

**Sociology Annotated Bibliography**

Name of Student

Course Code

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Institutional Affiliation

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## Annotated Bibliography

King, J. R., & Rodriguez, L. A. (2025). Overpoliced? A Descriptive Portrait of School-Based Targeted Police Interventions in New York City. *AERA Open*, *11*, 23328584251375038.

<https://api.semanticscholar.org/CorpusID:281693106>

The paper presents the case of focused school-based policing, which demonstrates the disproportional surveillance and intervention of marginalized students in urban schools. It relies on administrative data to give credibility, although without a causal analysis that restricts the conclusions to long-term effects. The results indicate that policing operations support systemic oppression in schools. It is also concerned with institutional control, unlike Lang et al. (2024), which is concerned with behavioral outcomes. It demonstrates that schools are systems of social control that perpetuate structural oppression.

Lang, J. A., Wolff, K. T., & Baglivio, M. T. (2024). School Engagement as a Mediator of the Relationship Between Temperament and Recidivism Among Adolescents in Community-Based Juvenile Justice Services. *Youth Violence and Juvenile Justice*, *22*(3), 182–206.

<https://api.semanticscholar.org/CorpusID:267526874>

The research describes mediation through school engagement between youth temperament and recidivism in justice-involved adolescents in community programs. It relies on administrative data on a state level, which enhances credibility, but the geographic restrictions extend to a broader applicability region. The results indicate the reinforcement of marginalization caused by exclusionary practices at school through disengagement. It focuses on the results of post-justice, as opposed to Samimi and Hemingway (2023). It shows how the exclusionary practices exclude and enhance justice intervention.

Samimi, C., Han, T. M., Navvab, A., Sedivy, J. A., & Anyon, Y. (2023). Restorative practices and

exclusionary school discipline: An integrative review. *Contemporary Justice Review*, 26(1), 28–47. [https://scholarworks.sjsu.edu/faculty\\_rsca/3853/](https://scholarworks.sjsu.edu/faculty_rsca/3853/)

The article summarizes the concept of restorative practices as an alternative to exclusionary discipline, with the focus on better relationships and fewer suspensions in school environments. It generalizes peer-reviewed findings, thus being credible, but using secondary information restricts empirical power. The research revisits the problematic disciplinary systems that are oppressive and ensures inclusion and fairness. It also does not address disparities, unlike Welch et al. (2022), which dwells on solutions. It justifies policy reforms that minimize oppression and advance equity during school discipline.

Welch, K., Lehmann, P. S., Chouhy, C., & Chiricos, T. (2022). Cumulative Racial and Ethnic Disparities Along the School-to-Prison Pipeline. *Journal of Research in Crime and Delinquency*, 59(5), 574–626. <https://api.semanticscholar.org/CorpusID:249959900>

The paper is an analysis of cumulative racial inequalities throughout the school-to-prison pipeline, which connects school discipline with future involvement in justice among minority youth. Longitudinal data enhances validity, but concerns about narrow generalization to different contexts because of the restricted population sampled. The results reveal how the schools reproduce racial oppression through the exclusionary practices of discipline. In contrast to Welch et al. (2025), it focuses on the long-term effects instead of presenting the disparities immediately. It highlights how early disciplinary practices reproduce systemic racial inequality.

Welsh, R. O., Rodriguez, L. A., & Joseph, B. (2025). Racial Threat, Schools, and Exclusionary Discipline: Evidence from New York City. *Sociology of Education*, 98(2), 87–109. <https://api.semanticscholar.org/CorpusID:277077046>

The paper examines racial disparity in school discipline, which links the growth of Black

students in schools with increased rates of exclusionary mechanisms in urban schools. It utilizes district data with great validity, but concentrating on a single city constrains wide generalization. The findings explain how the issue of racial oppression in education perpetuates in institutional bias. It also focuses on discipline as opposed to policing, as compared to King and Rodriguez (2025). It demonstrates how racial disparity in schools is supported by institutional bias in discipline.

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