

Sean J. Drake, Ph.D.
Assistant Professor of Sociology
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EDUCATION

University of California, Irvine

Ph.D., Sociology, 2017

Dissertation: “Academic Segregation: The Criminalization of Misfits and the Institutionalization of Ethnic Capital”

Dissertation Committee: Jennifer Lee (chair), David A. Snow, Gilberto Q. Conchas, and Jacob Avery

M.A., Sociology, 2015

Stanford University

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

APPOINTMENTS

University of Michigan, Ann Arbor

2022- Faculty Affiliate, Center For Equitable Family & Community Well-Being, School of Social Work

Syracuse University

2021- Assistant Professor, Department of Sociology, Maxwell School of Citizenship & Public Affairs

2021- Senior Research Associate, Center for Policy Research, Maxwell School of Citizenship & Public Affairs

New York University

2019-2021 Visiting Assistant Professor of Sociology and Education
Steinhardt School of Culture, Education, and Human Development

2017-2019 Provost’s Postdoctoral Fellow, Sociology of Education
Steinhardt School of Culture, Education, and Human Development

AREAS OF SPECIALIZATION AND RESEARCH

Race and Ethnicity; Schools and Education; Neighborhood Organization and Inequality; Poverty and Homelessness; Black Studies; Immigrant Incorporation; Ethnographic Methods

PUBLICATIONS

Book

Drake, Sean J. 2022. *Academic Apartheid: Race and the Criminalization of Failure in an American Suburb*. Oakland, CA: University of California Press.

Peer-Reviewed Articles and Book Chapters

Drake, Sean J. 2020. “The Segregation of ‘Failures’: Unequal Schools and Disadvantaged Students in an Affluent Neighborhood.” *Journal of Education for Students Placed at Risk (JESPAR)* 25 (3): 201-224
<https://doi.org/10.1080/10824669.2019.1687301>

Drake, Sean J. 2019. “Academic Segregation and the Institutional Success Frame: Unequal Schooling and Racial Disparity in an Integrated, Affluent Community.” In *Asian Migration and Education Cultures in the Anglosphere*, ed. M. Watkins, C. Ho, and R. Butler. New York, NY: Routledge. (This volume was originally published in 2017 as a special issue of the *Journal of Ethnic and Migration Studies*.)

Lee, Jennifer, **Sean J. Drake**, and Min Zhou. **2019.** “The ‘Asian F’ and the Racialization of Achievement.” In *Education & Society*, ed. T. Domina, B. Gibbs, L. Nunn, and A. Penner. Berkeley, CA: University of California Press.

Drake, Sean J. 2017. “Academic Segregation and the Institutional Success Frame: Unequal Schooling and Racial Disparity in an Integrated, Affluent Community.” *Journal of Ethnic and Migration Studies* 43 (14): 2423–2439.
<http://dx.doi.org/10.1080/1369183X.2017.1315868>

Drake, Sean J., Gilberto Q. Conchas, and Leticia Oseguera. **2015.** “‘I Am Not the Stereotype’: How an Academic Club in an Urban School Empowered Black Male Youth to Succeed.” In *Inequality, Power, and School Success: Case Studies on Racial Disparity and Opportunity in Education*, ed. G. Q. Conchas and M. A. Gottfried. New York, NY: Routledge.

Drake, Sean J., Gilberto Q. Conchas, Briana M. Hinga, and Michael A. Gottfried. **2015.** “Inequality, Power, and School Success.” In *Inequality, Power, and School Success: Case Studies on Racial Disparity and Opportunity in Education*, ed. G. Q. Conchas and M. A. Gottfried. New York, NY: Routledge.

Conchas, Gilberto Q., Alex R. Lin, Leticia Oseguera, and **Sean J. Drake**. **2015.** “Superstar or Scholar? African American Youth’s Perceptions of Opportunity in a Time of Change.” *Urban Education* 50 (6): 660-688.

Alex R. Lin, **Drake, Sean J.**, and Gilberto Q. Conchas. **2015.** “Conceptualizing Disparity and Opportunity in Education as a Racial Project: A Comparative Perspective.” In *Inequality, Power, and School Success: Case Studies on Racial Disparity and Opportunity in Education*, ed. G. Q. Conchas & M. A. Gottfried. New York, NY: Routledge.

Manuscripts Under Review

Drake, Sean J. and Jeffrey Guhin. “Empty Achievement: How Achievement Ideology Alienates Successful Students.”

Policy Briefs

Conchas, Gilberto Q. and **Sean J. Drake.** **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)*.

Book Reviews

Drake, Sean J. **2019.** “Exposing the Rules of Racial Inequality.” *Contemporary Sociology* (48) 2: 173-174

PRESENTATIONS

- 2021 “Empty Achievement: How Achievement Ideology Alienates Successful Students.” Presented at the Syracuse University Sociology Department Ethnography Workshop, Syracuse, NY, November 5
- 2021 “Empty Achievement: How Achievement Ideology Alienates Successful Students.” Presented at the Syracuse Maxwell Center for Policy Research Education and Social Policy Working Group, Syracuse, NY, October 27
- 2021 “Academic Apartheid: Race, School Culture, and the Symbolic Criminalization of Failure.” Presented at the Le Moyne College Department of Anthropology, Criminology, and Sociology Social Seminary Series, Syracuse, NY, September 7
- 2021 “Academic Apartheid: Race, School Culture, and the Symbolic Criminalization of Failure.” Presented at the University of California, Berkeley Sociology Department Colloquium Series, April 12
- 2020 “Understanding Student Homelessness in New York City.” Presented at the 2020 Beyond Housing Conference: A National Conversation on Child Homelessness and Poverty, New York, NY, January 16
- 2019 “School Desegregation and Resegregation in an Increasingly Diverse America.” Presented at the 2019 NYU Steinhardt Online EdD in Leadership and Innovation Residency Program, New York, NY, August 27

- 2018 “The Criminalization of ‘Failures.’” Presented at the 2018 Annual Meeting of the American Sociological Association, Philadelphia, PA, August 11–14
- 2018 “Segregation without Borders: Race, Achievement, and the Criminalization of ‘Failures’ in an Integrated Neighborhood.” Presented at the Steinhardt School of Culture, Education, and Human Development ASH Department Colloquium Series, New York University, New York, NY, February 27
- 2018 “Segregation without Borders: Race, Achievement, and the Criminalization of ‘Failures’ in an Integrated Neighborhood.” Presented at the Sociology Department Ethnography Workshop, New York University, New York, NY, February 9
- 2017 “Academic Segregation and the Criminalization of Misfits.” Presented at the Annual Conference of the Association for the Study of African American Life and History, Cincinnati, OH, September 27–30
- 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 “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
- 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 “Mentoring Across Differences: Awareness, Belief, and Communication” Presented during the 2015 Mentoring Excellence Program, UC Irvine, October 29
- 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 Educational 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

HONORS AND AWARDS

2022-2021	Syracuse University Appleby-Mosher Fund for Faculty Research (\$1,500)
2017-	Diversity Scholar, National Center for Institutional Diversity
2016-2017	Ford Foundation Dissertation Fellowship (\$25,000)
2016	UC Irvine Sociology Department Summer Research Grant (\$1,100)
2014-2017	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 (\$20,000)
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)
2003-2007	Stanford University Dean's List (multiple academic quarters)

COURSES TAUGHT at SYRACUSE UNIVERSITY

- Racial and Ethnic Inequalities (Undergraduate Level)
- Sociology of Education (Undergraduate Level)
- Qualitative Methods in Sociology (Undergraduate Level)

COURSES TAUGHT at NYU STEINHARDT

- Ethnographic Methods (Graduate Level)
- Organizational Change (Graduate Level)
- Introduction to Qualitative Methods (Graduate Level)
- Research Approaches and Techniques in Education (Graduate Level)
- Social Inequality and Education (Graduate Level)
- Education as a Social Institution (Undergraduate Level)

PROFESSIONAL SERVICE

2019-2020	Panelist and Mentor for NYU Steinhardt's Faculty First Look Program
2014-2017	UC Irvine Advisory Council on Diversity
2014-2017	UC Irvine Social Sciences Dean's Fellowship Advisory Committee
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

PROFESSIONAL MEMBERSHIPS

American Sociological Association
American Educational Research Association