

Sean J. Drake

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EDUCATION

University of California, Irvine

Doctoral Candidate, Sociology

Advanced to candidacy July 2015; Expected graduation June 2017

Qualifying Exam Fields: Race and Ethnicity; Sociology of Education

Dissertation:

Academic Segregation and the Criminalization of Failure: Unequal Schooling and Racial Disparity in an Integrated, Affluent Community

Abstract:

In 1954, the U.S. Supreme Court ruled that a system of “separate but equal” schools for Blacks and Whites was “inherently unequal,” thus ending de jure segregation in American schools. Racial segregation, however, persists in American schools. While researchers have linked the continued segregation of schools to the racial and class segregation of neighborhoods, school segregation also exists within neighborhoods. Drawing on over two years of fieldwork at two dissimilar high schools, I unveil the institutional practices that result in school segregation in an affluent, racially diverse Southern California suburb. A nationally-ranked, elite comprehensive high school supports an unforgiving *institutional success frame* by jettisoning low-performing students to a neighboring continuation school, where the enrollment is disproportionately Black, Latino, and working-class. Moreover, the success frame provides a rationale for institutional actors to legitimize and justify the segregation. At the continuation school, students experience the *criminalization of failure*: they encounter fences and gates that restrict their movement, armed police patrol, and a curriculum that disqualifies them from direct enrollment in a 4-year college. I discuss theoretical implications of my ethnographic findings, and argue that the institutional success frame results in *academic segregation* and reproduces racial inequality, even in an integrated, affluent community.

Dissertation Committee:

Jennifer Lee (chair), David Snow, Jacob Avery, Gilberto Conchas

University of California, Irvine

M.A., Sociology, 2015

Stanford University

B.A. (*with honors*), Psychology, 2007

RESEARCH INTERESTS

Race and Ethnicity; Schools and Education; Immigration; Amateur and Professional Sports; Qualitative Methods

PUBLICATIONS

Drake, S. (Forthcoming). “Academic Segregation and the Institutional Success Frame: Unequal Schooling and Racial Disparity in an Integrated, Affluent Community.” *Journal of Ethnic and Migration Studies*.

Lee, J., **Drake, S.,** & Zhou, M. (Forthcoming). “The Asian F: The Racialization of Achievement”. *Education & Society*, University of California Press, Thurston Domina, Benjamin Gibbs, Lisa Nunn, and Andrew Penner, eds.

Drake, S., Conchas, G. Q., Oseguera, L. (2015). “I am not the stereotype”: How an academic club in an urban school empowered black male youth to succeed. In G. Q. Conchas & M. A. Gottfried (Eds.), *Inequality, power, and school success: Case studies on racial disparity and opportunity in education* (pp. 62-82). New York, NY: Routledge.

Drake, S., Conchas, G. Q., Hinga, B. M., & Gottfried, M. A. (2015). Introduction. In G. Q. Conchas & M. A. Gottfried (Eds.), *Inequality, power, and school success: Case studies on racial disparity and opportunity in education* (pp. 1-14). New York, NY: Routledge.

Lin, A. R., **Drake, S.,** & Conchas, G. Q. (2015). “Conceptualizing disparity and opportunity in education as a racial project: A comparative perspective.” In G. Q. Conchas & M. A. Gottfried (Eds.), *Inequality, power, and school success: Case studies on racial disparity and opportunity in education* (pp. 15-40). New York, NY: Routledge.

Conchas, G. Q., Lin, A. R., Oseguera, L., & **Drake, S. J.** (2014). “Superstar or scholar? African American youth’s perceptions of opportunity in a time of change.” *Urban Education*, 1-29.

Conchas, G. Q. & **Drake, S. J.** (2011). “From truancy and alienation to school fluency and graduation: Increasing student engagement by bridging institutions.” *University of California Center for Latino Policy Research (eScholarship)*.

Under Review

Drake, S. “The Criminalization of Mediocrity: Manufacturing Academic Failure in an Affluent Suburb.”

In Progress

Drake, S. “The Model Majority: Asian Ethnoracial Capital, the Racialization of Achievement, and Assimilation in Reverse.” To be submitted to *Ethnic and Racial Studies*.

Drake, S. “Phased Access: Negotiating Entrée as an Ethnographer in Protected Settings” To be submitted to *Journal of Contemporary Ethnography*.

Drake, S. “College or Bust? Toward a Desegregated, Destigmatized Education for all Students.” To be submitted to *Journal of Education for Students Placed At Risk*.

Book Manuscripts in Progress

Conchas, G., Drake, S., Lin, A., & Oseguera, L. "The Preconditions of Academic Success and Failure: Race, Relationships, and Resources in Education"

PRESENTATIONS AT PROFESSIONAL MEETINGS

- 2016 "*Academic Segregation and the Institutional Success Frame: Unequal Schools and Racial Disparity in an Integrated, Affluent Community.*" Presented at the 2016 Conference of Ford Fellows hosted by the National Academy of Sciences, Washington, DC, September 22–24
- 2016 "*Academic Apartheid: School Segregation and Racial Disparity in an Integrated, Affluent Community.*" Presented at the 2016 Annual Meeting of the American Sociological Association, Seattle, WA, August 20–23
- 2015 "*Academic Apartheid: Racializing Achievement and Criminalizing Failure in a Context of New Diversity.*" Presented at the 2015 Annual Meeting of the American Sociological Association, Chicago, IL, August 22–25
- 2015 "*I Just Want to Change My Stereotype So Bad*": *How an Academic Club in an Urban School Empowered Black Male Youth to Succeed.*" Presented at the Critical Questions in Education Conference hosted by the Academy for Education Studies, San Diego, CA, February 16–18
- 2014 "*The Model Majority: How Achievement and Ethnoracial Diversity in High Schools Destabilize the Racial Order.*" Presented at the Urban Ethnography Project Conference hosted by Elijah Anderson, Yale University, April 11–12

INVITED PRESENTATIONS

- 2016 "*Mentoring Diverse Students: Lessons from the DECADE PLUS Program*" Presented at the 2016 Fall Training Retreat for the UC Irvine School of Social Sciences First Generation – First Quarter Challenge Program, UC Irvine, September 13
- 2015 "*Mentoring Across Differences: Awareness, Belief, and Communication*" Presented during the 2015 Mentoring Excellence Program, UC Irvine, October 29

HONORS AND AWARDS

- 2016–2017 Ford Foundation Dissertation Fellowship
- 2016– UC Irvine Sociology Department Summer Research Grant (\$1,100)
- 2014– Yale University Urban Ethnography Project Junior Fellowship
- 2015 UC Irvine Sociology Department Summer Research Grant (\$1,100)
- 2014–2015 UC Irvine Faculty Mentor Program Fellow
- 2014 Ford Foundation Predoctoral Fellowship (honorable mention)
- 2014 UC Irvine School of Social Sciences Associate Dean's Fellowship
- 2014 UC Irvine Sociology Department Summer Research Grant (\$1,400)
- 2014 UC Irvine Mentor Excellence Program Certificate of Completion
- 2013 Ford Foundation Predoctoral Fellowship (honorable mention)

2003–2006 Stanford University Dean’s List (multiple academic quarters)

PROFESSIONAL SERVICE

2015–2016 Lead Mentor, UC Irvine Diverse Educational Community and Doctoral Experience: Partnering in Leadership for Undergraduate Students (DECADE PLUS) Program

2014–2015 Mentor, UC Irvine Diverse Educational Community and Doctoral Experience: Partnering in Leadership for Undergraduate Students (DECADE PLUS) Program

2014– UC Irvine Advisory Council on Diversity

2014– UC Irvine Social Sciences Dean’s Fellowship Advisory Committee

TEACHING, MENTORING, AND OTHER WORK EXPERIENCE

2010–2016 **Teaching Assistant** University of California, Irvine

Race & Ethnicity (SOCIOL 167AW/148W)
Ethnic & Immigrant America (SOCIOL 68A / CHC/LAT 65)
The New Second Generation – Sociology Majors Seminar (SOCIOL 180A)
Introduction to Racial and Ethnic Politics (POL SCI 61 / CHC/LAT 64)
Introduction to Sociocultural Anthropology (ATH 2A)
Introduction to Biological Anthropology (ATH 2B)
Adolescent Development (EDUC 108)
Foundations of Education (EDUC 175)
Outcomes of Schooling and Student Assessment (EDUC 202)
Critical Assessment of Teaching Practice and Learning (EDUC 205)

09/11–06/12 **Graduate Student Researcher** University of California, Irvine
Coded and amalgamated the results from dozens of studies to reach more general conclusions about the nature of early childcare program effects on socioeconomically disadvantaged children.

2007–2010 **Assistant Teacher** Bing Nursery School, Stanford University

06/05–08/05 **Laboratory Assistant** Dept. of Psychology, Stanford University
Collected data through in-depth, face-to-face interviews. Transcribed interviews verbatim and coded responses for emergent themes.

PROFESSIONAL MEMBERSHIPS

American Sociological Association
American Education Research Association