study* (Stanford University Press, 2007); and *Improving Learning Environments: School Discipline and Student Achievement in Comparative Perspective* (Stanford University Press, 2012).Irene Beattie is an Assistant Professor of Sociology at University of California, Merced. Her research examines racial/ethnic, gender, and class inequalities in adolescent transitions to adulthood as well as how families, high schools, and colleges can foster beneficial social capital among underrepresented college student populations. Her research has been funded by the American Educational Research Association and the Hellman Faculty Fellows Fund. She has published in various outlets such as *Sociology of Education*, *Youth Society*, and Harvard University Press.Karly Ford is an Assistant Professor at the Pennsylvania State University. Her research focuses on the relationship between education and social stratification. She received a Masters of Education in International Education Policy from Harvard University in 2007 and a Ph.D. in Sociology of Education from New York University in 2014. Ford's research interests are Higher Education, Sociology of Education, International Comparative Education, Institutional Variation, and Educational Assessment.