DEVELOPMENT OF THE BLACK CHILD
PSYCHOLOGY 467
FALL 2018
Tuesdays and Thursdays, 12:30pm-1:45pm
203 Alumni Hall

Professor: Shauna M. Cooper, Ph.D.
Office: 214 Davie Hall
E-mail: shauna.cooper@unc.edu (best way to contact me)
Phone: (919) 962-7468
Office Hours: Tuesdays & Thursdays (1:45pm-3:00pm) or by appointment

COURSE DESCRIPTION:
This course utilizes a theoretically-grounded scientific approach to contextualize the development and social experiences of Black children. Specifically, this course focuses on understanding influences on the development of Black children, with consideration of developmental risk and resilience (i.e., strengths) factors. Also, this course will increase students' knowledge of the various domains of development, including how they may be shaped by proximal and distal contexts. Students will be introduced to pertinent social and policy issues affecting the development of Black children. The overall goals of this course are:

- to bring awareness of historical and current demographic trends of Black children and families;
- to increase your knowledge of factors shaping the various domains of development among Black children;
- to focus on key theoretical perspectives within the field of Black child development and connect with empirical research
- to connect research on Black children and families to larger social and/or policy issues

COURSE GOALS AND KEY LEARNING COMPETENCIES:
Given the breadth of topics covered, depth on each topic is not always possible. It is anticipated that the student will have at least introductory knowledge of the material and some depth in a few other areas upon successful completion of the course. It is anticipated that, following the completion of this course, students will demonstrate the following competencies:

- Knowledge of theoretical perspectives, conceptual frameworks and methodological approaches utilized to describe the development of Black children
- Increased awareness of demographic and descriptive trends of Black children and families
- Demonstrate an understanding of how contextual factors (family; peers; community; historical context), individually and collectively, shape the developmental trajectories of Black children
- Consideration of strengths and challenges faced by Black children and families
- An introduction to knowledge of public and social policy issues that are related to the development of Black children and families
- To be able to locate, analyze, and critically evaluate empirical research on topics within the field of Black child development

COURSE PREREQUISITES: Psychology 101; Psychology 250

COURSE RESOURCES:
Required Readings: The readings for this *course* will include a collection of empirical articles, book chapters, news articles and commentaries. All of the course readings will be accessible on the Sakai course site. To access readings, log onto Sakai at: www.sakai.unc.edu. Select "PSYC467.001.FA18", click on "Resources", then on "Course Readings."

Classroom Response System App: To enhance classroom discussion, students will use the *Poll Everywhere* app in class. This application is free and accessible via cell phone, tablet, or computer. Instructions for registering on polleverywhere.com are posted on the Sakai course site in the "Resources" folder.

COURSE REQUIREMENTS:
A maximum of 425 points can be earned in this course

Class Participation/Attendance	= 50	points
Paper 1: Issue & Response	= 75	points
Paper 2: Issue & Response	= 75	points
Final Paper	= 100	points
Final Oral Presentation	= 50	points
Final Exam	= 75	points
Total Points	= 425	points

SPECIFIC COURSE REQUIREMENTS

Classroom Participation and Attendance (50 points) The format of this course will be a combination of lecture and discussion. This format is designed to challenge your ideas and augment your critical thinking skills. It is crucial that you read assignments **prior to** coming to class. The assigned course readings will serve as the springboard for class discussions. You are encouraged to ask questions and express honest reactions, while respecting the opinions of others. **Your participation grade will be based on class discussions, in-class activities, and will include answering questions via Poll Everywhere.** Points are earned based on your *presence and quality of involvement* in the activity at the time it is assigned. If you are unable to attend class, please let me know in advance.

Issue & Response Papers (IR): Students are assigned **TWO** IR papers (**75 points each**) throughout the semester. The "issue" will be in response to a corresponding class topic or issue. The "reflection" is the student's reaction to the issue (e.g., reading; video; class discussion). The "Issue" portion of the paper should integrate course readings and lecture material. The "Reflection" portion should provide your insights, reflections, thoughts, reactions, and/or questions to the reading material. End your IR with some type of application: how does this inform your current thinking about the matter? Or, how does this fit with your personal observations and/or experiences?

Due dates for the IR papers are as follows: September 15th and October 25th. The topics for IR papers will be posted on the Sakai site. Each IR paper should be 4 pages (12-point font, double-spaced, with 1 inch side margins and 1.5 margins from the top). These "Reflections" may be shared in class as part of our class discussion. Students should come to class with their "IR Papers" typed (double-spaced, standard – 1 1/2 in margin from top) and ready to hand in. You will receive a maximum of 50 points (poorly written papers will receive fewer points). **Papers should be submitted**

on the assigned due date and late papers will be penalized. Papers will be graded on integrated content, clear communication of ideas, and writing style (e.g., grammar and syntax).

<u>**Final Paper (100 points each):**</u> Each student will write a paper 8-10 pages in length on some aspect of research related to development of the Black child. Students may select a topic of their own choosing or tailor a topic from a list that will be posted to Sakai by 9/15/2018. For this paper, students should synthesize research to address a central topic or issue. Papers should address the following about their topic: 1) How is this topic related to the development of Black children?; 2) What do we currently know in the empirical literature regarding this topic?; 3) What are some existing limitations in empirical and/or theoretical knowledge on this topic?; and 4) What are next steps to address this issue, including how might you address the limitations? Topics must be selected and emailed to the instructor no later than 10/15/2018. Papers must contain recent, relevant, empirical research that is critiqued and cited in the most current APA format. At least 8 references in this paper need to be peer-reviewed journal articles. The research paper should be a minimum of 8 pages and may be as long as 10 pages (not including title page, abstract, and reference page). Further explanation of expectations will be discussed in class and a grading rubric will be posted on Sakai by 10/15/2018.

- This paper is <u>**due**</u> to the instructor **11/29/18**. Students may turn in papers prior to the due date. Papers will not be accepted after the due date. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor.

<u>**Final Oral Presentation (50 points each):**</u> The final oral presentation is a 7-10 minute, formal presentation (e.g., PowerPoint). This oral presentation will summarize your final paper, including objectives and things learned. Students will be expected to discuss how this paper informed their understanding of 3-4 course concepts or theories.

<u>**Final Exam (75 points each):**</u> There will be a <u>**Final**</u> exam given on **December 7, 2018 at 12:00pm**. This exam will cover assigned readings and material presented in class. This exam will be worth 75 points each and will be a combination of multiple choice, short answer and essay.

> <u>**No make-up final exams will be given**</u> unless arrangements are made **prior** to an exam or proof of necessary absenteeism is provided. If you unexpectedly miss the exam due to exceptional circumstances, it is your responsibility to contact the professor to discuss the possibility of a make-up exam. A make-up exam may differ in content and format from the original exam.

FINAL GRADES
A percentage score out of 100% will be calculated for your final score and grades will be assigned as follows:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	65-67%

F   Below 65%

**NOTE: Extra credit points may be provided or opportunities offered, at the instructor's discretion.

COURSE POLICIES

Attendance: Attendance is essential to your success in learning, obtaining lecture material that will be covered in class and receiving updates or changes to the syllabus. When you miss class, you miss important information. If you do not attend a class, it is your responsibility to find out what you missed, including any announced changes in the syllabus schedule.

Expectations for Classroom Behavior: Please be respectful of your professor and your fellow classmates. Read the course material prior to class, **not in class**, and come prepared to learn and discuss. **Do not read, listen to music, text your friends, Facebook, or hold side conversations during class.** Laptop use is permitted in class ONLY for the purpose of taking class notes.

Diversity Statement: Issues of race and culture are often difficult to discuss. In order to learn, we must be willing to communicate our views and also open to the views of people different that ourselves. Throughout the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each other's opinions and refrain from personal attacks or demeaning comments of any kind. **You don't have to agree. But, you do have to be respectful.** Finally, in some classroom lectures and discussions, we will rely on our own personal experiences. Please keep all discussed issues, of a personal or professional nature, confidential.

Lecture Notes: The professor will use PowerPoint to present lectures, and these slides will *generally* be posted the evening before class (may be posted after class on occasion). **Please note that posted lecture notes will be outlines of the course lectures and will not provide all content presented in class**. **Therefore, students must attend class to obtain all necessary content that will be covered on the exam(s) and other assignments.**

Missing Assignments: Late assignments will be penalized. Only in cases of emergency or illness can alternate arrangements be made for altering dates of exams and assignments. ALL such arrangements are the full responsibility of the student and must be made PRIOR to the due date.

Course Grades: Final grades are not subject to negotiation or change unless a clerical error has been made.

Academic Integrity: Students are expected to fully comply with the Honor Code (see https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf). In line with the University Honor Code, it is expected that all submitted coursework will be completed independently and reflect the student's individual contributions. *The Instrument of Student Judicial Governance* **requires that you sign a pledge on all written work that says "On my honor, I have neither given nor received unauthorized aid on this assignment."** This Code applies to all exams, papers, and class projects. Students often study together for exams and quizzes. However, all exams (in-class or via an online format) all exams are to be taken without the assistance of other people, books, notes, or cell phones. When completing course papers, appropriate citations should be included. Ideas or information in your papers or class presentations must be appropriately referenced, whether

the original source is written or verbal. Five or more words taken verbatim from any source must be placed in quotation marks. For additional information on appropriate citation use, please visit: http://writingcenter.unc.edu/tips-and-tools/. In the event that plagiarism, cheating, or any other form of academic misconduct is suspected, possible penalties include failure of the course and referral for appropriate university disciplinary action.

Disability Accommodations: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office (919-962-8300; Email: accessibility@unc.edu). I will work with the Accessibility Resources and Service Office to provide appropriate and approved accommodations. Please let me know during the first week of class if you will need accommodations.

Syllabus Modifications: Occasionally, depending on our progress throughout the semester, there may be modifications to the syllabus and topic schedule. I reserve the right to change the course schedule (e.g., readings, dates of exams) in accordance with the needs of the class. You will be notified in advance via class announcements, Sakai and e-mail, if any change is necessary.

August 21		COURSE OVERVIEW/INTRODUCTION
August 23	DEMOGRAPHIC LANDSCAPE OF BLACK CHILDREN AND YOUTH	Harris, Y. R., & Graham, J. A. (2014). Demographics: Portrait of African American children and adolescents. In *The African American child: development and challenges*. Springer Publishing Company, pg. 1-16.
August 28 & 30	THEORETICAL PERSPECTIVES	Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. *Child development*, *67*(5), 1891-1914. Spencer, M. B., & Swanson, D. P. (2016). Vulnerability and Resiliency of African American Youth: Revelations and Challenges to Theory and Research. *Developmental Psychopathology*, 1-47.
September 4	FAMILIES & PARENTING	Belgrave, F. Z., & Allison, K. W. (2018). *African American psychology: From Africa to America*. Sage Publications, pg. 127-156. Tamis-LeMonda, C. S., Briggs, R. D., McClowry, S. G., & Snow, D. L. (2008). Challenges to the study of African American parenting: Conceptualization, sampling, research approaches, measurement, and design. *Parenting: Science and Practice*, *8*(4), 319-358.
September 6	FAMILIES & PARENTING *Fathers & Fatherhood*	Wilson, M. N., Chambers, A. L., & Woods, L. N. (2005). Fathers in African American Families: The Importance of Social and Cultural Context. In W. M. Pinsof & J. L. Lebow (Eds.), *Oxford series in clinical psychology. Family psychology: The art of the science* (pp. 327-347). New York, NY, US: Oxford University Press. Smith, M. (2017). The dangerous myth of the 'missing black father'. https://www.washingtonpost.com/posteverything/wp/2017/01/10/the-dangerous-myth-of-the-missing-black-father/?utm_term=.fa64e3885e22
September 11	KINSHIP, 'COMMUNITY' & NEIGHBORHOODS	Jarrett, R. L., Jefferson, S. R., & Kelly, J. N. (2010). Finding community in family: Neighborhood effects and African American kin networks. *Journal of Comparative Family Studies, 41*(3), 299-IX. Chatters, L. M., Taylor, R. J., & Jayakody, R. (1994). Fictive kinship relations in black extended families. *Journal of Comparative Family Studies*, 297-312.
September 13	RELIGION & SPIRITUALITY Historical and Contemporary Perspectives	Gutierrez, I. A., Goodwin, L. J., Kirkinis, K., & Mattis, J. S. (2014). Religious socialization in African American families: The relative influence of parents, grandparents, and siblings. *Journal of Family Psychology*, *28*(6), 779. Mattis, J. S. (2005). Religion in African American life. *African American family life: Ecological and cultural diversity*, 189-210.

September 18	RACIAL SOCIALIZATION	Coard, S. I., & Sellers, R. M. (2005). African American families as a context for racial socialization. *African American family life: Ecological and cultural diversity*, 264-284.
		Threlfall, J. M. (2018). Parenting in the shadow of Ferguson: racial socialization practices in context. *Youth & Society*, *50*(2), 255-273.
		Coates, T. (2015). *Letter to My Son*. [online] The Atlantic. Available at: http://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/ [Accessed 19Aug. 2018].
September 20	RACIAL IDENTITY DEVELOPMENT	Du Bois, W. E. B. *The Souls of Black Folk*. Chicago: A.C. McClurg & Co.; [Cambridge]: University Press John Wilson and Son, Cambridge, U.S.A., 1903; Bartleby.com, 1999. Pg. 1-15.
		Swanson, D. P., Cunningham, M., Youngblood, J., & Spencer, M. B. Racial identity development during childhood. In H. Neville, B. Tynes, & S. Utsey (Eds), *Handbook of African American Psychology*, Thousand Oaks: Sage Publications, pg. 269-282.
September 25	RACIAL IDENTITY DEVELOPMENT **IR #1 Paper Due**	Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross Jr, W. E., Rivas-Drake, D., Schwartz, S. J., & Ethnic and Racial Identity in the 21st Century Study Group. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child development*, *85*(1), 21-39.
September 27	ECONOMIC CONSIDERATIONS	Darity Jr, W., & Nicholson, M. J. (2005). Racial wealth inequality and the Black family. *African American family life: Ecological and cultural diversity*, *78-85*.
October 2	ECONOMIC CONSIDERATIONS	Brody, G. H., Lei, M. K., Chen, E., & Miller, G. E. (2014). Neighborhood poverty and allostatic load in African American youth. *Pediatrics*.
		McLoyd, V., Mistry, R. S., & Hardaway, C. R. (2014). Poverty and children's development. *Societal contexts of child development: Pathways of influence and implications for practice and policy*, 109-124.
October 4	EDUCATIONAL SYSTEMS AND SCHOOLING EXPERIENCES	Durden, T. R., & Curenton, S. M. (2017). Pathways to Excellence–What We Know Works for Nurturing Black Children's Success. In *African American Children in Early Childhood Education: Making the Case for Policy Investments in Families, Schools, and Communities* (pp. 35-55). Emerald Publishing Limited.
		Belgrave, F. Z., & Allison, K. W. (2018). Education and Work. *African American psychology: From Africa to America*. Sage Publications, pg. 173-190.

October 9	EDUCATIONAL SYSTEMS AND SCHOOLING	Tyson, K., Darity Jr, W., & Castellino, D. R. (2005). It's not "a black thing": Understanding the burden of acting white and other dilemmas of high achievement. *American Sociological Review*, *70*(4), 582-605.
October 11	EDUCATIONAL SYSTEMS AND SCHOOLING	Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. *Social Science Quarterly*, *90*(4), 1003-1018.
October 16	CRIMINAL AND JUVENILE JUSTICE SYSTEMS	Coates, T. N. (2015). The black family in the age of mass incarceration. *The Atlantic*, *316*(3), 82. Retrieved from: https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/ Bor, J., Venkataramani, A. S., Williams, D. R., & Tsai, A. C. (2018). Police killings and their spillover effects on the mental health of black Americans: a population-based, quasi-experimental study. *The Lancet*.
October 18	FALL BREAK	
October 23	MEDIA & TECHNOLOGY: USE AND EXPOSURE	*Pew Research Center*. (2014). African Americans and Technology Use. (2014). Retrieved from: http://www.pewinternet.org/2014/01/06/african-americans-and-technology-use/ Ward, L. M. (2004). Wading through the stereotypes: positive and negative associations between media use and black adolescents' conceptions of self. *Developmental Psychology*, *40*(2), 284.
October 25	MEDIA & TECHNOLOGY: USE AND EXPOSURE *IR Paper #2*	Adams-Bass, V. N., Bentley-Edwards, K. L., & Stevenson, H. C. (2014). That's not me I see on tv…African American youth interpret media images of Black females. *Women, Gender, and Families of Color*, *2*(1), 79-100.
October 30	MENTAL HEALTH	Harris, Y. R., & Graham, J. A. (2014). Mental Health and African American Children. In *The African American child: development and challenges*. Springer Publishing Company, pg. 95-103. Murry, V. M., Heflinger, C. A., Suiter, S. V., & Brody, G. H. (2011). Examining perceptions about mental health care and help-seeking among rural African American families of adolescents. *Journal of Youth and Adolescence*, *40*(9), 1118-1131.

November 1	MENTAL HEALTH	Cooper, S. M., McLoyd, V. C., Wood, D., & Hardaway, C. R. (2008). Racial discrimination and the mental health of African American adolescents. *Handbook of race, racism, and the developing child*, 278-312. R. Droege, et.al. (2017) Suicidality Protective Factors for African American Adolescents: A Systematic Review of the Research Literature. SOJ Nur Health Care 3(2):1-5. DOI: http://dx.doi.org/10.15226/2471-6529/3/2/00130
November 6 & 8	PHYSICAL HEALTH	Harris, Y. R., & Graham, J. A. (2014). Health Issues and African American Children. In *The African American child: development and challenges*. Springer Publishing Company. Spruyt, K., Alaribe, C. U., & Nwabara, O. U. (2015). To sleep or not to sleep: a repeated daily challenge for African American children. *CNS neuroscience & therapeutics*, *21*(1), 23-31.
November 13	FEEDBACK SESSION: FINAL PAPERS	
November 15 & 20	PROSOCIAL DEVELOPMENT & COMMUNITY ENGAGEMENT FINAL PRESENTATIONS	Kirshner, B., & Ginwright, S. (2012). Youth organizing as a developmental context for African American and Latino adolescents. *Child Development Perspectives*, *6*(3), 288-294. Hope, E. C., & Jagers, R. J. (2014). The role of sociopolitical attitudes and civic education in the civic engagement of black youth. *Journal of Research on Adolescence*, *24*(3), 460-470.
November 22	THANKSGIVING BREAK	
November 27	FINAL PRESENTATIONS	
November 29	FINAL PRESENTATIONS *Final Paper Due*	
December 4	EMERGING ISSUES AND TRENDS IN THE STUDY OF BLACK CHILD DEVELOPMENT FINAL PRESENTATIONS	
FINAL EXAM: FRIDAY, DECEMBER 7th at 12:00pm		