

## Psychology 467- Development of Black Children

---

**Overview and Goals:** This course focuses on the impact of economic, cultural, and family factors on the development of African American children. Additionally, this course reflects an emphasis on both problematic development and resilience and gives attention to social policy and interventions that can potentially improve the lives of African American children and their families. We will use the scientific approach to learn about African American children's development, focusing on major theoretical perspectives and several key themes. Methods of studying African American child development will be examined and key empirical findings in the research literature will be discussed. Specific objectives for this course are for students to:

1. Demonstrate a basic understanding of the key areas of the overall theories, methodology, and current research findings on the socialization and development of African American children.
2. Gain a basic foundation of overall themes, theories, methodology, and current research findings within the field of Black child development
3. Critically evaluate the body of literature associated with the study of African American child development.
4. Recognize and analyze the role of factors within the individual child, the family, and the broader society that influence processes and trajectories for African American children.
5. ACTIVELY learn material through an ongoing dialogue in and out of the classroom. Hopefully this will create an enjoyable and enriching learning experience.

**Prerequisite:** Psychology 250- Child Development

**Text:** Harris, Y.R. & Graham, J.A. (2014). *The African American child: Development and challenges*. New York, NY: Springer Publishing Company (2<sup>nd</sup> Ed). Feel Free to use the electronic version online

**Examinations:** There will be two exams and a final in this course. These exams will assess your understanding of course readings, in class discussions, and your ability to analyze and integrate this information to sustain a particular argument or point of view. Examinations will contain multiple choice questions and short answer essay questions covering material from lectures, readings, video clips, handouts, and class discussion. The final exam is not cumulative, but application of earlier information (i.e. themes from the semester) will be necessary in order to answer questions.

- *Make-up exams:* No make-ups for Exam 1 or Exam 2 will be given, instead your final exam will count for a larger portion of your final grade. **I will rigorously adhere to this policy. Please do not ask for a make-up exam if you will be absent.**

**Journal Article Critique/Research Talk Critique:** 1 article critique and 2 research talk critiques will be assigned for this course. These assignments present an opportunity to explore an area of interest to you, using the information you've gained from the course. Specific instructions for the critique/future study papers will be posted on Sakai. Late papers will receive a 50% deduction, so please be sure to turn your papers in on time!

**Reflection Essays:** There will be two short essays that you complete outside of class and submitted on Sakai. The purpose of these writing assignments is to prompt you to think about why you are taking this class and what you are learning from it. Full details about the papers and instructions for submitting them are posted on Sakai. The first essay will be worth 1 point, and the second is worth 2 points.

**Sakai Discussion:** Assignments will be posted on the Sakai discussion board each week as a way to engage in more experiential learning, give you an opportunity to critically thinking about what you have been learning, and at times apply what you have recently learned to current issues. These discussions will be private at times, meaning only I will have access to what you share, and at times Sakai discussions will engage the entire class

therefore what you post will be public and you will be encouraged to communicate with other students. The Sakai discussions are worth 10 points of your grade.

**Professional Conduct:** Participation in this class is essential to the success of this class. This requires that you carefully and thoughtfully complete each reading, homework, and in-class assignment, as this helps facilitate class discussions. Being an active member of class helps develop your own skills as well as creates a dialogue of learning in the classroom. I expect each student to come to class on time and to be ready to participate in class discussions and activities. Your attendance is expected. Please be punctual, as lateness is distracting to other students and the instructor.

It is vital that we engage in scholarly debate and discussions that demonstrate open-mindedness and a high degree of respect for the opinions and experiences of others. I expect each student to display this respect in all interactions in the classroom.

It is very important to take responsibility for your own learning and be resourceful. Study the syllabus and be sure to reference all written materials provided (syllabus, calendar, Sakai, etc.) to you prior to asking a question you can find the answer for in writing (e.g. what date is our next exam?).

### **Grades**

Your letter grade is determined by the total number of points you earn. I will use Sakai to post the points you earn so you will be able to check your progress at any time. If it looks like any score has not been posted correctly, please let me know.

There will be NO CURVE. Curves often reward students who have poor study habits and mediocre comprehension. If you work hard to truly learn the material, you'll get a good grade and you won't need a curve. Curving can also discourage talented students from working up to their potential; I want everyone to learn as much as they can. In addition, curves can create counterproductive competition and unfair resentment toward students who do well and "ruin" the curve. It is my hope that you will work with others to optimize your learning experience.

Points can be earned from the following class components:

Reflection essays (1 <sup>st</sup> = 1 point, 2 <sup>nd</sup> = 2 points)	=	3 points
Research Talk Critiques (5 points each)	=	10
Journal Article Critique	=	5
Sakai Discussions	=	10
Exams (2 @ 18 points each)	=	36
Professional Conduct	=	6
Final exam	=	30
Total	=	100 points

### **Grades (continued)**

This table shows the number of points required to get each letter grade:

94 – 100 = A	87 – 89 = B+	77 – 79 = C+	67 – 69 = D+
90 – 93 = A-	84 – 86 = B	74 – 76 = C	60 – 66 = D
	80 – 83 = B-	70 – 73 = C-	Less than 60 = F

The following descriptions indicate what each grade is designed to reflect:

A = exceptional understanding of all material, including classroom material and assigned

readings, general ideas and specific details, and facts as well as applications  
B = very good understanding, but some gaps in mastering details or applications  
C = satisfactory understanding with substantial gaps in understanding of details and applications; may not have completed all of the reading  
D = minimally acceptable, superficial understanding of general ideas with failure to grasp details, applications and connections among general ideas

\* My grading scale is more lenient than most professors at UNC therefore, I do not round up Final Grades (e.g. if you earn a 86.75, I do not *give* an additional .25 point to make your grade an 87). Final grades are not subject to negotiation. Grades can be changed only if there is a clerical error.

**Class Website:** The website for this class is supported by Sakai. Your Onyen and password are needed to access the system. The class syllabus, supplemental readings, class news, homework assignments, and other information pertinent to this course will be posted on the page.

**Office Hours:** If you have any questions or problems with the course, please schedule an appointment with me. I would also suggest seeking assistance from resources such as the Learning Skills Center, Writing Center, or Learning Disabilities Center.

**Honor Code:** The Honor Code is in effect in this class and at all others at the University. Honor Code violations will be treated seriously and all students should become familiar with its terms found at <http://instrument.unc.edu>. All exams, written work, and other projects must be submitted with a written statement that you have complied with the requirements of the Honor Code.

## **Other Information**

### **For students working with Disability Services**

Please see me as soon as possible to discuss any alternate arrangements.

For students who are on academic probation, at risk of being academically ineligible, at risk of losing a scholarship due to low GPA, or repeating this course...

I sincerely want you to do well, and we will be happy to work with you outside of class to help you attain your goal. Do not wait until the end of the semester to see us if you are having difficulty. If you get a bad grade on the first exam, you should see me immediately so we can discuss strategies for doing better on the next exam. The sooner we address the situation, the more likely you are to succeed.

### **For everyone!**

I want you to learn a lot and have a good experience in this class. Please feel free to meet me if you have any questions or concerns. If my office hours are not convenient for you, then email or catch me after class to make an appointment to meet at a time that is good for you.

*\*This syllabus is subject to change. Any changes will be announced in lecture and on Sakai.*

## Course Schedule

(subject to change)

Monday	Wednesday	Friday
	<b>24-Aug</b> Introduction & Syllabus/Warm-Up	<b>26-Aug</b> White Like Me
<b>29-Aug</b> Discussion/Reaction	<b>31-Aug</b> Discussion/Reaction	<b>2-Sep</b> Historical Context/Framework <b>First Reflection Essay</b>
<b>5-Sep</b> No Class—Labor Day	<b>7-Sep</b> SES and Behavioral Status Chapters 1, 2 & Articles	<b>9-Sep</b> SES and Behavioral Status
<b>12-Sep</b> African American children & health issues Chapter 3	<b>14-Sep</b> African American children & health issues	<b>16-Sep</b> Racial Discrimination & Mental Health Articles
<b>19-Sep</b> Racial Attitudes and Relations Articles	<b>21-Sep</b> Racial Attitudes and Relations	<b>23-Sep</b> Review Day
<b>26-Sep</b> <b>Exam 1</b>	<b>28-Sep</b> Racial identity & parental racial socialization Articles	<b>30-Sep</b> Racial identity & parental racial socialization
<b>3-Oct</b> Self-Esteem and Racial Identity Development Chapter 4 & Articles	<b>5-Oct</b> Academic Resilience: Who beats the odds and Why Articles	<b>7-Oct</b> Academic Resilience: Who beats the odds and Why
<b>10-Oct</b> Academic Achievement: Role of Peers and Parents Articles	<b>12-Oct</b> Academic Achievement: Role of Peers and Parents	<b>13-Oct</b> Language & Literacy Articles
<b>17-Oct</b> Language & Literacy Articles	<b>19-Oct</b> Delinquency, Neighborhoods and Parenting Articles	<b>21-Oct</b> No Class –Fall Break
<b>24-Oct</b> Delinquency, Neighborhoods and Parenting	<b>26-Oct</b>	<b>28-Oct</b>

Articles	Catch-Up and/or Review	<b>Exam 2</b>
<b>31-Oct</b> Culture, discipline & Child Development	<b>2-Nov</b> Culture, discipline & Child Development <b>Journal Article Critique Due Today</b>	<b>4-Nov</b> Parental Employment
<b>7-Nov</b> Parental Employment	<b>9-Nov</b> Colorism Video, Articles	<b>11-Nov</b> Colorism Video, Articles
<b>14-Nov</b> African American children & social contexts	<b>16-Nov</b> African American children & social contexts	<b>18-Nov</b> African American children & social contexts
<b>21-Nov</b> Sexuality and adolescent parenthood	<b>23-Nov</b> No Class—Thanksgiving Break	<b>25-Nov</b> No Class –Thanksgiving Break
<b>28-Nov</b> Sexuality and adolescent parenthood	<b>30-Nov</b> Class Picks Lecture	<b>2-Dec</b> Class Picks Lecture <b>Research Talk Critiques Today</b>
<b>5-Dec</b> Point Counterpoint	<b>7-Dec</b> Catch up/ Review <b>Second Reflection Essay Due Today</b>	<b>9-Dec</b> <b>Reading Period</b>

**FINAL EXAM**

**Saturday, December 10<sup>th</sup>  
4pm-7pm Same Class Room**

\*Calendar is subject to change at Instructors discretion.