

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number _____

Course Title _____

Indicate if Seminar and/or Writing II course _____

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis
- Philosophic and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

Foundations of Scientific Inquiry (IMPORTANT: If you are only proposing this course for FSI, please complete the [updated FSI information sheet](#). If you are proposing for FSI and another foundation, complete both information sheets)

- Physical Science
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2018-19	Fall Enrollment _____	Winter Enrollment _____	Spring Enrollment _____
2019-20	Fall Enrollment _____	Winter Enrollment _____	Spring Enrollment _____
2020-21	Fall Enrollment _____	Winter Enrollment _____	Spring Enrollment _____

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed:

Present Number of Units: _____ Proposed Number of Units: _____

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

<input type="checkbox"/> Rhetorical Effectiveness	
<input type="checkbox"/> Problem-solving	
<input type="checkbox"/> Library & Information Literacy	

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- 1. Lecture: _____ (hours)
- 2. Discussion Section: _____ (hours)
- 3. Labs: _____ (hours)
- 4. Experiential (service learning, internships, other): _____ (hours)
- 5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week _____ **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- 1. General Review & Preparation: _____ (hours)
- 2. Reading _____ (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: _____ (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: _____ (hours)
- 7. Research Activity: _____ (hours)

(B) TOTAL Out-of-class time per week _____ **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week _____ **(HOURS)**



Why can't we all just get along? Intergroup processes during middle childhood

Spring 2020

Instructor: Taylor Hazelbaker

Email: taylorrae1793@ucla.edu

Office: Moore Hall 3302

Office hours:

Course Materials

1. Our [CCLE course site](#) is your home base, with links to everything you need (ADD LINK TO COURSE CCLE).
2. There is no textbook for this course. All required readings are posted the CCLE course site.

Course Description

This seminar is designed to provide an introduction to the ways in which children understand individuals in their social world. Drawing from multiple domains (i.e., developmental psychology, social psychology, and education), the course will cover research on children's intergroup relations – their attitudes about their own and other social groups. This course specifically focuses on the social groups most salient to children during the elementary school years: gender, race/ethnicity, social class, and nationality. We will also be exploring the contexts – home and school – that impact children's ideas and beliefs about social groups. And, as we work to understand children's developmental beliefs about social groups, we will pay particular attention to theory, research methodology, and the dissemination of research through multiple media sources (e.g., podcasts, newspapers, blogs).

Learning Outcomes for this Course

Upon completion of this course, students will be able to:

1. Summarize findings from empirical articles
2. Analyze and critically evaluate research in intergroup relations during middle childhood
3. Identify connections between course content and media
4. Apply the theoretical and empirical findings to the world around you (e.g., teachers, parents, and/or children)
5. Design and create an action project using theoretical and empirical research

How to Succeed in this Course

Let's all take this opportunity to learn from one another! I expect all students to come to class prepared and ready to learn through class discussion and activities. This is a 5-credit class, which means you are expected to work an average of **12 out of class hours per week**, with a suggested breakdown as follows:

Action	Description	Hrs/wk
Ask questions!	Ask questions during class, in office hours, and on the CCLE discussion forum. Chances are that if you have a question, other students in the class want some clarification as well.	1
Ask questions after class	Look over your class notes and feedback on the weekly commentaries and if there is anything that you didn't get resolved in class, ask on CCLE or in office hours.	1
Do Readings	Readings will take a substantial amount of time each week. Be an active reader – take notes in the margins, underline sections that don't make sense to you, highlight important concepts and definitions.	4
Write Commentaries	After completing the readings synthesize the concepts in a paper that is no longer than 1 page. See the assignments section for more information.	4
Read Articles in the News & Connect to Class Content	This course will incorporate current events and 'hot topics' that are popular in the media. Perusing recent news articles and podcasts will help you prepare for class in two ways: <ol style="list-style-type: none"> a. Contributing to class discussion by bringing in current news related to that day's topic b. Helping you identify media that you can repost with connections to course content as part of the class Instagram assignment 	1
Action Project	Start thinking about your final action project. Look online for examples or guides (e.g., blog, website, instagram) in topic areas that are of interest to you.	1

How Your Learning Will Be Assessed (Grading Policy)

Class Participation: 20%

Weekly Commentaries: 25%

Instagram Posts: 10%

Final Action Project: 45%

 Topic Idea: 5%

 Draft: 10%

 Final Presentation: 10%

 Final Submission: 20%

Grades will be assigned as follows: A+ = 98-100; A = 94-97; A- = 90-93; B+ = 88-89; B = 84-87;

B- = 80-83; C+ = 78-79; C = 74-77; C- = 70-73; D+ = 68-69; D = 63-67; D- = 60-62; F = <= 59.

Class Participation:

This class is seminar. Your participation in class discussion and in-class activities are essential. Students are expected to read all the articles and come prepared to ask questions and discuss them in class. Note: Your participation grade is not based on how much you talk per se during class time. Rather, you will be evaluated based on the amount of preparation your participation demonstrates, your understanding of course material, and how constructive your questions and responses to others are.

Weekly Commentaries:

To facilitate class discussion, students will submit a total of **5** weekly commentaries. Students will sign up for their 5 weeks during the first day of class. Each commentary should be no longer than 1 page and focus on synthesizing issues across the set of readings (include references). At the end of each commentary, student should pose one question which will be used to guide the class discussion. **Commentaries should be uploaded to turnitin.com (via CCLE) 48 hours before the start of class.** Commentaries will be graded on a 1 – 5 scale (1 = unsatisfactory/incomplete; 3 = satisfactory; 5 = very good) and late submissions will receive a deduction of 0.5 points for every 24-hour period it is late. You will receive written feedback on each of your commentaries. Each commentary is worth 5% of your final grade (Weekly Commentary Total = 25%).

Instagram Posts:

To help us generate connections between course concepts and real-world events, we will create a class Instagram/hashtag. Each student will create a **minimum of 3 Instagram posts by Week 10 of the quarter**. I will create posts throughout the course too! Post content might include: (a) reposting a post from a news source like NPR, The Atlantic, BuzzFeed etc., (b) posting a quote from a reading we did in class or a discussion we had, or (c) sharing a website or blog that you found online. When you repost or create a new post, a caption that connects your post to concepts or readings that we have discussed in class is required. Check in with me if you have questions about what to post. Instagram posts will be graded using a check minus, check, check plus and will account for 10% of your final grade.

Final Action Project:

The final project for this course is a theoretically and empirically informed Action Project. The final project has four components: (1) write a **one-page** summary detailing the course-related topic that you will focus on and who your target audience will be (i.e., teachers, parents, children); (2) write an **6-8-page** paper reviewing the science on what we know about your topic; (3) create your Action Project; (4) write a **2-page** summary or reflection about the process of creating and implementing your Action Project.

What is an Action Project? A workshop for parents about how to talk about social class with their children. A blog post or website sharing information about the development of children's understanding of gender. The creation of a children's book around the idea of a cross-race friendship between two children. A lesson plan that teachers might use to talk about immigrant status and being American in their classroom. An idea for a TV show pilot. A research informed op-ed that shares why talking to kids about social class is important. A critical evaluation of an existing movie or TV show and how parents can use it to incorporate discussions about people from different backgrounds.

We will build to your Final Action project throughout the quarter. Each submission will receive written feedback to provide opportunities for students to revise and resubmit sections of their Final Action Project. A library presentation about searching for relevant books, articles, and other sources will be scheduled during week 3.

- * Topic Idea: A draft of your one-page summary of your topic and target audience (1) is **DUE Week 4**.
- * Draft: A draft of your 6-8-page paper reviewing the science related to your topic is **DUE Week 7**.
- * Final Presentation: Finals will be presented during the last class period using a Gallery Walk format. Students will take turns either sharing their projects or walking around and viewing their classmates' projects. The Gallery Walk is **DUE Week 10**.
- * Final Submission: Each of the four requirements described above are **DUE Finals Week**.

Course Schedule

Week 1: Why study children's understanding of individuals in their environment?

Guest Speakers: Manpreet Dhillon Brar & Rebecca Cannara will facilitate a class intergroup dialogue

Week 2: Theory: How do we think about children and social groups?

- * Nesdale, D. (2018). Children and social groups: A social identity approach. In A. Rutland, D. Nesdale, & C. Spears Brown (Eds.), *The Wiley Handbook of Group Processes in Children and Adolescents* (pp. 67-97). Hoboken, NJ: Wiley-Blackwell.
- * Nesdale, D., Brown, C. S., & Rutland, A. Researching Children's Social Groups. In A. Rutland, D. Nesdale, & C. Spears Brown (Eds.), *The Wiley Handbook of Group Processes in Children and Adolescents*. Hoboken, NJ: Wiley-Blackwell.
- * 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(3), 162-166.

Week 3: How do children think and learn about gender?

- * Arthur, A. E., Bigler, R. S., Liben, L. S., Gelman, S. A., & Ruble, D. N. (2008). Gender stereotyping and prejudice in young children. In S. R. Levy, & M. Killen (Eds.), *Intergroup Attitudes and Relations in Childhood through Adulthood*. New York, NY: Oxford University Press.
- * Shutts, K. (2015). Young children's preferences: Gender, race, and social status. *Child Development Perspectives*, 9(4), 262-266).
- * Halpern, H. P. & Perry-Jenkins, M. (2016). Parents gender ideology and gendered behavior as predictors of children's gender-role attitudes: A longitudinal exploration. *Sex Roles*, 74, 527-542.

PICK ONE:

- * Brown, C. S. (2015). Target is right on target about the use of gender labels. *Psychology Today*.
- * Brown, C. S. (2014). Children's ideas about gender differences may surprise you. *Psychology Today*.

Week 4: How do children think about race and ethnicity?

- * Pauker, K., Williams, A., & Steele, J. R. (2018). The development of racial categorization in childhood. In A. Rutland, D. Nesdale, & C. Spears Brown (Eds.), *The Wiley Handbook of Group Processes in Children and Adolescents*. Hoboken, NJ: Wiley-Blackwell.
- * Rogers, L. O., Zosuls, K. M., Halim, M. L., Ruble, D., Hughes, D., & Fuligni, A. (2012). Meaning making in middle childhood: an exploration of the meaning of ethnic identity. *Cultural Diversity and Ethnic Minority Psychology*, 18(2), 99.
- * Tatum, B. D. (2017). Understanding Blackness in a white context: The early years. In B. D. Tatum, *Why are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*. Basic Books.

Week 5: What influences children's understanding of racial/ethnic groups?

- * Priest, N., Walton, J., White, F., Kowal, E., Baker, A., & Paradies, Y. (2014). Understanding the complexities of ethnic-racial socialization processes for both minority and majority groups: A 30-year systematic review. *International Journal of Intercultural Relations*, 43, 139-155.
- * Gibson, C. (2019). They were raised to be 'colorblind' – but now more white parents are learning to talk about race. *The Washington Post*.
- * Embrace Race (2018). Why and how to encourage cross-racial friendships among children.
- * Kleinrock, L. (2019) How to teach kids to talk about taboo topics. *Ted Talks Daily* (podcast).

Week 6: How do children think about social class?

- * Shutts, K., Brey, E. L., Dornbusch, L. A., Slywotzky, N., & Olson, K. R. (2016). Children use wealth cues to evaluate others. *PLoS one*, 11(3), e0149360.
- * Mistry, R. S., Brown, C. S., White, E. S., Chow, K. A., & Gillen-O'Neel, C. (2015). Elementary school

children's reasoning about social class: A mixed-methods study. *Child Development*, 86(5), 1653-1671.

- * Heberle, A. E., Kaplan-Levy, S. A., Neuspiel, J. M., & Carter, A. S. (2018). Young children's reasoning about the effects of poverty on people experiencing it: A qualitative thematic analysis. *Children and Youth Services Review*, 86, 188-199.

Week 7: What influences children's understanding of social class?

- * Mistry, R. S., Nenadal, L., Hazelbaker, T., Griffin, K. M., & White, E. S. (2017). Promoting elementary school-age children's understanding of wealth, poverty, and civic engagement. *PS: Political Science & Politics*, 50(4), 1068-1073.
- * Pekow, S. (2017). The view from room 205. *APMReports* (podcast).

Week 8: How do children think about nationality (i.e., being American)?

- * Lash, C. L. (2017). Defining "American in the context of immigration: A case study of Helping Hands Elementary. *Ethnic and Racial Studies*, 40(6), 871-890.
- * Rodriguez, V. C., Gillen-O'Neel, C., Mistry, R. S., Brown, C. S., Chow, K., & White, E. (2016). National and racial-ethnic identification: What it means to be American among early adolescents. *Journal of Early Adolescence*, 36(6), 807-839.
- * Brown, C. S. (2011). American elementary school children's attitudes about immigrants, immigration, and being an American. *Journal of Applied Developmental Psychology*, 32(3), 109-117.

Week 9: How do we (as researchers, teachers, parents, and other adults) support the positive development of intergroup attitudes?

- * Cole, C. F. & Dollard, L. (2017). Seeding change: Using children's media to promote social inclusion the *Sesame Street Way*. In A. Rutland, D. Nesdale, & C. Spears Brown (Eds.), *The Wiley Handbook of Group Processes in Children and Adolescents* (pp. 67-97). Hoboken, NJ: Wiley-Blackwell.
- * 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(6), 1689-1705.
- * Briscoe-Smith, A. (2016). Three lessons from Zootopia to discuss with kids. Greater Good Magazine, UC Berkeley.

Week 10: Final Presentations

Student Resources for Support and Learning

Providing feedback to me: I encourage your feedback at any time throughout the quarter about things that are helping you learn, or things that aren't helping. Please let communicate with me if there are ways that we can improve the course to better support student learning. We will also do a midterm check during which students can provide anonymous feedback about the course that I will use to make changes in the second half of the course.

Personal Problems: I understand that sometimes life makes it difficult to focus on schoolwork. If you are having a personal problem that affects your participation in this course, please talk to me to create a plan. Please do not wait until the end of the quarter to share any challenges that have negatively impacted your engagement and academic performance. The sooner we meet, the more options we will have available to discuss how to best support your overall academic success. If you are not comfortable speaking with me directly, please utilize the other student resources provided below in order to understand how to best approach success in this course given your personal needs as soon as possible.

Academic Accommodations Based on a Disability: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310)825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Diversity Statement:¹

I consider it part of my responsibility as instructor to address the learning needs of all of the students in this course. I will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics. I also believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in a course. Any suggestions that you have about other ways to include the value of diversity in this course are welcome. In scheduling midterms and other exams, I have tried to avoid conflicts with major religious holidays. If there is a conflict with your religious observances, please let me know as soon as possible so that we can work together to make arrangements.

Campus Resources and Support Services around UCLA Available to Students:

- **Academic Achievement Program:** AAP advocates and facilitates the access, academic success, and graduation of students who have been historically underrepresented in higher education; informs and prepares students for graduate and professional schools; and develops the academic, scientific, political, economic, and community leadership necessary to transform society. Learn more at <http://www.aap.ucla.edu/>
- **Academics in the Commons at Covell Commons:** (310) 825-9315 free workshops on a wide variety of issues relating to academic & personal success www.orl.ucla.edu (click on "academics")
- **Bruin Resource Center:** Includes services for transfer students, undocumented students, veterans, and students with dependents. <http://www.brc.ucla.edu/>
- **Career Center:** Don't wait until your senior year – visit the career center today! <http://www.career.ucla.edu/>
- **Center for Accessible Education (Formerly Office for Students with Disabilities):** A255 Murphy Hall: (310) 825-1501, TDD (310) 206-6083; <http://www.cae.ucla.edu/>

¹ <https://equity.ucla.edu/wp-content/uploads/2016/06/CreatingaPositiveClassroomClimateWeb-2.pdf>

- **College Tutorials at Covell Commons:** (310) 825-9315 free tutoring for ESL/math & science/composition/and more! www.college.ucla.edu/up/ct/
- **Counseling and Psychological Services Wooden Center West:** (310) 825-0768 www.caps.ucla.edu
- **Dashew Center for International Students and Scholars 106 Bradley Hall:** (310) 825-1681 www.internationalcenter.ucla.edu
- **Dean of Students Office; 1206 Murphy Hall:** (310) 825-3871; www.deanofstudents.ucla.edu
- **Lesbian, Gay, Bisexual and Transgender Resource Center Student Activities Center, B36:** (310) 206-3628 www.lgbt.ucla.edu
- **Letters & Science Counseling Service:** A316 Murphy Hall: (310) 825-1965 www.college.ucla.edu
- **Library:** Get help with your research, find study spaces, attend a workshop, rent a laptop, and more. Learn more: <http://www.library.ucla.edu/>
- **Students in Crisis:** From the Office of the Dean of Students: [Faculty and Staff 911 Guide for Students](#), commonly known as the “Red Folder.” This tool is intended to provide you with quick access to important resources for assisting students in need.
- **Student Legal Services; A239 Murphy Hall:** (310) 825-9894; www.studentlegal.ucla.edu
- **Title X Office:** Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1st Floor Wooden Center West, CAREadvocate@careprogram.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491.
- **Undergraduate Writing Center:** Peer learning facilitators (PLFs) are undergraduates who understand the challenges of writing at UCLA. Scheduled appointment and walk-in options are available, see www.wp.ucla.edu/uwc for more information about writing programs and to get assistance with your writing.
- **Undergraduate Research Portal:** The Undergraduate Research Portal helps students and faculty connect over research opportunities. It's available now under the Academics tab on MyUCLA and can be directly accessed at, urp.my.ucla.edu
- *Undergraduate Writing Center: Peer learning facilitators*
- **UCLAONE.com:** UCLA ONE is UCLA's interactive, online gateway for mentorship, professional networking, peer driven career advice and exclusive job leads. (Similar to LinkedIn for the UCLA community)

Additional Course Policies and UCLA Policies

Use of Laptops, Tablets or Phones in Class: You can decide if you want to use your laptop, tablet or phone in class. [Research finds](#) that laptop multitasking is likely to hinder not only your own learning, but also the learning of anyone who can see your laptop. For the sake of your peers' learning, I therefore ask that if you use an electronic device during class, please only have lecture notes or readings showing.

Message about Academic Integrity to all UCLA Students from UCLA Dean of Students: UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

Forms of Academic Dishonesty: As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

Cheating: Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

Plagiarism: Presenting another’s words or ideas as if they were one’s own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise

Multiple Submissions: Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

Facilitating Academic Dishonesty: Participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

Fabrication: Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, you may find yourself in a situation where cheating seems like a viable choice. You may rationalize to yourself that “Everyone else does it”...Well, they don’t. And will that matter when YOU get caught? NO! If you are unsure whether what you are considering doing is cheating, just ask yourself ...how would you feel if your actions were public, for anyone to see? Would you feel embarrassed or ashamed? If the answer is yes, that’s a good indicator that you are taking a risk and rationalizing it to yourself.

If after reviewing the information above, you are still unclear about any of the items – **don’t take chances**, don’t just take your well-intentioned friend’s advice – ASK your TA or your Professor. Know the rules - Ignorance is NO defense. In addition, avoid placing yourself in situations which might lead your TA or Professor to **suspect you of cheating**. For example, during an exam don’t sit next to someone with whom you studied in case your answers end up looking “too similar.”

Alternatives to Academic Dishonesty

- **Seek out help** – meet with your TA or Professor, ask if there is special tutoring available.
- **Drop the course** – can you take it next quarter when you might feel more prepared and less pressured?
- **Ask for an extension** – if you explain your situation to your TA or Professor, they might grant you an extended deadline.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

Remember, **getting caught cheating affects more than just your GPA**. How will you explain to your parents, family and friends that you have been suspended or dismissed? How will it affect your financial aid award and/or scholarship money? Will you be required to, and be able to pay back that money if you are no longer a student? If you live in the residence halls, where will you go if you are told you can no longer live there?

You have worked very hard to get here, so don’t cheat! If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at www.deanofstudents.ucla.edu.

Please keep this syllabus easily accessible so that you can refer to it throughout the quarter. Contact me with any clarifying questions. I look forward to getting to know you and supporting your learning in this course.



New Course Proposal

Education 98T

Why can't we all just get along? Intergroup processes during middle childhood

Course Number Education 98T

Title Why can't we all just get along? Intergroup processes during middle childhood

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. This seminar introduces the formation of children's attitudes about their own and other social groups (e.g., gender, race/ethnicity, social class) during the elementary school years including how the home and school contexts influence their ideas and beliefs about these groups.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [EDUC 98T_Hazelbaker_Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Taylor Hazelbaker) UID: 104617098

Professor Rashmita S. Mistry is the faculty mentor for this course. UID: 903250850

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 19, 2019

Grading Structure Class Participation: 20%
Weekly Commentaries: 25%
Instagram Posts: 10%
Final Action Project: 45%
- Topic Idea: 5%
- Draft: 10%
- Final Presentation: 10%
- Final Submission: 20%

Effective Date Spring 2020

Discontinue Date Summer 1 2020

Instructor Name: Taylor Hazelbaker Title: Teaching Fellow

Quarters Taught Fall Winter Spring Summer

ROUTING STATUS

Role: L&S FEC Coordinator - Ries, Mary (mries@college.ucla.edu) - 61225

Status: Pending Action

Role: CUTF Coordinator - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042

Status: Approved on 8/14/2019 1:36:41 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042

Status: Submitted on 8/12/2019 12:41:07 PM

Comments: Initiated a New Course Proposal



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Comments or questions? Contact the Registrar's Office at publications@registrar.ucla.edu or (310) 825-6704