

Special Issue

The Class Divide in Higher Education: Compounding Privilege, Multiplying Barriers

Message from the Guest Editors

This Special Issue explores the ways that wealth-based disparities manifest themselves at every turn in systems of higher education in the United States and beyond. The issue first will examine how wealth affects college admissions, beginning with the question of whether the use of standardized tests reinforces wealth stratification. This section will also discuss other criteria that may replicate privilege, such as preferences for the children of donors and alumni. The second part of the issue considers how wealth affects the college experience. In addition, this section will address how wealth disparities affect students' access to the social capital that colleges and universities, especially elite ones, provide. The third portion of the issue will assess how wealth disparities influence outcomes. The final part of the issue will look beyond the United States to examine how wealth affects access to higher education throughout the world. Please submit your proposals and any questions to the Special Issue editor by 21 April 2025.

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Message from the Editor-in-Chief

Social Sciences is an international, open access, peer-reviewed journal publishing the latest research across all disciplines of the social sciences, including anthropology, economics, law, linguistics, education, geography, history, political science, psychology, sociology, and other related areas. The journal is especially interested in interdisciplinary research, and aims to encourage creative, innovative, and critical reflections across social science disciplines. The journal welcomes conventional length articles, shorter Research Notes or articles, as well as Special Issue submissions, as long as they meet the journal's standards of quality and originality.

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