Course Overview
Social inequality is known to have cascading developmental consequences. Using a critical lens, this seminar explores how children and adolescents come to understand inequality as shaped by the experiences of marginalization or privilege conferred by the confluence of their social identities in context. Specifically, this course examines children’s understanding of social inequalities based on race/ethnicity, gender, social class, and immigrant status; children’s experiences with discrimination, prejudice, and development of their social identities. Rooted in developmental and social psychology perspectives (e.g., development intergroup theory, socio-cognitive perspectives such as intergroup relation theories), this course applies social justice frameworks (e.g., intersectionality, human rights, critical consciousness) to consider the larger sociopolitical implications of inequality as it relates to children’s knowledge of social stereotypes as well as their attitudes, beliefs, and attributions about group members, whose experiences overlap with or differ from their own.

Course Learner Objectives
Upon completion of this course students will be able to:
1. Develop the ability to evaluate and systematically critique research topic area
2. Demonstrate a greater understanding of the field of children’s social development
3. Increase knowledge of how experiences shape reasoning and perceptions of inequality

Readings
Required Readings: Listed below and available as PDFs through CCLE site (https://ccle.ucla.edu/local/ucla_syllabus/index.php?id=71486)

Participation
Attendance is required, if you are unable to attend class or if you will be late, please notify me ahead of time. Students are expected to participate in activities and discussion exercises, and to come to class prepared to discuss readings and assignments. No laptops or cell phones are to be used in class.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>94-100 A</th>
<th>88-89 B+</th>
<th>78-79 C+</th>
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</thead>
<tbody>
<tr>
<td>90-93 A-</td>
<td>84-87 B</td>
<td>74-77 C</td>
<td></td>
</tr>
<tr>
<td>80-83 B-</td>
<td></td>
<td>70-73 C-</td>
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All assignments must be completed to pass. Grading will be based on facilitation, participation, and writing. Both understanding and critical analysis of the course material are expected. With the exception of a personal emergency, no incompletes will be given for this course.
Course Requirements and Grading Breakdown out of total 100 Points

(20/100) Facilitation of Class Discussion: Each week two to three students will be responsible for co-facilitating and leading the class conversations on the weekly topic and readings. Each week’s topic will consist of several readings. The readings are to be read by all class members prior to each class and should be used by the facilitator to generate ideas for class discussion. The aim here is for the facilitators to help focus the theoretical, empirical or controversial issues of importance pertaining to the topic.

In your role leading the class discussion you begin by delivering a brief 10-15 minute presentation on the readings to provide an overview of the major themes considered across the readings. Equally important is your solid plan for guiding the class discussion for that day. Class members should be prepared to comment and raise questions or issues arising from the readings. Your job as co-facilitators is to help keep the discussion going.

One goal is to provoke discussion by connecting the topic to related pop-culture issues that illuminates the chapter’s major concepts. You are encouraged to get creative with how you approach your discussion, e.g. incorporate multi-media spanning from YouTube videos to recent events in the news to song lyrics, etc. to communicate the main ideas or issues. The use of activities, PowerPoint, or printed handouts are strongly encouraged.

(35/100) Weekly Critical Commentaries on Assigned Readings: Students will submit 7 commentaries (5 points each) on the reading material for Weeks 3 through 10. Each should be no longer than 2 pages double-spaced and are to be submitted via the CCLE each week at least 48 hours prior to class. If it is not submitted by the required time it will not be graded.

Commentaries are not meant to review or summarize previous classes or readings but rather address the major themes and issues being considered across the readings. It is important that you also integrate and make connections between all of the readings for each week and raise important issues or points that you have come across in the readings or in your thinking about the topic. No commentaries are required for the week you lead the class discussion.

(15/100) In-Class Participation: Students are expected to have read all materials for each week’s class and are expected to meaningfully participate in discussion. Informed analysis, debate, agreement, and disagreement will form the foundation for learning of the course material.

(30/100) Final Written Product: In recognition that students are at various stages in the development of their research ideas, the main written component of this course is flexible, and to be determined in consultation with the instructor. Please ensure that you have met with me individually to discuss your paper topic and format no later than Week 4 of the quarter.

You may elect to either write a literature review on a topic of interest to you (expanding on one of the topics covered below or a related topic) or a research proposal (that builds out a topic area covered in class that is of interest to you and aligns with your personal research goals). Papers are to be written according to APA publications guidelines, i.e. doubled-spaced, 12-point Times New Roman font, with 1” margins. In general, papers (both literature reviews and proposals) should be between 7-10 pages in length, excluding references and appendices.
[SUBJECT TO CHANGE] Course Schedule and Readings

April 9 - Class 2:  Introduction + Considering Foundational Knowledge

April 16 - Class 3:  Social identity – Basic Issues
Facilitators: Alexis Juarez & Karly Van Holten


Supplementary reading(s):

April 23 - Class 4:  Social Identity – Theories
Facilitators: Veronica Pedroza & Fabiola Fletes & Mandie Dixon


Supplementary reading(s):

April 30 - Class 5  Race and Ethnicity as a Social Category  
*Facilitators: Joan Binalinbing & Jacelyn Omusi & Alondra Rodriguez*


**Supplementary reading(s):**


May 7 - Class 6  Gender as a Social Category  
*Facilitators: Jose Mendez & Catherine Santos & Emely Rosales*


**Supplementary reading(s):**

May 14 - Class 7: Nationality and Immigrant Status as a Social Category
Facilitators: Florence Tse


Supplementary reading(s):

May 21 - Class 8: Social class as a Social Category
Facilitators: Silvia Meza-Rendon & Pearl Rhee


Supplementary reading(s):


May 28 - Class 9: Discrimination and Disidentification
Facilitators: Alejandro Juarez-Ugalde & Giselle Villanueva & Phuong Tran


Supplementary reading(s):


June 4 - Class 10: Prejudice Reduction Interventions
Facilitators: Gabriela Valencia


Supplementary reading(s):
June 11 – Finals Week: WRITTEN FINAL DUE TO CCLE BY 11:59PM

Accommodations for Students with Disabilities
Any student attending UCLA who needs accommodations should connect with the UCLA Center for Accessible Education (https://www.cae.ucla.edu/learning-disabilities-brochure) at (310) 825-1501, A-255 Murphy Hall, Box 951426, Los Angeles, CA 90095-1426.

Academic Integrity
A note on academic integrity: Plagiarism is a very serious form of both cheating and intellectual theft. In some cases there is clear intent and at others simple academic sloppiness. In either case, plagiarism may result in failure of the assignment of the course as well as a referral to the Dean.

Please refer to the UCLA’s statement on Academic Integrity:
https://www.deanofstudents.ucla.edu/Academic-Integrity

In order to avoid plagiarizing, you must always give credit whenever you use:
~ another person’s idea, opinion, or theory; ~ any facts, statistics, graphs, drawings—ANY pieces of information—that are not common knowledge;~ quotations of another person’s actual spoken or written words; or~ paraphrase of another person’s spoken or written words.

Should you ever have doubts, please consult the following explicit web sites in order to clarify ambiguities that might lead to accusations of plagiarism:

http://www.northwestern.edu/uacc/plagiar.html
or
http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.html

Late Assignments
Assignments turned in 1 day late will result in a 10% point deduction, 2 days late in a 20% deduction, 3 days late in a 30% deduction, 4 days late in a 40% deduction, and 5 days late in a 50% deduction. No assignments will be accepted that are more than 5 days late. All due dates are given at the beginning of the semester.