

Introduction

Navigating institutions of higher education in a successful manner typically requires that students are able to access knowledge and skill sets that go beyond those featured in formal and explicit curriculum (Lynch, 1989). Examples of formal/explicit curriculum include course material and lessons featured as part of class sessions. Contrary to this is hidden curriculum, the lessons and ideas that inform student behaviors, perspectives, and attitudes as a result of their immersion in dominant school culture (Margolis and Romero (1998). In the case of the Black male undergraduate students featured in this study, day-to-day hidden curricular messages, in the university, often have racialized and gendered undertones that influence their response to hidden curriculum. The responses, I suggest, can be described as a unique variation of hidden curriculum skills and practices that, individually, and sometimes, collectively, Black male students have consciously or unconsciously cultivated.

Research Questions

- What are Black male undergraduate students experiences with hidden curriculum?
- How are the of hidden curriculum practices and experiences of Black male students unique/varied from those most prominently recognized?

Significance

- This work highlights techniques and practices that effectively aid Black undergraduate students.
- Findings illustrate the resiliency and ingenuity of students from an often-stigmatized demographic.
- This study calls attention to racialized and gendered messages transmitted by dominant university culture and their impacts on Black male students.
- Findings from the study can potentially expand the existing parameters of hidden curriculum

Methodology

This research project uses a qualitative inquiry approach, utilizing data collected from both semi-structured individual interviews and focus group interviews. Interview protocol items were intended to prompt specific discussion of participants' experiences in the Brother-to-Brother course, a course at a public four-year university in California designed to familiarize first year Black male students with university resources to promote retention. This included evaluative questions on how the course helped to equip them with essential knowledge of resources, impacted them as students, and other topics related to their educational experience. Data was later coded for themes and concepts regarding experiences and interactions with hidden curriculum and how participants in the course have cultivated their own unique forms of hidden curriculum and practice.

Participants:

Participants consisted of twenty-eight Black males across various cohorts of the Brother-2-Brother (B2B) course, majors, and hometowns at a Historically White Institution in Los Angeles California.

Data Discussion

- Participants have acquisitioned a specific skill set in response to the implicit messages, expectations, and norms of their campus
- For participants, acclimation to long-standing norms and ideas of a PWI can make them the subject of invalidating school culture
- Findings bring attention to the often peripheral manners that Black male students at PWIs respond to hostilities and challenges they face on their campus.

Future Direction

- Expansion to graduate level of higher education
- Experimental design to compare across groups of Black male students
- Inform institutional support for Black male students

Themes of Major Findings



REFERENCES

- Lynch, K. (1989). *The hidden curriculum: reproduction in education, a reappraisal*. Psychology Press.
- Margolis, E., & Romero, M. (1998). "The department is very male, very White, very old, and very conservative": The functioning of the hidden curriculum in graduate sociology departments. *Harvard Educational Review*, 68(1), 1-33.
- Morales, E. M. (2014). Intersectional impact: black students and race, gender and class Microaggressions in higher education. *Race, Gender & Class*, 21(3/4), 48.

Acknowledgments

UCLA Graduate School of Education and Information Studies
 UCLA Black Male Institute
 Dr. Tyrone Howard
 Kenjus Watson
 Contact Information
 Email: Tdumas.ucla@gmail.com