

Ed 399 Independent Study proposal on Race & Social Class in Higher Ed
by Danyelle Doldoorian and Brigit Rioual, last updated September 14, 2012
for Fall 2012 semester with Professor Jack Dougherty

Goals:

Race and social class have a profound impact on education. The achievement gap between races and social classes is prevalent. This topic has been studied extensively, and we have gained knowledge in this area in our previous Trinity courses in Educational Studies and Sociology. However, we have learned much about the effects of race and social class on secondary and elementary education (or vice versa in the case of social class) and not about their effects on higher education. This independent study is focused on exploring the role of race and social class in higher education admissions and student experiences, at Trinity and other small liberal arts colleges, based on our reading of secondary sources as well as qualitative and quantitative primary sources at Trinity.

Fri Sept 7th and 14th: Syllabus planning meetings

Unit One: Admissions and Financial Aid

Question: How do the admissions and financial aid processes described by Stevens at “The College” compare to those at Trinity?

Read: Stevens, Mitchell L. *Creating a Class: College Admissions and the Education of Elites*. Harvard University Press, 2009.

Read: Trinity College, Admissions and Financial Aid Committee annual reports, 2010-12.

Fri Sept 28th: discuss readings and paper ideas with Jack

Fri Oct 5th: independent paper on question above due by end of day online (25%); during meeting, start planning strategy for unit 2

Unit Two: Trinity source materials

Objective: Create an annotated report of primary and secondary sources, qualitative and quantitative, on race and social class in higher education at Trinity, drawing upon the Trinity Office of Institutional Research and Jack’s preliminary notes, for possible consideration in the Spring 2013 Higher Education in America course.

Thu Oct 18th at noon: collaborative report due via Google Docs (15%)

Fri Oct 19th: discuss report with Rachel Leventhal-Weiner

Unit Three: Student experiences of race and social class

Question: How do students from different social class and/or racial backgrounds experience higher education, in both the classroom and campus culture, at Trinity and comparable liberal arts colleges?

Read: Aries, Elizabeth. *Race and class matters at an elite college*. Philadelphia: Temple University Press, 2008.

Read: FYSM Color & Money interviews with Trinity sophomores, 2008 and 2011.

Read: Selected Trinity items from the annotated report above.

Writing assignment: Compare and contrast the experiences of students from different social class and/or racial backgrounds described in Aries's book about Amherst with those described and found in the Trinity documents.

Fri Nov 9th Read Aries book and skim interviews by Nov 9th for meeting with Jack

Fri Nov 16th Complete a draft (for comments only) to discuss at meeting with Jack

Thu Nov 29th at noon - Independent paper (25%) due online

Unit 4: Analyzing source materials in higher education

Objective: Design an intellectually engaging curriculum project, featuring a qualitative and/or quantitative analysis exercise with Trinity source materials, for possible use by the Higher Education in America course in Spring 2013.

Fri Nov 30th Discussion about sources and ideas with Jack

Thur Dec 6th at noon: Draft of curriculum project (for comments only)

Fri Dec 7th Discussion with Rachel and Jack

Fri Dec 14th collaborative final draft of curriculum project (35%) by end of day online

How work will be evaluated:

Unit 1 and 3 analytical paper will be evaluated based on Ed 300/Ed400 criteria

Unit 2 annotated report will be evaluated on thoroughness, detail, and accuracy

Unit 4 curriculum project will be based on similar criteria for Ed 200 projects

Late work will be penalized ten percent for each 12 hour period overdue, with exceptions granted only for documented medical and family emergencies.