Term Information

Effective Term: Autumn 2016

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Education Psychology
Fiscal Unit/Academic Org: EHE Educational Studies - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 8408
Course Title: Race, Ethnicity, & Multiculturalism in Education & Psychology
Transcript Abbreviation: Rce/Ethn in Ed Psy
Course Description: This seminar is designed to discuss current conceptual, theoretical, and methodological work in education and psychology and consider the role of race and ethnicity in students' school experiences, academic achievement, and development in multicultural settings.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 42.2806
Subsidy Level: Doctoral Course
Intended Rank: Doctoral

Requirement/Elective Designation
Course Details

Course goals or learning objectives/outcomes
• The emphasis in this course is on understanding and mastery of conceptual, theoretical, and methodological issues in the psychological study of race and ethnicity in education.

Content Topic List
• 1. Theory and Research Methods in Education and Psychology
• 2. The Meanings of Race, Ethnicity, and Culture
• 3. Epistemology and Approaches
• 4. Ethnic and Racial Identity
• 5. Stereotype Threat
• 6. Discrimination and Psychological Impact

Attachments
• ESEPSY 8408 Race Ethn in Educ & Psych Syllabus.docx
  (Syllabus. Owner: Gerken,Samantha Jo)
• Course Concurrence Form-8408.pdf: Concurrence form
  (Concurrence. Owner: Malone,Helen Irene)
• Concurrence Request for ESEPSY 8406 and ESEPSY 8407.pdf: Concurrence letter
  (Concurrence. Owner: Malone,Helen Irene)

Comments
• email sent 3/11/2016, revision requested (by Odum,Sarah A. on 03/11/2016 11:45 AM)

Workflow Information

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ESEPSY 8XXX: Race, Ethnicity, and Multiculturalism in Education and Psychology

Section/Semester
Day Time
Room

Professor – Dr. Shirley Yu
Office Hours – Day Time, and by appointment
Office – 165A Ramseyer Hall 614-688-3484
Email – yu.1349@osu.edu
Mailbox – 141 Ramseyer Hall

ESEPSY 8XXX – 3 Credit Hours, Graduate Level. Course description from Course Offering Bulletin:

Required Readings
Required readings are as listed in the syllabus. Most items will be available in pdf form in our course website in Carmen.

(NOTE: Readings are subject to change, depending on semester offered.)

Website for Course – Available via Carmen https://carmen.osu.edu/. You will need your OSU Username in order to log in to Carmen. The syllabus, assignment handouts, announcements, and your grades will be posted to Carmen. Your paper assignments must be submitted via the Turnitin Dropbox links within Carmen. You should check the course Carmen site at least twice a week.

Course Objectives/Learning Outcomes
As students in American classrooms come from increasingly diverse racial and ethnic backgrounds, it is important to consider these issues in educational psychological research. In this seminar, we will discuss current conceptual, theoretical, and methodological work in education and psychology that consider the role of race and ethnicity in students’ school experiences, academic achievement, and development in multicultural settings. We will investigate both academic risk and protective factors for ethnic minority students, critique available theories and research, and identify future directions for research with these populations.

The format of the course will include a mixture of discussion, short presentations, and small group collaborative work. Given that this is a graduate-level seminar, discussion will be the primary format. This requires that students come to class prepared to take an active role and participate fully in the class session. It is important that students are responsible to their colleagues in the learning community by doing the readings and coming prepared to engage in class discussion.
This course is aligned with the following American Psychological Association Learner-Centered Psychological Principles:


Course Requirements
The requirements are designed to encourage students to think about the course material in a meaningful and reflective manner. The emphasis in this course is on understanding and mastery of conceptual, theoretical, and methodological issues in the psychological study of race and ethnicity in education. Students are encouraged to work collaboratively on all requirements for the class. This can include discussion and conceptualization for papers, but students must write their own papers in their own words.

1) Class Participation (20%)
Active, meaningful participation is an important aspect of this course. I want you to actively read the assigned readings and bring your notes and comments to our weekly meetings. Write out notes, questions, etc. for each reading, and bring these with you to class. These materials can include, but are not limited to, the following: outlines/summaries, points of clarification, links to other psychological theories, applications to teaching/learning, or links with your own experiences or work. While understanding the “facts” of each week’s readings will be important, your preparation for class discussion should involve going beyond simply summarizing or highlighting the points made in the readings; you should demonstrate higher levels of thinking such as application, analysis, synthesis, and evaluation of the ideas presented. There will be ample opportunity for discussion of the course material during class time, and I expect all students to participate in a thoughtful and scholarly manner. This means that each one of us must contribute to the discussion by adding thoughtful insights, raising key questions, and constructively challenging one another to think more critically about the readings. I will note attendance and gradually develop my best judgment of your role in class discussion. In addition, short writing responses or in-class activities may be assigned and collected on any given class day, and there are no make-ups allowed for these assignments. The in-class activities will include providing anonymous, constructive feedback to classmates’ presentations; accordingly, please print out and bring to class copies of the Presentation Feedback Form (located under Assignment Sheets in Carmen) to use and then submit.

This is what I hope everyone's participation will look like:
On-time and prepared to participate in entire class session; actively involved in class without dominating; demonstrates understanding of the readings and assignments for the week by using concepts and information from course and readings to help explain or justify verbal comments and written work; asks good, thoughtful questions; responds to other students’ comments in a responsible, constructive manner; good leadership and participation in small groups; helps keep small groups on task; respects instructor and classmates by following electronic devices policy.
Please note: Punctual attendance is required. If you miss class, are late, or leave early, you are not able to participate fully. There are no make-ups allowed for missing class. If you miss class, it will be your responsibility to find out what you missed from a classmate. If there is a legitimate reason for repeated attendance problems, please come see me.

2) Reaction Papers (3 X 15% = 45%) and Facilitation Materials and Discussion (2 X 10% = 20%)

Students will write three Reaction Papers (5-7 pages) during the semester based upon a particular week’s readings. Everyone is assigned the first of these papers, which is due next week (Date). The remaining two papers will be due according to student-selected sign-up, and will be presented along with facilitation of class discussion.

These papers are designed to allow you latitude in your response; there is no single right or wrong answer. I am looking for evidence that you have carefully read the readings and that you have put forth effort into a thoughtful and critical understanding of the material in the readings. Your paper should represent a coherent presentation of educated and scholarly reactions, not merely emotional reactions. For example, explicating the advantages and disadvantages of some point made by an author of an article is more educational than merely stating, “I liked this article” or, “This author’s writing is confusing.” Further, your paper should go beyond simply summarizing or reiterating the points made in the articles; you should demonstrate higher levels of thinking such as application, analysis, synthesis, and evaluation of the ideas presented across the week’s readings. In other words, your paper should demonstrate a synthesis of your understanding of key points/issues/controversies presented in the group of readings. You can view the reaction paper as a more formal, written version of the preparation you should be engaged in weekly in order to prepare for class discussion.

Two times during the semester in conjunction with the reaction paper assignments, each student will be responsible for facilitating class discussion, including submission of Facilitation Preparation Materials and Discussion. On these days, you will (1) share your reaction papers and present your questions and comments to the class in order to engage them in a (hopefully lively) Discussion, and (2) turn in your Facilitation Preparation Materials that you used to plan and prepare to me afterward. Facilitation materials should be computer printed article notes/outlines/summaries, planned discussion questions and your own comments/responses, activity plans, etc. I will be looking for evidence that you have carefully read and prepared the readings for the day and have thoroughly planned discussion questions and topics for the class session, as well as your demonstration of knowledge of the readings during the class session itself. As part of facilitating discussion, you may choose to include activities such as the following: whole-class discussion, small-group activities, short videos or other media to supplement the readings. You will not present a PowerPoint presentation when you facilitate class discussion. Instead, the facilitation materials you submit should be thorough, detailed, and of sufficient length and depth that they clearly demonstrate the extent of your preparation for class, which should be reflected during the class session as well.

General submission format instructions
• Reaction papers should be computer printed in a 10 or 12-point font like this one (Times New Roman), double-spaced between lines with 1-inch margins all around. Papers should be 5-7 pages, not including the References page; please stay within this page limit.

• Please indicate in the title and header for your paper your name, the due date, topic of the articles being addressed, and number your pages. Do not use a cover page, plastic binder, folder, etc. Staple your paper together in the upper left corner.

Your papers should be clearly written and easy to follow. It is important to write with correct grammar, spelling, paragraph construction, etc. Begin with a short introduction that includes your thesis and/or the statement of the purpose of the paper. A straight-forward way to do this is to provide an “advance organizer” statement that identifies the topics to be discussed in the paper. End the paper with a short conclusion that restates the thesis/purpose and does not introduce new information. Do not worry too much about an overlooked typo (it happens to everyone), but I do expect you to spellcheck and proofread your paper.

Written work in educational psychology usually follows the style outlined in the Publication Manual of the American Psychological Association (6th ed.). While it is beyond the scope of this class to teach you the intricacies of APA style, there are a few stylistic formats you should learn and follow for your papers.

(1) When referring in your paper to the ideas of another in a published work, identify it by the last name(s) of the author(s), followed by the year of publication in parentheses; alternatively, present the idea, followed by the last name(s) of the author(s), followed by a comma, followed by year of publication, all in parentheses. Do not use the author’s first names, and do not put the title of the article or the journal it was published in in the body of your paper.

  e.g., According to Smith and Jones (2013), students who... or alternatively, Students who...(Smith & Jones, 2013).

(2) Direct quotations should be used very sparingly, if at all. Over reliance on regurgitating the words of another author does not indicate your own understanding of the material. In general, it is preferred that you paraphrase the ideas of others, and reserve direct quotations only for situations in which paraphrasing would result in loss of the author’s intended meaning.

  If you do use the exact words of a published work, use the following format: According to Smith and Jones (2013), “Students who...” (p. 5). Or “Students who...” (Smith & Jones, 2013, p. 5). Notice that the exact words of the authors are the only words that are placed within the quotation marks and that the page number the quote came from is provided within parentheses.

(3) Although it is not required to refer in your paper to the work of outside authors not assigned in this class, if you should do so, please give the full reference information for that source in a Reference section at the end of your paper. See the Publication Manual, http://www.apastyle.org, and this syllabus for examples of proper formatting.

Due Dates, submission instructions, and grading
Papers will be due on DATE, as well as 2 additional dates as pre-selected by students. Please note: Given that class discussion will be centered around these papers, papers will not be accepted after the due date. If for some reason you are unable to fulfill your reaction paper/class facilitation responsibility, it is your job to find someone to “swap” dates with you and inform the instructor. Papers will be evaluated according to content and format guidelines described above.
The first reaction paper will count as 15% of your course grade, and the second and third papers will each count as 15% for the paper and 10% for the discussion facilitation and materials.

You will turn in your papers in **two formats** by the beginning of class on the due dates: a hard copy of your paper in person and the electronic copy of your paper to the Turnitin Dropbox link in Carmen.

Please note: Your paper in the **two formats** (hard copy in person and electronic copy to the Turnitin Dropbox link in Carmen) is due at the beginning of class on the day due (12:45 p.m.). Papers are considered submitted on time only when both formats have been submitted on time. Late submission of one of the formats (hard copy or electronic copy) will result in a penalty of 5 pt. per day.

3) **Article Presentation** (15%)
This assignment is provided as an opportunity for you to build, practice, and demonstrate important skills needed to understand, apply, and conduct research in the area of social psychology of education. Specifically, for this assignment you will make a short (10-12 minute) presentation based upon one specific published empirical research article of your selection. Your presentation will be evaluated based on the accuracy and completeness of the summary of your article, your prepared PowerPoint, and your presentation skills. More information on this assignment is provided via an assignment sheet in Carmen.

Please note: Your presentation documents in **two formats** (hard copy in person and electronic copy to the Turnitin Dropbox link in Carmen) are due at the beginning of class on the day due (12:45 pm). Presentations are considered on time only when both documents have been submitted and the presentation has been given on time. Late submission of any format (hard copy, electronic copy, or delivery) will result in a penalty of 5 pt. per day.

**Turnitin Information**
Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct (COAM) and Section A of OSU's Code of Student Conduct in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following **Section A of OSU's Code of Student Conduct** as appropriate. For more information about Turnitin, please see **Dropbox: the Turnitin Suite (for Students)**. Note that submitted final papers become part of the OSU database.

**Grading Scale** – In calculating your grade, the following scale will be utilized.

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<tr>
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<td>90-92</td>
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<td>87-89</td>
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<td>E</td>
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Additional Course Policies and Procedures

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

Statement on Course Materials. Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Lectures and Class Notes. Lectures, class notes, and PowerPoint presentations are not posted online or handed out to students by the professor. All students are expected to attend class in order to take notes and learn the course material.

Academic Integrity (Academic Misconduct). Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism (“the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person’s ideas”), collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)
Electronic Devices. Please turn off or place on silent mode all electronic devices (cell phones, iPods, headphones, etc.) during class time, put them away, and refrain from using them. Exceptions to this policy include laptops and devices used for taking notes during class. Please disable all email and social media notifications and refrain from texts, messages, phone calls, and internet surfing during class.

Incompletes. Students will not be allowed to take an Incomplete in this course due to poor planning on their part (e.g., too busy to complete the course requirements because of course load and/or job or personal responsibilities). If you find you do have a legitimate reason for an Incomplete, please talk with me as soon as possible to discuss the situation and to identify the documentation that will be required to support your request.

Office of Disability Services Statement. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Students requesting accommodations must be registered with ODS and provide Dr. Yu with a current, official ODS letter as soon as possible in order to allow enough time to make the proper arrangements.

Statement on Diversity. The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited. The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Grievances and Solving Problems. According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”
**Outline of Course and Reading Assignments**
Readings should be completed before class each week. This is the schedule we will follow unless it seems prudent to make changes. Any changes will be announced in class.

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<th>Week 1</th>
<th>Introduction to Course and Classmates</th>
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<tr>
<td>Week 2</td>
<td>Theory and Research Methods in Education and Psychology</td>
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<tr>
<td>Week 3</td>
<td>Race, Ethnicity and Culture in Education and Psychology</td>
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<tr>
<td>Week 4</td>
<td>The Meanings of Race, Ethnicity, and Culture</td>
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### Week 5 | Epistemology and Approaches


### Week 6 | Ethnic and Racial Identity I


### Week 7 | Ethnic and Racial Identity II


### Week 8 | NO CLASS – SPRING BREAK
### Week 9  
**Stereotype Threat**


### Week 10  
**Discrimination and Psychological Impact**


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<th>Week 11</th>
<th>The Chicago Longitudinal Study</th>
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<th>Week 12</th>
<th>Family Racial Socialization Practices and Culture</th>
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<th>Peer Influences, Academic Success, and Schooling</th>
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