

Racial Identity Development

PSYC 320, Section 001, 3 credit hours

Monday — Wednesday

5:00 - 6:15

206 Kinard Building

Fall 2016

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Office Hours: Monday (1:00-4:00)

Wednesday (2:00-4:00)

Other times by appointment only

114-A Kinard

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TEXTS:

Scott, Mona. (2012). *THINK: Race and Ethnicity*. Boston, MA: Pearson.

SUPPLEMENTAL READINGS: (Posted to Blackboard for student access)

- (1) 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.
- (2) Post, D.W. (Sept. 2013). Reflections on identity, diversity and morality. *Berkley Women's Law Journal*, 6(1), 136-166.
- (3) Martinez, R. (2014). *The World That Collides In Me*. Retrieved August 15, 2014 from <http://rubenmartinez.la/writings/essays>.

COURSE DESCRIPTION:

This course offers students an opportunity to examine the psychological processes of identity formation for ethnic and racial minorities. Although few of courses within psychology allow students to examine the ethnic experience, several important social cognitive 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 the social constructs of race and ethnicity are social realities that are deeply rooted in the consciousness of individuals in the United States and a fixture of our daily social reality.
2. 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.
3. Know and understand the psychological processes and manner in which individuals and ethnic groups define their personal and social identities.

4. Begin to understand that his/her own sense of racial identity can differ significantly from how other people see and categorize him/her.

COURSE REQUIREMENTS:

Exams:

- ▶ **Mid-term Exam:** The mid-term will consist of short-answer and long essay type questions. This is a “complete-at-home” Exam to be posted on Blackboard. Student access will be granted from Oct. 12th @ 3:00pm until Oct. 14th @ 8:00pm to complete this exam.
- ▶ **Final Exam:** The final consists of short essay/vignette analyzes and will be given in two parts:
 - **Part 1:** [“complete-at-home”] will be posted on Blackboard. Student access will be granted from Nov 30th @ 6:00pm until Dec. 2nd @ 8:00pm.
 - **Part 2:** [in class] (Saturday, Dec 10th @ 3:00pm)

✓ **Each exam is 100 points (25% of final grade)**

*A make-up mid-term will be given only in cases of illness or family emergency (documentation required). It is the student's responsibility to notify me at least 12 hours prior to test day. *If notification is not provided, no make-up mid-term will be provided and a zero will be recorded for the test. No make-up will be provided for Final Exam Part 1 or 2 except under exceptional circumstances (such as death of a parent) and documentation is required.*

Reflection Papers:

There are four (4), **typed papers, reflecting** on the Supplemental Readings provided for this course.

Within your paper you should: (a) Discuss what you consider the main thesis the author attempts to present about racial identity development; (b) Present your feels, reactions and response to the author's premise/thesis, and (c) Discuss which theory(ies) presented (in class and/or through your text) thus far, best fits how the author's racial identity developed. [You must cite the theory by name and identify the stage(s) you think are evidenced within the author's essay (give specific examples to support each stage you identify)].

- ▶ **To Earn full credit, your reflection should demonstrate:**
 - A depth of analysis and reflection on each essay.
 - A willingness to take risks in self-disclosure.
 - The ability to connect awareness of how your own racial/ethnic identity development with the author's experiences, the issues raised in class (through lecture/discussions), with experiences occurring within others similar to you in society outside of class.
- **2 typed-pages minimum**

- All Reflection papers must be uploaded to Blackboard for grading
- Each reflection response must be uploaded to Blackboard by class time on the date indicated on the syllabus.
- Late reflection papers will receive a grade of zero.

✓ *Each reflection paper is worth 25 points (10% of final grade)*

Critical Analysis of Personal Self Identity Homework:

There are 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.

Homework assignments will be posted on Blackboard, but will not open until a week prior the assignment is due. Assignments may not be completed early. It is each student's responsibility to retrieve and complete each assignment. Due dates for all homework assignments are provided on the class schedule.

- Completed homework assignments must be posted on Blackboard in the areas designated by the dates indicated.
- **Late homework assignments will not be accepted and a grade of zero will be posted.**

✓ *Each homework assignment is worth 20-points (10% of final grade)*

Major Paper and Oral 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. (*Grading rubric will be posted on Blackboard*)

▶ Paper requirements:

First, each student will select a (1) movie or book character that he/she thinks will appropriately and clearly illustrate racial/ethnic identity develop from the framework of one of the theories presented during the semester.

- Using the selected book or movie character, each student will discuss the theory and stages of identity development demonstrated by their selected book or movie character. The narrative must specifically delineate how the character's actions and/or statements illustrate movement through a majority of the stages of identity development theory selected for the paper. It is not necessary to show that the character move through all the identity development stages presented in the theory selected, but the character must move through a majority of the stages in the theory.

Second, each student is to trace his/her own racial/ethnic identity development from the theoretical perspective that they think best captures their journey thus far. Students must use a different theory for tracing his/her identity development than the theory used for used for their film/book character.

- It is important to discuss the events that clearly and appropriately illustrate placement within the majority of the selected theory's stages. It is also necessary that students discuss what events led to transition from one stage to the next in their

identity development or hindered movement to the final stage of their selected theory.

Lastly, students will compare and contrast how their racial/ethnic identity development is similar and/or different from their selected book/film character. Specifics must be given.

✓ *Written paper is worth 80 points (25% of final grade)*

► **Oral Presentation Requirement:**

During the last four of class meetings each student will make an oral presentation on their personal journey towards developing a healthy racial/ethnic identity. Each student is to:

- a) creatively illustrate how one of the theories presented during the semester can be applied to his/her personal journey of racial/ethnic identity development.
- b) PowerPoint or Prezi must be used as the visual support media to your oral “personal racial identity trace.” Be creative with this!
- c) Orally present their journey (10-12 minutes max.)

✓ *Oral presentation is worth 20-points (5% of final grade)*

[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).] (*Grading rubric will be posted on Blackboard*)

In-class activities and discussion:

Throughout the term students will be 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 (0% of final grade, but will be taken into consideration for students whose grades are on the bubble for not passing course)*

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability which may adversely impact your ability to access academics and/or campus life, and you require accommodations to complete this course, contact the Office of Accessibility (OA) at 323-3290 or accessibility@winthrop.edu. Once you have your official notice of accommodations from the Office of Accessibility, please inform me as early as possible in the semester

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 www2.winthrop.edu/studentaffairs/judicial/judcode.htm for a comprehensive overview of the conduct code.

Final Grade Scaling

Grade	Description	% (weighed)
A	Work is superior; student not only demonstrates high achievement but also superior intellectual initiative beyond the objectives of the course; superior test performance; consistent superior performance across all work and tests.	95 - 100
A-	Work is excellent; student demonstrates either high achievement (by going beyond the requisites of the course) or surpasses expectations for a student at this level; clearly demonstrates knowledge and competence beyond course requirements.	90 - 94
B+	Work is very good; student demonstrates clear understanding of the material and work is generally proficient and relatively free of errors; very good test performance.	87 - 89
B	Work is good; student has applied requisite understanding of the material; a few errors of interpretation and/or application of theories; good test performance.	84 - 86
B-	Work is good, but lacking precision or understanding of the material; some difficulty applying theory and/or low average test performance.	80 - 83
C+	Work is acceptable, but demonstrates some conceptual misunderstanding of the material and theories; some difficulty applying theory; and/or average tests performance, assignments and paper	77 - 79
C	Work is adequate, but difficulty discussing theories with any detail; some misapplication of theories; and/or low average tests performance, assignments and paper	74 - 76

C-	Work is marginal; some limited, superficial understanding of theories presented and their application; adequate performance on assignments; low/below average performance on paper and tests.	70 - 73
D+	Work is poor; lacks full understanding of the material and application of theories presented; average performance on assignments; below average performance on paper and/or tests.	67 - 67
D	Work is poor; very limited understanding of the material and application of theories presented; below average performance on assignments, paper and tests.	64 - 66
D-	Work is very poor; negligible understanding of the material and application of theories presented; below average performance on assignments; below average performance on paper and/or tests.	60 - 63
F	Work is unacceptable; work errors greatly exceed those of the class overall; has not effectively applied knowledge at expected level on paper and tests; poor performance on majority of assignments.	Below 60%

***NOTE:** Due to the nature of class assignments and that this class meets only two days per week, the Major Paper will be penalized 10% for each day it is late. This paper will not be accepted for grading 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 death of an immediate family member with appropriate documentation.*

TENTATIVE SCHEDULE

DATE	LECTURE TOPIC	ASSIGNED READING	ASSIGNMENTS	ASSIGNMENTS DUE DATE/TIME
Week 1: Aug 22-24	Getting Acquainted/Course overview ▶ Situating Ourselves in the study of identity development	Syllabus <i>THINK</i> Chapter 14	Reflection Paper 1 Directions & Example (posted on Blackboard)	Reflection Paper 1 Aug 29 @ class time
Week 2: Aug 29-31	▶ Discussion of 1 st Reflection Assignment ▶ Reading of “Autobiographical Reflections”	<i>THINK</i> Chapter 1	Homework 1: “A Brief Autobiographical Reflection”	Homework 1 Sept 7 @ class time
Week 3: Sept 5*-7	Labor Day – No Class* ▶ Reading of “Autobiographical Reflections” (Continued)			
Week 4: Sept 12-14	▶ First things first: locating identity in Psychosocial Development ▶ Multiple dimensions of social identity	Reading TBA—posted on Blackboard	Reflection Paper 2: <i>Reading 1</i>	Reflection Paper 2 Sept 14 @ class time
Week 5: Sept 19-21	▶ Jones & Abes’ Social Identity Model <ul style="list-style-type: none"> • Model of Multiple Dimensions of Identity (MMDI) 	Reading TBA—posted on Blackboard	Homework 2: “Depicting your multiple social & personal identities”	Homework 2 Sept 21 @ class time

Week 6: Sept 26-28	<ul style="list-style-type: none"> ▶ Evolution of White Identity: from theory to application <ul style="list-style-type: none"> • Helm’s theory • Rowe, Bennett, Atkinson’s theory 	<i>THINK</i> Chapter 4		
Week 7: Oct 3-5*	<ul style="list-style-type: none"> ▶ Turner’s “Key” Model <p style="text-align: center; background-color: yellow;">No Class Oct. 5th (Research Day)</p>	<i>THINK</i> Chapter 9	Identity Trace Paper movie/book proposal	Identity Paper Proposal Oct 12 @ class time
Week 8: Oct 10-12	<ul style="list-style-type: none"> ▶ Applying White Identity Theories –in class film 	<i>Reflection Reading 2</i> (Posted on Blackboard)	Mid-term Exam (Available on Blackboard Oct 12 @ 3:00pm)	Mid-term Exam due Oct. 14 @ 8:00pm
Week 9: Oct 17*-19	<p style="text-align: center; background-color: yellow;">Fall Break*—No Class</p> <ul style="list-style-type: none"> ▶ Black Identity Development Theories: <ul style="list-style-type: none"> • Parham’s Extension of Cross’ Model 	<i>THINK</i> Chapter 5	Homework 3: Family Stories	Homework 3 Oct 10 @ class time
Week 10: Oct. 24-26	<ul style="list-style-type: none"> ▶ Black Identity Development Theories continued <ul style="list-style-type: none"> • Jackson’s Model ▶ Applying Black Identity Theories—in class film 	<i>THINK</i> Chapter 7	Homework 4: “Telling Your Story: A personal experience with race, culture and identity	Homework 4 Oct 24 @ class time

Week 11: Oct 31-Nov 2	▶ Applying Black Identity Theories—in class discussion		Homework 5: “This I Believe	Homework 5 Nov 7 @ class time
Week 12: Nov 7-9	▶ Multiracial Identities—New Theories on Racial Identity: <ul style="list-style-type: none"> • Poston Model • R/CID Model 	<i>THINK</i> Chapter 3 <i>Reflection Reading 3</i> (Posted on Blackboard)	Reflection Paper 4: <i>Reading 3</i>	Reflection Paper 4 Nov 14 @ class time
Week 13: Nov 14-16	▶ Applying Multiracial Identity Theories—in class film	<i>THINK</i> Chapter 13		Identity Trace Papers Due Nov 21 @ class time
Week 14: Nov 21-23*	▶ Applying Multiracial Identity Theories—in class discussion Thanksgiving Break* (No Class)			

Week 15: Nov 28-30	▶ Student Presentations ▶ Student Presentations		Final Exam Part 1* available on Blackboard Nov 30 @ 3:00pm	Final Exam Part 1* Due Dec 2 @ 8:00pm
Week 16: Dec 5	▶ Student Presentations			
Exam Week Dec 10*			Final Exam Part 2* (in class)	Final Exam Part 2* @ 3:00pm