

Contact Info:

Hannah Adams Ingram
Iliff School of Theology/University of Denver
hingram@iliff.edu
PhD Student
Exp. Grad 2016

Does Higher Education Risk Class Violence?

This research examines the largely unquestioned narrative of the goodness of higher education and its redemptive power in combating poverty. It looks towards what might be sacrificed in families and communities when members pursue college degrees for the first time. While educational research documents the conflicts that first-generation students face when they attempt to integrate their new college discoveries with who they are in their communities of origin, educators and administrators may not take this dual mediation of cultures into account when determining what unique support first generation students may need.

I. Introduction to the problem

- A. Case study with a special focus on Christian liberal arts university (with implications for teachers, chaplains, and student life professionals at other universities and seminaries as well)

II. Dimensions of the issue

- A. First-generation status and social class
- B. Family systems and a student's community-of-origin
- C. Ethos/purpose of the university
- D. Role of the teacher/pedagogical issues

III. Questions for REA participants

- A. Where do you find resonance in what I have presented?
- B. Is there a dimension of the problem that you think is missing from this presentation?
- C. Have you been aware of the times you've taught first-generation students? Do they self-identify? Have you ever asked? Have you noticed unique concerns from these first-generation students?
- D. What part do you have to play in your specific role to serve first-generation students? (As professor, chaplain, mentor, pastor, etc.) How could you address these concerns?

IV. Sources

Bourdieu, Pierre. *Practical Reason: On the Theory of Action*. Stanford, Calif.: Stanford University Press, 1998.

Bourdieu, Pierre, and Jean Claude Passeron. *Reproduction in Education, Society and Culture*. London; Newbury Park, Calif.: Sage, 1990.

- González, Norma, Luis C Moll, and Cathy Amanti. *Funds of Knowledge: Theorizing Practice in Households, Communities, and Classrooms*. Mahwah, N.J.: L. Erlbaum Associates, 2005.
- hooks, bell. *Teaching Critical Thinking: Practical Wisdom*. New York: Routledge, 2010.
- . *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
- Horton, Myles, Brenda Bell, John Gaventa, and John Marshall Peters. *We Make the Road by Walking: Conversations on Education and Social Change*. Philadelphia: Temple University Press, 1990.
- McDonough, Patricia M. *Choosing Colleges: How Social Class and Schools Structure Opportunity*. Albany: State University of New York Press, 1997.
- Palmer, Parker J. *To Know as We Are Known: Education as a Spiritual Journey*. [San Francisco]: HarperSanFrancisco, 1993.
- Woodson, Carter Godwin, Daryl Michael Scott, V. P Franklin, and Association for the Study of African-American Life and History. *The Mis-Education of the Negro: With a Foreword by V.P. Franklin*. United States: ASALH Press : A program of the Association for the Study of African American Life and History, 2005.