

Potential questions for Anthony Jack's discussion with Educ 309 seminar, Trinity College
Anyone can comment on GDoc at <http://bit.ly/anthony-jack-questions>. Jack Dougherty can edit.

Below are questions submitted by members of our class.

Add stars* to questions that we should ask our guest, or suggest others below.

1. During your interviewing process, were there any questions that students were more hesitant about answering, either because of the way the question was phrased or the nature of it?
2. Are students who took part in early college prep programs, but attended public high school, considered members of the Privileged Poor?
3. This is such a wonderfully readable book. How did you learn to write this way?
4. Can students be members of both groups (Privileged Poor and Doubly Disadvantaged)?
5. College prep programs can be very selective and only accept students who are ranked the highest in the class or "show potential", leaving behind a large group of students. Do you believe that college is for everyone? Is there something to be done to serve the young adults from low-income neighborhoods who do not go to college (either by choice or circumstance)?
6. When audiences watch you give a talk, do they sometimes think that you're focusing on "race" because you're an African American, when in fact your book emphasizes the importance of "social class"? In other words, do audiences ever misunderstand your main point?
7. What grouping would you put yourself into (DD, PP, other)? Would you say that being a part of (that) group is the reason you had such success researching and writing this book?
8. In the Appendix, you wrote about how important it was for you to have some credibility when having these interviews. How would you suggest that we, as students, develop that credibility in our interviews, especially if we can't relate to our participants' race or socioeconomic status?
9. Your book emphasizes social class differences between how students navigate college. But did any of the students you interviewed disagree with that concept? For example, one of the students in Bettina Gonzalez's video emphasizes race by saying that "this institution is built for... basically predominantly white students." (Luis Villafuerte)
- 10. *Is mobility possible among DD, PP, and UI? Even if one started out as DD and are now UI, would they still be grouped as "Upper Income" and the way that it's defined in your book?**
11. Annette Lareau writes about how economic status plays a bigger role in inequality than race. Based on your research, do you agree with that idea?
12. If there was something that you could change about your research methods looking back would you change anything, or tweak anything
13. We all want to avoid "blaming the victim." So what do you do when people read your book and respond by saying or thinking, "those Doubly Disadvantaged students just need to stop acting that way"?

14. One of the biggest difficulties of doubly disadvantaged students at Renowned was making connections with professors. They often viewed this as sucking up. Knowing this to be the case, how can school administrators and faculty combat this issue instead of dismissing it as “students not caring.”?
15. ***What ends up happening to the Doubly Disadvantaged? Are they more likely to fail or drop out?**
16. ****How easy is it for a student to switch from being Double Disadvantaged to Privileged Poor? What does it take to make this transition? Would a summer program at an elite institution suffice?**
17. Is the initial transition to an elite institution for Privileged Poor students even easier than the initial transition for Double Disadvantaged students because high schools, especially boarding schools, are more likely to have higher support for its students such? (i.e. your teachers being your dorm parents and your dorm parents being your coaches, smaller student:faculty ratio, etc)
18. We have talked in class that many researchers have been done about how students from lower-income/social classes families being isolated at elite colleges, and have also given workable solutions for colleges. However, we see that today, many colleges still ignore this question. So what can we do to solve this problem besides try to awake college admissions and the society?