

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 Apartheid: School Segregation and the Criminalization of Failure in an Integrated, Diverse, and 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 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. At the continuation school, students are criminalized: 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 apartheid 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

- 2015 **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.
- 2015 **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.
- 2015 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.
- 2014 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. (peer reviewed)
- 2011 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)*. (peer reviewed)

Under Review

Drake, S. "Academic Apartheid and the Institutional Success Frame: School Segregation in an Integrated, Affluent Community." Under Review at *Sociology of Education*.

Papers in Progress

Drake, S. "Students Behind Bars: The Criminalization of Failure in an Affluent Suburb." To be submitted to *American Sociological Review*.

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

Drake, S. “The Model Majority: Asian Ethnoracial Capital and the Racialization of Achievement” To be submitted to *Social Forces*.

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

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

- 2015 “*Academic Segregation: Racializing Achievement and Criminalizing Failure in a Context of New Diversity.*” Presented at the 2015 American Sociological Association Annual Meeting, 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 Conference hosted by Elijah Anderson, Yale University, April 11–12

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 Chancellor’s Excellence Scholarship Program
- 2014–2015 Mentor, UC Irvine Chancellor’s Excellence Scholarship Program
- 2014– UC Irvine Graduate Dean’s 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 (SOCIOLOGICAL 167AW/148W)
Ethnic & Immigrant America (SOCIOLOGICAL 68A / CHC/LAT 65)
The New Second Generation – Sociology Majors Seminar (SOCIOLOGICAL 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)

06/12–08/15 **Lead Mentor** University of California, Irvine
Mentored underrepresented minority, first-generation, and socioeconomically disadvantaged undergraduate students participating in UC Irvine’s 2012, 2013, 2014, and 2015 Summer Research and Graduate Preparation programs. Mentoring covered the graduate school application process including help with drafts of application statements and research proposals. Mentoring also included advice on all aspects of life as a graduate student, and participation in several workshops and panels on the graduate school application process and research methodology.

09/11–06/12 **Graduate Student Researcher** University of California, Irvine
Worked on a meta-analysis project that involving a multi-university team creating a meta-analytic database that synthesized four decades of program evaluation research relevant to children from the prenatal period to age five. 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
Extrapolated and collated data in Dr. Hazel Markus’s cultural psychology laboratory. Trained to screen subjects over the phone for eligibility in a research study. Collected data through in-depth, face-to-face interviews. Used the *Diagnostic and Statistical Manual of Mental Disorders* to increase the accuracy of data entry and to understand shorthand notes written about interviews by other research assistants and doctoral candidates. Transcribed interviews verbatim and coded responses for emergent themes.

PROFESSIONAL MEMBERSHIPS

American Sociological Association

American Education Research Association