

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School APAS/SST  
 Prefix: APA Number: 356 Title: Race and Child Development Units: 3

**Course description:**

**This course is designed to review the current research and literature about the particular role of race in child development. Even though race is not a valid biological construct, it has significant social implications as it shapes how children interact and is treated by others. Through primarily class discussions/activities, presentations, and paper, we will attempt to address: 1) What are the research and theoretical issues in studying race? 2) What does race and racism mean? 3) How does race influence developmental processes?**

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. \_\_\_\_\_ (Required)

**Requested designation:** Cultural Diversity in the United States–C **Mandatory Review:** Yes

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**


**Contact information:**

Name \_\_\_\_\_ E-mail \_\_\_\_\_ Phone \_\_\_\_\_

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): BRYAN BRAYBOY

Date: 11.29.2018

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		<b>1. A Cultural Diversity course must meet the following general criteria:</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	Syllabus
		<b>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</b>	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus

Course Prefix	Number	Title	General Studies Designation
APA	356	Race and Child Development	C

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	This course is designed to review the current research and literature about the particular role of race in child development. Even though race is not a valid biological construct, it has significant social implications as it shapes how children interact and is treated by others. Through primarily class discussions/activities, presentations, and paper, we will attempt to address: 1) What are the research and theoretical issues in studying race? 2) What does race and racism mean? 3) How does race influence developmental processes?	Noted under "Course Objective." Entire course, every week in readings, lecture, and group activities.
The course is primarily a study of the psychological dimensions of relations between and among diverse racial groups within the United States.	Students will grasp major concepts and theories examining the effects of racial stereotypes, prejudice, discrimination, and racism on identity formation and child development. In particular, racial group differences and experiences between individuals of color and Whites will be examined based on roles of power and privilege.	Noted under "Course Objective." Entire course, every week in readings, lecture, group activities, and interview paper and presentation.


## APA 356: RACE & CHILD DEVELOPMENT

FALL– M/W 1:30PM – 2:45PM

Location: Farmer Ed Bldg 328

### Course Syllabus

**Instructor:** Hyung Chol (Brandon) Yoo, Ph.D.  
**Office:** Wilson Hall, 370  
**Telephone:** 480-727-7340  
**Email:** yoo@asu.edu

**Office Hours:** Wednesday 12:00pm – 1:00pm and by appointment. You may also schedule individual appointments with me by email. Note: When emailing me, be sure to write “CHILD CLASS” in the subject heading in order to ensure that the email will be read.

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### Course Description

This course is designed to review the current research and literature about the particular role of *race* in child development. Even though race is not a valid biological construct, it has significant social implications as it shapes how children interact and is treated by others. Through primarily class discussions/activities, presentations, and paper, we will attempt to address: 1) What are the research and theoretical issues in studying race? 2) What does race and racism mean? 3) How does race influence developmental processes?

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### Course Objectives

--Upon successful completion of this course:

- Students will have learned historical and current perspectives in how we study race in child development and psychology.
- Students will be able to describe pros and cons of different methodologies used in studying race in child development and psychology.
- Students will grasp major concepts and theories examining the effects of racial stereotypes, prejudice, discrimination, and racism on identity formation and child development.
- Students will cultivate and improve upon critical-thinking, writing, and presentation skills related to the course material.

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### Technical Tools

This course uses e-mail and the course Blackboard site for communication and for course materials and assignments. You must have an active ASU e-mail account and access to the Internet. Communication about the course will only be sent to your ASU email account; please plan on checking your ASU email account regularly for course related messages.

Occasionally, there are problems with the IT systems which will prevent you from accessing the Blackboard site or sending e-mail. For information on systems outages see the ASU systems status calendar: <http://systemstatus.asu.edu/status/calendar.asp> If you run into technical problems, **please contact the University Technology Office Help Desk**. Email: [helpdesk@asu.edu](mailto:helpdesk@asu.edu) ; Phone: 480-965-6500

## **Required Materials**

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Tatum, B. (1997). *Why are all the Black kids sitting together in the Cafeteria?* New York: Basic Books. \$11.50

Other readings (e.g., scientific articles and/or handouts) will be distributed in class or posted on Blackboard assigned by the instructor. Blackboard will also include up to date announcements, lecture notes, syllabus, schedule, and extra credit assignments.

## **Expectations**

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**Workload Policy.** This class is a 3-credit seminar course. The university defines this as 3 contact hours plus 6 additional hours of work outside of class per week for an average student to achieve an average grade in the course. Respectively, your instructor has allocated 6-8 hours of material (including weekly readings and assignments) to be covered by you outside of class per week. So please plan accordingly!

**Weekly Preparation.** Before each class meeting, you are expected to have: (1) read all of the assigned course readings and (2) completed any class or homework assignments. Be prepared to discuss class readings in detail!

**Attendance/Absences.** This is a small class and attendance is critical to the success of the course. Students are allowed one excused absence without penalty. Students may also be excused from class for emergencies with written documentation (e.g., death in family, university-sponsored sports event, physical injury).

**Student Conduct.** You are expected to listen to and interact with each other in a respectful manner. Students in this class are quite diverse; they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may argue with others who hold opinions different from their own, but must maintain respect for all students at all times.

**Academic dishonesty.** It includes, but is not limited to, cheating on assignment or examinations; plagiarizing; submitting the same work for 2 courses without approval; and depriving other students of necessary course material. Plagiarism is the misrepresentation of another person's work as one's own. Please check out the following website <http://www.rbs2.com/plag.htm>, which discusses Definitions, Diagnoses, and Preventions of plagiarism. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of E for the entire course. The student also will be reported to the Office of Academic Integrity/Student Judicial Affairs for further action.

**Special Circumstances.** We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please notify the instructor at the beginning of the semester. If these factors are recognized disabilities, under the ADA, please provide the instructor with appropriate notification. Specifically, you will need to present the instructor with a letter from the Disability Resource Center. If you do not already have contacts there, you should call them at 480-965-1234 as soon as possible. If these factors fall outside official categories, you should talk the instructor in person as soon as possible.

## **Grading**

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Grades will be given based on the quality of your coursework, the extent to which the coursework adheres to the goals of the class, and the time it was submitted. You will be penalized for incomplete and late coursework. Specifically, a letter grade will be dropped each day it's late from the due date.



**Grades will be based on the following seven criteria:**

Exam 1	10%
Exam 2	10%
Exam 3	10%
Final Exam	20%
Interview Paper	20%
Oral Presentation	15%
Class Participation	15%

**Grading Scale (Breakdown for Calculating Final Grades)**

Percent	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	E

Although each individual assignment will be awarded a grade based on a 100-point scale, the following letter grade system serves as the standard for final course grades.

“A” grade – achievement that is outstanding relative to the level necessary to meet course requirements.

“B” grade – achievement that is significantly above the level necessary to meet course requirements

“C” grade – achievement that meets the course requirements in every respect

“D” grade – achievement that is worthy of credit even though it fails to meet fully the course requirements

“E” grade – represents failure or no credit and signifies work was either (a) completed but at a level of achievement that is not worthy of credit or (b) was not completed and there was no agreement between the instructor and student that the student would receive an incomplete grade

“I” grade – incomplete grade assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization) a student is prevented from completing the coursework on time. Requires a written agreement between instructor and student.

**1. EXAMS.** There will be four exams, three exams and a cumulative final. Each exam will be 20-50 multiple-choice questions. Exams 1 through 3 will include materials covered up to the date of that exam, including readings, lectures, and videos reviewed in class. The Final will be cumulative. One of the best strategies to study for exams is to emphasize the overlap between the in-class presentations, required readings, and discussions in class.

Procedures for Exams. Foreign language dictionaries will not be allowed during exams, but all students may ask for assistance with words that are not technical, psychological terms.

Policy for Missed Exams. There are few acceptable reasons for missing an exam. Make-up exams will be offered only to those who obtain permission from the instructor 24 hours IN ADVANCE of the test and who have one of the following: a significant illness documented by a letter from a physician (or doctor’s office); an extremely serious family problem (e.g., death of a family member), or another very serious impediment (e.g., jury duty, delivery of a baby, National Guard call-up, etc.). Students who miss an exam without satisfying one of these conditions will receive a ZERO for that exam. Arrangements to take a missed exam MUST be made within ONE WEEK prior to the exam date.

Exam Grading. Any questions you may have about the grading of your exam MUST be brought within two weeks of the date of its administration. Since you will not be allowed to take the test booklets out of the classroom, you will need to make an appointment if you would like to go over your test results.

For each exam, we will average the top 3 three scores in the class. This average will become the index score. **Your grade on each exam will be determined by the percentage of the index score you earn.** The grade breakdown will be no more stringent than this:

Grading Scale for Exams

Percent of Index Score (Mean of top 3)	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% or less	E

For example, suppose that on the first exam three top students averaged 47 points out of 50, which becomes our index score. Ninety-three percent of 47 is 44; thus, all students earning over 44 points would receive an A. Notice that you are not being graded on a curve. In this example, if all students earned over 44 points, they would all receive A's. In determining the final grade for the course, we will record the percentage of the index score for each of the exams. For instance, if you received a score of 42 on your first exam, you would receive 89.4 points toward your final grade in the course (i.e.  $42 * 100 / 47 = 89.4$ ).

We grade exams in this manner for two reasons. First, we can take into account exam difficulty because students are expected to earn exam scores that are only as high as the best scores among their classmates. Second, because it is possible for every student to earn an A on their exams, this system creates a non-competitive class atmosphere. You will be informed if for some reason the grading scale needs to be adjusted.

**2. ETHNOGRAPHIC INTERVIEW PAPER.** For the ethnographic interview you will be asked to interview a person who is racially different from you. You will need to conduct your interview in a specific format. You will have to prepare a set of questions prior to meeting with your interviewee. During the interview, you will keep notes, which will help you write the 5-6 page paper about your interviewing experience. More information about the paper will be provided during class. See attached for interview description and grading criterion for the paper.

**3. ORAL PRESENTATION.** Each student will prepare and present, using PowerPoint, an overview of their interview paper to the class during the final weeks of the semester. These should be about **15-20 minutes** long, well-organized, and professional. The quality of the presentation will be evaluated by both classmates and the instructor.

**4. CLASS PARTICIPATION.** Students are required to attend all classes and are encouraged to engage in a lively discussion each class period. The weekly reaction papers and classroom activities will serve as springboard for group discussion. *The grade for class participation will be determined by class attendance and participation in class.*

## **Resources for Student Writers**

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### ***-Student Success Center:***

The Student Success Center offers free academic support resources for all students including tutoring, writing support, structured study groups, or a place to study on your own. For more information, visit them online at: <https://studentsuccess.asu.edu/>

### ***- ASU Writing Center:***

ASU Writing Centers provide a dynamic, supportive learning environment employing tutors from many majors who help students hone their skills and gain confidence at any stage of the writing process. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- Explore, plan, and develop ideas;
- Organize and structure a paper;
- Integrate and cite sources; and
- Write, revise, edit, and proofread.

In person and online writing tutoring is available. For more information, visit them online at <https://studentsuccess.asu.edu/writingcenters>

### ***- Student Writing Guide:***

A guidebook providing student writers with detailed, step-by-step guidance through the writing process and lists numerous writing resources. Available on the web at:

<https://studentsuccess.asu.edu/resources/students>

### ***- Disability Resource Center:***

Phone: (480) 965-1234 or TDD: (480) 965-9000

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodation or to contact Disability Resource Center to schedule an appointment with a Specialist. For more information, visit them online at

<http://www.asu.edu/studentaffairs/ed/drc/>

## Ethnographic Interview Paper Assignment

### **Purpose:**

Purpose of this assignment is to develop a comprehensive insight of another race and its influence on an individual's psychological process – therefore, how does being White, Black, Asian, Latino/a, Naïve American, etc. influence an individual's cognition, emotion, motivation, behavior, self-concept, etc.

Exploring/challenging personal assumptions and feelings about a particular culture and its members.

### **Instructions:**

CHOOSE A CULTURAL SCENE WITH WHICH YOU ARE NOT FAMILIAR. Choose someone to interview who is of a different racial background than yourself. This person cannot be a family member or a close friend. Tell him/her that the interview is a class project, that his/her name will be kept confidential, and that you are interested in learning about his/her experiences and thoughts about his/her cultural background. Tell your interviewee that you would like to conduct the interview in a setting that s/he finds comfortable (e.g., workplace, coffee shop, etc.).

BEFORE THE INTERVIEW, formulate general questions that you will ask your interviewee. Your questions should be based on two themes: 1) relevant background information such as age, gender, family, occupational, and immigrant history, and 2) specific cultural scene of interest. For example, if you are interested in the racial identity development of an Asian American college student. You might want to ask questions such as, "How do you identify yourself ethnically?" "How important is being Asian/Korean to your identity?" "Is one identity more important to you than the other? Why?" "What does being Asian/Korean mean to you?" "Can you share a story or two of how your experience with racism has impacted you?"

Also, write down why you chose this person and cultural scene, and your thoughts/feelings about his or her cultural scene prior to your interview. Approximately 20-30 minutes before the actual interview, write down feelings and thoughts regarding the interview process (e.g., "I'm really getting nervous because what if I make a stupid comment?").

DURING THE INTERVIEW.

IN THE BEGINNING: Explain the following: a) greetings; b) purpose of project; c) recording; and d) confidentiality. It is okay to share your feelings/reactions about interview process. As you ask the questions you generated, use the particular theories and models discussed in class (e.g., Cross's Racial Identity Development) to guide your questions as well as the follow-up questions. You want to ask yourself, "how well does model X or theory Y fit with this person's experience or self-concept?" "Where is it similar, where is it not?"

Remember, ask the questions you generated, but do not be confined by these questions. Use them as a starter in order for you to probe more deeply. In other words, this is a semi-structured interview. Make sure that you understand your interviewee's responses by asking follow-up questions. The interview should last between 1-2 hours. If you have a tape recorder, you can tape the interview (make sure to ask for permission before taping the interview). At the end of the interview, thank the interviewee for his/her time.

DURING THE INTERVIEW OR IMMEDIATELY AFTER THE INTERVIEW, write down the questions that you asked and your interviewee's responses (try to remember your interviewee's exact words). In addition, write down: a) your observations of your interviewee's nonverbals; b) your reactions to the interview

(your thoughts and feelings); and c) elements of the ethnographic interview as they occurred during the interview. These are your field notes. If you taped the interview, you don't need to transcribe the tape unless you feel that it will greatly improve your ability to write your paper.

WRITE YOUR ETHNOGRAPHIC PAPER – 5-6 pages in length (not including a cover page), typed, and double-spaced. Your paper should be well organized and clearly written. Please spell-check and proofread your paper prior to turning it in. We strongly recommend that you have someone else proofread your paper for you (you can ask someone you know or go to the Reading and Writing Center, see their web site for tutoring hours <http://swc.umn.edu>).

The paper should describe: (a) your informant background information and cultural scene in which you wish to learn more about (e.g., racial identity development, racial socialization, etc.), (b) why you chose this person and cultural scene and what were your thoughts about this cultural scene prior to your interview, (c) what you learned about the participant and how specific cultural aspects influenced his or her psychological development [here you can incorporate theories or models discussed in class and the extent to which it fitted or did not fit with this informant. Also, if the theory or model wasn't really applicable, how would you change the theory or model?] (d) what went well (and not so well) during the interview, and (e) your reactions to conducting the interview (e.g., your thoughts, feelings, and/or specific ways in which this assignment has impacted you). *Note: Make sure that your paper is not a verbatim account of the interview or written in a scientific tone, but a reflection of your experiences.*

#### Grading Criteria:

Your grades will be based on how well you followed the above instructions and when you turned in your assignment. Your grade will drop one full grade each day your assignment is late (i.e., 10 points). Please feel free to contact one of us if you have any questions about this assignment.

#### Last Comments and Rules:

No interviews over the phone.

No interviewing a friend, relative, or a classmate.

Confidentiality is the ultimate tenet in the ethics of psychology interviewing. Make sure no real names or identifiable information is used in discussing interview experiences with classmates, field notes, and paper.

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#### Ethnographic Interview Paper Grading Criteria

- Opening paragraph stating intent, organization of paper, and who you are interviewing. (Approx. Length: ½ page; 10 points)
- Reasons for choosing this person and cultural scene and your thoughts/feelings about the members of this cultural scene prior to your interview. (Approx. Length: ½ page; 10 points)
- Description of what you learned from your informant about the cultural scene and its influence on his or her psychological processes and experience. Incorporate models and theories discussed in class and the extent to which it fits or do not fit with this particular individual. Suggestion: Given the page limits, try to summarize the models or theories as short as you can. (Approx. Length: 2 ½ pages; 30 points)

- Description of what went well (and not so well) during the interview. (Approx. Length: ½ page; 10 points)
- Description of your reactions to conducting the interview such as your thoughts, feelings, and/or specific ways in which this assignment has impacted you. (Approx. Length: 1 page; 20 points)
- Clarity of writing including grammar, sentence, structure, etc. (10 points)
- The paper is no less than 5 pages and no more than 6 pages and is well-integrated (10 points)

## Tentative Schedule (Last Updated: 9/8/2012)

FALL 2012—APA 394: Race and Child Development

WK	Date	Topic
1	8/27	<p><b>-WHAT IS THIS COURSE ABOUT? (Introduction)</b></p> <p><u>Readings</u> --None</p>
	8/29	<p><b>-WHAT IS THE MEANING OF RACE? (Meaning)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Phinney (1996) When we talk about American ethnic groups, what do we mean? [8 pgs]</li> <li>• Helms, J. &amp; Talleyrand, R. (1997). Race is not ethnicity. <i>American Psychologist</i>, 52, 1246-1247. [1 pg]</li> <li>• Rudin (1997) Multiethnicity is Divisive. <i>American Psychologist</i>. [1 pg]</li> <li>• Kwan (2005) Racial Salience: Conceptual dimensions and implications for racial and ethnic identity development [14 pgs]</li> </ul>
2	9/3	<b>-Labor Day-NO CLASS</b>
	9/5	<p><b>-WHY DO WE STUDY RACE? (Rationale)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Betancourt &amp; Lopez (1993) The study of culture, ethnicity, and race in American psychology [8 pgs]</li> <li>• Spencer (1990) Development of Minority Children: An introduction [3 pgs]</li> <li>• Quintana et al (2006) Race, ethnicity, and culture in child development: Contemporary research and future directions [12 pgs]</li> </ul> <p><b>Neville (2000) COBRAS article</b></p>
3	9/10	<p><b>-HOW DO WE STUDY RACE? (Approach)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Adamopoulos &amp; Lonner (1994) Absolutism, relativism, and universalism in the study of human behavior [6 pgs]</li> <li>• Segall, Lonner, &amp; Berry (1998) Cross-cultural psychology as a scholarly discipline [8 pgs]</li> <li>• Shweder &amp; Sullivan (1993). Cultural psychology—who needs it? [21 pgs]</li> </ul>
	9/12	<p><b>-HOW DO WE MEASURE RACE? (Methods)</b></p> <p><u>Readings</u> Whitley &amp; Kite (2006) how psychologists study prejudice and discrimination [37 pgs]</p>
4	9/17	<p><b>REVIEW ETHNOGRAPHIC INTERVIEW ASSIGNMENT</b></p> <p><u>Readings [ON EXAM 2]</u> <b>Whitley &amp; Kite (2006) Intro. the concepts of stereotyping, prejudice, and discrimination [29 pgs]</b></p>
	9/19	<b>--EXAM 1 --</b>

5	9/24	<p><b>-WHAT ARE STEREOTYPES AND PREJUDICE? (Stereotype &amp; Prejudice Intro)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Whitley &amp; Kite (2006) Social categorization and stereotypes [36 pgs]</li> </ul> <p>-- Go ahead and take race tests <i>BEFORE</i> class.  <a href="http://www.understandingprejudice.org/iat/index2.htm">http://www.understandingprejudice.org/iat/index2.htm</a></p>
	9/26	<p><b>-WHAT ARE REASONS WE STEREOTYPE (Stereotype Activation)?</b></p> <p><u>Readings</u></p> <p>Whitley &amp; Kite (2006) Stereotype Activation and Application [44 pgs]</p>
6	10/1	<p><b>-WHAT IS PROCESS AND CONSEQUENCES OF STEREOTYPES? (Stereotype Process &amp; Maintenance)</b></p> <p><u>Readings</u></p> <p>Whitley &amp; Kite (2006) Stereotype Activation and Application--CONTINUE [44 pgs]</p> <p><b>-FILM: "How Biased are You?" (45 minutes)</b></p>
	10/3	<p><b>-WHAT IS RACISM—OLD AND NEW? (Racism Old &amp; New)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Mcintosh (1998) White privilege: Unpacking the invisible knapsack [5 pgs]</li> <li>Textbook Ch. 1: Defining Racism [15 pgs]</li> <li>Textbook Ch. 2: Complexity of Identity [11 pgs]</li> </ul> <p><u>Class Activity</u></p> <p>-look at activities on <a href="http://www.understandingprejudice.org">www.understandingprejudice.org</a>.</p>
7	10/8	<p><b>-HOW AND WHY DO WE INTERNALIZE RACISM?</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Whitley &amp; Kite (2006) Old-fashioned and contemporary forms of prejudice [45 pgs]</li> </ul>
	10/10	<p><b>-EXAM 2</b></p>
8	10/15	<p><b>-Fall Break-NO CLASS</b></p>
	10/17	<p><b>-HOW DO CHILDREN BEGIN TO UNDERSTAND RACE? (Early Development)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>Whitley &amp; Kite (2006) development of prejudice in children [38 pgs]</li> </ul> <p><b>FILM: "A Girl Like Me" (7 minutes)</b></p>
9	10/22	<p><b>-HOW DO SOCIAL CONTEXTS SHAPE CHILD DEVELOPMENT? (Environment)</b></p> <p><u>Readings</u></p>



		<ul style="list-style-type: none"> <li>• Garica Coll et al. (1996) An integrative model for the study of developmental competencies in minority children [18 pgs]</li> <li>• Bronfenbrenner (1994). Ecological model of Human Development</li> </ul>
	10/24	<p><b>-WHY IS SKIN COLOR SO IMPORTANT? (Skin Color)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• MSN (2007) Special beauty report: Erasing Ethnicity [4 pgs]</li> <li>• Hall (2008) Manifestations of Racism in 21 century--skin color [18 pgs]</li> <li>• Textbook Ch. 3: The Early Years [20 pgs]</li> <li>• - <b>FILM: “Western Eyes” (40 minutes)</b></li> </ul>
10	10/29	<p><b>-HOW DO RACIAL MINORITY CHILDREN DEVELOP THEIR RACIAL IDENTITY? (Racial Identity)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Textbook Ch. 4: Identity Development in Adolescence [23 pgs]</li> <li>• Textbook Ch. 5: Racial Identity in Adulthood [16 pgs]</li> </ul>
	10/31	<p><b>-HOW DO WHITE CHILDREN DEVELOP THEIR RACIAL IDENTITY? (Racial Identity)</b></p> <p><u>Readings</u></p> <ul style="list-style-type: none"> <li>• Textbook Ch. 6: The Development of White Identity [21 pgs]</li> <li>• Textbook Ch. 7: White Identity and Affirmative Action [15 pgs]</li> </ul>
11	11/5	<p><b>-Intergroup Process 1</b></p> <p><b>FILM: “Color of Fear” (90 minutes)</b></p> <p><u>Readings</u></p> <p>Mcintosh (1998) white privilege article [in “other readings” folder]</p>
	11/7	<p><b>Intergroup Process 2</b></p> <p><b>FILM: “Color of Fear” (90 minutes) cont.</b></p> <p>MSN (2007) Special beauty report: Erasing Ethnicity [4 pgs]</p>
12	11/12	<p><b>-Veteran Day-NO CLASS</b></p>
	11/14	<p><b>-EXAM 3</b></p>
13	11/19	<p><b>- HOW DO MULTIRACIAL CHILDREN DEVELOP THEIR RACIAL IDENTITY? (Multiracial Experiences)</b></p> <p><u>Readings</u></p> <p>K Jackson - Living the Multiracial Experience Manuscript 7-28-08</p>
	11/21	<p><b>-- HOW DO FAMILIES SOCIALIZE THEIR CHILDREN ABOUT RACE? (Family Socialization)</b></p> <p><u>Readings</u></p> <p>Hughes et al. (2006) Parents’ Ethnic–Racial Socialization Practices: A Review of Research and Directions for Future Study [20 pgs]</p>

14	11/26	<b>-WHAT IS THE TRANSRACIAL ADOPTION EXPERIENCE? (Transracial Adoption)</b>  <i>Readings</i> Lee & Miller (2009). History and Psychology of Adoptees in Asian America [22 pgs] (copy)
	11/28	<b>-FILM: "Adopted" by Barb Lee (80 minutes)</b>
15	12/3	<b>-Presentation 1 (Attendance Mandatory)</b>
	12/5	<b>-Presentation 2 (Attendance Mandatory)</b>
16	12/10	<b>-FINAL EXAM</b>  <b>-Paper Due, Before Class</b>

Tatum, B. (1997). *Why are all the Black kids sitting together in the Cafeteria?* New York: Basic Books.

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