

# CHFD 4330 – Diversity in Human Development and Family Systems

## Spring 2007

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### Objectives

- To become informed about issues that affect thinking about diversity
- To develop comfort and openness with questioning
- To recognize the assumptions you make about differences
- To attempt to think about issues from another's perspective
- To learn from rather than be offended by "the offensive"
- To consider diversity within groups as well as between groups
- To consider diversity in families as well as in society
- To use your personal assumptions to analyze a book that contains a description of experience in a marginalized group

### Schedule of Classes

- Jan 9            Introduction
- Discuss Assumptions
- Jan 11          Thinking about Life  
                  Defining Critical Thinking  
                  <http://www.criticalthinking.org/aboutCT/definingCT.shtml>
- Why Critical Thinking?  
                  <http://www.criticalthinking.org/aboutCT/ourConceptCT.shtml>
- Class Quiz
- Discuss Assumptions

### How Do We Know?

- Jan 16          Thinking about Diversity: Framework  
                  Trickett, E. I., Watts, R. I., & Birman, D. (1994). Toward an overarching framework for diversity. In E. I. Trickett, R. I. Watts, & D. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 7- 26). San Francisco: Jossey-Bass.
- Jan 19          Cognitive Development: Schemas and Stereotypes  
                  Martin, C. L. (1991). The role of cognition in understanding gender effects. *Advances in Child Development and Behavior*, 23, 113-149.
- Jan 23          Prejudice  
                  Brewer, M. B. (1994). The social psychology of prejudice: Getting it all together. In M. P. Zanna & J. M. Olson (Eds.), *The psychology of prejudice: The Ontario Symposium* (Vol: 7; pp. 315-329). Hillsdale, NJ: Lawrence Erlbaum.

Fishbein, H. D. (2002). *Peer prejudice and discrimination: The origins of prejudice* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates.  
Chapter 1. The Nature of Prejudice, pp. 1-38.

Jan 25

### Politics

Lopez, I. F. H. (1996). *White by law: The legal construction of race*. New York: New York University Press. Chapter 5. The Legal Construction of Race, pp. 111-154.

Jan 30

### Social Forces

Bodkin, K. (2000). *How Jews became white folks & what that says about race in America*. New Brunswick, NJ: Rutgers University Press. .  
How did Jews become white folks? pp. 25-52.

## Whose Perspective?

Feb 1

### Target

Swim, J. K., Cohen, L. L., & Hyers, L. L. (1998). Experiencing everyday prejudice and discrimination. In J. K. Swim & Stangor, C. (Eds.), *Prejudice: The target's perspective* (pp. 37-60). New York: Academic Press.

Allison, K. W. (1998). Stress and oppressed social category membership. In J. K. Swim & Stangor, C. (Eds.), *Prejudice: The target's perspective* (pp. 145-170). New York: Academic Press.

Feb 6

### White on Black

McDermott, M., & Samson, F. L. (2005). White racial and ethnic identity in the United States. *Annual Review of Sociology*, 31, 245-261.

Feb 8

### Black on White

DuBois, W. E. B. (1998). Dialogue with a white friend. In D. R. Roediger (Ed.), *Black on White: Black writers on what it means to be White* (pp. 29-37). New York: Schocken.

bell hooks (1998). Representations of whiteness in the Black imagination. In D. R. Roediger (Ed.), *Black on White: Black writers on what it means to be White* (pp. 38-53). New York: Schocken.

Rogers, J. A. (1998). Debating the senator., In D. R. Roediger (Ed.), *Black on White: Black writers on what it means to be White* (pp. 85-98). New York: Schocken.

Ellison, R. (1998). A party down at the square. In D. R. Roediger (Ed.), *Black on White: Black writers on what it means to be White* (pp.342-349). New York: Schocken.

Feb 13

### Mexican

Johnson, K. R. (1999). *How did you get to be Mexican? A White/Brown man's search for identity*. Philadelphia: Temple University Press.

My mother: One assimilation story. pp.52-63.

My father: Planting the seeds of a racial consciousness. pp. 64- 72.

Growing up White? pp.73-88.

Feb 15

### Unusual Family

Zanichkowsky, S. (2002). *Fourteen: Growing up alone in a crowd*. New York: Basic Books.

Prologue, pp. xi-xxv

Chapter 2: All My Children, pp. 23-30

Chapter 3: Crowds, pp. 31-51

Chapter 4: Hunger, pp. 53-71

Epilogue, pp. 255-261

Feb 20

### Trash

Allison, D. (1988). *Trash*. Ithaca, NY: Firebrand Books.

Preface: Deciding to Live, pp. 7-12.

River of Names, pp. 13-21.

Mama, pp. 33-44.

Feb 22 Homosexuality  
Britzman, D. P. (1995). Is there a queer pedagogy? or, stop reading straight. *Educational Theory*, 45, 151-165.

Feb 27 MID TERM EXAM

## Privilege

Mar 1 Tyranny of the Normal  
Fiedler, L. A. (1996). The tyranny of the normal. In C. Donley & S. Buckley (Eds.), *The tyranny of the normal: An anthology*, pp. 3-10. Kent, OH: Kent State University Press.  
Dubus, A. (1996). The fat girl. In C. Donley & S. Buckley (Eds.), *The tyranny of the normal: An anthology*, pp. 164-177. Kent, OH: Kent State University Press.

Mar 6 Possessive Investment  
Lipsitz, G. (1998). *The possessive investment in whiteness. How white people profit from identity politics*. Philadelphia: Temple University Press.  
Pages vii-xx; 1-23.

Mar 8 Discussion of Assumptions

Mar 12-16 SPRING BREAK !!

Mar 20 White Race Consciousness  
Lopez, I. F. H. (1996). *White by law: The legal construction of race*. New York: New York University Press.  
Chapter 6. White Race-Consciousness, pp. 155-195

Mar 22 Carter, Robert T., Helms, J. E., & Juby, H. L. (2004). The relationship between racism and racial identity for white Americans: A profile analysis. *Journal of Multicultural Counseling and Development*, 32, 2-17.

Mar 27 Entman, R. M., & Rojecki, A. (2000). *The Black image in the White mind*. Chicago: The University of Chicago Press.  
Reflecting on the end of racial representation. pp.205-225.

Mar 29 Influence of Parents, Peers, and Personality  
Fishbein, H. D. (2002). *Peer prejudice and discrimination: The origins of prejudice* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates.  
Chapter 9. Parents, Peers, and Personality, pp. 263-287.

Apr 3 Discussion of Assumptions

## What to Do?

Apr 5 What Does It Mean to Be the Equal?  
Scott, J. W. (1988). Deconstructing equality-versus-difference: or, the uses of poststructuralist theory for feminism. *Feminist Studies*. 14, 33-50.

Apr 10 Speaking for Self? Speaking for All?  
Elshtain, J. B. (1995). The politics of displacement. *Kettering Review*, Fall, 31-38.

Apr 12      **Relativism: Leave Others Alone?**  
Harmon, G., & Thomson, J. J. (1996). *Moral relativism and moral objectivity*. Maiden, MA: Blackwell.  
Chapter 1. Moral relativism, pp. 3-19  
Chapter 2. Social contracts, pp. 20-31  
Chapter 3. Expressing basic disagreement, pp. 32-44

Apr 17      **Against Relativism: How?**  
Macklin, R. (1999). *Against relativism. Cultural diversity and the search for ethical universals in medicine*. New York: Oxford University Press.  
Chapter 1. Cultural and ethical relativism, pp. 1-27  
Chapter 2. Philosophers and Anthropologists debate, pp. 29-56.

Apr 19      Discussion of Assumptions

Apr 24      Discussion of Books

Apr 26      Discussion of Books  
BOOK PAPERS DUE

Tuesday, May 8, 12:00-3:00 FINAL EXAM

### **Books You May Choose**

- Chute, C. (1995). The Beans of Egypt Maine. New York: Harvest Book.
- Fowler, C. M. (1996). Before women had wings. New York: Ivy Books.
- Fox, L. (1998). My sister from the black lagoon. New York: Scribner.
- McBride, I. (1997). The color of water: A Black man's tribute to his White mother. New York: Riverhead Books.
- McCourt, F. (1996). Angela's ashes: A memoir. New York: Scribner.
- Morrison, T. (1987). Beloved. New York: Knopf.

### **Requirements**

Read assigned material before class  
Read one of the books listed and analyze it in terms of your assumptions about differences  
Write a 10-minute reflection paper in class each week  
Quizzes, Midterm, and Final exams

### **Reflection Papers**

These papers will be written at the end of class on Thursdays. We will take about 10 minutes. You may write your thoughts and/or questions about anything we have been discussing, about related experiences of your own and your interpretation of them, or about related vicarious experiences (e.g., movies, TV, books, friends reports) and your interpretation of them.

### **Guidelines for Analysis of Book**

Identify and explain 2 or 3 assumptions that inform your thoughts about and behavior toward socially marginalized people. Cite resources that have influenced your assumptions; use more than one resource for each assumption. First, provide a very brief review of the book (approximately ½ page). Next, identify important issues in the book and describe how they are dealt with. Then, describe what the author communicates about the assumptions that are

important to you. Remember that your author may not deal with one of your assumptions at all; if that is the case, provide examples of where you expected to see the assumption(s) but did not.

This is not a book review. This is an opportunity to examine your assumptions in someone else's work. Pick out and address the most salient issues in your book. Use APA Publication Guidelines, and document the influences on your thinking by citing significant sources and providing references at the end.

Here are three websites that provide information about APA style:

<http://www.apastyle.org/previoustips.html>

<http://www.crk.umn.edu/library/links/apa5th.htm>;

<http://www.docstyles.com/apacrib.htm>

I will grade these papers based on thoroughness of thinking, internal consistency, and quality of sources, not on whether I agree with your assumptions or on whether I interpret the book in the same way you do. This paper should be no longer than 5 double-spaced typed pages.

### **Basis for Grade**

Quizzes (on line)	20%	
Book Review		20%
Midterm		20%
Final		20%
Class participation		20%

### **Distribution of Grades**

A	94%
A-	90-93%
B+	87-89%
B	84-87%
B-	80-83%
C+	77-79%
C	74-77%
C-	70-73%
D	60-69%
F	≤ 59%

### **Attendance Policy**

It is important to have everyone's participation in class discussions, and that is not possible if you do not attend. Only three absences will be excused. Every absence after 3 will result in a one-point reduction in your class participation grade.

### **Academic Honesty**

All academic work must meet the standards contained in "A Culture of Honesty" (<http://www.uga.edu/ovpi/honesty/ah.pdf>). Students are responsible for informing themselves about those standards before performing any academic work.

All work is expected to be your own work. Also, it is important for you to become familiar with methods of citing the resources you use. Improper use of resources constitutes plagiarism.