

PRUDENCE L. CARTER
CURRICULUM VITAE

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EDUCATION

Columbia University	PhD	Sociology	1999
Columbia University	M Phil	Sociology	1997
Columbia University, Teachers College	MA	Sociology and Education	1995
Brown University	Sc.B.	Applied Mathematics and Economics	1991

EMPLOYMENT

Sarah and Joseph Jr. Dowling Professor, Department of Sociology, Brown University, 2021–
Peltz Ruttenberg Family Director, Center for the Study of Race and Ethnicity (CSREA), 2024–

PREVIOUS EMPLOYMENT

Dean and Professor, Graduate School of Education, University of California, Berkeley, 2016–2021

E. H. and Mary E. Pardee Professor, University of California, Berkeley, 2019–2021

Jacks Family Professor of Education and Professor of Sociology (by courtesy), Stanford University, 2015–2016

Professor of Education and (by courtesy) Sociology, Stanford University, 2013–2015

Faculty Director, John W. Gardner Center for Youth and Their Communities, Stanford University, 2013–2016

Director, Research Institute of Comparative Studies in Race and Ethnicity (RICSRE), 2012–2014

Associate Professor of Education and (by courtesy) Sociology, Stanford University, 2007–2013

Co-Director, Stanford Center for Opportunity Policy in Education (SCOPE), 2008–2013

Associate Professor of Sociology, Harvard University, 2005–2007

Assistant Professor of Sociology, Harvard University, 2001–2005

Postdoctoral Fellow, Poverty Research and Training Center and Program for Research on Black Americans, University of Michigan, 1999–2001

Admission Officer, Brown University, Providence, RI, 1991–1993

PUBLICATIONS

Books

Carter, Prudence L., and Kevin G. Welner. (Eds.) (2013). *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*. New York: Oxford University Press.

Carter, Prudence L. (2012). *Stubborn Roots: Race, Culture, and Inequality in U.S. and South African Schools*. New York: Oxford University Press.

Carter, Prudence L. (2005). *Keepin' It Real: School Success beyond Black and White*. New York: Oxford University Press.

- 2007 Distinguished Book Award, Honorable Mention, Race, Class, and Gender Section, American Sociological Association
- 2006 Oliver Cromwell Cox Book Award, American Sociological Association
- 2005 C. Wright Mills Best Book Award Finalist, Society for the Study of Social Problems

Journal Articles and Manuscripts

Carter, Prudence L. and, Sana Sina. (under review). “Are All Christian Nationalists in the United States the Same? Racial, Religious, Ethnonationalist, and Political Viewpoints and Behaviors.”

Carter, Prudence L. (2024). “Presidential Address: Unrealized Integration in Education, Sociology, and Society.” *American Sociological Review* 88(6), 1– 25.

Carter, Prudence L. (2023). “16th Annual Brown Lecture in Education Research: ‘A Shade Less Offensive’: School Integration as Radical Inclusion in the Pursuit of Educational Equity.” *Educational Research* 52(7), 405–412.

Carter, Prudence L. (2022). “Epistemic and Social Diversity as Sociology’s Strengths.” *Critical Sociology*, 48(2), 205–210.

Nalini, Andrew, Hiro Yoshikawa, and **Prudence L. Carter.** (2021). “Social–Science–Based Pathways to Reduce Social Inequality in Youth Outcomes and Opportunities at Scale.” *Socius* (Special Collection on “Sociology’s Role in Responding to Inequality”). <https://doi.org/10.1177/23780231211020236>

- 2022 Society for Research on Adolescence Social Policy Article Publication Award

Lash, Cristina, Amanda Frye Leinhos, and **Prudence L. Carter.** (2020). “Research and Other Forms of Rhetoric in Media Coverage of Student Achievement,” *Teachers College Record*, 122(9), 1–32.

Russell, Susan Garnett and **Prudence L. Carter.** (2018). “When the Past is in the Present: The Paradox of Social Inclusion in South Africa and Rwanda.” *Sociology of Race and Ethnicity* 5(4), 547-551.

Carter, Prudence L. (2018). "Education's Limitations and Its Radical Possibilities." (Featured article). *Contexts*, 17(2), 22–27.

Carter, Prudence L. (2018). "The Multidimensional Problems of Educational Inequality Require Multidimensional Solutions." *Educational Studies*, 54(1), 1–16.

Carter, Prudence L., Russell Skiba, Mariella Arredondo and Mica Pollock. (2017). "You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Disparities." *Urban Education* 52(2), 207 –235.

Carter, Prudence L. (2016). "Educational Equality is a Multifaceted Issue: Why We Must Understand the School's Sociocultural Context for Student Achievement." *RSF: The Russell Sage Foundation Journal for the Social Sciences*, 2(5), 142–163.

Carter, Prudence L. (2015). "Educational Equity Demands Empathy." *Contexts*, 14(4), 76–78.

Carter, Prudence L. (2010). "Cultural Flexibility among Students in Different Racial and Ethnic School Contexts," *Teachers College Record* 112(6), 1529–1574.

Carter, Prudence L., Jakeya Caruthers, and Jesse Foster. (2010). "Knowing Their Lines: How Social Boundaries Undermine Equity-based Integration Policies in U.S. and South African Schools," *Perspectives in Education*, 27(4), 351–364.

Carter, Prudence L. (2009). "Equity and Empathy: Toward Racial Achievement and Equality in U.S. Schools in the Obama Era," *Harvard Educational Review*, 79(2), 287–297.

Warikoo, Natasha and **Prudence L. Carter.** (2009). "Cultural Explanations for Racial and Ethnic Stratification in Academic Achievement: A Call for a New and Improved Theory," *Review of Educational Research*, 79(1), 366–394.

Carter, Prudence L. (2006). "Straddling Boundaries: Identity, Culture, and School." *Sociology of Education*, 79(3), 304–328.

– Reprinted in *Schools and Society: A Sociological Approach to Education*, edited by Jeanne H. Ballantine and Joan Z. Spade. 3rd ed. Thousand Oaks, CA: Sage Publications, pp. 151–162, 2008.

– Reprinted in *The Structure of Schooling: Readings in the Sociology of Education*, edited by Richard Arum, Irene Beattie, and Karly Ford. 2nd ed. Belmont, CA: Sage Publications, Inc., pp.295–312, 2010.

Squires, Catherine, Laura Kohn Woods, Tabbye Chavous, and **Prudence L. Carter.** (2006). "Evaluating Responsibility and Agency in Gendered Violence: Black Youth Talk about Violence and Hip Hop." *Sex Roles*, 55 (11–12), 725–737.

Carter, Prudence L. (2004). "Beyond Ascription: Racial Identity, Culture, Schools, and Academic Achievement." *The Du Bois Review*, 1(2), 377–388.

Carter, Prudence L. (2003). "Black Cultural Capital, Status Positioning, and the Conflict of Schooling for Low-Income African American Youth." *Social Problems*, 50(1), 136–155.

Carter, Prudence L., Catherine Squires, and Sherrill Sellers. (2002). "Reflections on Race/Ethnicity, Class and Gender Inclusive Research," *African American Research Perspectives*, 8(1), 111–124.

Neckerman, Kathryn, **Prudence L. Carter**, and Jennifer Lee. (1999). "Segmented Assimilation and Minority Cultures of Mobility," *Ethnic and Racial Studies*, 22(6), 945–965.

Book Chapters

Carter, Prudence L. (2024). "The Multiple Lives and Ironies of the SAT." In *Higher Admissions: The Rise, Decline and Return of Standardized Testing*, by Nicholas Lemann. Princeton, NJ: Princeton University Press.

Carter, Prudence L. (2022). "Systemic Racism in Education Requires Multidimensional Solutions." *Systemic Racism in America: Sociological Theory, Education Inequality, and Social Change*, edited by Rashawn Ray and Hoda Mahmoudi, pp. 73–91. New York: Routledge Press.

Carter, Prudence L. and, Linda Darling-Hammond. (2016). "Teaching Diverse Learners." In the *Handbook on Research and Teaching* (5th ed.), edited by Courtney Bell and Drew Gitomer, pp. 593-638. Washington, D.C.: American Educational Research Association.

Carter, Prudence L. (2013). "(Im)permeable Boundaries: Why Integration into Affluent White-Majority Schools for Low-Income Minority Students Is Elusive." In *Children in Crisis: Ethnographic Studies in International Context*, edited by Manata Hashemi and Martín Sánchez-Jankowski, pp. 100–122. New York: Routledge Press.

Carter, Prudence L. (2013). "Student and School Cultures and the Opportunity Gap: Paying Attention to Academic Engagement and Achievement." In *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*, edited by Prudence L. Carter and Kevin G. Welner, pp. 143–157. New York: Oxford University Press.

Carter, Prudence L. (2013). "The Double Binds of Racial and Economic Inequality." In *Occupy the Future*, edited by David Grusky, Douglas McAdam, Robert Reich, and Debra Satz, pp. 65-80. Cambridge, MA: MIT Press.

Lichterman, Paul, **Prudence L. Carter**, and Michèle Lamont. (2009). "Race-bridging for Christ? Conservative Christians and Black-White Relations in Community Life." In *Evangelicals and Democracy in America*, Volume 1: Religion and Society, edited by Steven Brint and Jean Schroedel, pp: 187–220. New York: Russell Sage Foundation.

Carter, Prudence L. (2009). "Opportunities and Paradoxes: An Examination of Culture, Race and Group Incorporation in Post-Apartheid South African Schools." In *Thinking Diversity, Building Cohesion: A Transnational Dialogue on Education*, edited by Mokubung Nkomo and Saloshna Vandeyar, pp. 109–132. Amsterdam: Rozenberg Publishers.

Carter, Prudence L. (2008). "Don't Disparage Students' Own Cultural Codes: Rather, Help Them Become Fluent in Multiple Codes." In *Everyday Antiracism*, edited by Mica Pollock, pp. 107–111. New York: The New Press.

Carter, Prudence L. (2006). "Intersectional Identities: 'Acting White,' Gender and Achievement." In *Beyond Acting White: Reassessments and New Directions in Research on Black Students and School Success*, edited by Erin Horvat and Carla O'Connor, pp. 111–132. New York: Rowman and Littlefield.

Carter, Prudence L. (2001). "Between a 'Soft' and a 'Hard' Place: Issues of Gender Identity in the Schooling and Job Behaviors of Low-Income Minority Youth." In *Sociology Studies of Children and Youth*, edited by David Kinney, pp. 107–134. London: JAI Press.

ESSAYS, BOOK REVIEWS, REPORTS AND OTHER ARTICLES

Carter, Prudence L. (2025). "Cultural Flexibility in the Age of AI: Inequality, Opportunity, and the Future of Education." Concept Paper, Center for the Study of Race and Ethnicity in America, Brown University.
<https://drive.google.com/file/d/1jrb4dg6cUTXn0F71kBd5wfck4jalmTrg/view>

Carter, Prudence L. (2024). "Review Essay: US Dominant Achievement Ideology Fuels Inequality." *American Journal of Sociology*, 129(4), 1277–83.

Carter, Prudence L. (2023). Review of *Getting Something to Eat in Jackson: Race, Class, and Food in the American South* by Joseph Edwoozie, *Contemporary Sociology*, 52(6), 539–540.

Odim, Chinyere and **Prudence L. Carter.** (2023). "'Acting White' and Oppositional Culture in Education." *Oxford University Press Encyclopedia of African American Studies*.
<https://www.oxfordbibliographies.com/display/document/obo-9780190280024/obo-9780190280024-0123.xml>

Carter, Prudence L. (2022). Review of *Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students* by Anthony Jack, *Sociological Forum*, 37(3), 911–915.

Carter, Prudence L. and, Michael Merry (2021). "The Elephants in Classrooms, Schools and Society: Multiple Challenges and Recommendations for Educational Equity." White paper commissioned by the Spencer Foundation: Chicago. IL.

Carter, Prudence L., and R. Jay Wallace (2018). Report of the Chancellor's Commission on Free Speech. Berkeley, CA: University of California, Berkeley.

Carter, Prudence L. (2018). Review of *The Great Mistake: How We Wrecked Public Universities and How We Can Fix Them*, by Christopher Newfield, *British Journal of Sociology*, 69 (2), 493–498.

Carter, Prudence L., and Na'ilah Nasir (2017). "Reimagining Educational Research: A Conversation." *Berkeley Review of Education*, 7 (1), 141–147.

Carter, Prudence L. (2016). "Poor Schools Need to Encompass More than Instruction to Succeed." *The New York Times*, September 14.
<http://www.nytimes.com/roomfordebate/2016/09/14/is-school-reform-hopeless/poor-schools-need-to-encompass-more-than-instruction-to-succeed>, 14 September.

Carter, Prudence L. (2016). "Carter Comment on Downey and Condron." *Sociology of Education* 89(3), 225–226.

Carter, Prudence L., and sean f. reardon. (2014). "Inequality Matters." White paper commissioned by the William T. Grant Foundation and Ford Foundation. <http://wtgrantfoundation.org/FocusAreas#reducing-inequality>

Carter, Prudence L., Fine, Michelle, and Russell, Stephen (2014). "Discipline Disparities Series: Overview." Bloomington, IN: The Equity Project at Indiana University.

Carter, Prudence L., and Kevin Welner. (2013). "It's the Opportunity Gap, Stupid." *New York Daily News*, <http://www.nydailynews.com/opinion/opportunity-gap-stupid-article-1.1340946>, 13 May.

Carter, Prudence L. (2013). "Cultural Mainstreamers, Cultural Straddlers, and Non-Compliant Believers." In *Sociology of Education: An A-to-Z Guide*, edited by James Ainsworth, Thousand Oaks, CA: Sage Publications.

Carter, Prudence L. (2013). "Multicultural Navigators," in *Sociology of Education: An A-to-Z Guide*, edited by James Ainsworth. Thousand Oaks, CA: Sage Publications.

Carter, Prudence L. (2012). "School Busing Isn't Getting Any Simpler." *Melissa Harris-Perry's Blog*, MSNBC, October 15. <http://tv.msnbc.com/2012/10/15/school-busing-isnt-getting-any-simpler/>

Carter, Prudence L. (2012). Review of *Knowledge in the Blood: Confronting Race and the Apartheid Past*, by Jonathan Jansen. *History of Education Quarterly*, 52(3), 440–442.

Carter, Prudence L. (2012). "Culture of Poverty." In *Encyclopedia of Diversity in Education*, edited by James A. Banks. Thousand Oaks, CA: Sage Publications.

Carter, Prudence L. (2012). "At-Risk Students." In *Encyclopedia of Diversity in Education*, edited by James A. Banks, Thousand Oaks, CA: Sage Publications.

Baldwin-Clark, LaToya and **Prudence L. Carter.** (2012). "Social Reproduction." In *Encyclopedia of Diversity in Education*, edited by James A. Banks, Thousand Oaks, CA: Sage Publications.

Caruthers, Jakeya and **Prudence L. Carter.** (2012). "Intersectionality." In *Encyclopedia of Diversity in*

Education, edited by James A. Banks, Thousand Oaks, CA: Sage Publications.

Ivory, Tristan and **Prudence L. Carter**. (2012). "Cultural Reproduction." In *Encyclopedia of Diversity in Education*, edited by James A. Banks. Thousand Oaks, CA: Sage Publications.

Carter, Prudence L. (2011). "The Double Binds of Racial and Economic Inequality." *Boston Review*, December 3. http://www.bostonreview.net/BR36.6/prudence_carter_occupy_movement_future.php

Carter, Prudence L. (2011). "Putting the Horse Before the Cart: The Culture of Schooling." *EdCan*, Toronto, Canada: Journal of the Canadian Education Association.

Carter, Prudence L. (2009). "Longing to Lose the Skepticism: Race Relations and Educational Equity in the Obama Era," *Michigan Quarterly Review*, 48(3), 331–340.

Carter, Prudence L. (2008). "At-Risk Students," In *21st Century Education: A Reference Handbook*, edited by Thomas L. Good, Belmont, CA: Sage Publications.

Carter, Prudence L. (2005). Review of *Youth and Identity Politics in South Africa, 1990–199* by Sibusisiwe Nombuso Dlamini. *American Journal of Sociology*, 112(1), 322–323.

Carter, Prudence L. (2005). "Reflections on Essays on Culture, Identity, and Difference." In the *Blackwell Companion to the Sociology of Culture*, Newsletter of the Sociology of Culture Section, American Sociological Association, 19 (3), 4-5.

Carter, Prudence L. (2004). Review of *Race in the Schools: Perpetuating White Dominance?*, by Judith Blau. *Social Forces*, 83(1), 442–444.

Carter, Prudence L. (2004). Review of *Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education*, by Nancy Lopez. *American Journal of Sociology*, 110(2), 516–518.

Carter, Prudence L. (2004). "Reflections and Closing Commentary on the School Integration Colloquium." In *Reflections on School Integration*, edited by Mokubung Nkomo, Carolyn McKinney, and Linda Chisholm, Human Sciences Research Council: Pretoria, South Africa.

Carter, Prudence L. (2002). Review of *Embracing Race: Why We Need Race-Conscious Policies*, by Michele Moses. *American Journal of Education*, 112(5), 155–157.

Carter, Prudence L. (2002). Review of *Shades of White: White Kids and Racial Identities in High School*, by Pamela Perry. *Contemporary Sociology*, 32(2), 192–195.

Carter, Prudence L. (2000). "A Review: The Role of Race and Culture in the Academic and Social Attainment of African American Youth," *African American Research Perspectives*, 6(3), 65–73.

Carter, Prudence L., and Pamela Nadasen. (1994). "The Rallying Spirit of Black Women: A Conference in Review," *Race and Reason*, 1 (Autumn), 61–62.

Carter, Prudence L. (1991). "Let's Face Reality: An Approach to Educational," *The Kettering Exchange* (Summer/Fall), 11-14.

FELLOWSHIPS AND HONORS

Cox-Frazier-Johnson Distinguished Career Award, American Sociological Association, 2026

Teachers College Medal for Distinguished Service, Teachers College, Columbia University, 2026

Multicultural/Multiethnic Education SIG Carlos Vallejo Lifetime Achievement Award, American Education Research Association, 2026

Elected Member, American Academy of Arts and Sciences, 2024

Division G (Social Contexts of Education) Lifetime Achievement Award, American Education Research Association, 2024

Distinguished Career Award, Race, Class, and Gender Section, American Sociological Association, 2024

Brown University Presidential Faculty Award, Spring 2024

Anna Julia Cooper Lifetime Achievement Award, Sociology of Education Section, American Sociological Association, 2023

The Berkeley Citation, June 2021

Annual AERA Brown Lecture, "'A Shade Less Offensive': School Integration as Radical Inclusion in the Pursuit of Educational Equity." Washington, DC, 24 October 2019.

R. Freeman Butts Lecture, "Complex Problems Demand Multidimensional Solutions: Research on Class, Ethnicity, Gender, and Race in Education." American Educational Studies Association, Seattle, WA, 4 November 2016.

Visiting Scholar, Russell Sage Foundation, 2015—16

Selected for Visiting Scholar, Center for Advanced Study in Social and Behavioral Sciences, 2015—16 (declined)

Elected Member, Sociological Research Association

Elected Member, National Academy of Education

Elected Fellow, American Educational Research Association

George Kahrl Award for Excellence in Teaching, Department of Sociology, Harvard University, Spring 2005

National Academy of Education/Spencer Foundation Postdoctoral Fellowship, "Crossing Borders: A Comparative Analysis of Race, Ethnicity, and Culture in Different U.S. and South African School Contexts," 2003—2004

Spencer Foundation Dissertation Fellowship, "Resistance in Education: The Interplay of Race, Ethnicity, Gender and Social Networks," 1998—1999

President's Fellow, Columbia University, 1996—1998

National Association of University Women Graduate Fellowship, 1996

George E. Haynes/Paul F. Lazarsfeld Fellowship, Columbia University, 1995—1996

Cornerhouse Fund Award for Research, Department of Sociology, Columbia University, 1997—1999

Robert Chollar Summer Research Fellow, Charles F. Kettering Foundation, Dayton, OH, 1991

Alfred Joslin Award, for outstanding student leadership, Brown University, 1991

H. M. Thompson Youth Leadership, Community and Education Award, Urban League, Jackson, MS, 1987

RESEARCH GRANTS

Nellie Mae Education Foundation, Center for the Study of Race and Ethnicity in America, Brown University, "Racial Equity in Education Research Infrastructure Initiative: New Knowledge, Innovations, and Training in New England, 2025-2027 (\$1.1 million)

Office of the Vice Chancellor for Research, University of California, Berkeley, "Youth and Inequalities" (with co-PIs: Professor Emily Ozer and Dr. Coco Auerswald), 2016–2019 (\$300,000)

William T. Grant Foundation, New York, "Research Use by Federal Policymakers on Student and School Success" (co-PI: Professor Linda Darling-Hammond), 2012–2016 (\$596,258)

William T. Grant Foundation, New York, "Student Incorporation and the Sociocultural Contexts of Schools," 2007–2010 (\$456,582)

William F. Milton Grant, Harvard University Medical School, "A Comparative Study of Social Integration and Group Dynamics in Different U.S. and South African School Contexts," 2004 (\$35,000)

Center for Research of African and African American Studies, University of Michigan, “Understanding the Social, Cultural, and Political Terrain of South African Education” with Lori Hill, 2001 (\$12,000)

Institute for Research on Women and Gender Research Grant, University of Michigan, “Gender, Ethnicity, and Interpersonal Violence” (with Tabbye Chavous, Laura Kohn, and Catherine Squires), 2000—2001 (\$5,000)

National Science Foundation Doctoral Dissertation Improvement Grant, “Minority Identity, Resistance and the Opportunity Structure: The Interplay of Race, Ethnicity, Gender and Social Networks,” 1998—1999 (\$7,500)

SELECT INVITED SPEECHES, LECTURES AND CONFERENCE PARTICIPATION

Invited Talk, “Opportunity Gaps: In and Out of School Factors.” Education Rights Institute, University of Virginia, October 16, 2023.

Plenary Speaker, “The American Sociological Association and U.S. Sociology as a Discipline and Profession.” Biennial Meeting of the Brazilian Sociological Society, Belém, Brazil, July 12, 2023.

Keynote Speaker, “Social Differentiation and the Discomfort of Change in U.S. Society and Education.” Institute for Sociology Annual Conference, University of Porto, Portugal, June 2, 2023.

Kingsley Birge Endowed Lecture, “Social Differentiation and the Discomfort with Change in Education and Society.” Colby College, April 14, 2022.

Keynote Speaker, “Social Differentiation and the Discomfort with Change in Education and Society.” District of Columbia Sociological Society. February 24, 2022.

Keynote Speaker, “A Cross–Sector, Whole–Community Approach to Closing the Opportunity Gap.” UC Berkeley, PromiseNet 2019: Bridges to Opportunity, November 4, 2019.

Keynote Plenary Speaker, “Education's Limitations and Its Radical Potential in a Global Society.” World Educational Research Association, Cape Town, South Africa, August 4, 2018.

Keynote Speaker, “From the Macro to the Micro: Boundaries and Educational (In)Equality in Society and Schools.” Lancaster University, United Kingdom, Borders and Boundaries: Debating the Limits and Possibilities of Education Convening, July 5, 2018.

Invited Speaker, “The Role of Education in an Era of Fake News.” American Education Research Association, New York, NY, April 17, 2018.

Plenary Speaker, “Imagining Radically, Practicing Hope: How Public Education Could Disrupt Racial Injustice.” AERA Presidential Session, New York, NY, April 13, 2018.

Invited Speaker, "In the Age of Inequality, Does Public Schooling Make a Difference?" AAPSS–AERA Congressional Briefing, Russell Senate Office Building, Washington, DC, March 22, 2018.

Invited Speaker, "The Paradoxical Returns of Inclusion and Education: Thoughts on Gender, Race, and Ethnicity." Wellesley College, Suzy Newhouse Center for the Humanities, Education and Gender Equality Symposium, October 20, 2017.

Keynote Speaker, "Inclusion Is Not Diversity: Distinguishing Between Demographics and Organizational Structures." UC Berkeley School of Information, Towards Inclusive Technology Conference, September 15, 2017.

Plenary Speaker, "Stubborn Roots: Race, Inequality and the Socio–Cultural Structures of Schooling." Association of Black Sociologists, Annual Conference, Montreal, Canada, August 12, 2017.

Invited Speaker, "Making it Matter: Educational Inequality Research and the Quest for Solutions." American Sociological Association, Presidential Session, Montreal, Canada, August 11, 2017.

Invited Speaker, "Education, Democracy and Citizen Justice." AERA Presidential Session, San Antonio, TX, April 29, 2017.

Invited Speaker, "Educational Equality is a Multifaceted Issue: Why We Must Understand the School's Sociocultural Context for Student Achievement." Conference on Closing the Achievement Gap. Johns Hopkins University, October 2016.

Invited Lecturer, "The Double Binds of Race and Class Inequality in Education." Presented in the "How Structural Racism Works" Series, Center for the Study of Race and Ethnicity in America, Brown University, September 26, 2016.

Invited Lecturer, "The Double Binds of Racial and Economic Inequality: From the Macro to Micro." College of Art and Sciences' Program on Ethics and Public Life, Cornell University, March 14, 2016.

Keynote Speaker, "Equality Demands Empathy: Why Education Has to Be More Than a Private Good in an Unequal Society." Conference on Global Transformations: Context and Analytics for a Durable Peace, University of Maryland College Park, October 7, 2015.

TedXStanford Speaker, "Why Diversity Is Not Enough to Reach Real Integration in Schools," Stanford University, May 10, 2015,

https://www.youtube.com/watch?list=PLsRNoUx8w3rPvhx_IImJfT7aiQ5tEbXoj&v=0QakBLcldTQ

Keynote Speaker, "Race, Inequality, and the 'Soft' Structures of Schooling." Annual International Research Conference, Lemann Foundation, São Paulo, Brazil, August 14, 2013.

Keynote Speaker, "Why We Must Examine the 'Soft' Structures of Schooling, Too." Annual Meeting of the Sociology of Education Association, Asilomar, CA, February 24, 2013.

Commencement Speaker, Department of African and African American Studies, University of California, Berkeley, May 19, 2012.

"Putting the Horse Before the Cart: Equity and the Cultural Well-Being of Students in U.S. and South African Schools." School of Education, University of Michigan, December 6, 2011.

Distinguished Dean's Lecture, "Stubborn Roots: Cultivating Cultural Flexibility and Equity in U.S. and South African Schools." Graduate School of Education, Harvard University, December 5, 2011.

"What Social Science and Educational Research Tells Us about Inequality: The Evidence and Gaps in Our Knowledge of Causes and Consequences" (with sean f. reardon). Presented at the American Educational Research Association, New Orleans, LA, April 9, 2011.

"Stubborn Roots: The Threats of Cultural Inflexibility to Equity in U.S. and South African Schools." Presented at the Regional Meeting of the National Education Association, Portland, Oregon, February 24, 2011.

"The Paradox of Opportunity: How Ethno-Racial Boundaries in Desegregated U.S. and South African Schools Undermine the Goals of Integration." Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA, April 15, 2009.

"The Paradox of Opportunity: Race, Culture, and Boundaries in 'Good' U.S. Schools." San Mateo County Office of Education "Zap the Gap: A Mini-Conference on Closing the Achievement Gap," January 26, 2009.

"Race and Education: On 'Acting White.'" Queens College, City University of New York, February 25, 2008.

"Stubborn Roots: Race, Inequality, and the 'Soft' Structures of Schooling"
Emory University, 2013
Teachers College, Columbia University, 2012
University of Georgia, College of Education, 2012

"Using Mixed Methods to Study Cultural Flexibility and Equity in South African and U.S. Schools"
Harvard University, Department of Sociology, 2012
Yale University, Department of Sociology, 2011

"Race, Boundaries, and Cultural (In)Flexibility: An Analysis of Opportunity and Inequality in 'Good' Schools"
Northwestern University, Department of Sociology, 2009

"The Paradox of Opportunity: Race, Class, Culture and Boundaries in South African and U.S. Schools"
University of Massachusetts-Amherst, Center for Public Policy and Administration, 2010
University of California Davis, Department of Sociology, 2009
University of California Berkeley, Department of Sociology, 2009
University of Southern California, Department of Sociology, 2008
University of California Berkeley, School of Education, 2008

"Race, Cultural Flexibility, and the Social Organization of Schools"

University of Notre Dame, Department of Sociology, 2008

University of Wisconsin, Department of Sociology and School of Education, 2008

“Racial Desegregation and the Multiple Dimensions of Boundaries in South African Schools”

Indiana University Bloomington, Department of Sociology, 2007

“Coconuts and ‘Fancy’ Heads: Race, Culture and Educational Opportunity in Post–Apartheid South Africa”

University of California, Irvine, Department of Sociology, 2006

University of Chicago, Department of Sociology, 2006

University of Pennsylvania, Department of Sociology, 2006

New York University, Steinhardt School of Culture, Education, and Human Development, 2006

“‘Opening’ the Schools: Integration, Culture, and Group Dynamics in Post–Apartheid South Africa”

Northwestern University, Department of Sociology, 2005

“A Comparative View of Black Achievement in the United States and South Africa.” Youth and Race

Conference, University of North Carolina–Chapel Hill, Institute for Research on African Americans, October 6, 2006.

“Opportunities and Paradoxes: An Examination of Culture, Race and Group Incorporation in Post-Apartheid South African Schools.” The Global Colloquium on Social Cohesion, Diversity and Desegregation, University of Pretoria and South African Human Rights Commission, Glenburn Lodge, Muldersdrift, South Africa, July 18, 2006.

“Ethnicity and Society: Without Losing the Point of View.” Lecture given at the Women’s World Summer Conference, “From Yesterday to Today: Violence and Migration,” Universidad Complutense Madrid, Spain, July 6, 2006.

Keepin’ It Real: School Success beyond Black and White Author-Meets-

Critics Session. Eastern Sociological Society Meeting, Boston, MA, February 23, 2006.

“Education and Black Achievement in the United States and South Africa.” Distinguished Visiting Scholar Lecture, Boston College, April 7, 2005.

“What’s in a ‘Coconut?’ Culture and Mobility among Township Students.” Presented at the Symposium on Townships, University of Witwatersrand, Johannesburg, South Africa, May 2004.

“What’s Culture Got to Do with it? Race, Engagement and Achievement among Urban Poor Minority Students.” The Consortium on Chicago School Research, University of Chicago, January 2003.

“Segmented Acculturation: Pan-Ethnicity, Gender, and Racial Awareness among Low–Income African American and Latino Youth.” Presented at the Annual Meeting of the American Sociological Association, Chicago, IL, August 2002.

“Black Cultural Capital as Currency: Status Positioning among Low–Income African American Youth.” The Third World Re–Order Lecture in Honor of Claudia Mitchell–Kernan, Center for African American Studies,

University of California, Los Angeles, December 2001.

“Pan-Minority Identity: A Theoretical Framework” (with Jennifer Lee and Kathryn Neckerman). Annual Meeting of the *American Sociological Association*, Chicago, IL, August 1999.

“What’s School Got to Do with It? More Explanation on the Attitude-Achievement Paradox among Low-Income Minority Students.” Annual Meeting of the *American Educational Research Association*, Montreal, Canada, April 1999.

“Exposing the Gap: Inter-Ethnic Differences in Identity, Expectations, and Neighborhood Experience among Minority Adolescents.” Annual Meeting of the *Eastern Sociological Society*, Philadelphia, PA, March 1998.

“Racial and Ethnic Differences in Attitudes toward Neighborhoods among Low-Income Minority Women” (with AnnDenise Brown). Annual Meeting of the *Urban Affairs Association*, New York, NY, March 1996.

OTHER RESEARCH EXPERIENCE

Research Associate and Data Analyst, “In the Long Run: A Longitudinal Study of Occupational Mobility, Family Life, and Ambition among Harlem’s Low Wage Workers.” Principal Investigator: Katherine Newman, John F. Kennedy School of Government, Harvard University (1997—1998)

Data Manager and Field Staff Coordinator, “Yonkers Family and Community Project,” Teachers College, Columbia University. Principal Investigators: Robert Crain, Angela Aidala, and Joyce Howard, Columbia University; Joseph Darden, Michigan State University (1994—1996)

Technical Research Associate, Advertising Research Foundation, New York, NY (1996)

SELECTED MEDIA APPEARANCES (MULTIPLE NATIONAL AND LOCAL RADIO AND TV APPEARANCES)

ABC—San Francisco Channel 7 News; Melissa Harris—Perry Show (MSNBC); PBS NewsHour with Amna Nawaz; The Takeaway with Tanzina Vega and Melissa Harris—Perry, National Public Radio and various local outlets

COURSES TAUGHT

Comparative International, Social and Educational Research	Conduct of Qualitative Inquiry
Education and Schooling in Post-Apartheid South Africa	Educational and Social Policy in South Africa
From Macro to Micro: (In)equality in and beyond Schools	Gender, Race and Class

Qualitative Social Analysis

Race and Ethnicity in American Social Institutions

Social Differences and Inequality in Schools

Urban Education

Race and Ethnic Relations

Sociology of Education

Sociology of Race

PROFESSIONAL SERVICE AND ACTIVITIES

Board of Directors, Spencer Foundation, January 2024–

President, American Sociological Association, 2022–23

Board of Directors, Nellie Mae Foundation, January 2023–

Trustee and Program Chair, William T. Grant Foundation, 2013–2022

Reviewer, Sociology Program, Directorate for Social, Behavioral, and Economic Sciences, National Science Foundation, 2021

Trustee, Board of Reinvent Stockton Foundation, Stockton, CA, 2017–2021

Ex-Officio Trustee, The Berkeley Foundation, 2016 – 2021

Board Member, Support Opportunities for Youth (SOAR), 2016 – 2021

Chair, School of Social Welfare Dean's Search Committee, UC Berkeley, 2018 – 2019

Co-Chair, Chancellor's Commission on Free Speech, UC Berkeley, 2017 – 2018

Chair, Vice Chancellor for Equity and Inclusion Search Committee, UC Berkeley, 2017

Research Affiliate, National Education Policy Center, University of Colorado, Boulder, 2010–

Committee Member, American Educational Research Association, Distinguished Contributions in Educational Research, 2017—2019

Member, Vice Chancellor for Public Relations Search Committee, UC Berkeley, 2016 – 2017

Member, Scientific Advisory Board, The Primary School, Chan-Zuckerberg Initiative 2016—2017

Member, Distinguished Contributions to Educational Research, American Educational Research Assn, 2017—19

Member, National Advisory Board, Race and Gender Disparities in Discipline: A Research to Practice Collaborative

Member, Committee on Committees, American Sociological Association, 2013—2015

Council Member, Race, Class and Gender Section, American Sociological Association, 2013—2016

Junior Scholar Mentor, the Committee on Scholars of Color in Education (CSCE), American Educational Research Association, 2012—2013

Co-Facilitator, Transformative Research Working Group, Building Knowledge through Social Justice Project, Ford Foundation, 2010—2011

Division G, Lifetime Achievement Award Committee, American Educational Research Association, 2010

Committee on Nominations, American Sociological Association, 2008—2010

EDITORIAL BOARDS

Contexts Magazine (2016–2019); *Sociology of Race and Ethnicity* (2014–2017); *Encyclopedia of Diversity in Education*, Sage Publications (2010–2013); *Sociology of Education* (2009–2012); *American Sociological Review* (2007–10); *The Du Bois Review* (2004–); The American Sociological Association Rose Series (2001–2003)

GRANT REVIEWER

Spencer Foundation; William T. Grant Foundation; National Science Foundation (Sociology panel) and various book presses (including Oxford, Chicago, Harvard, and Princeton University presses)

UNIVERSITY, DEPARTMENT, AND COMMUNITY SERVICE

Member, Campus Research Advisory Board, Brown University, 2024–

Member, Procedural Integrity Committee, Brown University, 2023–2024

Search Committee Member, Dean of the Graduate School, Brown University, 2023

Inaugural Advisory Board Member, Center for Philosophy, Politics, and Economics, 2023–

Member, Task Force on the Status of Female Faculty, Brown University, 2021–23

BOOK AND JOURNAL REVIEWS

American Sociological Review; *American Journal of Education*; *American Journal of Sociology*; *Comparative Education Review*; *The Du Bois Review*; *Ethnic and Racial Studies*; *Journal of Contemporary Ethnography*; *Oxford University Press*; *Princeton University Press*, *Russell Sage Foundation*; *Social Problems*; *Social Psychology Quarterly*; *Sociology of Education*; *Sociological Theory*; *Stanford University Press*; *Teachers College Record*; *University of California Press*; *University of Chicago Press*

PROFESSIONAL MEMBERSHIPS

American Educational Research Association; American Sociological Association; Association of Black Sociologists; Eastern Sociological Society; National Academy of Education; Sociological Research Association

DISSERTATION ADVISEES AND COMMITTEES

Dr. Rebecca Akin (PhD, Education, Stanford University), School Teacher, Oakland, CA
Dr. LaToya Baldwin–Clark, JD (Sociology, Stanford University), Assistant Professor, University of California, Los Angeles
Dr. Maneka Brooks (PhD, Education, Stanford University), Assistant Professor, Texas State University
Dr. Channa M. Cook–Harvey, (PhD, Race, Inequality, and Language in Education, Stanford University), Senior Researcher, Learning Policy Institute
Dr. Ken Cor (PhD, Education, Stanford University), University of Manitoba
Dr. Margaret Irving (PhD, International and Comparative Education, Stanford University)
Ms. Veronique Irwin, (PhD Candidate, Sociology, UC Berkeley)
Dr. Jennifer Jovel (PhD, Education, Stanford University), Assistant Professor of Sociology, Ohlone College
Dr. Hayin Kim (PhD, Education, Stanford University), Senior Program Director, Opportunity Institute
Dr. Chinyere Odum (PhD, Sociology, Brown University)
Dr. Jason Okonofua, (PhD, Psychology, Stanford University), Assistant Professor, UC Berkeley
Dr. Sabrina Pendergrass (PhD, Sociology, Harvard University), Assistant Professor, University of Virginia
Mr. Cyrell Roberson, (PhD Candidate, School Psychology, Graduate School of Education, UC Berkeley)
Dr. Wendy Roth (PhD, Sociology, Harvard University), Associate Professor of Sociology, University of British Columbia
Dr. Garnett Russell (PhD, International and Comparative Education, Stanford University), Assistant Professor, Teachers College, Columbia University
Dr. Graziella da Silva (PhD, Sociology, Harvard University), Associate Professor, Anthropology and Sociology of Development, Graduate Institute of International and Development Studies, Geneva, Switzerland
Dr. James Sirianni (PhD, Education, Stanford University), Principal, Pimentel and Associates
Dr. Audrey Alforque Thomas (PhD, Sociology, Harvard University), Analyst, UC Berkeley
Dr. Natasha Warikoo (PhD, Sociology, Harvard University), Associate Professor, Harvard Graduate School of Education
Dr. Erika Sherrell Weathers, (PhD, Educational Policy, Stanford University), Assistant Professor, Pennsylvania State University
Dr. Laura Wentworth (PhD, Education, Stanford University), Silver Giving Foundation
Dr. Lisa Yiu (PhD, Education, Stanford University), Assistant Professor, University of Hong Kong
Dr. Cristina Lash (PhD, Sociology of Education, Stanford University), Assistant Professor, University of Nevada, Reno
Dr. Gabrielle Medina Falzone, (PhD, Social and Cultural Studies, Graduate School of Education, UC Berkeley)

CURRENT ADVISEES

Quentin Jenkins (PhD Student, Sociology, Brown University)
Jordan Mosby (PhD Student, Sociology, Brown University)
Sagen Kidane (PhD Student, Sociology, Brown University)