



Gender Differences in the Effect of Peer SES: Evidence from a Second Quasi-Experimental Case Study*

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Introduction

In a recent paper, Legewie and DiPrete (2011) have extended research on the effect of schools and argued that the school context effects the gender gap in education. From a theoretical perspective, they argue that the school and class environment shapes the conception of masculinity in the adolescent peer culture and thereby either fosters or inhibits the development of anti-school attitudes and behavior among boys. School resources that create a learning oriented peer culture raise the valuation of academics in the adolescent male culture and facilitate their commitment by promoting academic competition as an aspect of masculinity. This can happen through the positive influence of academically oriented peers as well as through other school resources that affect the school climate (e.g. teacher quality). Girls' peer groups, on the other hand, more readily and independently of the school context encourage attachment to teachers and school, and do not identify adolescent or pre-adolescent femininity with resistance to authority and disengagement from school. These context-dependent differences in the construction of gender identities

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