Russell Sage Foundation

New Books Spring 2016
Over seven million Americans are either incarcerated, on probation, or on parole, with their criminal records often following them for life and affecting access to higher education, jobs, and housing. Court-ordered monetary sanctions that compel criminal defendants to pay fines, fees, surcharges, and restitution further inhibit their ability to reenter society. In *A Pound of Flesh*, sociologist Alexes Harris analyzes the rise of monetary sanctions in the criminal justice system and shows how they permanently penalize and marginalize the poor. She exposes the damaging effects of a little-understood component of criminal sentencing and shows how it further perpetuates racial and economic inequality.

Harris draws from extensive sentencing data, legal documents, observations of court hearings, and interviews with defendants, judges, prosecutors, and other court officials. She documents how low-income defendants are affected by monetary sanctions, which include fees for public defenders and a variety of processing charges. Until these debts are paid in full, individuals remain under judicial supervision, subject to court summons, warrants, and jail stays. As a result of interest and surcharges that accumulate on unpaid financial penalties, these monetary sanctions often become insurmountable legal debts which many offenders carry for the remainder of their lives. Harris finds that such fiscal sentences, which are imposed disproportionately on low-income minorities, help create a permanent economic underclass and deepen social stratification.

*A Pound of Flesh* delves into the court practices of five counties in Washington State to illustrate the ways in which subjective sentencing shapes the practice of monetary sanctions. Judges and court clerks hold a considerable degree of discretion in the sentencing and monitoring of monetary sanctions and rely on individual values—such as personal responsibility, meritocracy, and paternalism—to determine how much and when offenders should pay. Harris shows that monetary sanctions are imposed at different rates across jurisdictions, with little or no state government oversight. Local officials’ reliance on their own values and beliefs can also push offenders further into debt—for example, when judges charge defendants who lack the means to pay their fines with contempt of court and penalize them with additional fines or jail time.

*A Pound of Flesh* provides a timely examination of how monetary sanctions permanently bind poor offenders to the judicial system. Harris concludes that in letting monetary sanctions go unchecked, we have created a two-tiered legal system that imposes additional burdens on already-marginalized groups.
Recent research on inequality and poverty has shown that those born into low-income families, especially African Americans, still have difficulty entering the middle class, in part because of the disadvantages of they experience living in more dangerous neighborhoods, going to inferior public schools, and persistent racial inequality. *Coming of Age in the Other America* shows that despite overwhelming odds, some disadvantaged urban youth do achieve upward mobility. Drawing from ten years of fieldwork with parents and children who resided in Baltimore public housing, sociologists Stefanie DeLuca, Susan Clampet-Lundquist, and Kathryn Edin highlight the remarkable resiliency of some of the youth who hailed from the nation’s poorest neighborhoods and show how the right public policies might help break the cycle of disadvantage.

*Coming of Age in the Other America* illuminates the profound effects of neighborhoods on impoverished families. The authors conducted in-depth interviews and fieldwork with 150 young adults, and found that those who had been able to move to better neighborhoods—either as part of the Moving to Opportunity program or by other means—achieved much higher rates of high school completion and college enrollment than their parents. About half the youth surveyed reported being motivated by an “identity project”—or a strong passion such as music, art, or a dream job—to finish school and build a career.

Yet the authors also found troubling evidence that some of the most promising young adults often fell short of their goals and remained mired in poverty. Factors such as neighborhood violence and family trauma put these youth on expedited paths to adulthood, forcing them to shorten or end their schooling and find jobs much earlier than their middle-class counterparts. Weak labor markets and subpar postsecondary educational institutions, including exploitative for-profit trade schools and under-funded community colleges, saddle some young adults with debt and trap them in low-wage jobs. A third of the youth surveyed—particularly those who had not developed identity projects—were neither employed nor in school. To address these barriers to success, the authors recommend initiatives that help transform poor neighborhoods and provide institutional support for the identity projects that motivate youth to stay in school. They propose increased regulation of for-profit schools and increased college resources for low-income high school students.

*Coming of Age in the Other America* presents a sensitive, nuanced account of how a generation of ambitious but underprivileged young Baltimoreans has struggled to succeed. It both challenges long-held myths about inner-city youth and shows how the process of “social reproduction”—where children end up stuck in the same place as their parents—is far from inevitable.
Today, over 75 percent of high school seniors aspire to graduate from college. However, only one-third of Americans hold a bachelor’s degree, and college graduation rates vary significantly by race/ethnicity and parental socioeconomic status. If most young adults aspire to obtain a college degree, why are these disparities so great? In From High School to College, Charles Hirschman analyzes the period between leaving high school and completing college for nearly 10,000 public and private school students across the Pacific Northwest.

Hirschman finds that although there are few gender, racial, or immigration-related disparities in students’ aspirations to attend and complete college, certain groups succeed at the highest rates. For example, he finds that women achieve better high school grades and report receiving more support and encouragement from family, peers, and educators. They tend to outperform men in terms of preparing for college, enrolling in college within a year of finishing high school, and completing a degree. Similarly, second-generation immigrants are better prepared for college than first-generation immigrants, in part because they do not have to face language barriers or learn how to navigate the American educational system.

Hirschman also documents that racial disparities in college graduation rates remain stark. In his sample, 35 percent of white students graduated from college within seven years of completing high school, compared to only 19 percent of black students and 18 percent of Hispanic students. Students’ socioeconomic origins—including parental education and employment, home ownership, and family structure—account for most of the college graduation gap between disadvantaged minorities and white students. Further, while a few Asian ethnic groups have achieved college completion rates on par with whites, such as Chinese and Koreans, others, whose socioeconomic origins more resemble those of black and Hispanic students, such as Filipinos and Cambodians, also lag behind in preparedness, enrollment, and graduation from college.

With a growing number of young adults seeking college degrees, understanding the barriers that different students encounter provides vital information for social scientists and educators. From High School to College illuminates how gender, immigration, and ethnicity influence the path to college graduation.
Students and the public routinely consult various published college rankings to assess the quality of colleges and universities and easily compare different schools. However, many institutions have responded to the rankings in ways that benefit neither the schools nor their students. In *Engines of Anxiety*, sociologists Wendy Espeland and Michael Sauder delve deep into the mechanisms of law school rankings, which have become a top priority within legal education. Based on a wealth of observational data and over 200 in-depth interviews with law students, university deans, and other administrators, they show how the scramble for high rankings has affected the missions and practices of many law schools.

*Engines of Anxiety* tracks how rankings, such as those published annually by the *U.S. News & World Report*, permeate every aspect of legal education, beginning with the admissions process. The authors find that prospective law students not only rely heavily on such rankings to evaluate school quality, but also internalize rankings as expressions of their own abilities and flaws. For example, they often view rejections from “first-tier” schools as a sign of personal failure. The rankings also affect the decisions of admissions officers, who try to balance admitting diverse classes with preserving the school’s ranking, which is dependent on factors such as the median LSAT score of the entering class. Espeland and Sauder find that law schools face pressure to admit applicants with high test scores over lower-scoring candidates who possess other favorable credentials.

*Engines of Anxiety* also reveals how rankings have influenced law schools’ career service departments. Because graduates’ job placements play a major role in the rankings, many institutions have shifted their career-services resources toward tracking placements, and away from counseling and network-building. In turn, law firms regularly use school rankings to recruit and screen job candidates, perpetuating a cycle in which highly ranked schools enjoy increasing prestige. As a result, the rankings create and reinforce a rigid hierarchy that penalizes lower-tier schools that do not conform to the restrictive standards used in the rankings. The authors show that as law schools compete to improve their rankings, their programs become more homogenized and less accessible to non-traditional students.

The ranking system is considered a valuable resource for learning about more than 200 law schools. Yet, *Engines of Anxiety* shows that the drive to increase a school’s rankings has negative consequences for students, educators, and administrators and has implications for all educational programs that are quantified in similar ways.
The American system of higher education includes over 5,000 degree granting institutions, ranging from small for-profit technical training schools up to the nation’s elite liberal arts colleges and research universities. Over 20 million students are enrolled, with federal, state, and local governments spending almost 3 percent of GDP on higher education. Yet how can we evaluate the effectiveness of such a large, fragmented system? Are students being adequately prepared for today’s labor market? Is the system accessible to all? Are new business methods contributing to greater efficiency and better student outcomes? In *Higher Education Effectiveness*, editors Steven Brint and Charles Clotfelter and a group of higher education experts address these questions with new evidence and insights regarding the effectiveness of U.S. higher education.

Beginning with the editors’ authoritative introduction, the contributors assess the effectiveness of U.S. higher education at the national, state, campus, and classroom levels. Several focus on the effects of the steep decline in state funding in recent years, which has contributed to rising tuition at most state universities. Steven Hemelt and David Marcotte find that the financial burdens of attendance, even at public institutions, is a significant and growing impediment for students from low-income families. John Witte, Barbara Wolfe, and Sara Dahill-Brown analyze 36 years of enrollment trends at the University of Wisconsin, Madison, and find increased enrollment of upper-income students, suggesting widening inequality of access.

James Rosenbaum and his co-authors examine the effectiveness of “college for all” policies and find that on a wide range of economic and job satisfaction measures, holders of sub-baccalaureate credentials outperform those who start but do not complete four-year colleges. Two papers—by Kevin Dougherty and coauthors and Michael Kurlaender and coauthors—find that the use of new regulatory mechanisms such as performance funding and rating systems are plagued by unintended consequences that can provide misleading measures of institutional effectiveness. Lynn Reimer and co-authors examine the effectiveness of the “promising practices” in STEM education (science, technology, engineering, and mathematics) promoted by the National Academy of Sciences, and find that they can increase completion rates among low-income, first-generation, and underrepresented students.

Expanding college access and effectiveness is a key way to promote economic mobility. The important findings in this issue illuminate the strengths and weaknesses of the U.S. system of higher education and suggest new avenues for improving student outcomes.
quality of opportunity—the idea that everyone should have the same chance at success, regardless of family background—has long been a bedrock American belief. Yet, as economic inequality has increased over the last several decades, it has become harder for many to climb the economic ladder. This issue of *RSF*, edited by Katharine Bradbury and Robert K. Triest of the Federal Reserve Bank of Boston, brings together a distinguished group of the nation’s leading social scientists to examine the extent of and the barriers to opportunity that exist today.

Several contributors investigate how rising inequality in parental investments in children, lack of public resources for low-income families, and the high cost of postsecondary education limit the futures of many. Janet L. Yellen, Chair of the Federal Reserve Board, reviews trends in income and wealth inequality since the 1980s and shows how lack of access to key resources such as high-quality childhood education, affordable college, private business ownership, and inheritances for those in the lower half of the wealth distribution has significantly restricted economic opportunity in the U.S. Isabel Sawhill and Richard Reeves find that the socioeconomic status of one’s parents strongly predicts where one will end up on the income ladder, particularly for those at the very bottom and top of the income distribution. Timothy Smeeding shows that black men, children of never-married mothers, and children of parents lacking high school diplomas are likely to both begin life in the bottom quartile of the income distribution and remain there as adults.

Other contributors explore how inequality of opportunity begins in childhood, where family conditions and neighborhood quality influence children’s life outcomes. Katherine Magnuson and Greg Duncan show that even prior to kindergarten, low-income children lag behind their affluent peers in math and reading skills, in part because they lack access to high-quality preschool education. Greg Duncan and Richard Murnane find that affluent children’s advantages are further amplified during their school years, in part because their parents invest more time and resources in their educational and extra-curricular activities. They also show that increased residential segregation has led to higher concentrations of children with behavioral problems in low-income areas, which negatively affects their classmates’ ability to learn. Patrick Sharkey reviews research on the correlation between child neighborhood conditions and adult economic outcomes and confirms that the longer low-income children reside in bad neighborhoods, the more their disadvantages are compounded.

This issue of *RSF* offers new insights into how, despite our persistent belief in the American Dream, economic opportunity and mobility have stagnated for a growing number of citizens.
In recent years, immigration has been an issue in most U.S. national elections, sparking heated debate across the political spectrum. But how do immigrants themselves make sense of and participate in U.S. politics? In this issue of RSF, editors James McCann and Michael Jones-Correa and an interdisciplinary team of leading immigration scholars examine political engagement among Latinos. The eleven articles in this issue analyze data from a survey of the Latino population during the 2012 presidential campaign and focus on the political activity of both native-born and immigrant Latinos—including the undocumented.

Several articles examine the incorporation of the foreign-born into American politics. Katharine Donato and Samantha Perez track differences in Latinos’ political ideologies by gender and find that among new immigrants, women tend to hold more conservative political views than men. However, after living in the U.S. for five years, Latinas report themselves as more liberal; after fifteen years of U.S. residence, Latino men view themselves as more conservative. Frank D. Bean and Susan K. Brown show that due to “membership exclusion”—or significant relegation to the margins of society—undocumented immigrants have less political knowledge than those with green cards or driver’s licenses, regardless of how long they have resided here. Melissa Michelson explores how politicians’ expanded outreach to Latino communities during the 2012 election season helped reverse a decades-long trend of declining trust in the government among Latinos.

Other articles compare the political behavior of Latinos to that of other ethnic groups. Jan Leighley and Jonathan Nagler find that while the demographic patterns central to predicting whites’ political engagement—such as income and education levels—do not predict Latinos’ voting turnout, increased political outreach to Latinos has led to greater turnout. Leonie Huddy, Lilliana Mason, and Nechama Horwitz find that, similar to African Americans, Latino immigrants who both strongly identify with a minority group (in this case, Hispanic) and perceive discrimination against that group are more likely to align themselves with the Democratic Party.

With Latinos constituting an increasing percentage of the population, understanding how and when they participate in our political system is vital for policymakers, scholars, and advocates. The analyses in this issue of RSF provide contribute to our understanding of how immigrants and their descendants navigate American democracy.
Race, Class, and Affirmative Action

SIGAL ALON

“This provocative book based on a rigorous study of current and historical trends in the United States and internationally raises serious questions and challenges for either race or class-based affirmative action policies. Bringing a timely and compelling perspective to the debate, Sigal Alon convincingly demonstrates what the most equitable admission solutions are for today.”—Barbara Schneider, Michigan State University

No issue in American higher education is more contentious than that of race-based affirmative action. In light of the ongoing debate around the topic and recent Supreme Court rulings, affirmative action policy may be facing further changes. As an alternative to race-based affirmative action, some analysts suggest affirmative action policies based on class. In Race, Class, and Affirmative Action, sociologist Sigal Alon studies the race-based affirmative action policies in the United States and the class-based affirmative action policies in Israel. Alon moves past political talking points to offer an innovative, evidence-based perspective on the merits and feasibility of different designs of affirmative action.

SIGAL ALON is an associate professor in the Department of Sociology and Anthropology at Tel-Aviv University.
**Fear, Anxiety, and National Identity**  
*Immigration and Belonging in North America and Western Europe*

**NANCY FONER** and **PATRICK SIMON**, editors

Fifty years of large-scale immigration has brought significant ethnic, racial, and religious diversity to North America and Western Europe, but has also prompted hostile backlashes. In *Fear, Anxiety, and National Identity*, a distinguished multidisciplinary group of scholars examine whether and how immigrants and their offspring have been included in the prevailing national identity in the societies where they now live and to what extent they remain perpetual foreigners in the eyes of the long-established native-born. What specific social forces in each country account for the barriers immigrants and their children face, and how do anxieties about immigrant integration and national identity differ on the two sides of the Atlantic?

With immigration to North America and Western Europe a continuing reality, each region will have to confront anti-immigrant sentiments that create barriers for and threaten the inclusion of newcomers. *Fear, Anxiety, and National Identity* investigates the multifaceted connections among immigration, belonging, and citizenship, and provides new ways of thinking about national identity.

**NANCY FONER** is Distinguished Professor of Sociology at Hunter College and the Graduate Center of the City University of New York.  
**PATRICK SIMON** is Director of Research at the Institut national d’études démographiques (National Institute for Demographic Studies).
**Beyond Obamacare**

**Life, Death, and Social Policy**

**JAMES S. HOUSE**

“In this beautifully written book, James House provides a carefully reasoned, empirically grounded analysis of why universal health care, though long overdue, is still insufficient to move Americans closer to the health profile enjoyed by citizens of other wealthy nations. *Beyond Obamacare* is must reading for everyone who wants to see a healthier, more socially just America.”—Sherman A. James, Duke University

Health care spending in the United States today is approaching 20 percent of GDP, yet levels of U.S. population health have been declining for decades relative to other wealthy—and even some developing—nations. How is it possible that the United States, which spends more than any other nation on health care and insurance, now has a population markedly less healthy than those of many other nations? Sociologist and public health expert James S. House analyzes this paradoxical crisis, offering surprising new explanations for how and why the United States has fallen into this trap. *Beyond Obamacare* looks past partisan debates to show how cost-efficient and effective health policies begin with more comprehensive social policy reforms.

**JAMES S. HOUSE** is Angus Campbell Distinguished University Professor Emeritus of Survey Research, Public Policy, and Sociology at the University of Michigan, Ann Arbor.

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**Too Many Children Left Behind**

**The U.S. Achievement Gap in Comparative Perspective**

**BRUCE BRADBURY, MILES CORAK, JANE WALDFOGEL, and ELIZABETH WASHBROOK**

“It’s easy to think that the large achievement gap between rich and poor students in the United States is an immutable pattern, but the careful cross-national analysis in *Too Many Children Left Behind* suggests the opposite. The book’s detailed comparison of patterns of educational inequality in four countries demonstrates clearly that social and educational policies can help to equalize children’s opportunities for educational success.”—Sean F. Reardon, Stanford University

In *Too Many Children Left Behind*, an international team of social scientists assesses how social mobility varies in the U.S. compared with Australia, Canada, and the United Kingdom. The authors show that the academic achievement gap between disadvantaged American children and their more advantaged peers is far greater than in other wealthy countries, with serious consequences for their future life outcomes.

**BRUCE BRADBURY** is associate professor at the Social Policy Research Centre at the University of New South Wales, Australia. **MILES CORAK** is professor of economics at the Graduate School of Public and International Affairs at the University of Ottawa. **JANE WALDFOGEL** is professor of social work and public affairs at the Columbia University School of Social Work and visiting professor at the Centre for Analysis of Social Exclusion at the London School of Economics and Political Science. **ELIZABETH WASHBROOK** is lecturer in Quantitative Methods for Education at the Graduate School of Education and a member of the Centre for Multilevel Modelling at the University of Bristol, United Kingdom.
Gender and International Migration
From the Slavery Era to the Global Age

KATHARINE M. DONATO and DONNA GABACCIA

“In this well-researched, ambitious book Katharine Donato and Donna Gabaccia document previously undocumented patterns of women’s migration historically and across nations. Gender and International Migration is a tour de force and indispensable reading for anyone interested in gender and migration.”—Susan Eckstein, Boston University

In Gender and International Migration, sociologist and demographer Katharine Donato and historian Donna Gabaccia evaluate the historical evidence to show that women have been a significant part of migration flows for centuries. The first scholarly analysis of gender and migration over the centuries, Gender and International Migration demonstrates that variation in the gender composition of migration reflect not only the movements of women relative to men, but larger shifts in immigration policies and gender relations in the changing global economy.

KATHARINE M. DONATO is professor and chair of sociology at Vanderbilt University.
DONNA GABACCIA is professor of history in the Department of Historical and Cultural Studies at the University of Toronto-Scarborough.

The Asian American Achievement Paradox

JENNIFER LEE and MIN ZHOU

“Why do Asian Americans do so well? Jennifer Lee and Min Zhou provide a theoretically rich and empirically based answer to this question that goes beyond easy stereotypes of Tiger Moms and Confucian values. Their nuanced, convincing argument points to the selectivity of immigrants, the nature of the ethnic community and the reception of Asian Americans by others. Drawing from both sociology and psychology, this smart book should change the national understanding of this important group. This clear, intelligent, and sympathetic book should be required reading for all Americans.”—Mary C. Waters, Harvard University

In The Asian American Achievement Paradox, sociologists Jennifer Lee and Min Zhou offer a compelling account of the academic achievement of the children of Asian immigrants. Drawing on in-depth interviews with the adult children of Chinese immigrants and Vietnamese refugees and survey data, Lee and Zhou bridge sociology and social psychology to explain how immigration laws, institutions, and culture interact to foster high achievement among certain Asian American groups. An insightful counter to notions of culture based on stereotypes, The Asian American Achievement Paradox offers a deft and nuanced understanding how and why certain immigrant groups succeed.

JENNIFER LEE is professor of sociology at the University of California, Irvine.
MIN ZHOU is professor of sociology at Nanyang Technological University, Singapore, and the University of California, Los Angeles.
**Labor’s Love Lost**  
The Rise and Fall of the Working-Class Family in America  
ANDREW J. CHERLIN

“America's top scholar of families has given us a masterful and sobering overview of the changing fate of the working class. Their relational standards for marriage sound ever more middle class, while their nonmarital births and unstable relationships are reminiscent of patterns limited to the poor decades ago.”—Paula England, New York University

In *Labor’s Love Lost*, noted sociologist Andrew Cherlin offers a new historical assessment of the rise and fall of working-class families in America, demonstrating how momentous social and economic transformations have contributed to the collapse of this once-stable social class and what this seismic cultural shift means for the nation’s future.

ANDREW J. CHERLIN is the Benjamin H. Griswold III Professor of Public Policy in the Department of Sociology at the Johns Hopkins University.

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**The Long Shadow**  
Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood  
KARL ALEXANDER, DORIS ENTWISLE, and LINDA OLSON

“The Long Shadow profoundly challenges our understanding of schooling in the lives of disadvantaged urban children, black and white. They and their more privileged classmates are followed from first grade into young adulthood. Numerous policy-relevant observations emerge, including the persistence of first grade inequalities and the recurrence of summer setbacks in learning. This is an essential book for all who care about children’s education.”—Glen H. Elder, Jr., University of North Carolina at Chapel Hill

In stark contrast to the image of a perpetual “urban underclass” depicted in television by shows like *The Wire*, sociologists Karl Alexander, Doris Entwisle, and Linda Olson present a more nuanced portrait of Baltimore’s inner city residents that employs important new research on the significance of early-life opportunities available to low-income populations. Combining original interviews with Baltimore families, teachers, and other community members with the empirical data gathered from the authors’ groundbreaking twenty-five-year study, *The Long Shadow* unravels the complex connections between socioeconomic origins and socioeconomic destinations to reveal a startling and much-needed examination of who succeeds and why.

KARL ALEXANDER is John Dewey Professor of Sociology at Johns Hopkins University.  
The late DORIS ENTWISLE was Research Professor in Sociology at Johns Hopkins University.  
LINDA OLSEN is associate research scientist at Johns Hopkins University.
Private Equity at Work
When Wall Street Manages Main Street
EILEEN APPELBAUM and ROSEMARY BATT

"Private Equity at Work is the first comprehensive examination of private equity—its history, economic performance, and social consequences, especially for employees. The authors cast a gimlet eye on private equity’s business model, whose shortcomings are dissected with razor-sharp analysis. The material is timely and original. It includes detailed case studies as well as proposals to better regulate this invisible but omnipresent industry.”—Sanford M. Jacoby, U.C.L.A.


Choosing Homes, Choosing Schools
ANNETTE LAREAU and KIMBERLY GOYETTE, editors

“An outstanding volume with contributions from prominent scholars that provides a detailed accounting of how residential and school sorting processes are intricately linked. The central theme is that residential segregation directly contributes to educational inequality, which in turn reinforces segregation when affluent (often white) families seek to avoid poor and minority schools.”—John Iceland, Penn State University


The Color Bind
Talking (and Not Talking) About Race at Work
ERIC A GABRIELLE FOLDY and TAMARA R. BUCKLEY

“The Color Bind will help people in organizations and institutions break the unbearable silence about race and culture. It tackles the basic belief that silence about race makes it less present but as the authors eloquently argue we end up in a color bind. The growth experience of the teams in this book illustrates how with courage we can build understanding and trust across race and culture.”—Stella Nkomo, University of Pretoria

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Immigration, Poverty, and Socioeconomic Inequality
DAVID CARD and STEVEN RAPHAEL, editors

“What has been the role of immigration in the widening of socioeconomic inequality? What have been the main modes of intergenerational mobility over time, between groups, and in different regions of the country? What sorts of public policies ameliorate, or exacerbate, such extraordinarily complex problems? This superb volume brings together leading economists and other social scientists to provide some of the most rigorous answers to these questions to date.”—Rubén G. Rumbaut, University of California, Irvine

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Invisible Men
Mass Incarceration and the Myth of Black Progress
BECKY PETTIT

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**Whither Opportunity?**

Rising Inequality, Schools, and Children's Life Chances

GREG J. DUNCAN and RICHARD J. MURNAH, editors

"Whither Opportunity? examines in detail and from all conceivable angles the power of class to determine the developmental fate of America’s children. All of this adds up to a new and troubling examination of the ways in which income inequality is pressing the nation’s children, youth, neighborhoods, schools, and families. I don’t often use the overworked phrase, ‘must read,’ but it most definitely applies to this book.”—Katherine S. Newman, Johns Hopkins University

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**The Rise of Women**

The Growing Gender Gap in Education and What It Means for American Schools

THOMAS A. DIPRETE and CLAUDIA BUCHMANN

“A fascinating inquiry into why the gender gap in educational attainment has reversed with women now more likely than men to be college-educated. Thomas DiPrete and Claudia Buchman show that the gender gap in achievement and effort (favoring girls) begins as early as kindergarten. One field of study is stubbornly resistant to change—females still do not major in the physical sciences and engineering. More than any other book on the market, this comprehensive assessment helps us understand the ‘big picture’ of educational change and gender inequality.”—Suzanne M. Bianchi, U.C.L.A.

Winner of the Otis Dudley Duncan Award


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**The American Non-Dilemma**

Racial Inequality Without Racism

NANCY DITOMASO

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