COLLEGE ACCESS AND (IN)EQUITY
EDU 485
FALL 2011

Location: Dewey B-315
Date/Time: Tuesdays 7:35 – 10:15pm
Instructor: Judy Marquez Kiyama
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Teaching Apprentice: Amalia DAche-Gerbino
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Course Description
This course addresses theories and research on a variety of issues related to college preparation, school structures and inequalities in college access. The course is organized into three levels of analyses: individual levels (i.e., race, ethnicity, and social class), organizational levels (family, geography, high school context, and outreach), and field levels (i.e., policy, testing, rankings, media, and policy). Special attention will be paid to the socio-cultural context, particularly on the role of families.

Course Objectives
- To gain deep knowledge regarding the multiple aspects of the problems of college access, including historical perspectives and theoretical underpinnings of college access research;
- To understand barriers to full college participation and the changing dynamics of college access competition at the individual, organizational, and field levels;
- To understand how educational advantage and disadvantage accumulates throughout the educational process and affects equity in college access;
- To make visible the links between K-12 and postsecondary stratification;
- To analyze and understand the influence of different school contexts, and
- To parcel out the contributions and interactions of families, students, schools, colleges, and the entrepreneurial admissions sector in influencing college access.

Academic Expectations
* Students are expected to arrive to class on time and return promptly from class breaks.
* All papers must be typed and double-spaced with 1-inch margins on all sides (size 12 font).
* Papers must follow stylistic guidelines recommended by the Publication Manual of the American Psychological Association.
* All assignments must be completed on time (either in class or submitted via email by midnight). Late papers will receive a maximum of 70%.
* Please refrain from the use of electronic devices in class (laptops, cell phones, blackberries, ipads etc.) except to use your laptop to take notes or for reading articles. Playing on the internet or texting will not be tolerated.
* The goal is not to agree, it is about hearing and exploring divergent perspectives and contributions.

Academic Integrity: Any form of academic dishonesty, including plagiarism, in this course will be treated seriously – all work must be your own and the work of others must be properly cited as appropriate. The University of Rochester’s “Academic Honesty Policy” and related judicial processes is found on pp. 49-52 in the Graduate Bulletin’s Regulations and University Policies Concerning Graduate Study or online at the following location: http://www.rochester.edu/GradBulletin/PDFbulletin/GradBul06-08forWeb.pdf.
More information regarding proper citing and plagiarism can be found in the APA Manual. The website below also provides helpful hints, tools, and exercises in proper citation.

http://ori.hhs.gov/education/products/roig_st_johns/index.html

Inclusivity Statement: It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other’s ideas. We will negotiate other guidelines about classroom discussions throughout the course.

Requirements

Class Participation. The success of this class will be greatly influenced by the level of participation of all class members. Every student must come to each class having thoroughly read every reading and be prepared to discuss at length those readings, their insights, and their implications. Students are strongly recommended to keep notes on the readings, answering the questions: What have I learned? What do I disagree with? What questions do I have? Students will be graded on the amount (or lack thereof) and quality of their discussion participation.

Three-Minute Reflections. Students will be required to complete reflections during the last 3 minutes of class addressing the following questions: What did you learn today? What questions do you have based on this week’s readings or discussion? These reflections will be discussed the following week of class.

Discussion Questions. Our class will be very interactive and discussion based. Students will be asked to choose two weeks of readings and send Judy discussion questions based on the themes and issues presented in those readings. Discussion questions are due by noon on the day of class. Amalia and I will model what those discussion questions might look like during the first few weeks of class.

College Access in the Community. The UR Admissions Office is partnering with the Rochester City School District and the City of Rochester public library to offer free SAT and college preparation for RCSD high school students. Every student will be required to complete 5-10 hours of service-learning at the library assisting with college prep information. You can choose your schedule and when and how to complete your hours. Please keep track of your experience by writing reflections after each visit. Your service log (hours) and reflections will be due after you have completed your 5-10 hours.

Case Study Paper (~20 pages) As the final research paper for the course, students will conduct a case study of any current outreach or admissions program at a high school, community college, or four-year college/university and examine how the program promotes equity or disadvantages particular groups. The final research paper will be turned in as separate sections so as to provide ongoing feedback to students. A complete and final draft will serve as the final for the course. All sections must include references and will be guided by the following:

<table>
<thead>
<tr>
<th>Case Study Topic</th>
<th>brief 1 page summary</th>
<th>Due: September 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction &amp; Background Info</td>
<td>1-3 pages</td>
<td>Due: October 4</td>
</tr>
<tr>
<td>Component</td>
<td>Pages</td>
<td>Due Date</td>
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<tr>
<td>Literature Review</td>
<td>7-10</td>
<td>November 8</td>
</tr>
<tr>
<td>Methodology</td>
<td>1-2</td>
<td>November 15</td>
</tr>
<tr>
<td>Findings</td>
<td>4-6</td>
<td>November 22</td>
</tr>
<tr>
<td>Conclusion</td>
<td>2</td>
<td>with final draft(s)</td>
</tr>
<tr>
<td>Final Research Paper &amp; Presentation</td>
<td>~20</td>
<td>December 6</td>
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</tbody>
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Students must include at least 10 references in their final research paper related to the case study topic. Each student will also provide a 10 minute presentation on the case study during the last two weeks of class. Topics must be finalized and approved by September 22nd.

**Grading:**

- Class participation (includes peer review & feedback) 10 points
- Discussion Questions 5 points
- UR / RCSD Roc Library Program 15 points
- Case Study
  - Introduction & Background Info 5 points
  - Literature Review 10 points
  - Methodology 5 points
  - Findings 10 points
  - Final paper 35 points
  - Presentation 5 points

**TOTAL** 100 points

- A = 100 – 94
- A- = 90 – 93
- B+ = 87 – 89
- B = 84 – 86
- B- = 80 – 83
- C = 70-79

**Required Books**


**Suggested Book/Resource**


Readings for the course other than required texts (located under “course materials”), course syllabus, and assignment overviews will be available on Blackboard.

**Class Schedule**

*Week 1 - September 6: Introduction to Class, Review of Syllabus, and Personal Stories*

**PART I: Individual Level Analyses**

*Week 2 and 3 - September 13 and 20: Different Level Analyses Overview*


Recommended:
Visit https://www.nystart.gov/publicweb/Home.do?year=2009 to review the NY State Report Cards. These report cards provide information on the performance of public schools and districts. It also provides demographic information about specific schools and districts (race/ethnicity, free & reduced lunch, etc.)

Week 4 - September 27: Individual Level Analyses-Race, Ethnicity, Gender, Social Class


Due: Case Study Topic – brief 1 page summary

Week 5 – October 4: Individual Level Analyses- Individual Level Analyses-Race, Ethnicity, Gender, Social Class cont’d.
(pick the 4 articles that you want to read)


Recommended:

Due: Introduction & Background Information

**Week 6 – October 11**: Individual Level Analyses-Families

Week 6 – October 11: Individual Level Analyses-Families


Recommended:

**Due: Introduction & Background Information**

**Week 7 - October 18**: Individual Level Analyses-Funds of Knowledge


- Ch. 6: La Visita by Martha Floyd Tenery
- Ch. 7: Beyond a Beads and Feathers Approach by Cathy Amanti
- Ch. 8: Empowering Parents of Multicultural Backgrounds by Marla Hensley
- Ch. 9: Home is Where the Heart Is: A Funds of Knowledge-Based Curriculum Module by Patricia Sandoval-Taylor
- Ch. 10: Border Crossings Funds of Knowledge within an Immigrant Household by Anne Browning-Aiken


**PART II: Organizational Level Analyses**

**Week 8 - October 25: Individual Analyses-Geography**


**Due: Outline of Literature Review**

**Week 9 – November 1: Organizational Level Analyses-Different High School Contexts**


**Recommended:**


Week 10 - November 8: Organizational Level Analyses-Different High School Contexts - Con’t

Recommended:

Due: Literature Review

Week 11 -November 15: PART III: Field Level Analyses - Field Level Analyses-Financial Aid and Costs


Recommended:

Due: Methodology

Week 12 - November 22: Field Level Analyses-Testing & Admissions


Guest Presenter: Dr. Stacy Wells Shea, Senior Assistant Director, Office of Admissions

**Due: Findings**

**Week 13 - November 29: Policy Analyses – NCLB, Affirmative Action, & the Dream Act**


**Week 14 - December 6: Class Presentations**

Due: Presentations

Due: Final Case Study Paper

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If we had more time we would add a week or two to cover international issues of access and (in)equity. Here are just a few suggested readings:


*Syllabus is subject to change

(9.11 jmk)