

## PSYC 350

### COURSE OBJECTIVES

- interpret and critique research concerning child development
- apply theories and empirical findings of developmental and social psychology to real-world issues
- write for a variety of audiences
- engage in class discussions, both as a leader and as a participant

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# Social Identities in Developing Lives



SPRING 2019

TUESDAYS & THURSDAYS 3 - 4 : 30 P M

## Welcome to SIDL!

For children to thrive in our increasingly diverse world, they must be prepared to engage with issues of race and racism. Children need to develop positive racial identities and learn how to navigate the racial privilege or discrimination that they will face in our society. One of the best places for children to learn about race is from their parents, yet parents often struggle with this topic. Should we teach our children to be “colorblind,” or

should we teach them to notice race? When is the right age to start these conversations? For families who are committed to equity and justice, how can we ensure that these values are passed on to our kids? In this class, we will draw from developmental, educational, social psychological, and social justice perspectives to generate answers to these questions and more.



MACALESTER

# Your Instructor



## Cari Gillen-O'Neel

Olin-Rice 322

cgilleno@macalester.edu

651-696-6086

You may call me Cari (pronounced like “carry”). If you prefer to be more formal, Dr. Gillen-O’Neel or Professor Gillen-O’Neel are also ok with me. For pronouns, I use she/her/hers. Please tell me *your* name and pronouns!

Except for  
book club (see  
the last page),  
all readings,  
assignments,  
and deadlines  
will be posted  
on Moodle

## Course Requirements

The following are required components of the course. You will receive detailed information about the expectations for each assignment at a later time:

- Class participation
- Class facilitation
- Reading reflections
- Research paper
- Final project
- Final portfolio

## Meeting Outside of Class Time

There are three ways to meet with me outside of class time:

**Regular office hours** are in my office (OLRI 322). During these hours, I am available first-come, first-served.

- Mondays 2 - 3pm
- Tuesdays 4:30 - 5:30 pm

Outside of office hours, you may **schedule appointments** with me: check my Google calendar (cgilleno) and email me a few times (9am - 5pm) that work with both of our schedules. I will select a time and confirm it with you.

Finally, you may just **swing by** my office and see if I am available. You are welcome in my office any time the door is open.



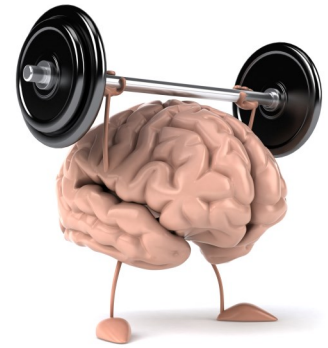
Ask me  
about the  
poster on  
my office  
door ☺

# Grading Philosophy

I love helping students learn about psychology and develop as thinkers and writers. Too often, however, grading gets in the way of these goals. In fact, grades can actually inhibit learning, particularly deep learning of material (Rust, 2002). For writing in particular, grades can shut down the process of

development—students who earn low grades may give up out of frustration, and students who earn high grades may think that there is no room for improvement. Everyone can work to become a better thinker and writer (me too!), and grading along the way often limits our progress. At the

same time, there is a place for grades in the college classroom. In this class, therefore, we will take a somewhat different approach to assessment and grades—a system called “Contract for B.”



*“I do not expect your work to be perfect, but I do expect you to meet the basic requirements of each assignment and to work to improve your knowledge and skills.”*

## Contract for B

Throughout the term, I will assess your work and give you a lot of feedback. However, I will not *grade* anything until the final portfolio. This will allow me to be your mentor without grades getting in the way. I do not expect your work to be perfect, but I do expect you to meet the basic requirements of each assignment and to work to improve your knowledge and skills. Staying on contract requires all of the following:



**Attendance:** Be present, on-time, and fully prepared for all class sessions and meetings. Arriving late or leaving early =  $\frac{1}{3}$  of an absence; being unprepared (e.g., failing to complete all reading) =  $\frac{1}{2}$  of an absence. You may have two absences without penalty. Additional absences require special circumstances (e.g., doctor’s note) or forgiveness tokens.

**Preparation and Engagement:** In class, be a productive member of our community—ask questions, participate, and help others participate. For group assignments, stay in regular communication with your group and complete your fair share of the work.

**Completing Work:** Submit all assignments, on time and complete. For assignments submitted online, “on time” is determined by Moodle’s timestamps; for assignments submitted in person, “on time” is the start of the meeting time. Late assignments will not be accepted unless accompanied by a forgiveness token. Complete is defined by assignment checklists; be sure your work meets all of the criteria described in the checklist.

**Reading Reflections:** Complete at least 20 reading reflections.

**Rewriting:** Good writing requires substantial rewriting—adding and deleting information, and reorganizing and restructuring sentences and paragraphs within your paper. Each draft of your writing should show progress in making the paper stronger.

**Final Portfolio:** At the end of the semester, submit your portfolio with careful revisions and “finished writing.” We will conference about your portfolio at the end of the semester (see below).

**Awareness:** Keep track of your progress in the course; keep track of whether you are staying on the contract for B. If you are unsure of your progress, schedule a meeting with me.

# Staying on Contract & Forgiveness



*The grade that you earn on your final portfolio will be your course grade.*

*If you stay on contract during the semester, the lowest grade you could possibly receive in the course is a B.*

*If you break contract, you will move to a more traditional grading system (see page 5).*

As you can see, to stay on contract you must: be prepared, work hard, incorporate feedback to improve the quality of your work, and be an active member of our class community. Staying on contract also requires punctual attendance and meeting deadlines. Because I recognize that life sometimes interferes with attendance and deadlines, I offer three “forgiveness tokens” that allow you to stay on contract despite small infractions. One token may be redeemed for: missing one additional reading reflection, one additional class or conference absence, or one 24-hour extension. Your three tokens may be used in any combination. For example, you may miss three classes OR you may miss two classes and submit one assignment 24-hours late. In both cases, you would still be on contract. Note that if you are absent from class, you are still responsible for the day’s reading reflection. Once your three tokens are gone, additional absences or extensions will only be granted in extreme circumstances. If you have one additional small infraction beyond your three tokens, we may be able to work out a plan to get you back on contract. If this is your situation, please schedule a meeting with me. However, two additional small infractions or one major infraction (e.g., plagiarism or failure to contribute to your group) will take you off contract.

## Final Grade

During our final conference, I will examine your portfolio; based on the improvements that you have made and the quality of your work, I will assign a cursory grade. If you are satisfied with that grade, you are done. If you are not satisfied, you may continue to revise your portfolio until the deadline. At that point, I will take a closer look at your portfolio and assign a final grade. Your final grade will be no lower

than the one assigned at the conference, but it is not guaranteed to be higher.

The grade that you earn on your portfolio will be your course grade. **However, if you stay on contract during the semester, the lowest grade you could possibly receive in the course is a B.** In other words, the contract provides you with a grade safety-net; even if the quality of your

final portfolio is below a B, your behavior in the course (e.g., punctuality, hard work, and improvement) would be enough to warrant a B in the course. Grades above B require excellence in writing. Throughout the semester, I will give you a lot of feedback and many examples of excellent writing to help you see the quality of work that I am looking for.

# What if I break contract?

If you choose to go off contract, your grade will be determined by the breakdown to the right. Assignments may be submitted late with a 5% grade penalty for each 24-hour period past the deadline. Typically, students who are off-contract earn between an F and B– because their behavior in the course (e.g., missing class, missing deadlines, or not contributing to their group) cannot justify a higher grade.

- Class participation: 25%
- Class facilitation: 10%
- Reading reflections: 15%
- Research paper: 25%
- Final project: 25%

## Other Course Policies

### Incompletes

Macalester College strongly discourages assigning incomplete grades. Unless a majority of assigned work has already been submitted, an incomplete will not be given. If extenuating circumstances arise, I will direct you to the Dean of Students, and I will consider the Dean's advice when making decisions about incompletes.

### Plagiarism

Plagiarism is the presentation of others' thoughts, ideas, or words as your own. Plagiarism can be blatant, such as copying sections of another's paper, or it can be subtle, such as failing to properly cite another's ide-

as. Either way, plagiarism constitutes a break in the Contract for B. If you are unsure about citations, wording, or similarity of structure, please discuss this with me, and I can help you make sure that you are citing and paraphrasing appropriately. If I have any reason to suspect your integrity in this class, I will contact you. After that meeting, I will determine what further steps are appropriate. I may refer you to the Director of Academic Programs, who will determine the consequences. If you have questions, please contact me or visit Macalester's academic integrity webpage:

### Technology Etiquette

I welcome laptops and tablets when they are used as learning aids (e.g., for note-taking). "Multitasking" (e.g., checking email or social media during class) can impede your learning, be a distraction to those around you, and feels disrespectful to me. Please set your cell phones to silent before class, and if you must take a call or text during class time, please discretely step outside.



*I reserve the right to ban technology that becomes detrimental to our classroom culture.*

[www.macalester.edu/academicprograms/academicpolicies/academicintegrity/](http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/)

# Your Health and Wellbeing

I encourage you to make your well-being a priority throughout this semester (and throughout your career at Macalester). Beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. Investing time into taking care of yourself will help you engage more fully in your academics. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on you and your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset or need some air. Please do what is necessary so long as it does not impede your or others' ability to be mentally and emotionally present in the course. Outside of the classroom, sleeping, moving your body, and connecting with others can be strategies to help you be resilient. If you are having difficulties maintaining your well-being, please contact me and/or find support from other sources (see Moodle for a list of resources).



# Accessibility Commitment

I am committed to creating an accessible and inclusive class where every student can participate fully in course activities and benefit from course materials. I would be happy to talk to you about how you learn best and how I can help maximize your experience in this class. Please don't hesitate to be in touch with your requests and suggestions.

## What I will do for all students

- Post assignments at least two weeks before they are due
- Share PowerPoints and other materials used in class lectures
- Meet with you individually during office hours for extended study or discussion
- Facilitate your connection to the MAX Center or other sources of support on campus

- Submit an Early Academic Warning and/or contact the Dean of Students if your performance or attendance slips
- Be as flexible as possible in the event of a crisis or emergency (provided that you have also spoken to someone in the Dean of Students office)

## What you can do if your needs are not met by the above

If you know you have a disability that affects your learning process, I encourage you to meet with the Director of Disability Services—Allie Quinn. This will allow you to receive accommodations. Allie will send me a confidential letter detailing your accommodation request. Meet with me after you've met with Allie so we can work together to ensure that your needs are met.

## If you are not registered with Disability Services

If you wait to self-advocate until you are in trouble in this course, you may be out of luck. I cannot accommodate you retroactively. Without a letter from Disability Services, I cannot offer a flexible schedule of assignment deadlines or a flexible attendance policy.



## Melissa Fletcher

Director of Disability Services  
disabilityservices@macalester.edu  
Kagin Commons 125  
651-696-6874

# Book Club

Each of the six books below addresses a different topic related to raising a child with a positive, anti-racist racial identity. Many of these books draw from psychological research, and all of them were written for a general audience.

In small groups, you will select one of these books. During the first half of the semester, you will read your book and discuss it in class. During the second half of the semester, your book will form the basis of your final project. Using your book as inspiration, and incorporating additional resources (e.g., research articles, books, videos, web-pages, etc.), you will develop a resource that will be helpful for parents and/or children. We will develop the requirements for this assignment together as a class.



*Using your book as inspiration, you will develop a resource that will be helpful for parents and/or children.*

***Raising White Kids: Bringing Up Children in a Racially Unjust America***

Harvey

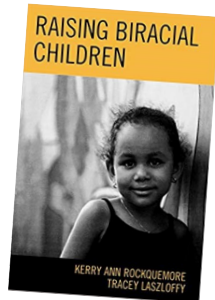
ISBN: 978-1501878077



***Raising Biracial Children***

Rockquemore & Laszloffy

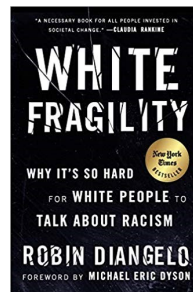
ISBN: 978-0759109018



***White Fragility: Why It's So Hard for White People to Talk About Racism***

DiAngelo

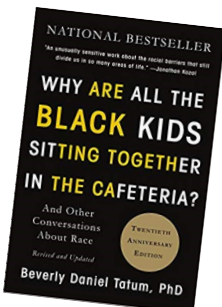
ISBN: 978-0807047415



***Why Are All the Black Kids Sitting Together in the Cafeteria?***

Tatum

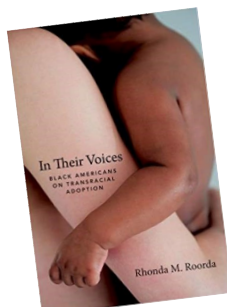
ISBN: 978-0465060689



***In Their Voices: Black Americans on Transracial Adoption***

Roorda

ISBN: 978-0231172219



***White Kids: Growing Up with Privilege in a Racially Divided America***

Hagerman

ISBN: 978-1479803682

