

Spring 2016
 Racial, Cultural and Ethnic Influences on Identity Development
 PSYC 320 – 001 3 credit hours
 TR 9:30 – 10:45 am
 206 Kinard Building

Dr. Eurnestine Brown
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 803.323.2117/2371

Office Hours: *: By appointment Monday – Thursday.

<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>
<u>Racial Identity 320</u> 9:30 – 10:45 am	<u>Office Hours*</u> 10:00 am – 12:00 pm	<u>Racial Identity 320</u> 9:30 – 10:45 am
<u>General Psych 101</u> 12:30 – 1:45 pm	<u>Office Hours*</u> 1:00 – 2:00 pm	<u>General Psych 101</u> 12:30 – 1:45 pm
<u>Dev. Psych 206</u> 2:00 pm – 3:15 pm		<u>Dev. Psych 206</u> 2:00 – 3:15 pm

* I may occasionally need to reschedule an office hour when other unforeseen commitments arise. Please utilize me as a resource in class, during office hours, by appointment, by e-mail, through and/or via telephone.

TEXTS:

Wijeyesinghe, C.L. & Jackson, B.W. (Eds.). (2012). *New Perspectives on Racial Identity Development: Integrating Emerging Frameworks*, Second Edition. New York: New York University Press.

SUPPLEMENTAL READINGS: (To be posted on Blackboard).

- (1) Singley, B. (2002). Jasper, Texas elegy. In B. Singley (Ed.) *When Race Becomes Real: Black and White Writers Confront Their Personal Histories* (pp.307-316). Chicago, IL: Lawrence Hill Books.
- (2) Wise, T. (2002) White like me: Race and identity through majority eyes. In B. Singley (Ed.) *When Race Becomes Real: Black and White Writers Confront Their Personal Histories* (pp.225-240). Chicago, IL: Lawrence Hill Books.
- (3) Gibson, L. (2002). It started with my parents. In B. Singley (Ed.) *When Race Becomes Real: Black and White Writers Confront Their Personal Histories* (pp.87-98). Chicago, IL: Lawrence Hill Books.
- (4) Touré. (2002). A funky fresh talented tenth. In B. Singley (Ed.) *When Race Becomes Real: Black and White Writers Confront Their Personal Histories* (pp.269-272). Chicago, IL: Lawrence Hill Books.
- (5) Ignatiev, N. (2002). One summer evening. In B. Singley (Ed.) *When Race Becomes Real: Black and White Writers Confront Their Personal Histories* (pp.291-301). Chicago, IL: Lawrence Hill Books.

COURSE DESCRIPTION:

This course offers students an opportunity to examine the psychological processes of identity formation for ethnic and racial individuals. While few of courses within Psychology allow students to examine the ethnic experience, several important social cognition constructs and their relationship to race, culture and ethnicity are important and should be examined. This course is designed to (1) expose students to psychological models that attempt to explain how people’s perceptions of themselves (personal identity) and others (social identity) affect their social interactions, and (2) how the formation of personal and social identities for most people are influenced by internal and external factors.

LEARNING OBJECTIVES:

At the end of this course each student will:

1. Understand and appreciate the similarities and differences in the ways European Americans, African Americans and multi-racial/ethnic individuals develop their social and self-identities.
2. Know and understand the psychological processes and manner in which individuals, cultures and ethnic groups define their personal and social identities.
3. Begin to understand some of the social conflicts between different racial, cultural and ethnic groups that arise from difficulties balancing acculturation demands and the need/desire for a personal identity.

COURSE REQUIREMENTS:

- **Exams:** A mid-term and a comprehensive final exam will be given in this course.
 - ❖ **Mid-term Exam:** will be a “complete-at-home” exam consisting of short-answer and short-essay type questions [Mid-term will be posted on Blackboard and access granted on the date scheduled in the syllabus]. A make-up mid-term will be given only in cases of illness or family emergency (documentation required). It is each student’s responsibility to notify me at least 12 hours prior to test day. The mid-term will be posted on 2/19 and due 2/22 at 8:00pm.
**If notification is not provided, a make-up mid-term will not be provided and a zero will be recorded for the test. Responses to the mid-term must be emailed to professor/posted on Blackboard by date/time indicated on syllabus. Late exams will be penalized 10%. Exams more than 4 hours late are not accepted.*
 - ❖ **Final exam:** will be short essay/vignette analyzes. **Part 1** is “complete-at-home” [posted on Blackboard and grant access April 21] due April 27th by 12:00 pm (noon). **Part 2** will be given during exam week (Friday, April 29th at 11:30 am.)
 - ❖ **Each exam is graded on a 100-point scale.**
- **Reflection/Reaction Papers:**

There are five (5) two-page, **typed papers** reacting to the Supplemental Readings provided for this class. **Each reaction paper is due on the date indicated on the class schedule and will not be accepted late.**

 - ❖ These short papers must include at least three (3) parts: (a) a discussion of what you consider the main thesis of the reading; (b) which theory of racial identity best fits the author based on the information presented in the essay (you must cite the theory by name and identify the stage(s) you think are evidenced by the author (give specific examples to support each stage identified) and, (c) your ideas, reactions and response to the author’s premise/thesis.
 - ❖ **Each reaction paper will be graded on a 20-point scale.**
- **Critical Analysis of Personal Self Identity Homework:**

There will be five (5) homework assignments specifically designed to allow each student to examine their own personal and social identities. These homework assignments are designed to provoke more critical thought about the various theories presented during the lectures and whether these theories have relevance to each individual. Weekly discussion time will be set aside for each student to share their perceptions/findings with the class.

 - ❖ **Homework assignments will be posted to Blackboard or distributed in class.** It is each student’s responsibility to obtain and complete these assignments. Due dates for all homework assignments are provided on the tentative class schedule. **Homework assignments will not be accepted if turned in after the scheduled due date.**
 - ❖ **Each homework assignment is graded on a 20-point scale.**

□ **Major Paper and Presentation—Tracing the develop of racial/ethnic identity:**

Major Paper: Each student is expected to complete a major paper for this class. This paper should be conceptualized as compare and contrast in format. This paper should be 6-8 typed pages in length, single spaced. ***Written papers are due April 11th by 3pm. You will bring a hard copy of your paper to 135 Kinard to be placed in my mailbox [do not slide your paper under my office door – it will be counted as late; the office closes between 4:30/5:00pm].***

Paper requirements:

- First, each student will select a movie or book character that you believe best illustrates racial identity develop from the perspective of one of the theories presented during the semester. Books/movies should be in the public domain within the past 10 years (maximum 15 years).
- Using your selected book or movie character/person, discuss the theory and stages of identity development demonstrated by the character/person in the book or movie. You must discuss how the character's actions and/or statements illustrate a movement or lack of movement through a majority of the stages of identity development theory you have selected to present. It is not necessary to show that the character move through all the identity development stages presented in the theories you select, but they must move through a majority of the stages in the theory you select.
- Second, you are to trace your own racial/ethnic identity develop from the theoretical perspective that you think best captures your journey thus far. You may not use the same theory for tracing your identity development as used for the film/book character. It is important for you to discuss the events that illustrate your placement within each stage of the theory and what event(s) led you to move to the next stage in your identity development or hindered your movement across the various stages of the theory.
- Finally, compare and contrast how your experiences were similar and different from the book/film character in terms of identity development.

❖ ***Written papers will be graded on an 80-point scale.***

Oral Presentation: During the last four of class meetings each student will make a 10-minute oral presentation on your personal journey towards developing your racial/ethnic identity. You are to illustrate how you applied one of the theories of racial/ethnic identity development discussed during the semester to yourself. PowerPoint or other visuals must be used to assist in presenting your “personal racial identity trace.” Be creative!

❖ ***Oral presentations will be graded on a 20-point scale (grading rubric will be provided).***

[Note: Written papers and oral presentations will be graded on the basis of organization, clarity of illustrative examples used to support your premise that the character/person illustrates the stages of racial identity development theory you selected as well as the overall quality of your writing (i.e., organization, writing conventions and clarity of analyzes).]

□ **In-class activities and discussion:**

Throughout the term students are provided opportunities to participate in interactive activities and discussions designed to break down barriers of race, gender and social class. These activities have been selected to provide a backdrop for open dialogue about the various topics covered in this course.

❖ ***Participation will be graded on S/U basis.***

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please, please come and talk with me so that I am aware of your accommodations well before the first *test/paper/assignment*.

Academic Integrity

All PSYC 320 students are expected to demonstrate personal and academic integrity. All forms of academic misconduct will be addressed in accordance with the Student Conduct Code and the University Undergraduate Catalog. Students are referred to <http://www.winthrop.edu/academicintegrity/> for a comprehensive overview of the conduct code.

Class Participation

This course is designed for all students to participate and be involved through class lectures, assignments, and class discussions. Your thoughtful participation in class discussions will make the course more meaningful and interesting to you and your peers. Individual/small group activities may take place in and outside of the classroom.

To maximize the learning environment for all, students are expected to:

- actively participant in the course and during discussions ~ be active learners: read the text/supplements before the material is discussed in class, raise questions, contribute to class discussions in class, take accurate and complete notes, attentively read the assignments, and utilize the resources on Blackboard.
- **give courteous and sensitive attention to me & your peers in all formats (verbal/ written/nonverbal). Students who engage in excessive/disruptive extraneous conversions may be dismissed for the class period.**
- complete all assignments according to the directions, honorably, and on time.
- exhibit academic integrity in every learning activity.

GRADE SCALE:

A	95 – 100%
A-	90 – 94%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 67%
D	64 – 66%
D-	60 – 63%
F	59% or less

Due to the nature of out of class assignments the Major Paper will be penalized 10% for each day it is late. This paper will not be taken if it is more than 3 days late and a grade of zero (0) will be given for the assignment. Exceptions will be made only in cases of serious illness or family emergencies (documentation of illness or emergency may be requested).

TENTATIVE CLASS SCHEDULE AND SYLLABUS CHANGE POLICY

This schedule is tentative. Changes in the course syllabus and/or content may need to be made throughout the term to accommodate the class schedule, weather interest, and topic need. Every attempt will be made to provide advance notice to students when such changes are necessary. The Class Schedule may be changed with a class announcement and notification through the class listserv. Students are responsible for adhering to the modifications in due dates, exams, and assignments regardless of attendance or absence.

DATE	LECTURE TOPIC	ASSIGNED READING	ASSIGNMENTS
Week 1: Jan. 12 Jan. 14	Overview of course Definition of Terms, and Psychosocial Identity Development in the U.S.	<ul style="list-style-type: none"> • <i>New Perspective chap. 1</i> • <i>New Perspective, chap. 9 pages 192-195</i> 	<ul style="list-style-type: none"> • Homework 1: "Autobiographies" (Due 1/17)
Week 2: Jan. 19 – 21	Reading of "autobiographies"	<ul style="list-style-type: none"> • <i>New Perspective chap. 8</i> 	
Week 3: Jan. 26 – 28	<i>the Changing Meaning of Identity</i> Is White a race?"—Theories of White Identity Development: 1. Generic Stages 2. Hardiman's theory	<ul style="list-style-type: none"> • <i>New Perspective chap 6</i> • <i>Reading 2</i> 	<ul style="list-style-type: none"> • Homework 2: "What's in a name" (Due 1/24)
Week 4: Feb. 2 – 4	Theories of White Identity Development (cont.): 3. Helms' theory 4. Rowe, Bennett & Atkinson	<ul style="list-style-type: none"> • <i>Reading 4</i> 	<ul style="list-style-type: none"> • Reflection Paper 1: Reading 2/NPR audio session (Due 2/4)
Week 5: Feb. 9* - 11	*No Class –Research Day for Major Paper Applying White Identity Theories—in class film activity	<ul style="list-style-type: none"> • <i>Reading 1</i> 	<ul style="list-style-type: none"> • Homework 3: Action Research—Earliest memories of race/ethnicity (Due 2/14)
Week 6: Feb. 16 – 18	Applying White Identity Theories—in class film activity (cont'd). Racial Development Revisited.		<ul style="list-style-type: none"> • Proposed book/movie selection for paper (Due 2/16)

Week 7: Feb. 23 – 25*	“A struggle for identity”—Black Identity Development Theories: 1. Cross	• <i>New Perspective chap. 2</i>	• Mid-term exam Posted 2/19 (Due 2/22 by 8:00pm) • Reflection Paper 2: Reading 4/Microaggressions (Due 3/3)
Week 8: March 1 - 3	Theories of Black Identity (cont.) 1. Cross (revisited) 2. Parham’s Extension of Cross 3. Jackson		• Homework 4: “Family Stories” (Due 3/13)
Week 9: March 8 – 10	Applying Black Identity Theories—in class film activity.	<i>New Perspective chap 1</i>	• Reflection Paper 3: Reading 1 (Due 3/24)
Week 10: March 15/17	*Spring Break—No Class		
Week 11: March 22/24	Conversations on Race and Black Identity Beyond Black or White”—Multi-racial/ethnic Identity Development Theories	• <i>New Perspective chap. 4</i> • <i>Reading 3</i>	• Homework 5: TBA (Due 4/3)
Week 12: March 29/31	Theories of Latino Development	• <i>New Perspective chap. 3</i> • <i>Reading 5</i>	• Reflection Paper 4: Reading TBA (Due 4/14)
Week 13: April 5 – 7	Theories of Development: TBD [Native American/Asian]	• <i>New Perspective chap. 9 [chap:5/7/TBA]</i>	• Reflection Paper 5: Reading TBA (Due 4/21)
Week 14: April 12 – 14	“Pulling it all together” Student Presentations		
Week 15: April 19 – 21	Student Presentations		• Major Paper (Due 4/11)
			• Final Exam Part 1* (Due 4/26 by Noon)
	Final Exam Part 2 (during scheduled exam time)		• Final Exam: 4/29 @ 11:30 am