

**4302 Berkeley Unified School District  
Social Science Publications  
Index By Author  
A-Z**

**A**

Aaron, R. & Powell, G. (1982). "Feedback Practices as a Function of Teacher and Pupil Race During Reading Group Instruction" in Journal of Negro Education, 51 (Winter 1982)

American Journal of Sociology Volume 94 Volume 5 (March 1989): 1146-83  
"Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality? Gamoran, Adam and Mare, Robert D. University of Wisconsin-Madison  
Dominic J. Brewer

Aires (1983) comparison of National Teacher Examination scores of black and white students on five black and ten white campuses.

Journal of Policy Analysis and Management, Vol. 15, No. 4, 623-645 (1996)  
"Detracking America's Schools: Equity at Zero Cost?"  
Argys, Laura M., and Rees, Daniel I.

**B**

Banks, James A. (1991) "Multicultural Literacy and Curriculum Reform" in Educational Horizons, Spring, 1991.

Beady, CH. & Hansell, S. (1981) "Teacher Race and Expectations for Student Achievement." in American Educational Research Journal, 18(2) 191-206.

Blake, H.J., Saufley, R. W., Porter, O.F., & Melodia, A. (1989) "The Challenge of Diversity" in William May (Ed.) Ethics in Higher Education. Mcmillan Press.

Braddock, J.H., Crain, R.L., McPartland, J.M. "A Long Term View of School Desegregation: Some Recent Studies of Graduates as Adults"

**Description:** Authors present evidence that school desegregation leads to desegregation in several areas of adult life.

Jonills H. Braddock II, Robert L. Crain, & James M. McPartland, A Long-Term View of School Desegregation: Some Recent Studies of Graduates as Adults, Phi Delta Kappan 259 (1984)

Jonills H. Braddock II and James M. McPartland, Social Psychological Processes that Perpetuate Racial Segregation: The Relationship Between School and Employment Desegregation, 19 J. of Black Studies, No. 3, 267, 285 (1989)

**Description:** Summary of national surveys which reveal that Black, Latino, and White students

who attended desegregated schools are more likely to work in racially-mixed workplaces than their peers who attended segregated schools.

Braddock & McPartland (1982)

C

Coates, B. "White Adult Behavior Toward Black and White Children," in Child Development, 43(1), 143-154.

James S. Coleman, Ernest Q. Campbell, Carol J. Hobson, James McPhartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York, Equality of Educational Opportunity (Washington D.C., U.S. Government Printing Office, 1967)

Affidavit of Professor Robert L. Crain

Robert L. Crain and Jack Strauss, School Desegregation and Black Occupational Attainments: Results from a Long-Term Experiment, Johns Hopkins University (1985)

A. Wade Smith, Cohorts, Education, and the Evolution of Tolerance, Social Science Research 14, 205-225 (1985)

Crain, Robert L. & Mahard, R. E. "*Minority Achievement: Policy Implications of Research*" (1981)

**Description:** Article reviews school desegregation literature, in particular the relative effectiveness of various kinds of desegregation plans implemented in school districts.

Crain, Robert L. "*Measuring Economic Disadvantage for Targeting Anti-poverty Efforts*"

Crain, Robert L. & Marhard, R. E. "*Minority Achievement: Policy Implications of Research*," in Effective School Desegregation: Equity, Quality and Feasibility, ed. Willis D. Hawley (Beverly Hills, CA: Sage, 1981)

**Description:** Report focuses on the achievement test scores of minority students after their schools have been desegregated.

Crain, Robert L. & Sullivan, Debora "*The Role of School Segregation and Educational Discrimination (and Vestiges of Past Educational Segregation and Discrimination) in the Multigenerational transmission of Educational Disadvantage*"

**Description:** In the absence of school segregation and educational discrimination the authors argue that there would be no difference between Whites, Blacks and Latinos in academic test scores, years of school completed, or economic success.

Crain, Robert L. & Wells, Amy S. "*Perpetuation Theory and the Long-Term Effects of School Desegregation*"

**Description:** Discusses the long term effects of school desegregation on the life chances of Black students. Authors argue that the goal of desegregation policy is to break the cycle of segregation and allow nonwhite students access to high-status institutions and the powerful social networks within them.

Crain, Robert L. & Mahard, R.E. "The Influence of High School Racial Composition of Black Attendance and Test Performance"

Description: Report found that in both Northern and Southern high schools, the lower the proportion of black teachers in school, the lower the grades of black students, and the lower their college attendance rates.

## D

Edwin C. Darden, Esq. and William Taylor, Esq., Guidance to School Boards on Race and Student Assignment, School Law Insider (June 1999)

Description: Article discusses the reasons for racial integration and diversity policies in the public schools.

Dawkins (1983) National Longitudinal study of 1972 high school graduates

## E

Entwisle, D.R., & Webster, M. "Expectations in Mixed Racial Groups." in Sociology of Education, 47, 301-318.

## F

Flanagan, A., Grissmer, D., Williamson, S., "Does Money Matter for Minority and Disadvantaged Students? Assessing the New Empirical Evidence"

Flanagan, A., Grissmer, D., Williamson, S., "Why Did the Black - White Score Gap Narrow In the 1970s and 1980s?"

Foster, M. (1993) "Educating for Competence in Community and Culture: Exploring the View of Exemplary African-American Teachers." in Urban Education, 27(4), 370-394.

## G

David Grissmer, Ann Flanagan & Stephanie Williamson, Does Money Matter for Minority and Disadvantaged Students? Assessing the New Empirical Evidence, Rand (1998)

David Grissmer, Ann Flanagan & Stephanie Williamson, Why did the Black-White Score Gap Narrow in the 1970s and 1980s?, (1998)

Description: Four part article that discusses; a) changes in black and white students' NAEP scores, b) likely effects of changes in family characteristics on both black and white students', c) the contribution of changes in schooling whose effect would likely be limited to a particular age group, and d) the contribution of changes whose effect would more likely be for all age groups

David W. Grissmer, Sheila Natarj Kirby, Mark Berends, and Stephanie Williamson, Student Achievement and the Changing American Family: An Executive Summary (Santa Monica, CA: Rand, 1994)

## H

Hallinan, Maureen T. "Diversity Effects on Student Outcomes: Social Science Evidence" Notre Dame (1998)

**Description:** Examines the findings of the most reputable social science research on the impact of racial diversity on student learning.

Journal of Research on Adolescence, 1(3), 251-275 "School Differences in Tracking Structures and Track Assignments" Hallinan, Maureen T. University of Notre Dame

Social Forces, March 1996. 74(3):983-1002 ©The University of North Carolina Press "Track Mobility in Secondary School" Hallinan, Maureen T. University of Notre Dame

Sociology of Education Vol. 67 (2) April 1994 Exchange "Tracking, From Theory To Practice" Hallinan, Maureen T. University of Notre Dame

The Harvard Law Review Association, "The Constitutionality of Race-Conscious Admissions Programs in Public Elementary and Secondary Schools" 112 Harv. L. Rev. 940

Haynes, N.M. & Comer J. (1990) "Helping Black Children Succeed: The Significance of Some Social Factors," in K. Lemotey (Ed.) Going to School: The African-American Experience pp. 103-113, Albany State University of New York Press.

Willis D. Hawley, School Desegregation

Hawley, Willis D. "School Desegregation Research Overview"

**Description:** Article focuses on the effects that desegregation of schools on a) the racial composition of schools and school systems; b) students' academic performance, self esteem and racial identity and c) the integration of society

Jennifer Hochschild, Is School Desegregation Still a Viable Policy Option?, PS Political Science & Politics (September 1997)

Educational Evaluation and Policy Analysis Fall 1992, Vol. 14, No. 3, pp. 205-227 "Middle School Ability Grouping and Student Achievement in Science and Mathematics" Hoffer, Thomas B. Northern Illinois University

Journal of Educational Research v. 85, n. 3 Jan/Feb 1992 p.180 "Effects of Peer Interaction During Computer-Based Mathematics Instruction" Hooper, Simon University of Minnesota

I  
Iadicola, P & Moore, H (1980) "Multi-cultural Modeling Processes and Status Relations Among Anglo, Black, and Hispanic Students in Desegregated Elementary Schools" in California Sociologist: Journal of Sociology and Social Work, 3(1), 17-36.

Irvine, J.J. (1990) "Black Students and School Failure: Policies, Practices and Prescriptions." New York: Greenwood

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**J**  
Joint Center for Political Studies (1989) *"Visions of a Better Way: A Black Appraisal of Public Schooling"* Washington, DC: Author

Jordan, W.J. McPartland, J.M. *"Race-Ethnicity and Gender Secondary Students and Their Teachers: Effects on Student Motivation"*

**K**

Kahlenberg, Richard D. *"Rethinking Busing"* 9/10/98

Kanter, R.M. (1993) *"Numbers: Minorities and Majorities"* in Men and Women of the Corporation New York Basic Books, 1977

Kraft (1991) interview study of successful black students on predominantly white campuses

American Educational Research Journal Fall 1982, Vol. 19, No. 3, pp. 415-428 "Effects of Ability Grouping on Secondary School Students; A Meta-analysis of Evaluation Findings" Kulik, Chen-Lin C. and Kulik, James A. University of Michigan

**L**

Lomotey, K. (1990) *"Culture and its Artifacts in Higher Education: Their Impact on the Enrollment and Retention of African American Students"*

"The Tracking and Ability Grouping Debate" Loveless, Tom Fordham Report August 1998A

"Will Tracking Reform Promote Social Equity?" Loveless, Tom Educational Leadership/April 1999A

**M**

Mayer, R.R. King, C.E. Borders-Patterson, A. & McCullough, J.S. (1974) *"The Impact of School Desegregation in a Southern City"* D.C. Heath and Co.: Lexington, MA

James M. McPartland & Jomills II. Braddock II, Going to College and Getting a Good Job: The Impact of Desegregation in Effective School Desegregation 141 (Willis D. Hawley ed., 1981)

**N**

National Assessment of Educational Progress, Three Assessments of Progress in Reading Performance, 1970-1980 (Denver: Educational Comm'n of the States, 1981)

National Task Force on Minority High Achievement Report and Executive Summary *"Reaching The Top"*

Nettles' (1988) study of 5000 black and white students in 12 predominantly white and 6 predominantly black colleges and universities.

**O**  
Office of Civil Rights (John Fry) "Public Policy Influences"

Cites in unnamed article from OCR:  
Armor (1972) evaluated Boston's METCO program  
Rosenbaum, Kulieke & Rubinowitz (1987) evaluation of desegregation program in Chicago

Orfield, Gary "Diversity and Legal Education: Student Experiences in Leading Law Schools" (August 1999)

Description: Study focuses on the experience of law students and the value of diversity in education.

Orfield, Gary "Resegregation in American Schools" Harvard Civil Rights Project (June 1999)  
Description: Report focuses on four important trends; a) the re-segregation of the American south, b) the increasing segregation of Latino students, c) the increasing number of Latino and Black students in suburban schools but are still segregated within these schools, and d) all racial groups except Whites are experiencing considerable diversity in their schools.

**P**

**Q**

**R**

Rubovitz, C.P. & Maehr "Pygmalion Black and White," in Journal of Personality and Social Psychology, 25, 210-218.

**S**

Scheilenberg, Stephen J. "Does It Matter Where Poor Kids Live? A Look at Concentrated Poverty and Achievement" presented at the annual meeting of the American Educational Research Association San Diego, CA April 13-17, 1998

Description: Two year study examined how poverty affected elementary and middle school students' test scores and absenteeism in a diverse Midwestern urban school district.

Stephen J. Schellenberg, Does it Matter Where the Poor Kids Live? A Look at Concentrated Poverty and Achievement (1998)

Schofield, Janet Ward "Review of Research on School Desegregation's Impact on Elementary and Secondary School Students" Handbook on Research on Multicultural Education (James A.

Banks ed., 1995)

**Description:** The following topics are discussed: a) Problems in Assessing the Effects of School Desegregation, and b) The Effect of School Desegregation on Academic Achievement

Jane W. Schofield, Review of Research on School Desegregation's Impact on Elementary and Secondary School Students, in Handbook of Research on Multicultural Education 597, 599-602

**Description:** Study that found a positive relation between years of desegregated schooling and acceptance of residential integration for white high school seniors.

Schofield (1989) 3 year ethnographic study of the relationships between white and black students that developed at a new middle school under voluntary integration.

School Law Insider June 1999 "Guidance to School Boards on Race and Student Assignment"

Marshall Smith and Jennifer O'Day, "Educational Equality: 1966 and Now," in Spheres of Justice in Education. The 1990 American Education Finance Association Yearbook, ed. Deborah A. Verstegen and James G. Ward (New York: Harper Business, 1991).

Social Psychology of Education 1: 1-24, 1996

©1996 Kluwer Academic Publishers. Printed in the Netherlands "Race Effects on Students' Track Mobility in High School" **Hallinan, Maureen T.** University of Notre Dame

## **T**

Taylor, William L. "Racism and the Poor: Integration and Affirmative Action as Mobility Strategies"

**Description:** Focuses on the conditions affecting the life chances of people who live in concentrated poverty in various American cities.

William Trent, Outcomes of School Desegregation: Findings from Longitudinal Research, 66 J. of Negro Educ., No. 3, 255, 257 (1997) (J.A. 73)

## **U**

U.S. Commission on Civil Rights (1976). "Fulfilling the Letter and Spirit of the Law: Desegregation of the Nation's Schools: A Report of the United States Commission of Civil Rights" Washington D.C. Government Printing Office

U.S. Commission on Civil Rights, Racial Isolation In the Public Schools 91 (Washington, D.C. U.S. Government Printing Office 1967)

## **V**

## **W**

Wagner, U. (1992) "Environments of Support" in American Council on Education, Washington D.C. Office of Minorities in Higher Education.

Amy Stuart Wells & Robert L. Crain, Stepping over the Color Line: African-American Students in White Suburban Schools, 200 (1997)

X

Y

Z

Zahler R. Joanna, Lessons in Humanity: Diversity as a Compelling State Interest in Public Education, 40 B.C. L. Rev 995 (1999)

**Descripton:** Three part discussion that covers the following topics; a) most recent U.S. Sup. Ct. decisions addressing the constitutionality of affirmative action policies, b) affirmative action case law at the U.S. Ct. of Appeals and Dist. Ct. level, and c) the legal framework as it applies to diversity in the public school context.

Zweigenhaft & Domhoff 1991