

## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2111  
Course Title Mobility, Inequality, and First-Generation College Students  
Transcript Abbreviation First-Gen College  
Course Description In this course, students draw on contemporary sociological research regarding first-generation college students to explore what makes their educational experiences unique, note the vulnerabilities they experience, and interrogate help-seeking behaviors that arguably lead to resilience and eventual completion of a four-year degree.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.1101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- To understand the sociological perspective regarding the possibilities and challenges surrounding educational mobility, vulnerability, and resilience among first-generation college students.
- Understand core sociological concepts such as social stratification, mobility, social closure, bureaucratic processes, cultural capital, integration, resilience, family effects, and first-generation status.
- Discuss broad sociological theoretical orientations surrounding system needs and functionality of institutions, like education and higher education and as more critical orientations that highlight the uneven distribution of resources.
- More easily read and interpret scholarly research in sociology, methodological techniques available to sociologists, and their application to the topics of mobility, inequality, and first-generation college students.
- Communicate, through writing and discussion, important dynamics regarding first-generation vulnerability when it comes to getting to college but also in regard to experiences on campus and four-year degree completion.

### **Content Topic List**

- Sociological theory and first-generation students
  - Research methods and first-generation students
  - Family stratification and education
  - Culture and the first-generation experience
  - Inequality in test preparation
  - School inequality prior to college
  - Curricular tracking and its implications for college readiness
  - The challenge of getting into college
  - First-generation gaps in college going and completion
  - The long-term benefits of a college degree for first-generation students
  - First-generation experiences in college, vulnerability and resilience
- No

### **Sought Concurrence**

## Attachments

- Sociology Crim Curriculum Map 1.15.25.xlsx: Curriculum map  
*(Other Supporting Documentation. Owner: Downey, Douglas B)*
- Sociology 2111.docx  
*(Syllabus. Owner: Downey, Douglas B)*
- Concurrence request.pdf: Concurrence request  
*(Other Supporting Documentation. Owner: Downey, Douglas B)*

## Comments

- Please upload the request for concurrence that was sent to Anastasia Snyder and was left unanswered. Thank you.  
*(by Vankeerbergen, Bernadette Chantal on 02/18/2025 08:24 AM)*
- We sent a request for concurrence to the College of Education and Human Ecology (Anastasia Snyder) 1/24/25 and have not heard back. *(by Downey, Douglas B on 02/18/2025 08:20 AM)*

**COURSE REQUEST**  
2111 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/18/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	01/15/2025 10:02 AM	Submitted for Approval
Approved	Downey, Douglas B	01/15/2025 10:02 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/22/2025 02:29 AM	College Approval
Submitted	Downey, Douglas B	02/18/2025 08:20 AM	Submitted for Approval
Approved	Downey, Douglas B	02/18/2025 08:22 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/18/2025 08:35 AM	College Approval
Submitted	Downey, Douglas B	02/18/2025 01:42 PM	Submitted for Approval
Approved	Downey, Douglas B	02/18/2025 01:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/18/2025 02:29 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/18/2025 02:29 PM	ASCCAO Approval



# Syllabus

Sociology 2111

*Mobility, Inequality, and First-Generation College Students*

Autumn 2025

3 Credit Hours

In-Person

## Course overview

*Reading sociology should increase our awareness of the imperial reach of social worlds into the intimacies of our own self. Through such reflection, we become aware of our own “common sense” as being itself a social phenomenon to be examined and understood. -- C.Wright Mills, 1960*

Sociologists have long been interested in questions of mobility across generations, educational opportunity, and ongoing patterns of inequality. Although much of research attention in this regard has centered on schooling at the elementary, middle, and high school levels, the last decade has witnessed elaboration at the collegiate level and with specific attention to first-generation students—i.e. the first in their families to complete a four-year college or university degree. First-generation students, in fact, represent a compelling sociological case in point when it comes to assessing mobility, inequality, integration, financial stress, and differentials in academic performance and completion. In this course, we will be drawing on contemporary sociological research regarding first-generation college students, we will explore what makes their educational experiences unique, note the vulnerabilities they experience, and will interrogate help-seeking behaviors many engage in that arguably lead to resilience and eventual completion of a four-year degree.

### Instructor

- Vincent Roscigno, Professor
- Roscigno.1@osu.edu
- (614) 292-1618
- Fridays, 8-11 a.m. and by appointment

**Note:** Preferred method of contact is email.



## Course description

This course offers students a sociological lens for understanding possibilities and challenges surrounding educational mobility, vulnerability, and resilience among first-generation college students. We will first focus on stratification dynamics that undercut the likelihood of first-generation students going to college in the first place. This includes family, cultural, and schooling processes prior to college entry. In the second portion of the course, we will then turn to what happens when first-generation students actually make it to college, their experiences of both success and vulnerability, their academic performance and choices when it comes to college majors, their relative levels of integration on campus, and unique stressors when it comes to: sense of belonging, working jobs for pay while enrolled, student debt, and connections to peers and faculty. Along the way, we will also be discussing intersectional dynamics between first-generation background, race/ethnicity, and gender, strategies of help-seeking, and the long-term benefits of a college degree for first-generation students.

Taken together, such foci and attention to them in this course will provide students ways of thinking theoretically and sociologically about the first-generation experience. We will also be discussing along the way methods of data collection, analysis, and presentation used by sociologists who study first-generation vulnerabilities and mobility. Sociological research, both quantitative and qualitative, is quite rich in these regards. The assigned readings, including those in both the first and second halves of the course, are drawn from digestible book chapters and journal articles in the field, some of which are qualitative and some of which are quantitative. My selection of readings is strategic and, combined with our classroom discussion, will help students learn to consume social science research approaches, analyses, and interpretations.

## Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. understand numerous core sociological concepts such as social stratification, mobility, social closure, bureaucratic processes, cultural capital, integration, resilience, family effects, and first-generation status.
2. discuss broad sociological theoretical orientations surrounding system needs and functionality of institutions, like education and higher education and as more critical orientations that highlight the uneven distribution of resources, societal inequality, intergenerational opportunity, and group well-being.
3. more easily read and interpret scholarly research in sociology, methodological techniques available to sociologists, and their application to the topics of mobility, inequality, and first-generation college students.
4. communicate, through writing and discussion, important dynamics regarding first-generation vulnerability when it comes to getting to college but also in regard to experiences on campus and four-year degree completion.



5. recognize points of efficacy, resilience, and help-seeking that bolsters the likelihood of educational mobility and even eventual labor market success.

## Mode of delivery

This course is 100% in-person. Thus, there is an expectation that you will attend and participate in each class session. On the outside chance of inclement weather, we might move a given day's class to online (zoom). If that were to occur, the professor will communicate relevant link information to students via email and the Carmen course website.

## Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

## Participation requirements

Learning is a dialectical process—between teacher and student, between students and between new ideas and those that are already established in one's mind. Thus, one goal for this course is for you to be an active learner. This is a genuinely important goal for me. I consequently hope for and expect active participation in discussion on topics we cover, and hope to engage you in a manner that helps you process lecture and reading materials in a reflective manner (both as a larger group and within smaller groups). The course, the readings, and the grading scheme have been set up with this goal in mind and I believe that if you actively take part in this course you will learn more and also find the course enjoyable and interesting. Reading the material prior to class is especially key in these regards. You will also be asked to turn in short reading reflections periodically. These write-ups will give you the opportunity to reflect on how the ideas we are discussing are important generally as well as in your own experiences, history and/or future trajectory.

## Course communication guidelines

Clear and thoughtful communication over email and in the context of classroom discussion is both encouraged and expected. Please be respectful of your fellow students and me. This includes: (1) being considerate of others and their opinions during discussions, even if their opinion differs from your own; (2) coming to class on time and not leaving early, and by avoiding taking part in distracting behaviors – such as talking, texting, tweeting, etc. during lecture, reading newspapers, and eating during class; and



(3) being thoughtful and respectful in any online communications via email with me and your peers.

## Your Written Work

The two exams for this course will be in-class essay format. As noted momentarily, you will be given practice questions a week in advance. On exam day, you will only need to bring blank paper and a writing utensil.

You will also have five short writing assignments, to be turned in on paper the day they are due (see course outline for dates). I encourage you to nevertheless digitally save such writing assignments via MS Word or Google doc in case any issues arise, and in case we need to return to the original document.

## Course materials

### Readings and Required Textbooks

- (1) *Class and Campus Life* (2016), by Elizabeth Lee (ILR Press).  
(Available on Amazon for \$23.95 new; \$3-\$5 used; Kindle \$15.99)
- (2) *The Privileged Poor* (2018), by Anthony Abraham Jack (Harvard University Press). (Available on Amazon for \$16.75 new; \$8.95 new; Kindle \$9.99)
- (3) Article readings (listed in the course schedule, below). All will be made available at no cost via the course Carmen website)

### Course technology and support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@osu.edu)
- TDD: 614-688-8743



## Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings or office hours if needed ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

## Required Equipment for downloading articles and/or potential office hours on zoom

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

## Carmen Access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.





## Grading and instructor response

### How your grade is calculated

Assignment Category	Points and/or Percentage
Exam #1	100 points (25% of course grade)
Exam #2	100 Points (25% of course grade)
5 Writing Assignments (@ 20 pts each)	100 Points (25% of course grade; 5% each assignment)
Participation	100 Points (25% of course grade)
<b>Total</b>	<b>400 Points</b>

### Point-Percentage-Letter Grade Conversions

373(93.3%) - 400(100%) = A      320(80.0%) - 332(83.0%)= B-      266(66.5%) - 279(69.8%)= D+  
 360(90.0%) - 372(93.0%) = A-      306(76.5%) - 319(79.8%) = C+      253(63.3%) - 265(66.3%) = D  
 346(86.7%) - 359(89.8%) = B+      293(73.3%) - 305(76.3%) = C      0 (00.0%) - 252(63.0%)= E  
 333(83.3%) - 345(86.3%) = B      280(70.0%) - 292(73.0%) = C-

### Description of major course assignments

**Exams:** Two exams will be given on dates specified on the course outline, below. Each exam will cover half of the course material, including material from the text readings, lecture, short readings and/or videos. These exams will be worth 100 points each and will be in the form of in-class essay format. You will be asked to answer two questions during the exam period and will have seen the questions prior to the exam day. I expect that thoughtful and developed answers will range from 2-3 handwritten pages each.

**Reading Write-ups:** I will ask you, five times during the course, to read and summarize 5 specific research articles outside of class, which I will make available to you via our carmen course page. Write-ups of these should be no longer than 1 typed (single-spaced) page. You will be asked to: (1) summarize each, (2) integrate in ideas we have been discussing, and (3) reflect on each relative to your own background and



experiences. These will be due on paper at the beginning of the lecture period the day we are discussing them.

**Participation:** I expect students to be active classroom learners. This means being prepared for each class by reading assigned readings beforehand, coming to class ready to discuss the day's materials, and actively taking part in discussions with the entire class and/or in small groups.

### **Missing exams and late assignments**

There are no make-up exams except under compelling circumstances and would require you contacting me prior missing the due date. In such a situation, and if cleared, you will also be required to provide official documentation explaining your absence.

Reading Write-ups are due on the day listed on the course outline in red font. Any turned in after will be automatically penalized two points, and then an additional point per day that they are late. It is your responsibility to be cognizant of when they are due and to get your write-up to me by the beginning of the lecture period.

### **Instructor feedback and response time**

Exams and reading write-ups will be graded within a week, and students will be provided written feedback as to strengths and weaknesses in exams and in write-ups. Should students want further discussion or feedback, I would be happy to meet and discuss during office hours. I generally respond to such requests within 24 hours and can be available within a few days of any such requests.

## **Academic policies**

### **Academic integrity policy**

I encourage discussion with your classmates as well as study groups outside of class when it comes to exam preparation and/or discussion of class readings and write-ups. When it comes to the actual writing of in-class essays (on exams) and reading write-ups, however, I ask that your written work be independent of direct peer influence and sharing.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.



If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color,



disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Land acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:  
<https://mcc.osu.edu/about-us/land-acknowledgement>

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Accessibility accommodations for students with disabilities**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers



based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if one's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an



academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

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## Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.  
(Note: All articles listed below will be made available via the Carmen course website)

### ***Sociological Concepts, Theories, and Stratification Prior to College***

August 26     **Intro to the Course**

August 28     **Core Concepts and Foci**

Roscigno, Vincent J, Jasmine Whiteside, Erick Axxe, Anne McDaniel, and Oded Mcdossi. 2025. "Being First-Generation." *Contexts*, forthcoming Winter, pp. 13-15.  
Toutkoushian, Robert K., Robert A. Stollberg, and Kelly A. Slaton. 2018. "Talking 'Bout My Generation: Defining "First-Generation College Students" in Higher Education Research." *Teacher's College Record* 120:1-38.

September 2     **Broader Sociological Considerations and Theoretical Traditions**

Davis, Kingsley and Wilbert Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10: 242-249.  
Tumin, Melvin. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* 18: 387-394.

**\*\*\* Small group discussion and debate on inequality versus functionality \*\*\***

September 4     **The Research Process and Studying First -Generation Issues**

"Sociological Research." Free open access chapter (2018) available via OpenStax, *Introduction to Sociology*, downloadable at <https://openstax.org/books/introduction-sociology-3e/pages/2-2-research-methods>



September 9 **Family Stratification Early in the Educational Life Course**

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67: 747-776.

**\*\*\* First short summary and write-up of today's reading due at the start of class \*\*\***

September 11 **Lecture and follow-up small group discussion of family processes and unique pressures, tensions and inequalities that first-generation college students likely encounter.**

September 16 **Culture and its Potential Relevance for the First-Gen Experience**

Gupta, Achala. 2022. "Revisiting Educational Advantage and Social Class: A Bourdieusian Analysis." *British Journal of Sociology of Education* 44: 26-42.

September 18 **Inequality Across the Playing Field and Test Preparation**

Buchmann, Claudia, Dennis Condron, and Vincent Roscigno. 2010. "Shadow Education, American Style: Test Preparation, the SAT and College Enrollment." *Social Forces* 89: 435-461.

September 23 **School Inequality Prior to College: How Much Does It Matter?**

Owens, Ann. 2018. "Income Segregation between School Districts and Inequality in Students' Achievement." *Sociology of Education* 91:1-27.

Downey, Douglas B. "How Does Schooling Affect Inequality in Cognitive Skills? The View From Seasonal Comparison Research." *Review of Educational Research* 94: 957.

September 25 **Further Consideration of Early Inequalities in Schooling**

**\*\*\* Small group discussion and reflections on family versus school disadvantages \*\*\***

September 30 **Curricular Tracking and Its Implications for College Entry and Readiness**

Ainsworth-Darnell, James and Vincent Roscigno "Stratification, School-Work Linkages, and Vocational Education." *Social Forces* 84: 257-284.

Lucas, Samuel. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106: 1642-1690.

October 2 **Follow-Up Class Discussion: High School Experiences and College Preparation**

**\*\*\* Second short write-up considering both Ainsworth-Darnell/Roscigno and Lucas readings due at the beginning of the class period \*\*\***





October 7     **The Challenges of Getting to College**

Whiteside, Jasmine. 2020. "Becoming Academically Eligible: University Enrollment Among First-Generation, Rural College Goers." *Rural Sociology* 86: 204-228

October 9     **First-Generation Gaps in College Going and Completion**

Wilbur, Tabitha and Vincent Roscigno. 2016. "First-Generation Disadvantage and College Enrollment/Completion." *Socius: Sociological Research for a Dynamic World*. <https://doi.org/10.1177/23780231166643>

October 14    **The Long-Term Benefits of a College Degree for First-Gen Students**

Hout, Michael. 2012. "Social and Economic Returns to College Education in the United States." *Annual Review of Sociology* 39:379-400.  
Torche, Florencia. 2015. "Intergenerational Mobility and Equality of Opportunity." *European Journal of Sociology* 56: 343-371.

**\*\*\* Study Guide / Practice Essay Questions for Exam 1 Handed Out \*\*\***

October 16    **Review Session for Exam #1**

**\*\*\* Exam 1 October 21 (in-class essay format) \*\*\***

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***First-Generation Experiences, Vulnerability and Resilience  
During College***

October 23    **The Relevance of First-Generation Background on Campus: College Dreams and Finding Community on Campus**

*Class and Campus Life*, by Elizabeth Lee, Chapters 1-2 (pp. 1-58) on

October 28    **Confronting Inequality on Campus and with Peers**

*Class and Campus Life*, by Elizabeth Lee, Chapters 3 and 5 (pp. 90-119 and 144-170)

October 30    **The Aftermath of College and Long-Term Mobility Prospects**

*Class and Campus Life*, by Elizabeth Lee, Chapter 6 (pp. 171-199) on the.

**\*\*\* Third short write-up and reflection, centering on chapters 1, 2, 3, and 5, due at the beginning of the class period \*\*\***





November 4      **First-Generation Cultural Adjustment and Integration on Campus**

Anthony Abraham Jack. 2014. "Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality." *Sociological Forum* 29: 453-475.  
Oded McDossi, Ashley Wright, Anne McDaniel and Vincent Roscigno. 2022. "First-Generation Inequality and Social Integration." *Social Science Research* 105: <https://doi.org/10.1016/j.ssresearch.2022.102698>.

November 6      **Culture Shock and Integration Continued...**

**\*\*\* small group discussion \*\*\***

November 11     **Social Psychological Well-Being and First-Generation Resilience**

Wilbur, Tabitha. 2020. "Stressed but not Depressed: A Longitudinal Analysis of First-Generation College Students, Stress, and Depressive Symptoms." *Social Forces* 100:56-85

**\*\*\* Fourth Short Write-Up and Reflection, with attention to Wilbur's article, due at the beginning of class \*\*\***

November 13    **Keeping Up with the Jones's and Its Dilemmas for First-Gen Students**

Armstrong, Elizabeth and Laura Hamilton. 2015. "Socialites, Wannabes, and Fit with the Party Pathway," pp. 111-147 (chapter 5) from *Paying for the Party* (Cambridge: Harvard University Press)

November 18    **Debt Pressures and the Need to Work While Enrolled in College**

Dwyer, Rachel, Laurie McLoud and Randy Hodson. 2012. "Debt and Graduation from American Universities." *Social Forces* 90: 1133-1155.  
National Association of Student Affairs Administrators in Higher Education (NASPA). 2016. *First-Generation Student Employment Fact Sheet*. Downloadable at <https://firstgen.naspa.org/files/dmfile/FactSheet-04.pdf>

November 20    **Academic Pathways, Difficulties, and College Majors**

Wright, Ashley, Vincent Roscigno, and Natasha Quadlin. 2023 "First-generation Students, College Majors, and Gendered Pathways." *The Sociological Quarterly* 64: 67-90.  
Strayhorn, Terrel L. 2006. "Factors Influencing the Academic Achievement of First-Generation College Students." *NASPA Journal* 43: 82-111.



December 2. **Trying to Fit in on Campus, and Barriers to Doing So**

Jack, Anthony Abraham Jack. 2019. Chapters 1 and 2 (pp. 1-78) from *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students* (Cambridge: Harvard University Press)

**\*\*\* Fifth short write-up and reflection, focusing on these two chapters, due at the beginning of class \*\*\***

December 4-9 **Learning the Rules of Campus Engagement in the Face of Vulnerability**

Jack, Anthony Abraham Jack. 2019. Chapters 3, 4, and 5 (pp. 71-198) from *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students* (Cambridge: Harvard University Press)

**\*\*\* Study Guide and Sample Essay Questions for Exam 2 Handed Out Dec 9 \*\*\***

December 11 **Review Session for Exam #2**

**\*\* Exam 2: Date/Time of University Scheduled Final Exam TBD \*\***



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## concurrency

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**From** Downey, Douglas <downey.32@osu.edu>

**Date** Fri 1/24/2025 5:33 PM

**To** Snyder, Anastasia <snyder.893@osu.edu>

 1 attachment (447 KB)

FirstGenCourse\_1-14-25 (1).pdf;

Hi Anastasia,

The Department of Sociology is initiating a new course (see attached).

We're hoping that you can provide concurrence for the College of Education and Human Ecology.

Thank you,

Doug Downey



**Doug Downey (he/him/his) [pronunciation](#)**

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Director of Undergraduate Studies

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