

# Snobfarm College

## Application for Admission

Name Talysha Jones Place of Birth Los Angeles, CA Male Female

High School Central High School GPA 3.83/4.0 Class Rank 25/588

SAT 1310 Extra curricular Activities President of the Black Student Union (2 years), Sophomore Class Vice President, Coordinator African-American Culture Week Program, Girls' Choir (4 years), Dean's List (4 years)

**Personal Statement** I have a strong interest in politics and have worked the last two summers in the office of Congresswoman Nancy Parker. I also feel that my experience and perspective as an African-American woman would add diversity to the student body at Snobfarm.

### Financial Aid Determination Section

**Father's Occupation, Education, Income**

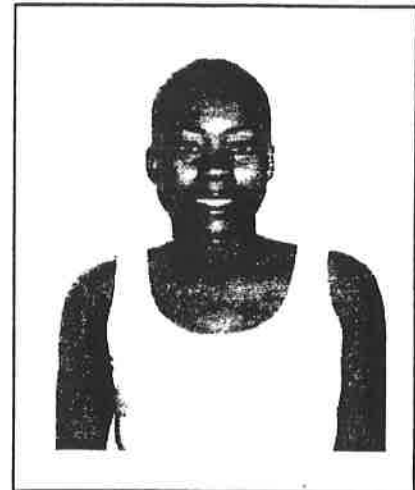
Computer Programmer, 4 years college  
\$68,000

**Mother's Occupation, Education, Income**

Administrative Assistant, 2 years college  
\$22,000

**Optional Information**  
**(Please Check One)**

- African American
- Asian/Pacific Islander
- Hispanic
- Native American
- Caucasian



**For Office Use Only**

Ranking: \_\_\_\_\_

# Snobfarm College

## Application for Admission

Name Luis Rivera Place of Birth Gilroy, CA Male/Female

High School Filmore High School GPA 3.75/4.0 Class Rank 15/180

SAT 1310 Extra curricular Activities Treasurer of the Spanish Club (2 years), volunteer English Tutor at Centro Bilingue (Bilingual Center) in Gilroy (2 years)

**Personal Statement** I have worked all four years after school, weekends, and summers at an appliance store to help my family. I have 6 brothers and sisters. I am a first generation U.S. citizen and will be the first person in my family to graduate from high school.

### Financial Aid Determination Section

**Father's Occupation, Education, Income**

Farmworker, 6 years elementary school  
\$12,000 a year

**Mother's Occupation, Education, Income**

Housekeeper, 4 years elementary school  
\$8,000 a year

**Optional Information**  
(Please Check One)

- African American
- Asian/Pacific Islander
- Hispanic
- Native American
- Caucasian



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Ranking: \_\_\_\_\_

# Snobfarm College

## Application for Admission

Name Sally Smith Place of Birth San Diego, CA Male Female

High School Wilson High School GPA 4.0/4.0 Class Rank 5/325

SAT 1250 Extra curricular Activities Co-captain of Varsity Tennis Team, Swimming Athlete of the Year, Honor Roll (4 years)

**Personal Statement** My father and mother attended Snobfarm and I look forward to continuing the family tradition. Furthermore, I believe that I could help the Snobfarm swim team to win a third consecutive NCAA championship.

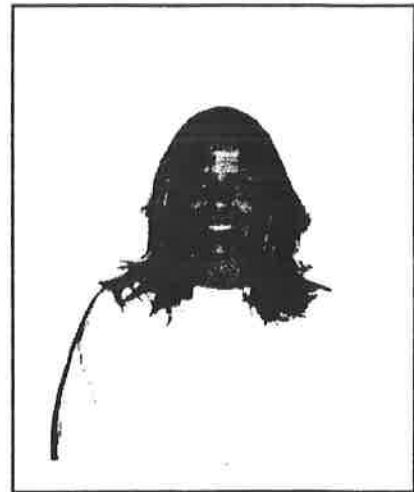
### Financial Aid Determination Section

**Father's Occupation, Education, Income**  
Swim Coach and Teacher, 4 years college,  
\$45,000

**Mother's Occupation, Education, Income**  
Teacher, 4 years college, \$41,000

**Optional Information**  
 (Please Check One)

- African American
- Asian/Pacific Islander
- Hispanic
- Native American
- Caucasian



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Ranking: \_\_\_\_\_

# Snobfarm College

## Application for Admission

Name Minh Ngoc Ho Place of Birth Da Nang, Vietnam **Male**/Female

High School San Francisco High School GPA 3.95/4.0 Class Rank 9/270

SAT 1270 Extra curricular Activities Math Tutor (2 years), Vice President of the Asian Club (2 years), Worked for two years inputting computer data for Logistics Inc, Honor Roll (4 years).

**Personal Statement** My mother and I emigrated from Vietnam and came to the United States four years ago. My family did not support the Communist government in Vietnam and they were afraid that something bad might happen to me because of their beliefs. Our family, including cousins, aunts, and uncles, all contributed money to help us come to the U.S. My goal is to study at a university where I can learn things so that I can send money back to my family. My father died in Vietnam.

### Financial Aid Determination Section

**Father's Occupation, Education, Income**

Deceased

**Mother's Occupation, Education, Income**

Computer Technician, 2 years trade school, \$25,000

**Optional Information  
(Please Check One)**

- African American
- Asian/Pacific Islander
- Hispanic
- Native American
- Caucasian



**For Office Use Only**

Ranking: \_\_\_\_\_

# Admission Criteria

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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5. \_\_\_\_\_

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## Admission-Status Stickers



## College Applicant Ranking Sheet

**Directions:** Carefully review the four applications. Then write the applicants' names and record your group's ranking, admission status, and rationale for your decision about each applicant in the appropriate spaces below.

Applicant Name	Ranking	Admission Status	Rationale for Ranking

## The Affirmative Action Debate

### Background on Affirmative Action

Affirmative action, a policy intended to open opportunities for American groups who have historically been discriminated against, was one of the most controversial issues of the late twentieth century. The term *affirmative action* comes from Executive Order 10952, which President John F. Kennedy signed to create the Equal Employment Opportunity Commission (EEOC) in 1961. Executive Order 10952 directed federally funded employers to “take affirmative action to ensure” the end of racial discrimination in their hiring practices. Affirmative action programs were also established to promote opportunities for women and people of color in university admissions, faculty staffing, and federal business contracts.

From the beginning, affirmative action was controversial. Supporters asserted the program was needed because the legacy of slavery and discrimination in the United States put people of color and women at a disadvantage in obtaining jobs and education. Critics, on the other hand, argued that affirmative action was “reverse discrimination” that unfairly limited opportunities for qualified majority applicants and prevented genuine competition. Affirmative action was legally challenged in the late 1970s by Alan Bakke, a white student who had been rejected from the University of California at Davis. He argued that he had been unfairly penalized since the university had accepted 16 students of color with lower admission scores than his into reserved affirmative action “slots.” In 1978, the Supreme Court declared that the use of racial quotas in university admission practices was illegal. However, the Court upheld the consideration of race in weighing admissions, asserting race was as important a factor as geographical origin or unique personal experiences in the diversity of a student body. Affirmative action was challenged a second time in the late 1990s, when a majority of Californian voters supported Proposition 209 to repeal affirmative action programs in the state. As the end of the twentieth century dawned, Americans remained heavily divided on the issue. Following are arguments from both sides—supporters and critics—in the affirmative action debate.

### Arguments in Favor of Affirmative Action

- Affirmative action is a necessary remedy for the United States’ legacy of racial and sexual discrimination. It helps create a “level playing field” for members of all groups. It is unlikely that the United States is or can soon become a “color-blind” society; U.S. institutions have almost always worked against people of color and women.
- Affirmative action in hiring combats inequalities in employment, which place people of color and women disproportionately in low-status, low-pay jobs. In 1995, white men held 95 percent of senior management positions, while black men held only 4 percent of middle-management positions. Women of all races earned 71 cents for every dollar men earned.
- Employers and admissions officers—most often white and male—tend to promote the interests of those like themselves, often claiming they cannot find qualified individuals.

- Affirmative action forces them to follow antidiscrimination laws such as the Fourteenth Amendment and the 1964 Civil Rights Act and “cast a wider net” to find such individuals.
- Affirmative action balances the fact that personal connections perpetuate discrimination in hiring practices and university admissions. For example, most jobs are found by word-of-mouth, which favors privileged applicants since social networks are usually segregated. Also, universities allow special consideration for the children of alumni.
  - Affirmative action does not promote the acceptance of unqualified applicants; rather, criteria are established, and then affirmative action is applied in the consideration of all qualified applicants. It also seeks to enlarge the number of qualified applicants among people of color and women through aggressive recruitment strategies.
  - Criticism of affirmative action is based on an oversimplified trust in test scores, grades, and other so-called objective measures of applicants’ achievements. Tests used for college admissions, for example, are biased in favor of upper- and middle-class students who have had greater access to high-quality schools than do low-income students.
  - Affirmative action programs create richer educational and professional environments for all people because they more accurately reflect U.S. demographics. They also support the country’s financial future, since people of color and women will comprise the majority of the U.S. workforce by the twenty-first century.

### **Arguments Against Affirmative Action**

- Affirmative action is “reverse discrimination.” It excludes the most qualified individuals from employment and education simply because they are members of majority groups.
- Affirmative action prevents the United States from evolving into a “color-blind” society, in which universal laws uphold justice for everyone. The Fourteenth Amendment to the Constitution appropriately uses universal terms for citizens’ rights without differentiating according to race, color, nation of origin, previous condition or servitude, or gender.
- Affirmative action artificially and unjustifiably links past wrongs to present realities. Although racial and sexual discrimination existed in the United States for over 200 years, victims of discrimination were compensated or are no longer living. Individuals today should be held responsible for their own actions; if guilty, they should compensate their victim(s), and if innocent, they should not be punished for others’ past or present crimes.
- Affirmative action inappropriately overrides laws and the democratic process for obtaining equality. Legislation such as the Voting Rights Act of 1965 effectively removed barriers to equal access to political participation for people of color. As a result, 6,829 black officials had been elected by local citizens by 1988. Legal processes, not preferential treatment by governmental interference, achieve lasting change.
- Affirmative action ultimately harms the groups it is attempting to assist. People of color and women may become more dependent on special consideration for jobs or school admissions, and remain at a disadvantage in workforce competition. When they do become successful, society stigmatizes them by crediting affirmative action rather than the individuals for their success. Additionally, affirmative action promotes racial or sexual resentment in society, supporting the spread of hate groups.