

References

UNIVERSITY

One of the Biggest Problems on College Campuses Is One We Never Talk About: Class

Julie Zeilinger Nov. 23, 2015 There is very little conversation about class. It's uncomfortable for people, and that makes it difficult to address the disparities born of not acknowledging fundamental differences in background. Thus, low-income students overwhelmingly face a depressing, ironic, catch-22: The debt they incur and extra work needed to attend college in the first place means they don't get the most out of their social and academic college experience--let alone actually enjoy it. <https://www.mic.com/articles/128872/one-of-the-biggest-problems-on-college-campuses-is-one-we-never-talk-about>

Socioeconomic Status, Bias and the Role of Higher Education

Rick Mask June 21, 2019 *www.evollution.com* Social bias can play a significant role in an individual's capacity to climb the economic ladder, but postsecondary institutions have the ability to create pathways to advancement. One major and unfair detriment to social capital acquisition is a person's socioeconomic position. Despite America being the "land of opportunity," a lack of economic resources is as sure a way as any to keep a person from attaining a high position in society. The same walling off those raced and gendered spaces create, the same prevention from contact with social capital-vested individuals, is present when someone doesn't have enough money. <https://evollution.com/attracting-students/accessibility/socioeconomic-status-bias-and-the-role-of-higher-education/>

The subtle ways colleges discriminate against poor students: We stunt upward mobility and make college a finishing school for the affluent

Alvin Chang Sep 12, 2018 Still, the way we think about college--and perhaps more importantly, the skills we insist we need our adults to have in order to be part of the dominant social class--has poisoned higher education for those who need it most. <https://www.vox.com/2017/9/11/16270316/college-mobility-culture>

College and the New Class Divide

Jeffrey J. Williams July 11, 2016 Contrary to college standing as an open thoroughfare for Americans wanting to rise, it has become a gated toll road primarily available to those from middle-class and upper-class families. Those who have gone to college beget those who go to college: if your parents didn't go to college, you are much more likely to work at or near minimum wage. Only about 9 percent of those from the lowest quartile of wealth complete college degrees, whereas about three-quarters from the top quartile do. <https://www.insidehighered.com/views/2016/07/11/how-college-helping-create-class-divide-america-essay>

Addressing Classism in the University

Rachel Shor & Lauren Cattaneo 2019 *American Journal of Community Psychology* College campuses are no exception to issues around socio-economic status. Classist beliefs are more likely to be reported among wealthier US-born students. From a social justice lens, it is important to understand how social structures exist throughout the system to produce oppression. We can and should help students recognize the influence of both privilege and marginalization on their behavior <https://www.communitypsychology.com/addressing-classism/>

What You Need to Know About the Reality of Social Class on Campus

Sonja Ardoin August 11, 2017 *Presence* “As someone who comes from a working class background, I can assure you that classism is alive and well in the academy”

<https://www.presence.io/blog/what-you-need-to-know-about-the-reality-of-social-class-on-campus/>

Warning: College is a scam meant to perpetuate the 1% and it exists to enforce class distinctions

Thomas Frank May 25, 2014 *Salon* For many, college is not some storybook court of honor where we get promoted to white-collar knighthood, but a straight-up debt mill. The standard trajectory of higher ed has been reversed—instead of lifting them up, their degrees drag them down. To go to college, many of them have had to make a monumentally risky financial decision, and warning labels seem very much in order. https://www.salon.com/2014/05/25/the_1_percents_college_scam/

The Mind at Work: Valuing the Intelligence of the American Worker Paperback – Bargain Price,

Mike Rose April 24, 2014 As did the national bestseller *Nickel and Dimed*, Mike Rose’s revelatory book demolishes the long-held notion that people who work with their hands make up a less intelligent class. He shows us waitresses making lightning-fast calculations, carpenters handling complex spatial mathematics, and hairdressers, plumbers, and electricians with their aesthetic and diagnostic acumen. Rose, an educator who is himself the son of a waitress, explores the intellectual repertory of everyday workers and the terrible social cost of undervaluing the work they do. Deftly combining research, interviews, and personal history, this is one of those rare books that has the capacity both to shape public policy and to illuminate general readers.

http://www.sjsu.edu/people/steven.macramalla/courses/c1/s1/Mind_at_Work-excerpt.pdf

Bridging the Divide: Addressing Social Class Disparities in Higher Education

Krista M. Soria 2018 *Association of American Colleges & Universities* Students from lower social class backgrounds face significant structural challenges in higher education compared with their middle-/upper-class peers. Unless society acknowledges and address these disparities to create welcoming, inclusive, accessible campuses where students from all social class backgrounds can thrive, it will render higher education complicit in an ongoing system of classism.

<https://www.aacu.org/diversitydemocracy/2018/fall/soria>

STUDENTS

Coming Out as Working Class

Justin Quarry October 25, 2018 *Chronicle of Higher Education* Column on the intersectionality of class and homosexuality and college <https://www.chronicle.com/article/Coming-Out-as-Working-Class/244917>

Supporting Working-Class Students in Higher Education

K Soria 2014 *NACADA Journal* The results of this study suggest working-class students experience a lower sense of belonging in higher education, perceive a less welcoming campus climate for social class, and report less social involvement on campus than peers self-identified as middle or upper class. <https://files.eric.ed.gov/fulltext/EJ1064132.pdf>

The unseen reason working-class students drop out: We must expand the culture of higher education to include interdependence as well as independence

Jan 16, 2019 *Politico* The achievement of working-class students will occur if they take a hard look at the cultures of universities themselves. Bridging resource and skill gaps is a necessary first step to helping these students achieve, but if we truly want to level the playing field, we must expand the culture of higher education to include interdependence as well as independence. That’s the best way

to ensure that working-class students are neither labeled—nor rendered—deficient by the university culture, and to make the American dream more accessible to those who need it the most.

<https://www.politico.com/agenda/story/2019/01/16/first-generation-low-income-students-drop-out-000873>

The real reason working-class students in the US are dropping out of college

Study International Staff January 18, 2019 *While middle- and upper-class families tend to raise their children with the promise that the “world is your oyster,” many working-class families are built around a different reality: “You can’t always get what you want.”* Also, universities can consider 1) amending their websites, orientation materials, and student guidebooks to incorporate the value of community and interdependence, instead of only advocating for values of independence, and 2) promote more group learning--asking students to work together interdependently on a problem-solving task can lead groups of working-class students to outperform groups of their socioeconomically advantaged peers.

<https://www.studyinternational.com/news/the-real-reason-working-class-students-in-the-us-are-dropping-out-of-college/>

The Poor/Working-Class College Students’ Challenges and Resiliency Factors Scale

Rebecca Reed Columbia University PhD paper 2017 Factors such as classism, finances, communications, academic cultural navigations, personal relationships, social desirability, self-esteem, stress, resiliency were all negatively affected by campus classism

[file:///C:/Users/John/Downloads/Reed_columbia_0054D_14152%20\(1\).pdf](file:///C:/Users/John/Downloads/Reed_columbia_0054D_14152%20(1).pdf)

Working-Class Knowledge and School Knowledge

June 6, 2011 *Working-Class Perspectives* College implies that certain knowledge is superior and that college is the only place to get it—as though the gap between school learning and experiential knowledge absolute. The wide variety of college courses needed for a degree help people learn to think better and provide an important foundation for citizenship as well as for navigating our complex world. Yet, school learning isn’t the only way of understanding how the world works. Anyone who’s managed a household knows about interpersonal communication, social structures, and finance. Anyone who’s worked for a large company understands the complexity of society and the ways that power can be distributed and deployed. Those who work in the service sector, waiting tables or caring for young children, develop the ability to interpret social signals and navigate human relations.

We talk endlessly about the contradiction between valuing working-class culture and helping our students develop the cultural capital, skills, and credentials to leave the working class.

How do I advocate for the value of what I teach, most of which emphasizes critical reading, writing, and thinking rather than job skills (humanities students are among the least likely to find work related to their college degrees), without denigrating the working-class knowledge that I also value? How can I best articulate the value of academic knowledge about the power structures and cultural forms that shape our diverse society (and reinforce its inequities) and developing the ability to navigate across social class divides while also encouraging students to value their own working-class culture and lived experience? <https://workingclassstudies.wordpress.com/2011/06/06/working-class-knowledge-and-school-knowledge/>

<https://workingclassstudies.wordpress.com/2011/06/06/working-class-knowledge-and-school-knowledge/>

FACULTY

Working-class lecturers should come out of the closet

Melanie Reynolds Sept 20, 2018 *The Guardian* Too many poorer students feel they don’t fit in at university. We need more academics proud to be from a similar background

<https://www.theguardian.com/commentisfree/2018/sep/10/university-working-class-divide-academics>

Finding our place: Increasing the visibility and voice of academics from lower-socioeconomic status (SES) backgrounds: Stop “skipping class” to avoid income related embarrassment

Ryan Pickering, PhD March 2018 *American Psychological Association* How can faculty from working class backgrounds increase its own visibility, particularly when such teachers might be motivated to conceal our status?

A disproportionate amount of our faculty peers come from upper-class backgrounds, if not extreme wealth. Cross-class interactions among faculty from different economic backgrounds may invoke discomfort, uneasiness, micro-aggressions and other interpersonal challenges that those from higher-SES backgrounds may not even be aware of.

Because of issues around **income related embarrassment** and negative stereotypes associated with poverty there is usually some degree of work around impression management and class concealment for individuals from lower-SES backgrounds.

“Stop Skipping Class” campaign It’s important to recognize the ways in which we skip class and poverty in our discussions with and about our universities, colleagues and students.

By supporting the voice and visibility of faculty and students from lower-SES backgrounds and recognizing that many may still be living in poverty, universities can encourage dialogue and action for those around us.

By giving and claiming voice and space in academia, universities can help inspire and facilitate equity and belongingness in a system that is, perhaps by design, antithetical to those goals.

Perhaps it will also give universities the opportunity to unite and organize around policy issues related to access to higher education and poverty of individuals within higher education.

More importantly, emphasizing class can enable the creation of a community of individuals from lower-SES backgrounds and those currently living in poverty — providing the benefits of social support and perhaps even guidance and mentorship.

<https://www.apa.org/pi/ses/resources/indicator/2018/03/lower-socioeconomic-status>

<https://www.insightintodiversity.com/https://www.insightintodiversity.com/contact/>

National First-Generation College Celebration Day

On November 8, 2019, colleges and universities across the United States observed the third annual National First-Generation College Celebration Day by recognizing the successes of faculty, staff, and students who are the first in their families to earn a college degree. At University of Washington Tacoma (UW Tacoma), the campus celebrated the first-generation identity through a weeklong series of events focused on sharing stories and providing communal support.

First-generation students participated in a social media campaign in which university photographers captured them in their favorite spots on campus with messages displaying “what being first means to them,” according to the University of Washington website. The images were shared online using the hashtag #WeAreFirstGenUWT

<https://www.insightintodiversity.com/national-first-generation-college-celebration-day/>