

**Department of Sociology
University of California-Berkeley
Professor Samuel R. Lucas
Preliminary Exam – February 22/23, 2013**

Part I -- Morning

ANSWER Question 1 AND EITHER Question 2 OR 3 (Suggested time allocation: 1.5 hours to question 1, and 1.5 hours to either question 2 or 3.)

(1) [REQUIRED]

For each of **EIGHT (8)** of the following concepts or terms, provide a definition, discuss the significance of the concept or term in the sociology of education, and cite the principal sources in which the concept or term figures prominently.

- (a) sheepskin effect
- (b) social capital
- (c) GATE
- (d) curriculum differentiation
- (e) natural growth
- (f) frog pond effect
- (g) Wisconsin model
- (h) social promotion
- (i) habitus
- (j) deschooling
- (k) contest mobility
- (l) MMI

AND

Question 2

(2) Describe the attitude-achievement paradox Mickelson considered, then list the explanations that have been offered for it. Afterwards, critically evaluate the research evidence bearing on each explanation for the attitude-achievement paradox. Given that evidence, please describe, in detail, a research project that might deepen our understanding of the paradox. In describing the proposed research, please be sure to ground the description of it in a state-of-the-art understanding of the limits and possibilities of specific empirical research approaches.

OR

Question 3

(3) Standardized testing is ubiquitous in U.S. education. What are some of the uses to which such tests have been put? What have analysts argued are the pros and cons of their use? What evidence has been developed in this debate. Finally, what research might further illuminate how they work in U.S. education? As you write, be sure to consider their use in the following distinct situations: 1) admitting a child to special education; 2) assessing the effectiveness of a school; 3) admitting a high school graduate to college; 4) allocating pay to a teacher.

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Part II -- Afternoon

ANSWER 2 of the following 3 QUESTIONS (Suggested time allocation: approximately one and one-half hours to each question.)

(1) Becker and Bourdieu offer two different perspectives relevant to how schools work. Convey each perspective, being sure to note how each explains inequality in educational attainment. Then, considering the work on educational attainment, critically evaluate each explanation for inequality in educational attainment. For which position is the evidence stronger?

(2) Analysts have used statistical methods and qualitative methods to understand how schools work. Compare these two broad strategies for studying schools, noting the distinctive strengths and limitations of each approach to the study of schools. Please support your claims with illustrations from and references to at least two studies from each approach.

(3) Schools receive funding from several sources. Some argue that in the United States the money schools receive does not matter for student achievement, while some argue that it does. Identify key discussants in this debate. Relate their arguments and the scholarly evidence one might marshal for each position. After critically assessing the evidence, propose, in detail, research that could address the question.