



School of Educational Studies
Summer 2009 Course Descriptions

(Revised 7-8-09)

Note: Changes are highlighted in green below.

Module I: May 18 – July 11
Module IB: June 29 – July 30
Module II: July 13 – August 29

Note: Students are not required to take classes in summer. Students in Doctoral Studies do not register in summer.

Mod 1: May 18 - July 11 (8 weeks)

ED 420a* - Community Building and Research for a New Era (Research Tool) (4 units)

Instructor: Lourdes Arguelles

In these times of dramatic and unprecedented politico-economic changes, this highly interactive seminar has been designed to provide educators, researchers, and social activists with a beginning and effective community-based action research tool-kit that may help them meet more effectively the challenges ahead. The class sessions will focus on readings on three tools for community organizing inquiry: 1. Critical Social Analysis/Conversations; 2. Power Elite Research; and 3. Asset/Mobilization Based Inventories. The seminar will also include a workshop conducted by Dr. Roberto LaCarra from East Los Angeles Community College and Mr. Donald Garcia, a founder of the Mexican Mafia who currently directs a gang prevention and conflict resolution program in Los Angeles. This workshop will assist students in understanding gang dynamics and evaluating gang prevention programs in schools and communities. Course qualifies as a research tool.

***Prerequisite:** ~~CGU/SDSU Joint Doctoral Program students only~~

***Location:** Course will be taught at San Diego State University; enrollment is limited to 12 students

Day/Time: Sat., Sun. 10:00 a – 6:00 p (6/6, 6/7; 6/20, 6/21) + some additional hours at the convenience of students TBA

Note: This course is offered again at CGU during Summer Module II (see ED 420 below).

ED 424 Gender in Education (4 units)

Instructor: Linda Perkins

This course will examine the historical, philosophical, cultural and sociological issues related to gender and education. The class will focus on issues of race, religion, class, ethnicity, immigrant status and sexual orientation and their impact on gender and schooling and higher education. The first half of the class shall focus upon k-12 issues and the second half of the class shall focus upon higher education and professional education. Special attention shall be given to the debates over the differing purposes of education based on gender and the various curricula that have been established to accommodate these

perceived differences. The course will explore the historical debate of single-sex versus coeducation in education. Among the questions to be addressed are: Do current school practices “short-change” girls? Are schools more “girl-friendly,” resulting in lower levels of achievement for boys, particularly in elementary school? Why are boys from African American and Latino backgrounds overrepresented in special education classes, in school expulsions, and other disciplinary actions? Is single-sex schooling better for girls, or does coeducation prepare them for the “real” world? Are single-sex schools better for minority males? How do immigrant children, often raised more “traditionally,” with strict gender expectations, respond to educational programs aimed at “gender equity”? Why are women now surpassing men in college attendance and graduation rates? What is the role of popular culture in shaping attitudes towards gender expectations for youth? What are the challenges of gay, lesbian, bi-sexual and transgendered youth in education?

Day/Time: Mon., 4:00 – 9:15

ED 432 Child Development (4 units)

Instructor: Philip Dreyer

Major theories and research in the field of human development during the first twelve years of life are reviewed in this seminar. Topics include physical growth and health, cognition and learning, parent-child attachment, family interaction, motivation, and socialization in school and community.

Day/Time: Tues., 4:00 – 9:15

ED 457 Economics of Higher Education (4 units)

Instructor: Carol Frances

Students in this seminar will examine contemporary education finance issues central to the future of higher education in America. The emphasis will be on public policies as reflected in trends in federal, state, local, and private funding of education; the inter-relationships between K-12 and higher education finance issues; the impact of demographic, economic, and social trends on public policies that affect education; costs, cost containment, productivity, and accountability; student aid, and the ability of students and their families to pay for college; benefits of education; and the role of education and training in workforce preparation and economic development. Students in the seminar will review, or learn for the first time, some basic concepts and tools of analysis that should be transferable and useful in many different domains. Students with an interest in comparative studies are encouraged to incorporate information on education finance from other countries into our work. This seminar will feature the added challenge of exploring the possible impacts of instructional technology on education economics and finance through efforts to enhance the seminar with web-based resources.

Day/Time: Thurs., 4:00 – 9:15

ED 465 Quantitative Research Methods (Research Tool) (4 units)

Instructor: June Hilton

This course is a thorough introduction to the acquisition and analysis of educational research data. Topics include: conceptualizing a research problem, methods of gathering data, interview and questionnaire construction, coding and structuring data, descriptive statistics, statistical inference concepts, contingency tables/chi square analysis, t-test, one-way analysis of variance, correlation and bivariate regression. Conceptual foundations of these techniques rather than formulas are emphasized; the course can accommodate students with minimal mathematics backgrounds.

Prerequisite: SES students or instructor permission.

Note: Enrollment limited to 25 students.

Day/time: Sat., 10:00 – 4:00 (5/30, 6/6, 6/13, 6/20, 6/27, 7/11, 7/18*)

*** Last session is in Module II**

ED 466 Quantitative Research Practicum (Research Tool) (4 units)**Instructor: June Hilton**

This course provides an opportunity for the Ph.D. student to conduct a complete empirical investigation utilizing the conceptual material and techniques acquired in ED465. Students will be expected to develop a research problem based on a study of the literature, design a questionnaire that addresses the research questions and operationalizes the variables, develop a sampling plan, distribute the questionnaires with appropriate follow-up mailings, enter the data onto a computer, develop an analysis plan, conduct analyses, and write a research report. In conjunction with the analysis phase, students will be instructed in the use of statistical software, specifically the Windows version of SPSS. Seminar papers should be of publishable quality.

Prerequisites: ED465 or instructor permission; SES students or instructor permission.**Note:** Enrollment limited to 25 students.**Day/Time: Wed., 7:00 – 10:00 (5/20 – 7/15*) *Last session is in Module II****Fri., 5:00 – 10:00 (5/29, 6/5, 6/19)****ED 472 Educational Assessment (Research Tool) (4 units)****Instructor: Philip Dreyer**

An exploration of techniques for evaluating and assessing educational outcomes, including student learning, curriculum effects, teacher competency, and the impact of large-scale programs. Emphasis will be placed upon traditional forms of educational testing and research design, including both quantitative and qualitative techniques, in order to provide students with the necessary skills to conduct their own research and to understand the policy and equity issues surrounding educational reform movements. Statistical skills are encouraged but not required. Satisfactory completion satisfies one research tool requirement.

Day/Time: Thurs., 4:00 – 9:15**ED 519 Higher Education and Democracy****Instructor: Linda Perkins**

The issue of access and higher education is one of continued discussion in American society. This course explores the notion of democracy and access to American higher education. Historically, American colleges were founded for Protestant white males to prepare them for the clergy, government and other positions of leadership. For nearly 110 years, (1636-1745) only three colleges existed in the nation (Harvard, College of William and Mary and Yale). Between the Revolutionary War and the Civil War (1776-1863), there was a proliferation of colleges founded throughout the states. The passing of the Morrill Act of 1862 by Congress to set aside land grants for each state to establish an affordable public college for the “sons and daughters of the common man” was important step in making higher education available to larger population of students. In 1890, a second Morrill Act was passed to ensure the access of African Americans to public higher education. Despite the growth of higher education, in 1946 President Harry Truman established a Presidential Commission to review the lack of access to higher education to large segments of the American society. This document, entitled, “Higher Education for American Democracy”, published in 1947 noted only 16% of college age students were enrolled in college. The Commission noted that having a small elite group of college graduates jeopardized democracy. It noted the barriers that rural, low-income, religious and racial minorities, women and non-veterans faced in seeking equitable access to higher education. The Commission’s Report resulted in the growth of community colleges, urban commuter colleges, significant changes in college curriculum, and federal aid to higher education (work-study, loans and grants) to make higher education more accessible and affordable. This class will look at American higher education in the 60 years since the Truman Commission’s Report. Some of the topics that will be discussed are: the Truman Presidency and Civil Rights, the politics of higher education, the role of the federal government in higher education, the meaning of “democracy”, the changing history of admissions policies in American higher education, the growth of a tiered system of higher education ranging from the “most selective” to open admissions

colleges, the history of exclusion of various groups from higher education, the economics of higher education, and the debate regarding religious colleges obtaining federal funds.

Day/Time: Wed., 4:00 – 9:15

ED 552 Struggling Readers in K-12 Schools: Research and Effective Practices (4 units)

Instructor: Gail Thompson

This course is designed to familiarize students with research about reading problems among K-12 students, and related strategies.

Note: Enrollment limited to 15 students.

Day/Time: Thurs. 4:00 – 9:15

ED 560 Access to College (4 units)

Instructor: José Moreno

In this course we will examine various policies, practices, and barriers that affect access to higher education. Topics to be covered through readings, discussion, and/or assignments include structural and cultural factors that impact access; the linkages between K-12 education and college access; the meaning of access across higher education institutions; recent policy and legal decisions barring affirmative action and proposed alternatives to affirmative action; and the individual, institutional, and societal benefits of access to higher education.

Day/Time: Tues., 4:00 – 9:15

ED 582 Achievement Motivation (4 units)

Instructor: Norma Jimenez Hernandez

Children's school performance is greatly affected by motivational factors more than by actual intelligence. There may be children who avoid challenge and who do not realize their intellectual potential. There may also be children who are attaining levels of proficiency that we may not have predicted given their IQ scores. Why might this happen? In this course, we will investigate the motivational factors that influence K-12 children's learning and behavior. Furthermore, we will consider the role schools, parents, peers, and individual meaning-making play in the socialization for school achievement. Throughout the course, we will explore some of the strategies that schoolteachers can integrate in their practice to motivate and socialize children towards school success in way that fosters individual resiliency and an orientation towards future academic success. We will examine such topics as attribution theory, teacher influences, expectancy effects, classroom influences (e.g., cooperative versus competitive learning environments), family influences (e.g., the socialization of achievement), and individual differences (e.g., intrinsic motivation, sex differences in learning).

Day/Time: Fri., 4:00 – 10:00 (no class on 7/3)

New: ED 636 Disability in Schools and Society (4 units)

Instructor: Deb Smith

The seminar, *Disability in Schools and Society*, focuses on the treatment of people with disabilities across time to gain an understanding of how perspective influence inclusive schools and community presence. The seminar provides a study of bias, discrimination, social justice, segregation, and inclusion in historical and contemporary contexts. Analyses of historical periods and critiques of film and literature will be used to explore varying attitudes and perceptions about disabilities. Current and proposed education practice and policy will be reviewed from these perspectives. The seminar is well suited to future education faculty, educators and administrators serving student populations that include special needs learners (K-16), and policy makers. The course will integrate technology into instructional delivery, including distance delivery of some portions of the class.* Because of the compressed schedule for this seminar attendance is required for all sessions and assignments must be completed on time.

Note: Students wishing to stay overnight in Claremont can call the Doubletree Hotel and request the CGU rate of \$109/night for a king or 2 double beds (909.626.2411), as available.

Day/Time*: **Fri, 4:00 – 7:00 (5/29)**
Fri, Noon – 8:00 p (6/26)
Sat, 8:00 a – 4:00 p (6/6; 6/20; 6/27)

* Course includes additional distance delivery instruction to be taken outside of class sessions at student's convenience and in accordance with class syllabus/schedule

ED 665 What Works: Effective Schools and Classrooms (4 units)

Instructor: Mary Poplin

Participants will examine research that has identified effective practices in schools and classrooms. We will explore the relationship of these practices to contemporary debates over schooling and pedagogy.

Readings will be related to the desire to close the achievement gap in our culturally and economically diverse society and the desire to increase both achievement accountability and justice in education.

Day/Time: Wed., 4:00 – 10:00 (5/20 – 6/24)*

***Note: Includes one full day (~8:00 am – 8 pm) for observation in schools, date TBA**

New: ED 677 Comparative Worldviews of Secularism and Judeo-Christian Thought across the Disciplines (4 units)

Instructor: Mary Poplin

In this seminar participants will explore secular worldviews from scientific, philosophic, religious and anthropological perspectives. Participants must have a working knowledge of Biblical Judeo-Christian thought. Readings as we will use these but not take time to teach them. Students from disciplines outside of education are welcome.

Day/Time: Sat., 9:00 – 3:30 (5/30, 6/6, 6/13, 6/20, 6/27)
Sunday, 12:00 p – 5:00 (6/7, 6/21)

New: ED 678 Latino Parent Involvement (4 units)

Instructor: Norma Jimenez Hernandez

In this course, we will focus on the determinants and effects of parent involvement in schools particularly with regard to the schools that serve Latino students. We will investigate what schools are doing to support parents and how they generally create strong parent-school relations. We will also focus on external grassroots programs that have been successful and unsuccessful in getting Latino parents involved in their children's schooling. The course will be completed by examining how we as educators define parent involvement and how we work with parents of both high- and low-achieving students. We will then examine the role of school governing, and demographic factors that influence parent-school relations. Additionally, we will discuss how effective schools are at fostering parent involvement. Do parents respond to the incentives, outreach and support provided by schools? Finally, we will explore the literature on schools with more effective parent involvement practices and greater parent participation to see if they perform at higher academic levels than those with less effective practices and lower levels of parent participation.

Day/Time: Sat., 9:00 – 4:00 (no class on 5/23 or 7/4)

New: ED 680 Contemporary Issues in Mathematics Education (4 units)

Instructor: Darryl Yong

The long-term vitality of the United States economy depends heavily on the productivity of well-trained people in science, technology, engineering and mathematics. According to the highly influential report "Rising Above the Gathering Storm," a vital key to ensuring this steady economic growth and technological innovation is the education of future young minds. Mathematics is crucial to the preparation of future scientists, engineers and creative thinkers, and yet the United States has repeatedly ranked

below average on international comparisons of the mathematical ability of primary and secondary school children. In this course, we will examine the major contemporary issues in K-16 mathematics education, paying particular attention to issues of equity and diversity. We will also articulate the active areas of mathematics education research and the work of leading scholars. The course will engage students in some mathematical tasks, but undergraduate training in mathematics is not required.

Day/Time: Tues., Thurs. 7:00 – 10:00 pm (5/19 – 6/25)

Sat. 9:00 – 3:00 (6/13 only)

New: ED 681 Children’s Literature (4 units)

Co-Instructors: Philip Dreyer, Carolyn Angus

This course is an overview of children’s literature. It covers the genres of literature for children, the developmental characteristics of children as they influence literature choices, and effective ways to present literature to them. Students in the course will be actively involved with children’s trade books: reading them, discussing them, evaluating them, writing about them, and considering how to use them with children. Special emphasis will be placed on books that promote critical thinking about society and diversity, and that support culturally responsive teaching.

Day/Time: Mon., 4:00 – 10:00 (no class 5/25)

**New: ED 685 Effective Practices in Autism: Lecture/Discussion Research Seminar;
Practicum Laboratory (4 units)**

Instructor: Marjorie Charlop

The course will include laboratory sessions at the autism clinic on the CMC campus (Seaman Hall 103) and lecture/discussion sessions. Elements of the course will include observations, interactions with students and families, testing with standardized measures, data collection, developing evidence based protocols and one on one work with students. Social skills training, classroom design to prevent behavior problems and developing academic protocols will also be addressed. General characteristics of autism spectrum disorder, family and societal implications and best practice will be covered. In order to take advantage of the opportunity for a laboratory experience, the course will be an intense practicum held while the autism clinic is in session.

Location: Seaman Hall 103 (Autism clinic on the Claremont McKenna campus)

Day/Time: Clinic: Tues., Thurs. 3:00 – 7:00* (5/19, 5/28, 6/2, 6/4, 6/8, 6/11)

Lecture/discussion: Sat., 9:00 – 4:00 (5/30, 6/6, 6/13)

****No class 5/20 – 5/27****

***Alternative clinic times may be negotiated with instructor**

Mod 1B: June 29 – August 1 (5 weeks)

ED 390 – Our Latino Culture: BCLAD Content Course in Spanish for Bilingual Teachers. (4 units)

Instructor: Izaskun Gaminde

This course seeks to critically examine multicultural issues and assumptions toward developing educational environments to address the needs of a diverse student community. Participants are encouraged to explore, deconstruct, reconstruct, and affirm attitudes as they relate to their personal interests. The three areas of the BCLAD test, methodology, culture, and language will be thoroughly covered. Students of all levels of Spanish are encouraged to take this course, as we will be working on Spanish syntax, semantics, and grammar. It is a good opportunity to increase and enrich your own knowledge of the language. As part of the main assignment, students will create their “own” school with an IDEAL linguistic program.

Note: This course is open to TEIP/MA, MA, and PhD students

Day/Time: Tues., Thurs., 4:00 – 8:15

ED 429 Heart-Based Living Learning and Teaching: Perspectives from the New Sciences, Wisdom Traditions and Alternative Learning Theories (4 Units)

Instructor: Alane Daugherty

Wisdom traditions have long espoused the central role of the heart and the intentional development of higher states of consciousness. In the last several years the new sciences -- neurocardiology, neuroscience and biochemistry -- have documented these truths with substantial evidence showing improved cognitive functioning, greater emotional resilience and a higher baseline level of happiness. Additionally, important evidence has shown that trust, bonding and positive social relationships may create substantial biochemical changes that effect perception and behavior. These findings have significant implications for education. In the first part of this course we will study the dynamics of these findings and how they pertain to our everyday lives and teaching behaviors. In the second part of the course we will examine practical applications for heart based pedagogies such as non-violent communication, active listening, emotional refocusing techniques and willingness/taking action for change. Students will also be trained in heart-based research traditions such as organic inquiry and non-verbal (i.e. drawing) pedagogies.

**Day/Time: Mon., Wed. Noon– 3:50 p.m.
Fri., 12:00 p.m. – 3:00 p.m. (7/10 only)**

ED 493 - Narrative and Appreciative Inquiry (Research Tool) (4 units)

Instructor: Lourdes Arguelles

In this seminar we will focus on two paradigms/ research tools that have been found helpful in understanding the self and everyday life as well as in building and organizing place/geographic communities as well as other communities (e.g., workplaces, schools). We will also examine the ways in which these two approaches to inquiry can be utilized in the context of both a mixed methods or single method dissertation.

Day/Time: Sat., Sun. (10:00 a – 6:00 p) (7/11, 7/12; 7/18, 7/19) + TBA additional hours to be scheduled at the convenience of students

ED 524 Creative Learning Environments (4 units)

Instructor: Carol Bliss

Using the framework of semiotic analysis, we will explore the many ways that visual, nonverbal, cultural, and environmental factors can impact and enhance learning. Through the use of film, visual images, site visits, and field observations, students will become more aware of some of the ways in which environment and nonverbal elements of communication can influence self image, perception and academic success. We will use these insights to bring greater creativity, imagination, and satisfaction into the learning experience.

**Day/Time: Mon., Wed. (Noon – 2:50)
Fri., 9:00 – 4:00 (7/10, 7/24)**

ED 551 Working Mindfully with Marginalized Children and Youth (4 units)

Co-Instructors: Lourdes Arguelles Alane Daugherty & Larry Ward

This course has two training components: 1. Mindfulness training based on insights from contemporary brain/heart research and from wisdom traditions. This kind of training has been found to improve the capacity of teachers to better attune to themselves, others, and the planet; and 2. Training to work compassionately and effectively with students marginalized and traumatized by racism, gang warfare, poverty, sexual/heterosexual abuse, imprisonment, and mental and physical illness and disability. The course will include mindfulness workshops conducted by Larry Ward, a peace activist and organizational consultant who has been ordained as a Zen teacher by Thich Nhat Hanh, the Vietnamese master nominated by Martin Luther King for the Nobel Peace Prize. The course will also

include conversations with undocumented students, ex gang members, violent and sexual offenders, transgender, gay and lesbian students, and students dealing with ADHD, cutting behaviors, and similar problems. These conversations will be framed in the context of discussions of a variety of mindful teaching and learning strategies that are effective in working with these students and their parents.

Prerequisite: MA students only. Interested PhD students should contact instructor
(Lourdes.Arguelles@cgu.edu).

Day/Time: Tues., Thurs. (10:00 a – 2:15 p)

ED 596 Instruction of Culturally and Linguistically Diverse Students with Disabilities (4 units)

Instructors: Sue Robb (Section 1)

Roxanne Watson (Section 2)

This course studies the application of basic concepts and theories in the areas of cultural transmission, second language acquisition, and the acculturation process; assessment and program planning for special considerations imposed by a disability in a culturally, linguistically, diverse child; foundations of instruction planning for culturally and linguistically diverse exceptional students using informal assessment, culturally appropriate learning environments, oral language programs, and appropriate literacy programs and materials. Students will also learn the application of strategies for working with language minority parents and other school personnel in order to improve instructional services in special education and inclusive settings.

Note: Course required for CLAD Certificate, but open for substitution for non-university/district workshop for students not seeking CLAD. Open for MA and PhD students as elective.

Section 1 (Robb): Day/Time: Tues, Thurs, 4:00-9:00

Open to PhD and MA students

Section 2 (Watson): Day/Time: Tues, Thurs, 4:00-9:00

Open to MA students only

ED 661 Gaining Perspective on Teaching/Learning Theories through Key Texts & Site Observations (4 units)

Instructor: DeLacy Ganley

This course is designed with the interests of TEIP Master students in mind. The class explores the tenets of various learning/teaching theories and focuses upon the four most notorious strains: 1) Behaviorism, 2) Constructivism, 3) Relational Theory, and 4) Critical Theory. Additionally, the course will explore Appreciation Theory and Csikszentmihalyi's Theory of Flow as they relate to education and schools. The class relies upon "key texts" to help gain an understanding of these theories. Students should expect to read and take notes upon texts (and, hence, be prepared to do a lot of reading and note-taking in a fairly short period of time); to lead and participate in seminar discussions; to visit classrooms in local schools; and to reflect upon their own learning and teaching experiences. This course is structured as a dialogical and student-centered seminar. Therefore, students are expected to participate and actively engage in discussions. The course will be organized around examination of the readings and their application to students' particular needs and interests. In order to make sure the discussions are text-centered, students are asked to connect their comments to specific passages. (Taking notes on the readings will help with this.) To complement the seminars, the class will also do some "field research." Specifically, as a class we will observe various educational settings to determine what types of theories of teaching/learning are guiding these institution's practice. These site visits help to expand one's sense of K-12 learning environments (because many of the places that we visit are those that pupils go to when expelled from traditional public school settings.) Because of the site visits, not all classes are held at CGU. Students interested in this course are welcome to contact the instructor (DeLacy.Ganley@cgu.edu) and/or to see a draft of the schedule/syllabus. In 2009, the course starts on Monday, June 29, and ends Friday, July 31.

Note: Enrollment is limited to 15 students, the maximum number possible for planned site visits.

Day/Time: Mon., Wed., Fri., 9:00 – noon (no class on 7/3)

ED 674 Readings and Conversations in Diversity and Social Justice (4 units)**Instructor: Eliseo Dávalos**

This seminar will be based on readings, discussions and activities that illustrate the dynamics of oppression. Emphasis will be placed on how oppression is manifested through racism, sexism, heterosexism, ableism, and anti-Semitism. Students will learn how these *-isms* work against positive social change and social justice.

Day/Time: Mon., Wed., (4:00 – 9:00)**New: ED 682 Language Acquisition, Language Learning, and Culture (4 units)****Instructor: B. Gloria Johannessen**

The education of language minority students is commonly addressed by political and educational decisions which often ignore linguistic and cultural factors. This approach has consequences at the classroom level because teachers are confronted with the implementation of these political and educational decisions and with challenges posed by linguistic, academic, and cultural variation in their classrooms.

This course focuses on the study of first and second language acquisition/learning and on the examination of cultural factors that impact the teaching-learning process. Students will engage in the review of political and educational policies and in the analysis of pedagogical practices that include methodology and strategies for language and academic development for students in K-12 education. Readings, dialogue, and activities will serve to facilitate the development of a model for policy and teaching practices that integrate first and second language theories and culture.

Day/Time: Mon., Wed. (5:00 – 10:00)**Module II: July 13 – August 29 (7 weeks)****ED 420* - Community Building and Research for a New Era (Research Tool) (4 units)****Instructor: Lourdes Arguelles**

In these times of dramatic and unprecedented politico-economic changes, this highly interactive seminar has been designed to provide educators, researchers, and social activists with a beginning and effective community-based action research tool-kit that may help them meet more effectively the challenges ahead. The class sessions will focus on readings on three tools for community organizing inquiry: 1. Critical Social Analysis/Conversations; 2. Power Elite Research; and 3. Asset/Mobilization Based Inventories. The seminar will also include a workshop conducted by Dr. Roberto La Carra from East Los Angeles Community College and Mr. Donald Garcia, a founder of the Mexican Mafia who currently directs a gang prevention and conflict resolution program in Los Angeles. This workshop will assist students in understanding gang dynamics and evaluating gang prevention programs in schools and communities. Research Tool Course.

Prerequisite: None***Location:** CGU. Enrollment is limited to 12 students**Day/Time: Fri., Sat. (10:00 a – 6:00 p) (8/14, 8/15; 8/21, 8/22)** + some additional hours at the convenience of students TBA**New: ED 690 Race, Identity and Academic Achievement in Education****Instructor: Norma Jimenez Hernandez**

In this course, we will examine how race, class, and the school context concurrently inform the behaviors that students of color employ to navigate school contexts. We begin by examining traditional purposes of schooling (e.g., assimilation, acculturation, cultural pluralism) and taking a historical look at schooling in the U.S. We then explore theories of (under)achievement for

marginalized groups as a way to understand achievement patterns amongst different racial and ethnic groups. Students discuss theories of racial and adolescent identity development to inform their understanding of minority students' achievement patterns. By using case studies and other empirical research, we explore cognitive and behavioral adaptations that students of color employ to navigate their school contexts. Major adaptations discussed include the oppositional frame of reference, resistance, the "acting White" hypothesis, code switching, biculturalism, stereotype threat, accommodation without assimilation, and "cool pose." The course concludes by examining pedagogical and instructional practices that educators can use to facilitate the border-crossing process for many students of color in an effort to decrease the current achievement gap. This course is intended for pre-service and in-service teachers, administrators, counselors, and others interested in understanding how students of color navigate their school context and how system (societal and structural) and community factors inform this process.

Prerequisite: None

Day/Time: Sat. (8a – 3p) (7/18, 7/25, 8/8, 8/15, 8/29)

Note: Please email instructor (norma.hernandez@cgu.edu) by 7/8/09 if you are interested in registering for this course.