

**CHDV 290 – 10079 (CRN #)**  
**Racial and Gender Attitudes, Stereotypes, and Prejudice in Young Children**  
**Whittier College**  
**Department of Education and Child Development**

**January 5<sup>th</sup> – 26<sup>th</sup>, 2015**  
**M-F 9:00-12:00 at SC 302**  
**Instructor: Flora Farago, M.S.**  
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**Office hours:** Before/after class or by appointment

*It is important to remember that it is not human differences that undermine children's development but rather unfair, hurtful treatment based upon those differences.*

**-Louis Derman-Sparks**

*The difference between a lady and a flower girl is not how she behaves, but how she's treated.*

**-From Pygmalion by George Bernard Shaw**

*It is time for parents to teach young people early on that in diversity there is beauty and there is strength.*

**-Maya Angelou**

**Instructor:** Your instructor is in the process of completing her Doctorate degree in Family and Human Development at Arizona State University. She has a master's degree from the University of Texas at Dallas in Psychology. She was en route to a potential career in pediatrics when she took a college course on the Psychology of Prejudice. The course, her childhood experiences with anti-Semitism and racism in Hungary, and with sexism as an adult in the U.S., and her hunger for social justice and social change fueled her interest in researching stereotype and prejudice development. She is particularly interested in how we can design early childhood educational environments that celebrate, rather than denigrate, our similarities and differences.

**Course Description:** We will focus on learning about research on racial and gender attitude development in childhood, with a heavy focus on early and middle childhood (rather than adolescence). More specifically we will discuss the cognitive and contextual influences on racial and gender stereotype and prejudice

development. Topics discussed will include the acquisition of gender and racial stereotypes and prejudice, the developmental trajectories of stereotype and prejudice development, research methods, consequences of stereotyping and prejudice, and means of reducing stereotyping and prejudice.

**Materials:** The readings will be available electronically in PDF format. Print them if necessary otherwise spare the trees 😊

**Terms:** We will discuss how developmental scientists define and measure concepts such as:

- Bias, stigma
- Prejudice
- Stereotypes
- Implicit attitudes
- Explicit attitudes
- Discrimination
- Intergroup attitudes and behaviors
- Stereotype threat
- Gender, sex
- Race, ethnicity
- Gender roles
- In-group bias vs. out-group bias
- Internalized oppression
- Racism and sexism
- Intersectionality

**Course Format:** This course is designed to be interactive and discussion based. Readings, film clips, and interview/news clips will serve as guides to discussion. You will be expected (and hopefully excited) to complete all reading assignments thoroughly and critically prior to coming to class so that they can contribute to class discussion and group activities. The course will be non-traditional in the sense that there will be no lecturing and no quizzes or exams (that's right, this is not a joke). Your grade will fully be based on writing assignments, hands-on projects, in-class group work, reading reflections, and class participation.

Discussing issues related to race, ethnicity, and gender will inevitably involve our own personal experiences and perspectives. As social scientists, we try to be as objective as possible, however our own personal interests, identities, and perspectives inevitably influence the questions we raise and answers we seek. In other words, 100% bias-free and objective social science does not exist!

Further, to facilitate a classroom space that is inclusive and respectful to everyone, I like to incorporate the following principles into my life and classroom. These principles are principles of restorative justice outlined by Dr. Howard Zehr and amended by Dr. Lyubansky.

Take relationships seriously (with your classmates and instructor), envisioning yourself in an interconnected web of people, institutions and the environment.

Treat everyone respectfully, even those you feel don't deserve it, even those who have harmed or offended you or others, and those who disagree with you.

Try to be aware of the impact – potential as well as actual – of your actions (and words) on others and the environment.

When your actions (and words) negatively impact others, take responsibility by acknowledging and seeking to repair the harm – even when you could probably get away with avoiding or denying it.

View the conflicts and harms in your life (and class) as opportunities.

Listen, deeply and compassionately, to others, seeking to understand even if you don't agree with them. (Think about who you want to be in the latter situation rather than just being right.)

Engage in dialogue with others (don't silence yourself), even when what is being said is difficult, remaining open to learning from them and the encounter. Try to approach disagreement by focusing on your own understanding and growth rather than on trying to change someone else.

Be cautious about imposing your "truths" and views on other people and situations.

Every person has a right to their own beliefs, thoughts, and feelings.

Sensitively confront everyday injustices including sexism, racism and classism.

Be aware of your internal state. It is okay feel to feel sad, angry, frustrated, and more. Emotions are a sign that something is happening! If they are ignored they'll just come right back!

## Grading:

<b>Participation:</b>	<b>60 points (15 days * 4 points)</b>
<b>Discussion lead 1:</b>	<b>100 points</b>
<b>Class Project 1:</b>	<b>100 points</b>
<b>Class Project 2:</b>	<b>100 points</b>

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**TOTAL: 360 points**

**A – 322-360 (Excellent)**

**B – 286-321 (Good)**

**C – 250-285 (Satisfactory)**

**D – 214-249 (Passing)**

**F – 0 – 213 (Failing)**

**Late policy:** In a short course such as this accepting late work is tricky and can give students unfair advantage over others. I generally do not accept late work, however, in case of an emergency I will work with students on a case-by-case basis and may consider accepting late work with a grade deduction (20%/day).

### Participation

This course is designed to be discussion and participation focused. The quality of the course in large part depends on the quality of the in-class discussions. You will receive a grade at the end of each class period for your participation. A good participation grade can be achieved through active, thoughtful, and relevant input to the class discussion. **Your participation should also reflect that you have read and understood the readings.** If discussion begins to dwindle, I may call on students to share their questions and reflections about the readings. Participation grades depend on the quality, not the quantity, of input. Given that you will be expected to write reflections about the readings assigned, discussion should flow freely as we will have plenty to talk about 😊

Each day, half of your participation points (2) will be for out-of-class participation (sending me discussion questions/reflections about the readings) and half of your participation points (2) will be assigned for in-class participation. The discussion questions should be about something that will encourage us to look more carefully at the readings in question, and should therefore be ones that allow others in the

class to try to answer, based on the reading(s) themselves. See tips for good discussion questions below. You may also express disagreement, agreement, or relate your personal experiences to the readings. I also included tips for how to critically read academic articles below. Please review these guidelines.

### **Discussion Leading**

Each student will be expected to work with a partner to lead a class discussion. The discussion leaders will prepare a mini-discussion for the rest of the class. The discussion leaders will share the outline of the **discussion plan and/or group activity with me at least 24 hours** before the class, and incorporate instructor feedback if needed. The goal of the discussion leading is to coordinate a meaningful and productive class discussion of how a specific research article contributes to our understanding of topic. The discussion can also include group activities.

### **Guidelines for discussion leaders**

- 1) Read and take notes on the readings for your own reference. As you read, consider 2 things to help you create discussion questions: What interesting points do you want to be sure the discussion addresses? How does this article relate to what we have previously learned in the course?

Tip 1: Good discussion questions do not ask for clarification or summary of the article's content.

Tip 2: Good discussion questions highlight connections between the article and other concepts we've learned about in class or in other readings.

Tip 3: Good discussion questions are open-ended and have multiple possible answers

Tip 4: Good discussions questions, when they address the method, have a theoretical reason for doing so. For example, only ask about replicating with another population if you have a reason to think the results would differ.

- 2) Prepare a handout with the main highlights of the readings and your discussion questions.

- 3) Pass out the handout to the class and spend a few minutes reviewing the article. In the discussion, present each question and encourage class discussion of that topic. Use your role as discussion leader to keep the discussion on-topic.

Tip 1: Do not be afraid of silence, especially at first. Your job is not to answer everyone's question, and so if your classmates are slow to respond to a topic be patient (and quiet). Someone will speak up.

Tip 2: Everyone should speak for each discussion, so give plenty of time and encouragement to participate. If someone is talking more than others, ask if anyone else has something to add.

	0-20 points	40 points	60 points	80 points	100 points
Preparation of topic list	<ul style="list-style-type: none"> <li>-Inappropriate questions (see tips)</li> <li>-Covers 1 or 2 topics</li> <li>-No link to outside material</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate questions</li> <li>-Covers 1 or 2 topics</li> <li>-No link to outside material</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate questions</li> <li>-Covers variety of topics</li> <li>-No link to outside material</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate questions</li> <li>-Covers variety of topics</li> <li>-Weak link to outside material</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate questions</li> <li>-Covers variety of topics</li> <li>-Many links to outside material</li> </ul>
Discussion management	<ul style="list-style-type: none"> <li>-Discussion stalls (see tips)</li> <li>-Gets off-topic</li> <li>-Keeps content superficial</li> <li>-Allows only 1 or 2 speakers</li> </ul>	<ul style="list-style-type: none"> <li>-Uses time appropriately</li> <li>-Gets off-topic</li> <li>-Keeps content superficial</li> <li>-Allows only 1 or 2 speakers</li> </ul>	<ul style="list-style-type: none"> <li>-Uses time appropriately</li> <li>-Gets off-topic</li> <li>-Keeps content superficial</li> <li>-Seeks many perspectives</li> </ul>	<ul style="list-style-type: none"> <li>-Uses time appropriately</li> <li>-Stays on topic</li> <li>-Keeps content superficial</li> <li>-Seeks many perspectives</li> </ul>	<ul style="list-style-type: none"> <li>-Uses time appropriately</li> <li>-Stays on topic</li> <li>-Uses probes &amp; follow-up</li> <li>-Seeks many perspectives</li> </ul>
Article summary	<ul style="list-style-type: none"> <li>-Illogical order</li> <li>-Leaves out important info</li> </ul>	<ul style="list-style-type: none"> <li>-Logical order</li> <li>-Leaves out important info</li> </ul>	<ul style="list-style-type: none"> <li>-Logical order</li> <li>-Highlights important info</li> <li>-Provides some</li> </ul>	<ul style="list-style-type: none"> <li>-Logical order</li> <li>-Highlights important info</li> </ul>	<ul style="list-style-type: none"> <li>-Logical order</li> <li>-Highlights important info</li> </ul>

	-Provides irrelevant info	-Provides irrelevant info	irrelevant info	-Ignores irrelevant info	-Ignores irrelevant info
	-Mostly reading to group	-Mostly reading to group	-Mostly reading to group	-Mostly reading to group	-Speaks to group

### **Class Projects – Due by 5:00 pm on January 16<sup>th</sup> and 26<sup>th</sup>**

Throughout the course, you will be expected to complete **two** class projects (100 points each). You may chose two projects from the options outlined below. If there is a project that you would like to do that is NOT included below, please discuss it with me. I am open to ideas!

When you **email me** your projects please clearly indicate which projects you chose to do. There are no page restrictions or strict guidelines for the projects, just do your best to demonstrate thorough and thoughtful work and that you have critically thought about the class readings in relation to your project.

For the Projects you may work alone or with a partner. However, be aware that you and your partner will receive the same grade on the project. If lack of participation of a partner is an issue and feel will affect your grade, email me.

You will briefly present (max. 5-7 min.) each of your projects to the class so we can learn from each other. The presentation will count for 20 out of 100 points for each project.

#### **Counter-Stereotypical Toy project**

Pick a toy from the toy isle of a major department store, take a photo of it, look up reviews about it, and how it is marketed in the store and online. Write a blog post about how the toy may perpetuate gender and/or racial stereotypes. Use theories and research presented in the class to explain how the toy may perpetuate stereotypes. Next, propose to re-design the toy in a way that it *counters* stereotypes, using evidence from class readings. Although not required, I encourage you to post your review and analysis of the toy in an online forum.

## **Interview**

Conduct an interview with a child or a teacher about gender or racial issues in his or her life. Relate your responses to one or more issues discussed in the class. Make sure to tie the issues discussed to theories and research we learned about in class. The interview can be focused on the interviewee's experience with stereotyping and prejudice, or the stereotypes and prejudice the interviewee holds about a certain group (if they are willing to share).

## **Media Project**

Find a cartoon or television program that young children may watch. Do a content analysis on the TV shows. You may wish to discuss answers to questions such as: How are women and men portrayed in the shows? Are there more characters of one gender than another? Is the show aimed at one gender in particular? How are racial groups portrayed? Are there certain racial stereotypes perpetuated? How are racial and ethnic minorities portrayed in the media outlet of your choice? Create a blog post critically analyzing what messages about gender and race the media outlet may send children.

## **Parenting advice**

Look at two sources of parenting advice (e.g., books, magazines, online forums). What kind of information on gender are parents getting from the "experts"? Do they explicitly advise parents to treat boys and girls differently? Are there underlying messages (in photographs or ads)? Compare and contrast the information provided in the two sources.

## **Classroom Observation**

Observe a preschool or elementary classroom of students and teacher. Make sure to note the gender and racial make-up of the class (and the teacher). Do girls and boys behave differently in class? Does the teacher treat them differently? Are the students grouped by gender? What types of classroom materials are displayed around the class? Are there children and families from various ethnic and racial groups represented? Do children segregate themselves by gender and race? Do groups of boys interact differently from groups of girls? What happens when boys and girls play together?



## **Anti-Bias Intervention**

Design a game, activity, book or video about a possible intervention that could counter gender or racial stereotypes children are aware of. What kind of information do you want children to take away from the intervention? How would you evaluate whether the intervention was effective? How would you convince child care directors and parents that your intervention is important? How would you “sell” the intervention?

## **MLK Day Project**

Find a community program or activity designed for children and families to commemorate MLK Day. Attend the programming and write a review about the conversations you hear about race between adults and children. Note the ethnic and racial make-up of the program attendees. How does the programming fit into theories we covered about children’s racial attitude development?

## **Resources**

### **Teaching Tolerance**

[www.tolerance.org](http://www.tolerance.org)

### **Facebook groups/pages**

Sanford Harmony Program (SHP)

Reconceptualizing Early Childhood (RECE)

### **Let Toys Be Toys**

[www.lettoysbetoys.org.uk](http://www.lettoysbetoys.org.uk)

### **Pink Stinks**

[www.pinkstinks.co.uk](http://www.pinkstinks.co.uk)

## **Books**

*Redefining Girly: How Parents Can Fight the Stereotyping and Sexualizing of Girlhood, Birth to Tween* by Melissa Atkins Wardy ([www.pigtailpals.com](http://www.pigtailpals.com))

*Parenting Beyond Pink and Blue: How to Raise Children Your Kids Free of Gender Stereotypes* by Cristia Spears Brown, Ph.D. ([www.drchristiabrown.com](http://www.drchristiabrown.com))

*Cinderella Ate My Daughter: Dispatches From the Front Lines of the New Girlie-Girl Culture* –Peggy Orenstein

*Pink Brain, Blue Brain* – Lise Eliot

## Articles

<http://www.washingtonpost.com/posteverything/wp/2014/12/17/to-avoid-another-ferguson-we-need-to-start-teaching-tolerance-in-kindergarten/>

<http://s.telegraph.co.uk/graphics/projects/parenting-gender-neutral/index.html>

### Tips for reading academic articles (and chapters)

1. Look at the structure of the article (most scientific articles follow the same specific format)
  1. **Abstract** (summary of the whole article)
  2. **Introduction** (why they did the research)
  3. **Methodology** (how they did the research)
  4. **Results** (what happened)
  5. **Discussion** (what the results mean)
  6. **Conclusion** (what they learned)
  7. **References** (whose research they read)
2. Read the abstract and conclusion **first** (these have the main points)

### Note taking tips

There are a few major ways to take notes:

- Pay attention to what each section is about. The Abstract, Discussion, and Conclusion sections usually have the most important information.
- Take notes **while** you are reading (that way you don't have to go back and re-read it when you write your paper)
- Write summarizing notes for main points (in the margin, or on a separate piece of paper)
- Highlight only **very** important quotes or terms

Additional tips for how to *critically* read research articles by Michael Mitzenmacher (Professor of Computer Science at Harvard):

<http://www.eecs.harvard.edu/~michaelm/postscripts/ReadPaper.pdf>

## Important Dates

Jan 9<sup>th</sup> Last day to drop the course

Jan 16<sup>th</sup> Last day to withdraw and Project 1 due

Jan 19<sup>th</sup> MLK Day – There is NO class – work on project 2

Jan 26<sup>th</sup> Last Day of class (Monday) and Project 2 due

**Honest Work with Integrity:** “Plagiarism, according to the editors of the third edition of the MLA Handbook, comes from the Latin plagiarium (“kidnapper”) and constitutes “the act of using another person’s ideas or expressions in your writing without acknowledging the source” (21). Depending on the severity and extent of the offense, the penalties for plagiarism in this class may include an “F” grade on the assignment for the first occurrence and/or an “F” grade for the course. “All cases will be reported to the Dean of Student Life” (Eastman, C., broadcast communication, 2008). If you are unclear as to what acts constitute plagiarism, please refer to the Whittier College catalogue

<http://www.whittier.edu/academics/academichonesty> and [www.plagiarism.org](http://www.plagiarism.org). (iParadigms, LLC, 2008) for further information.

**Disability:** If you have a specific disability that qualifies you for academic accommodations, please contact Disability Services for a letter of accommodation: <http://www.whittier.edu/disability/accommodations>

## Course Schedule

### Week 1 (Jan 5<sup>th</sup>- 9<sup>th</sup>): Gender Stereotypes and Prejudice

#### Day 1: Monday Jan 5<sup>th</sup>

Introductions

Syllabus

Discussion Lead sign-up

Gender Roles Research Video (2:35)

<https://www.youtube.com/watch?v=-VqsbvG40Ww>

Kids on Race Videos (Anderson Cooper) (9:29 & 8:42)

<https://www.youtube.com/watch?v=GPVNIJgfDwpw>

<https://www.youtube.com/watch?v=UOVwrcTzRBs>

Hilliard, L. J., & Liben, L. S. (2010). Differing levels of gender salience in preschool classrooms: Effects on children's gender attitudes and intergroup bias. *Child Development, 81*(6), 1787-1798.

### **Day 2: Tuesday Jan 6<sup>th</sup>**

Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: Explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science, 16*, 162-166. doi:8721.2007.00496.x

### **Day 3: Wednesday Jan 7<sup>th</sup>**

Liben, L. S., Bigler, R. S., & Krogh, H. R. (2002). Language at work: Children's gendered interpretations of occupational titles. *Child Development, 73*, 810-828. doi:<http://dx.doi.org/10.1111/1467-8624.00440>

### **Day 4: Thursday Jan 8<sup>th</sup>**

Blakemore, Berenbaum, & Liben (2008). *Gender Development*. Ch 10: The Family as an Agent of Gender Development.

Gender Neutral Parenting Video

<http://videos.huffingtonpost.com/boy-or-girl-parents-raise-gender-neutral-baby-517073474>

Blogs related to the video

[http://www.thestar.com/life/parent/2013/11/15/remember\\_storm\\_we\\_check\\_in\\_on\\_the\\_baby\\_being\\_raised\\_genderneutral.html](http://www.thestar.com/life/parent/2013/11/15/remember_storm_we_check_in_on_the_baby_being_raised_genderneutral.html)

<http://allenbwest.com/2014/02/uk-parents-raise-son-gender-neutral-boy-girl-wont-grow-aggressive/>

### **Day 5: Friday Jan 9<sup>th</sup>**

Blakemore, Berenbaum, & Liben (2008). *Gender Development*. Ch 13: The School as an Agent of Gender Development – ONLY read pages 373-382 (section on “Treatment of boys and girls by teachers”)

Blakemore, Berenbaum, & Liben (2008). *Gender Development*. Ch 11: The Media as an Agent of Gender Development

Critical thinking on gender marketing video  
<https://www.youtube.com/watch?v=srnaXW9ZgZc>

Racism and Sexism in Disney videos & blogs

<https://www.youtube.com/watch?v=jHyzAbV6nuM>

<https://www.youtube.com/watch?v=-57zKcmrT6M>

<https://medium.com/@directordanic/the-problem-with-false-feminism-7c0bbc7252ef>

**Let instructor know if you are working alone or with partner for Project 1**

### **Week 2 (Jan 12<sup>th</sup> - 16<sup>th</sup>): Racial and Ethnic Stereotype and Prejudice**

#### **Day 6: Monday Jan 12<sup>th</sup>**

Nesdale, D. (2007). The development of ethnic prejudice in early childhood: Theories and research. (pp. 213-240) IAP Information Age Publishing, Charlotte, NC.

#### **Day 7: Tuesday Jan 13<sup>th</sup>**

UNA Report Measuring Prejudice in Children: Overview and Recommendations  
 Tredoux, C.G., Noor, N.M, de Paulo, L., Aboud, F. and Tropp, L. (2010).

#### **Day 8: Wednesday Jan 14<sup>th</sup>**

UNA Report Researching ‘Race’ and Ethnicity with Children: Qualitative Research Approaches, Methods, Techniques, and Findings (2010).

Degner, J., & Dalege, J. (2013). The apple does not fall far from the tree, or does it? A meta-analysis of parent–child similarity in intergroup attitudes.

Video: Children’s reaction to Cheerio commercial  
<https://www.youtube.com/watch?v=VifdBfp5pnw>

**Day 9: Thursday Jan 15<sup>th</sup>**

Film: A Class Divided (1985) Frontline PBS (60 min) and Discussion

**Day 10: Friday Jan 16<sup>th</sup>**

Project 1 Presentations

**Let instructor know if you are working alone or with partner for Project 2**

**Week 3 (Jan 19<sup>th</sup> – 23<sup>rd</sup>): Intersections & Interventions**

**Day 11: Monday Jan 19<sup>th</sup> – MLK Day NO CLASS – Work on Project 2**

**Day 12: Tuesday Jan 20<sup>th</sup>**

McKown, C., (2004). Age and ethnic variation in children's thinking about racism. *Applied Developmental Psychology*, 25(5), 597-617. doi: 10.1016/j.appdev.2004.08.001

Hughes, J. M., Bigler, R. S., & Levy, S. R. (2007). Consequences of learning about historical racism among European American and African American children. *Child Development*, 78, 1689- 1705.

**Day 13: Wednesday Jan 21<sup>st</sup>**

Hughes, J. M., & Bigler, R. S. (2007). Addressing race and racism in the classroom. *Lessons in integration: Realising the promise of diversity in America's schools*, 190-206.

Bigler, R. S., & Wright, Y. F. (2014). Reading, Writing, Arithmetic, and Racism? Risks and Benefits to Teaching Children About Intergroup Biases. *Child Development Perspectives*, 8(1), 18-23.

**Day 14: Thursday Jan 22<sup>nd</sup>**

Pfeifer, Brown, & Juvonen (2007). Prejudice reduction in schools. SRCD Social Policy Report.

Aboud, F. E., Tredoux, C., Tropp, L. R., Brown, C. S., Niens, U., & Noor, N. M. (2012). Interventions to reduce prejudice and enhance inclusion and respect for ethnic differences in early childhood: A systematic review. *Developmental Review, 32*(4), 307-336.

**Day 15: Friday Jan 23<sup>rd</sup>**

Lamb, L. M., Bigler, R. S., Liben, L. S., & Green, V. A. (2009). Teaching children to confront peers' sexist remarks: Implications for theories of gender development and educational practice. *Sex Roles, 61*, 361-382.

Pahlke, E., Bigler, R. S., & Martin, C. L. (2014). Can fostering children's ability to challenge sexism improve critical analysis, internalization, and enactment of inclusive, egalitarian peer relationships? *Journal of Social Issues, 70*(1), 115-133. doi:<http://dx.doi.org/10.1111/josi.12050>

Bigler sexism intervention video

<http://www.nbcnews.com/id/21134540/vp/41947130#41947130>

**Week 4**

**Day 16: Monday Jan 26<sup>th</sup>**

Derman-Sparks, L., & Edwards, J. O. (2010). Ch1: What is anti-bias education? *Anti-bias education for young children and ourselves*. National Association for the Education of Young Children

Watch “Starting Small” – 58 minutes

Project 2 Presentations

*\*This syllabus and the content and dates therein may be modified at the instructor’s discretion.\**