PSY 448/449

Please email this form to dshafer@wcupa.edu after all signatures have been obtained.

Application for Proposed Diverse Communities Courses
Cover Sheet

To propose a diversity course, please include the following information and supporting materials in the application package. Use this sheet as the first page of the package, checking off documentation on the list.

1) Narrative:

- ☒ Explanation of which historically marginalized groups (based on gender, race, class, ethnicity, religion, disability, sexuality, etc.) are substantively studied in the course.
- ☒ Explanation of how the theoretical framework of the course provides an analysis of structural inequalities.
- ☒ Explanation of how the course fosters an informed and reasoned openness to, and understanding of difference.
- ☒ Explanation of how the course furthers the university's goal of graduating students who are committed to creating a just and equitable society.

2) Syllabus and Course Outline:

- ☒ Required readings reflect the approaches listed above.
- ☒ Course objectives reflect the approaches listed above.
- ☒ Course organization reflects the approaches listed above.
- ☒ Assignments reflect the approaches listed above.

3) Bibliography:

- ☒ Reflects the instructor's preparation to teach a diverse communities course.

4) Accompanying Forms:

- ☐ General Education Cover Sheet (green)
- ☒ Completed and signed Course Approval or Modification form (yellow)

N. B. *A course being considered as a diverse communities requirement must already exist in the academic data base as a course.*

The complete packet should be sent to the Associate Vice President of Academic Affairs at 143 Bull Center for distribution. For further information, please contact the Associate Vice President for Academic Affairs office (x3551).

Date of Committee review 6 Sept 2007

☒ Approved ☐ Further development requested ☐ Not approved

Signature of Committee Chair: Rodney Hoder

8/2006

Please email this form to dshafer@wcupa.edu after all signatures have been obtained.

West Chester University
Course Approval or Modification Form

This form is to be completed for course approvals or for modification of existing courses. Processing procedures are given on the following pages.

CAPC encourages faculty members to take into consideration in their syllabus design the new scholarship on race and gender. It is also appropriate that they adjust pedagogical techniques to respect religious diversity and to accommodate any physical or learning disabilities in their students.

Academic Unit: CAS
Department: PSY
Division: ☒ Undergraduate ☐ Graduate
Nature of Action:
☒ Addition of Course
☐ Deletion of Course
☐ Credit Increase
☐ Credit Decrease
☐ Credit Decrease
☐ Title Change
☐ Number Change
☐ Abbreviation Change
☐ Prerequisite Change
☐ Interdisciplinary Approval
☒ Diverse Communities
☐ Culture Cluster Approval
☒ Other: Development of two additional Field Experience courses that have an emphasis on working in diverse communities.

Proposed Starting Date (See Instructions): 08 / / 2008
Purpose of Course:
☐ General Requirement
☐ Major Program Requirement
☒ Major Program Elective
☒ Minor Program Elective
☐ New Program/Concentration Requirement

Present
Course Title:
Course Abbrev. & No.:
Student Credits:
Faculty Contact Credit:

If not equivalent to student credits please check: ☐

Proposed
Course Title: PSY 448 Field Experience in Psychology III and PSY 449 Field Experience in Psychology IV

Course Abbrev. & No.: PSY 448 and PSY 449*
Student Credits: 03
Faculty Contact Credit: 03
*This proposal is to add a course PSY 448 to represent a version of existing course PSY441 Field Experience with an emphasis on Diverse Communities and to add a course PSY 449 to represent a version of existing course PSY 442 that will include an emphasis on Diverse Communities.

Rationale for Change: This proposal is to add a course PSY 448 to represent a version of existing course PSY441 Field Experience with an emphasis on Diverse Communities and to add a course PSY 449 to represent a version of existing course PSY 442 that will include an emphasis on Diverse Communities. The change will allow interested students to gain valuable classroom and field experience related to Diverse Communities.

Course Description for insertion in University Catalog.
PSY 448: A work-study program in a Head Start preschool program serving a population of children and families that are mostly low-income and of ethnic and racial minority backgrounds under joint supervision of the instructor and the staff of the field institution. PREREQ: PSY 100 and 21 total hours of psychology courses or permission of instructor.
PSY 449: A continuation of PSY 448. PREREQ: 448 or permission of instructor.
Attach course syllabus and bibliography to this form.

May this course be taken again for credit?
☐ Yes ☒ No

How often will this course be offered? PSY 448 will be offered once a year in the Fall Semester and PSY 449 will be offered once a year in the Spring Semester.

Resources: Are the following resources adequate? If not, attach a statement explaining how your department will address the inadequacy.

FACULTY	☒ yes	☐ no
FACILITIES	☒ yes	☐ no
LIBRARY	☒ yes	☐ no
INSTRUCTIONAL RESOURCES	☒ yes	☐ no

Is a similar course offered in the University? If so, what is it?
PSY 441 and PSY 442

If a similar course is offered, why is this one necessary?
PSY 441/442 represent the existing versions of these courses without emphasis on Diverse Communities. The changes will allow interested students to gain valuable classroom and field experience related to Diverse Communities.

Course title for Master Schedule: Field Experience in Psychology: Diverse Communities

FOR ASSOCIATE VICE PRESIDENT OF ACADEMIC AFFAIRS OFFICE USE ONLY:
Course CIP code (6 digits)

GO TO THE NEXT PAGE FOR SIGNATURES

Date of Receipt of Form by Associate Vice President for Academic Affairs

Recommendations

Preparer Eleanor D. Brown, Ph.D. Date: 04/30/07

Department Chairperson Sandra Kerr Date: 04/30/07 Yes ☒ No ☐

Academic Dean C. Gil Wiswall Date: 5/21/2007 Yes ☒ No ☐

Graduate Dean (if applicable) Date: Yes ☐ No ☐

Council of Professional Education Facilitator (if applicable) Date: Yes ☐ No ☐

Unit Head Date: Yes ☐ No ☐

Final Approval: Associate Vice President for Academic Affairs

Signature:

Date: Yes ☐ No ☐

INSTRUCTIONS

PREPARER SHOULD BE ALERTED THAT THE FORM WILL BE RETURNED IF IT IS NOT FILLED OUT CORRECTLY!

1. The signatures on this form certify that the proposed courses or course revisions have been processed in accordance with departmental, faculty, University administration and SSHE procedures.

2. The following modifications to courses that are required for a program (major, minor, concentrations, etc.) need not be accompanied by a Program Revision form and can be processed through the monthly circulation procedures:

   a) Course title
   b) Course abbreviation
   c) Catalog description
   d) Prerequisite change **(unless it increases the number of required credits for the program)**
   e) Number change **(unless it changes a lower division (100 or 200) course to an upper division (300 or 400) course)**

3. The following modifications to courses required for a program (major, minor, concentrations, etc.) must be accompanied by a Program Revision form and supportive documentation:

   a) Additions or deletions of courses
   b) Credit increase or decrease
   c) Number change
   d) Prerequisite change **(if it increases the number of required credits for the program)**
   e) Number change **(if it changes a lower division (100 or 200) course to an upper division (300 or 400) course)**

   Note: Departments which require prerequisites for their own courses which are also utilized by other programs must contact the respective units to inform them of such changes. Approval by the other departments, however, is not required.

4. Elective courses do not require an accompanying program revision form and can be processed through the monthly circulation procedures.

5. Before submitting a form for a new course, the preparer must check the University database to insure that the course does not duplicate an existing course or course number.

6. The completed form is to be received along with a comprehensive syllabus and bibliography by the Associate Provost (undergraduate courses) or Dean of
Graduate Studies and Sponsored Research (graduate courses) by the following deadlines:

June 15	for changes to be effective in the following Spring session
September 15	for changes to be effective in the following Summer session
November 15	for changes to be effective in the following Fall session

Proposals received after theses dates will not be included in the Master Schedule of course offerings for these sessions; hence, they will not be offered.

Instructions for preparing syllabi are available in the Provost's Office.

Note that additional materials, such as a description of the effect of the course change/addition/deletion on the program as a whole are often requested by those who evaluate submissions.

7. Notices specifying undergraduate and graduate courses pending approval as well as the nature of the revision shall be distributed in a timely manner by the Associate Provost to members of the Curriculum and Academic Policies Council, Provost, Deans, Directors, Department Chairpersons, and faculty.

8. Objections or challenges to course proposals must submitted in writing (formal memo or E-Mail) to the Associate Provost within 15 calendar days of the course circulation.

9. Courses carrying special designations (such as Interdisciplinary or Culture Cluster) must be approved by the relevant CAPC subcommittee for that purpose **after** the general approval process is complete and the course has been listed in the database. A separate Course Approval or Modification Form must be submitted at the time the special designation is sought. Criteria for obtaining a special course designation can be obtained
from the appropriate subcommittee.

10. Course additions or revisions that are part of a curriculum revision or new program will be effective only after approval by the Provost and Vice President for Academic Affairs and (as applicable) by the Chancellor and the Board of Governors of the SSHE.

11. Approved courses shall be entered into the Course Master Table in the University's computer database that is maintained by the Associate Provost Office.
Electronic and/or printed reports will be available to the University community.

12. DEPARTMENTS **MAY NOT** MAKE PROGRAM OR COURSE DESCRIPTION CHANGES IN THE CATALOG DURING THE CATALOG
REVISION PERIOD.

9/2006

Application for Proposed Diverse Communities Course **Eleanor D. Brown**

1) Narrative

Introduction

Psychology offers the opportunity to examine complexities of the human ecology, including interrelationships among societal, community, family, and individual level factors. Far too often, however, psychological study loses focus on the broader ecology and becomes limited to questions of individual functioning and individual blame. "Field Experience in Psychology III/IV" studies: societal forces of oppression and structural inequities of classism and racism; risks and resiliencies associated with groups historically marginalized based on economic, racial, and ethnic backgrounds; and early childhood developmental possibilities for reproducing inequities across generations, or, in contrast, breaking cycles of oppression. Whereas readings, papers, and discussions provide theoretical foundations for analyzing structural inequities, guided fieldwork with Head Start children from poor and working class and racial and ethnic minority backgrounds allows students hands-on experience critical for understanding their relationship to societal forces of oppression, developing an informed and reasoned openness to and understanding of difference, and becoming agents of change. Course components systematically promote understanding of and engagement with issues of diversity and further the university's goal of graduating students who are committed to creating a just and equitable society.

Historically Marginalized Groups

Structural inequities associated with classism and racism shape developmental contexts for children from poor and working class families and those from racial and ethnic minority backgrounds. Children of racial and ethnic minority backgrounds who are being raised poor or working class face a double oppression. The impact of inequality begins early, and we see cascade effects across the course of child development. This course substantively studies children from historically marginalized groups. Specifically, the course focuses on children from poor and working class families, as well as those of racial and ethnic minority backgrounds, with an understanding that these identities often overlap. The theoretical framework of the course provides an analysis of institutionalized and individualized disrespect and disadvantage associated with classism and racism.

Theoretical Framework for Understanding Structural Inequities

The course uses three related theoretical frameworks for analyzing structural inequities of classism and racism as they relate to early childhood development and psychologists' service: (1) Marxist theory; (2) Oppression theory; and (3) Bronfenbrenner's Ecological Systems Theory. Marxist theory provides for the analysis of how the economic system in the United States is based on exploitation of working people by those in the owning class. Marxist theory further provides for the analysis of how the economic system drives the legal, educational, and political systems that form the contexts of children's lives. The theory allows students to analyze the ways in which these systems are constructed to legitimate and maintain the economic system that drives them. Marxist theory further helps students analyze how the dominant ideology, which is constructed to support existing economic and social inequities, influences our work as psychologists.

Oppression theory follows Marxist theory in providing for an analysis of how dominant groups exert control of society for their own perceived benefit and at the expense of those groups targeted by oppression. Jackins' paper on the oppression of classism, for example, discusses Marxist ideas in easily accessible language and explains the current class structure in the US within a historical review of class societies. Jackins also lays ground for a meaningful analysis of difference, by discussing strengths of working class people and outlining potential disadvantages of the current class structure for those in the middle and owning classes. Oppression theory also provides for analysis of the intersection of classism and racism and how these closely related oppressions maintain and reproduce inequities faced by the poor and working class and racial and ethnic minority children who represent the central focus of our coursework. Breggin's work specifically applies oppression theory to the mental health system and analyzes how forces of racism and classism currently impact psychiatry's treatment of inner city children of color.

Bronfenbrenner synthesizes Marxist, oppression-focused, and developmental psychological theories to construct the type of comprehensive and dynamic framework necessary to explain complexities of the lives of children from poor and working class and racial and ethnic minority backgrounds. Bronfenbrenner's Ecological Systems Theory proposes that children's lives are shaped by reciprocal and continuing influences of different layers of the ecology, including the society, community, school, family, and individual child. During the past thirty-five years, ecological systems theory has guided developmental psychology's study of children from poor and working class and racial and ethnic minority backgrounds, including my own work.

The economic stress model represents an effort by developmental psychologists to map a subset of interactions within the ecological system that hold particular relevance for the lives of children growing up poor. McLoyd and Wilson, for example, map how impoverished neighborhood conditions and economic pressures dampen parental mood, which undermines parent-child relationships and child emotional well being. In the past I have studied how family income poverty and other structural inequities such as neighborhood impoverishment and parental criminal justice contacts threaten children's school outcomes. Currently, my work examines how daily experiences of classism and economic stress influence parent-child activities and children's learning and emotions. Study of the economic stress model allows students to integrate the theories that ground our coursework. For example, the economic stress model, in addition to representing an ecological approach, facilitates analysis of how Marxist theory applies to child development by demonstrating how structural inequities relate to economic stress, which relates to parent-child activities, which relate to child learning and emotions, which relate to child school outcomes used to legitimize the very inequities that created them.

Informed and Reasoned Openness to and Understanding of Difference

The course uses several methods to foster an informed and reasoned openness to and understanding of difference, including: (1) Completion of readings that discuss group and individual differences in the context of social inequities; (2) Guided analysis of field work experiences with children from poor and working class and racial and ethnic minority backgrounds; and (3) Completion of assignments that reflect psychological models of difference, rather than deficiency. The course fosters a culturally competent approach to difference, therefore, in its theoretical framework and its structure.

The Marxist, oppression-focused, and ecological systems theories that provide the theoretical framework for the course promote understanding that human characteristics are seated in a broader sociopolitical and cultural-ecological context. Sampson's work which takes an ecological systems approach, for example, focuses on relevant contexts and social mechanisms by which communities may undergrid or undermine human development. Ogbu's work on Black education takes a cultural-ecological perspective, urging that the study of Black children's lives should include a focus on strengths of Black families and communities. Along these lines, my current research includes a focus on aspects of the parent-child relationship that may be nurtured by particular cultural practices common in African American communities. I expect this research to hold particular salience for students in the "Field Experience in Psychology III/IV" course, whose field experiences will involve the poor and working class Head Start families involved in my work; the majority of whom are African American.

The structure of the course will also promote an informed and reasoned understanding of and openness to difference. Guided field work experiences with Head Start children, for example, will allow students to appreciate difference and understand its complexities. Of the children served, 100% are low-income and over 90% are of racial and ethnic minority backgrounds. The class discussions and journal entries are designed to promote integration of core theoretical concepts with hands-on experiences. An oppression analysis assignment will encourage students to compare psychological deficiency versus difference models and explore how being on the target end of classism, racism, or a related form of oppression relates to risk for problematic early childhood experiences, as well as how promotive factors of individuals and groups relate to resilience. Furthermore, in a field experience project, students will have the opportunity to develop, using a difference model, a strength-based initiative to empower Head Start preschoolers.

Graduating Students Committed to Creating a Just and Equitable Society

The course as a whole is designed to further the University's goal of graduating students who are committed to creating a just and equitable society. As students analyze oppression and psychological functioning they will be able to link structural inequities with outcomes that are meaningful to them in their pursuit of psychological study. Students will also learn and practice psychological tools for creating a just and equitable society. For example, students will learn and practice techniques for promoting positive development for young children from poor and working class and racial and ethnic minority backgrounds. They will also learn and practice techniques designed to interrupt intolerance and allow individuals to process cognitive and emotional experiences related to oppression. Learning and practicing tools for promoting justice and equity on multiple levels will provide students with the efficacy necessary to support their dedication to these outcomes. Moreover, work in the field with children from poor and working class and racial and ethnic minority backgrounds will generate the experiences, stories, and relationships that motivate long-term commitment to creating a just and equitable society.

Conclusion

"Field Experience in Psychology III/IV" will offer students valuable experiences for understanding issues of oppression and structural inequity in relation to psychological functioning, learning psychological tools for creating a just and equitable society, and serving diverse communities.

West Chester University
Department of Psychology
Field Experience in Psychology:
Diverse Communities
PSY 448/449, Peoples 006
Dr. Ellie D. Brown

INSTRUCTOR CONTACT

Preferred name: Ellie
Email: ebrown@wcupa.edu
Office Phone: 610-436-3153
Office: Peoples Building (Corner of Church and University Aves), Rm. 30
Office Hours: M 10:30-11:30am, 3-4pm, 7-8pm, W & F 10:30-11:30am, or, by appointment

NOTE ON EMAIL: Many students email accounts other than their WCU accounts (i.e., AOL, Hotmail or Yahoo). Emails containing essential course information, however, may be sent through Blackboard, which automatically sends to the WCU accounts. You are responsible, therefore, for either checking your WCU email account or making arrangements for Blackboard messages to be directed to an alternate account.

NOTE ON OFFICE HOURS: My office hours are listed above. If you cannot come in during my regularly scheduled office hours, you and I can schedule another time to meet that works for both of us. To schedule an individual appointment, email me. In the subject line, indicate the course number and section number and your name. In your message, be sure to let me know what you'd like to meet about and indicate several days/times you are available to meet.

INSTRUCTOR VALUES

I value all students. I believe in equal opportunities for students of all ages, gender identities, and racial/ethnic, religious, and socio-economic backgrounds. I am open to all students, including those who are LGBTQ. I support inclusion of students with physical and/or psychological disabilities and differences. I aim to create a classroom atmosphere that promotes respect for all.

CAMPUS SERVICES

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES (OSSD): We at West Chester University wish to make accommodations for persons with disabilities. Please make your needs known by contacting the course instructor and/or the OSSD. Students with documented disabilities are responsible for presenting a modifications letter from the OSSD to the course instructor to receive classroom modifications. The University desires to comply with the ADA of 1990. The OSSD is located in Lawrence Center, 610-436-2564.

LEARNING ASSISTANCE AND RESOURCE CENTER (LARC): This psychology course is designed to be academically challenging. Please remember that the LARC offers academic support services including tutoring by appointment. The LARC is located in Lawrence Center, 610-436-2535.

WRITING CENTER: This psychology course is designed to cultivate and test students' ability to integrate course information into written documents. Please remember that the Writing Center offers free, drop-in, tutoring services. The Writing Center is located at 203 Main, 610-436-2121.

COUNSELING AND PSYCHOLOGICAL SERVICES: The topics of this psychology course may trigger upset emotions. Please remember that the Counseling Center offers services to all currently enrolled undergraduate and graduate students. The Counseling Center is located on the second floor of Lawrence Center, 610-436-2301.

COURSE DESCRIPTION

This service-learning and diverse-communities course is a field experience in psychology that offers an in-depth study of early childhood cognitive and emotional development in the context of classism, racism, and related forms of oppression. Students will attend weekly class meetings, complete out-of-class assignments on course topics, and spend approximately six hours per week working with young children, their families, and their teachers, at regional Head Start preschools. This field experience is designed to provide students with education and tools related to psychological work with children, as well as experience with the practice of psychology in a professional setting. Service learning in this course represents the application of scientific theory and empirically supported psychological tools to the diverse communities of low-income and racial/ethnic minority children attending Head Start with consideration of the social, ethical, and psychological implications of structural inequities and personal actions.

KEY OBJECTIVES: Students in this course are expected to:

- Understand psychological principles of early childhood cognitive and emotional development.
- Learn and apply psychological tools for supporting, in a preschool setting, the cognitive and emotional development of economically disadvantaged children.
- Understand key social science theories of classism, racism, and related forms of oppression.
- Learn and apply psychological techniques for interrupting intolerance and processing cognitive and emotional experiences related to oppression.
- Consider, from a psychological perspective, early childhood cognitive and emotional development in the context of classism, racism, and related forms of oppression.
- Compare psychological deficit models with psychological difference models for understanding the development of poor and working class and racial and ethnic minority children.
- Understand issues of psychological risk, resilience, prevention and intervention.
- Use psychological difference models to inform a strength-based approach to prevention for low-income and racial/ethnic minority children.
- Understand how social systems and institutions influence children's cognitive and emotional development in the early years.

EXAMINATION POLICY: Student achievement will be examined through the following means:

Field Work: Graded based on instructor-observed, as well as site-and self-reported participation, field work will count toward 30% of the final course grade. Field work will be evaluated at three times during the semester. For this course component, students are expected to demonstrate the following: (1) Consistent, responsible approach to attendance at Head Start; (2) Effective communication and professional, thoughtful interactions with Head Start staff and families; and (3) Ethical, skillful implementation of targeted psychological tools at Head Start.

Field Experience Journal: Graded based on a written document, the field experience journal will count toward 15% of the final course grade. The field experience journal will be evaluated at three times during the semester. For this course component, students are expected to use a composition book and a double-entry format, in which the left side of the journal includes a description of field work activities, as well as personal thoughts about these activities, and the right side includes an analysis of how the left-side entry reflects course topics related to classism, racism, and early childhood development. Students are expected to demonstrate growth across journal entries in their demonstrated level of analysis.

Field Experience Project: Graded based on a written plan and student-and site-reported implementation of this plan at Head Start, the field experience project will count toward 15% of the final course grade. For this course component students are expected to design a strength-based initiative to empower Head Start preschoolers and help prevent negative effects of classism, racism, and related forms of oppression on children's cognitive and emotional development. A more detailed assignment will be given in class.

Oppression Analysis: Graded based on a written document, the oppression analysis will count toward 15% of the final course grade. For this course component students should analyze how being on the target end of classism, racism, or a related form of oppression relates to risk for problematic early childhood experiences, as well as how promotive factors of individuals and groups relate to resilience. The analysis should make a clear argument that is grounded in evidence from recent psychological research. A more detailed assignment will be given in class.

Class Discussions: Graded based on instructor-observed participation, class discussions will count toward 15% of the final course grade. The instructor may call on students at random to participate in discussions. Student participation in class discussions should demonstrate effective communication, understanding of readings, engagement with the associated course topics, and thoughtful analysis of key issues of oppression and diversity in relation to field work experiences at Head Start.

Small Group Work: Graded based on instructor-observed as well as self-and peer-reported participation, small group work will count toward 10% of the final course grade. Students will be assigned a small group to work with during class and are expected to speak with the instructor if they are concerned that group dynamics may interfere with their successful completion of this portion of the course. Student participation in small group work should demonstrate learning of and ability to apply psychological techniques for interrupting intolerance and processing cognitive and emotional experiences related to oppression.

ATTENDANCE POLICY: Attendance at scheduled class meetings and the Head Start placement is expected and absence will affect course grades. Students who expect to miss class or field work for major religious holidays should notify the instructor as soon as possible to be granted an excused absence. Other excused absences may be granted for unusual circumstances such as those involving severe illness or the death of a family member. Students granted an excused absence will not be penalized directly for missing class or field work but will be responsible for making up any missed work.

COURSE OUTLINE

REQUIRED READINGS: A course pack with readings for this course may be purchased through SSI bookstore. A copy will also be on reserve in the Francis Harvey Green Library.

SCHEDULE OF ASSIGNMENTS AND TOPICS:
Assignments should be completed before the class meeting on the corresponding date.

Date	Readings	Topics and Assignments
Week 1	The Oppression of Classism (Jackins); An Introduction to the Work of United to End Racism (UER)	Oppression theory, classism, racism Introduction to Head Start Safety issues in working with young children
Week 2	Karl Marx The Communist Manifesto (Bender); The Impact of Inequality Chapter 3 (Wilkinson)	Marxist theory and its psychological application Ethical issues in psychological work with young children in poor and working class and racial and ethnic minority communities
Week 3	The Strain of Living Poor (McLoyd & Wilson); The Relations Between Contextual Risk, Earned Income, and the School Adjustment of Children from Economically Disadvantaged Families (Ackerman, Brown, & Izard)	Ecological systems theory and the economic stress model Conducting psychological observations of preschool children Field Work Journal Evaluation I
Week 4	Understanding Prejudice, Racism, and Social Conflict Chapter 5 (Robinson, Witenberg, & Sanson)	Psychological understanding of prejudice Techniques for interrupting intolerance and processing experiences related to oppression Field Work Evaluation I
Week 5	Poverty, Early Childhood Education, and Academic Competence (Ramey & Campbell); Head Start: The Inside Story on America's Most Successful Educational Experiment (Zigler & Muenchow)	Classism and early childhood development Prevention in early childhood Supporting Head Start teachers
Week 6	Black Education: A Cultural-Ecological Perspective (Ogbu); An Advocacy Agenda for Black Families and Children (Edelman)	Racism and early childhood development Difference versus deficiency models Supporting children's cognitive development Oppression Analysis
Week 7	How Do Communities Undergrid or Undermine Human Development? Relevant Contexts and Social Mechanisms (Sampson); Children's Brains at Work (Healy)	Contextual approach to development Supporting children's cognitive development in a classroom setting Field Work Journal Evaluation II
Week 8	We Raised Poor (Brown); Pedagogy of the Oppressed (Freire)	Interrelations among oppressions Field Work Evaluation II
Week 9	Emotional Development in Young Children: Introduction (Denham); Emotion Processes in Normal and Abnormal Development and Preventative Intervention (Izard et al.)	Supporting children's emotional development Class, race, culture, and emotion socialization and development Prevention of emotional difficulties
Week 10	Listening to Children: Playlistening (Wipfler); Listening to Children: Crying (Wipfler)	Supporting children's emotional development in a classroom setting
Week 11	The War Against Children of Color: Psychiatry Targets Inner City Youth Chapters 1-4 (Breggin & Breggin)	Class, race, culture and risk Classism, racism, and child mental health
Week 12	The War Against Children of Color: Psychiatry Targets Inner City Youth Chapters 5-8 (Breggin & Breggin)	Class, race, culture and resilience Classism, racism, and child mental health Field Work Journal Evaluation III
Week 13	The War Against Children of Color: Psychiatry Targets Inner City Youth Chapters 9-10 (Breggin & Breggin)	Future directions Field Work Evaluation III Field Experience Project