Syllabus
CHC/LAT 182/ ED 182
Latina/o Access and Persistence in Higher Education
Fall 2008

Days: Tuesday/Thursday
Time: 11:00-12:20 p.m.
Location: SST 220A

COURSE OBJECTIVES
Students will develop an understanding of how social, political, and economic forces impact on Latina and Latino racial/ethnic minorities with regard to their experience in the U.S. higher education system.

This course will help students to:
- To gain deep knowledge regarding the multiple aspects of the problems of college access and retention in college, including historical perspectives and theoretical underpinnings of college access and retention research;
- To understand barriers to full college participation and the changing dynamics of college access competition;
- To make visible the links between K-12 and postsecondary stratification;
- To parcel out the contributions and interactions of families, students, schools, colleges, and the admissions sector in influencing college access and persistence.

COURSE TEXTS

Course Reader: Available from Mozena Publishing 800-444-8398 (www.mozenapublishing.com)
Additional readings will be available for download from course reserves and class web page. See reading schedule for url.

Note: *Readings should be completed at the beginning of the class session they are due.*
REQUIREMENTS

Class Participation/Attendance (15%)
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 will be graded on the amount (or lack thereof) and quality of their discussion participation.

Midterm (30%)
The take-home midterm exam will emphasize the readings, discussions, and lectures from the first half of the course including the material through week 5. The exam questions (5-6 short answers) will be distributed in class Thursday of week 5 (October 30th) and will be due in class on Tuesday of Week 6 (November 4th). Exams are to be typed and double-spaced with the questions listed above the response. Late exams will not be accepted.

Self-Application Paper (20%)
Students will select a personal experience related to their college choice process and/or college transition experience and relate it to the course material and outside literature on college access and retention. The 3-5 page self-application paper will end with policy recommendations for improving that particular aspect for Latina/o populations. By Thursday of week 7 (November 13th), students must submit in writing their proposed topic and at least one outside reference they plan to incorporate in their paper. Final papers are due in class before the Thanksgiving holiday break (November 25th).

Final Exam (35%)
The in-class final exam will emphasize the readings, discussions, and lectures from the second half of the course including the material through week 10. The exam questions (3-4 short answers) will be distributed in class Thursday of week 10. Blue books are required.

*****CLASS BEGINS ON THURSDAY, SEPTEMBER 25, 2008*****
COURSE SCHEDULE

WEEK 1: Current Trends on Access, Enrollment, and Graduation

Tuesday, September 30th: Overview of College Access

Readings:

Thursday, October 2nd: Monitoring College Access

Readings:
- Gandara & Orfield: Chapter 1 “Introduction: Creating a 21st century vision of access and equity in higher education” in Gandara et al. (2006) (Course text)
- Oakes et al.: Chapter 2 “California opportunity indicators: Informing and monitoring California’s progress toward equitable access” in Gandara et al. (2006) (Course text)

WEEK 2: History of Access and K-16 Links

Tuesday, October 7th: History of Latina/o Access to Education

Readings:

Film: *The College Track: Who’s In? Who’s Out?*

Thursday, October 9th: K-16 Connections

Readings:
- Ratliff: Chapter 5 “K-12 and the pipeline to higher education” in Gandara et al. (2006) (Course text)
Recommended Readings:

WEEK 3: College Outreach and Preparation Programs
Tuesday, October 14th: Outreach and the Role of Culture and Families
Readings:

Recommended Readings:

Thursday, October 16th: Role of Counselors, Peers, and Mentors in College Preparation
Readings:
- Gandara, P. & Mejorado, M. (2005). Putting your money where your mouth is: Mentoring as a strategy to increase access to higher education. In W. Tierney, Z. Corwin & J. Colyar (Eds.), Preparing for college: Nine elements of effective outreach (pp. 89-112). Albany: State University of New York Press. (Course reader)

Film: The College Track: Expect the Best
WEEK 4: Standardized Testing: Uses and Consequences
Tuesday, October 21st: Standardized Tests and College Admissions

Readings:
- Geiser, S. & Santelices, V.: Chapter 4 “The role of advanced placement and honors in college admissions” in Gandara et al. (2006) (Course text)

Thursday, October 23rd: Standardized Tests in Practice

Readings:

Recommended Readings:

Film: Secrets of the SAT
WEEK 5: College Admissions, Affirmative Action, and Race/Ethnicity
Tuesday, October 28th: Equity, Affirmative Action, and Race

Readings:
- Bensimon et al.: Chapter 6 “Measuring the state of equity in public higher education” in Gandara et al. (2006) (Course text)
- Horn & Marin: Chapter 7 “Reaping the benefits of Grutter: College Admissions and racial/ethnic diversity” in Gandara et al. (2006) (Course text)

Thursday, October 30th: Percent Plans, College Equity, and Access

Readings:

Recommended Readings:

*Midterm Exam Distributed*

Week 6: College Financing/Affordability and Community Colleges
Tuesday, November 4th: College Financing and Affordability

Readings:
- Fitzgerald: Chapter 3 “Lowering barriers to college access: Opportunities for more effective coordination of state and federal aid policies” in Gandara et al. (2006) (Course text)
Recommended Readings:


*Midterm Exam Due In Class*

Thursday, November 6th: Community Colleges and Transfer Processes

Readings:

- Handel et al.: Chapter 8 “The effectiveness of the transfer path for educationally disadvantaged students: California as a case study in the development of a dual admissions program” in Gandara et al. (2006) (Course text)

Recommended Readings:


WEEK 7: Theories/Models of College Choice

Tuesday, November 11th: Veteran’s Day Holiday—No Class

Thursday, November 13th: College Choice Processes

Readings:

- Nora, A. (2004). The role of habitus and cultural capital in choosing a college, transitioning from high school to a higher education, and persisting in college

**Recommended Readings:**


*Self-Application Paper Topic Due In Class*

**WEEK 8: Latina/o College Student Retention**

**Tuesday, November 18th: Transition to College**

**Readings:**


**Recommended Readings:**


**Thursday, November 20th: College Student Retention Theory and Practice**

**Readings:**


Recommended Readings:


WEEK 9: Retention Revisited
Tuesday, November 25th. Re-conceptualizing Retention Theory

Readings:


Film: The College Track: Get In. Stay In.

*Self-Application Paper Due in Class

Thursday, November 27th: Thanksgiving Holiday- No Class
WEEK 10: Beyond the Baccalaureate
Tuesday, December 2nd, Latinas/os and Graduate School Attendance

Readings:
- Shulock & Moore: Chapter 9 “A strengthened community college role in teacher preparation” in Gandara et al. (2006) (Course text)
- Chapa: Chapter 10 “The educational pipeline and the future professorate” in Gandara et al. (2006) (Course text)

Recommended Readings:

Thursday, December 4th: In-Class Final Exam

*Bring blue book*
Selected Journals in Social Science and Education:
American Educational Research Journal
American Journal of Education
American Journal of Sociology
American Sociological Review
Anthropology and Education Quarterly
Aztlan: A Journal of Chicano Studies
Change
Chicano-Latino Law Review
Comparative Education
Comparative Education Review
Compare
Educational Foundations
Educational Horizons
Educational Policy
Educational Record
Education and Urban Society
Ethnic and Racial Studies
Harvard Educational Review
Harvard Latino Law Review
Hispanic Journal of Behavioral Sciences
Human Organization
Journal of American Indian Education
Journal of Black Studies
Journal of College Student Development
Journal of College Student Personnel
Journal of Cross-Cultural Psychology
Journal of Education
Journal of Educational Equity and Leadership
Journal of Educational Psychology
Journal of Educational Research
Journal of Ethnic Studies
Journal of Higher Education
Journal of Hispanic Higher Education
Journal of Hispanic Policy
Journal of Latinos and Education
Journal of Multicultural Counseling and Development
Journal of Negro Education
International Journal of Intercultural Relations
International Journal of Qualitative Studies in Education
International Review of Education
La Raza Law Journal
Latino Studies Journal
Phylon: The Atlanta University Review of Race and Culture
Qualitative Inquiry
Qualitative Sociology
Research in Higher Education
Review of Educational Research
Review of Higher Education
Social Science Journal
Social Science Quarterly
Sociological Inquiry
Sociology and Social Research
Sociology of Education
Studies in Higher Education
Teachers College Record
Urban Education
Urban Review