

**General Education Course Information Sheet**

*Please submit this sheet for each proposed course*

Department & Course Number Psychology 98TA

Course Title Human Development in the Context of Social Class

Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroups(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 X

**Foundations of Scientific Inquiry**

- 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)* X

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):

Yolanda Vasquez-Salgado, Teaching Fellow; Patricia M. Greenfield, Faculty Mentor

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

If yes, please indicate the number of TAs \_\_\_\_\_

4. Indicate when do you anticipate teaching this course:

2017-2018 Fall Enrollment \_\_\_\_\_ Winter Enrollment X Spring Enrollment \_\_\_\_\_

5. GE Course Units

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

If yes, provide a brief explanation of what has changed. \_\_\_\_\_

\_\_\_\_\_

Present Number of Units: 5

Proposed Number of Units: 5

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

- ❑ General Knowledge
 

Students will be introduced to scientific articles, books and films that include theories, a range of methodologies and ways of knowing. Topics are drawn from a several fields of study: education, sociology, psychology and neuroscience.
- ❑ Integrative Learning
 

Course topics will be drawn from a several fields of study: education, sociology, psychology and neuroscience. These varying fields of study will be integrated to understand social class inequalities and their role on human development.
- ❑ Ethical Implications
 

Resilience factors and interventions to aid low socioeconomic youth in overcoming barriers will be discussed. This enables students to go beyond scientific facts and think about how they could be agents of change to tackle social class inequalities.
- ❑ Cultural Diversity
 

The experience of low and high socioeconomic status youth will be discussed. Hence, cultural diversity will be a central element. Though the experience of these groups will vary, every attempt to make students feel like there is no right or wrong way to grow up will be discussed as there are benefits and consequences in high and low socioeconomic environments.
- ❑ Critical Thinking
 

Through class discussions, student pre-planned questions on readings, student presentations, weekly news articles that students bring to class, films and research proposals that students devise, students will become critical thinkers. These various activities will enable them to think critically using various pieces of information that is provided or independently sought out.
- ❑ Rhetorical Effectiveness
 

Students will exercise the ability to deliver a reasoned and persuasive argument through leading a discussion independently as well as their research proposal via a group presentation and paper.
- ❑ Problem-solving
 

Seminar discussions will enable students to think critically about the readings and films (e.g., strengths, weaknesses, research further needed). Students will begin the process of thinking critically outside of class as well through the development and submission of their weekly discussion questions.
- ❑ Library & Information Literacy
 

The ability to search, select and organize information from various sources will be a skill that students utilize in each course assignment.

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

- |   |                   |         |
|---|-------------------|---------|
| 1. Lecture:   | <u>3</u>          | (hours) |
| 2. Discussion Section:                                  | <u>          </u> | (hours) |
| 3. Labs:  | <u>          </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>          </u> | (hours) |
| 5. Field Trips:   | <u>          </u> | (hours) |

**(A) TOTAL Student Contact Per Week** 3 **(HOURS)**

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

- |                                     |            |         |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation:    | <u>1</u>   | (hours) |
| 2. Reading                          | <u>3</u>   | (hours) |
| 3. Group Projects:                  | <u>2</u>   | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>N/A</u> | (hours) |
| 5. Information Literacy Exercises:  | <u>1</u>   | (hours) |

- 6. Written Assignments: 4 (hours)
- 7. Research Activity: 2 (hours)

**(B) TOTAL Out-of-class time per week** **13** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** 16 **(HOURS)**

Winter 2018

## Human Development in the Context of Social Class

**Instructor:** Yolanda Vasquez-Salgado

**Office Hours:** Tuesdays, 11AM-1PM or by appointment

**Office Location:** Franz Hall 2311

**Email:** [yvasquez@ucla.edu](mailto:yvasquez@ucla.edu)

### Course Overview

Recent historical and political events have stimulated an open discussion on social class and rising economic inequality. This course is designed to continue this riveting discussion, and provide you with the intellectual tools to understand why there are social class inequalities, what these inequalities result in and how we can overcome them. *Social class* refers to the social positioning of individuals in society and is typically based on a combination of income, education and occupational prestige. Though our nation was built on the American Dream – being able to become anyone you want no matter where you come from – there is substantial evidence suggesting that where you are born on the social class ladder has predictive power for your success. **Why are social class origins so important for one's future? What characteristics of our society might contribute to this inequality?**

These social class differences are manifested in cognitive, social, emotional and neurobiological developmental outcomes, with individuals of lower social class showing subpar development in these areas compared with those of higher social class. **What are the environmental mechanisms that drive social class differences in human development?**

One area that perpetuates these differences is education. Students from lower social class families are more likely to receive a subpar secondary education than those from a higher social class. What is more, students from lower social class families experience difficulties adjusting to the university culture during the transition to college. **What institutional barriers are responsible for these differing educational experiences?**

Though these dominant trends exist in the literature, there is also substantial evidence for *resilience* – the ability to remain steady or bounce back in spite of adversity. For example, if one is from a lower social class background and was admitted into UCLA, this is a strong indicator of resilience because it shows that, despite the barriers, the student was able to become academically successful to gain entry into an elite university. **Why do students have different responses to adversity? What factors contribute to resilience?**

Knowing that these developmental disparities exist among social class groups, several researchers have designed interventions using resilience factors as the main tool to pinpoint where they should intervene. **What types of interventions exist for social class disparities in development? What areas of development do they target? How effective are these interventions?**

## Course Objectives

- 1.) You will leave this course with a strong foundation concerning social class and its role in shaping various aspects of human development.
- 2.) You will develop a strong sense of the institutional barriers that individuals from lower social class backgrounds experience as they advance to new stages in educational development.
- 3.) You will understand the meaning of resilience and how we can use our knowledge of it to develop interventions for individuals of lower social class.
- 4.) You will become a critical consumer of psychological research.
- 5.) You will leave this seminar able to plan a new empirical study that will extend an existing body of work.

## Course Requirements

1. **Discussion Questions + News Article Summaries (40 points).** Each week, students will be asked to write *discussion questions* that are based on their thinking of the required readings. These questions can be can be criticisms, things you were uncertain about, or ideas you would like to discuss further. When you write your questions, think about its value to the class as a whole as well as to yourself. These questions are meant to spark an interesting discussion. Students must write one question per each assigned reading. In addition, students will be asked to submit a 4-6-sentence *summary of one news article* that relates to the information we will discuss for the week. Your summary should include 2-3 sentences describing the premise of the article and 2-3 sentences describing its connection to the course topic and or reading(s) for the week. Please try to stick to major media outlets from both sides of the political spectrum such as the Los Angeles Times, New York Times, The Wall Street Journal, CNN, or Fox News. All discussion questions and news article summaries must be submitted 24-hours prior to the seminar meeting time. You are allowed to skip one week of discussion questions + summaries.
2. **Leading a discussion (30 points).** Sign up to lead a discussion on one of the week's topics that you find particularly interesting! Find an empirical article that relates to the topic and present the article to the class. Be prepared to lead a 15-minute discussion on ***how your article relates to the week's topic and the assigned readings*** (max 5 min to summarize the goal of the study and its main findings, 10 min discussing). The discussion component of your presentation should incorporate a dialogue with your peers (i.e., by asking them critical thinking questions). Your article must be approved by the instructor by no later than the Friday before the class in which you will present. A good source for possible articles is the *Journal of Personality and Social Psychology* and *Psychological Science*. Several of the topics we cover in the course were reviewed in these journals, with extensive reference lists. You must present your article in a PowerPoint format and the article must be recent (i.e., within the last 5 years). You may use the reference list of the assigned articles to find your article. Students will sign-up to lead a discussion during Week 1. Depending on enrollment size, there will be approximately 2-3 slots available per week.

3. **Research proposal and presentation (100 points).** In groups of 2-3, students will write a research proposal for an empirical study that they design based on a topic related to human development in the context of social class that they find particularly interesting. The topic should be one that we cover in class and based on one of the empirical articles for any of the weeks; this empirical article will serve as your “seed article” because you will base your research idea on this article. You may also decide to propose a similar research methodology that is used in the article (e.g., focus group, survey, experiment, neuroscience paradigm). All potential seed articles you can choose from will be noted in the topics and reading section below. You must provide a strong rationale, grounded in research, for why this study needs to be done. Groups must be prepared to present their proposed research study via a PowerPoint presentation during Week 10. In addition to the PowerPoint, groups will submit a description of their proposed study – i.e., one research proposal that is 10-12 double-spaced pages.
- The instructor will guide students throughout the process:**
- Week 1: The instructor will introduce different types of research methodologies used in psychology via a class demonstration
- Week 2: The instructor will show students how to conduct a literature review using library tools
- Week 3: The instructor will discuss with students about how to develop research questions and hypotheses
- Week 4: Groups select their seed articles and submit a one-page summary of their research questions, hypotheses and research design ideas (5 points)
- Week 5-6: Groups will meet individually with the instructor during office hours to discuss their research proposal (10 points)
- Week 7: Groups will submit a first draft of their research proposal (20 points)
- Week 10: Groups will present their research proposal in class via a short PowerPoint (15 points) presentation.
- Finals Week: Research proposals will be due via email (50 points).
4. **Class Participation and in class reflections (30 points).** The discussion format of this seminar makes participation necessary. **Please be prepared to contribute to class discussion through your prepared questions, connections you made with societal events (via the news article summaries you wrote) and through responding to the questions of others.** Also, during some classes you might be asked to **write short reflective statements individually or in groups.** Our discussion will mainly focus on the readings for the week so it is very important that you read all of the assigned readings prior to attending class.

### Evaluation

Each of the requirements will count towards the final grade as follows:

Discussion questions + news article summaries: (40 points) 20%

Leading a discussion: (30 points) 15%

Research Proposal: (100 points) 50%

One-page summary: (5 points)

Meet with instructor during office hours: (10 points)

First draft of research proposal: (20 points)  
 Present research proposal via PowerPoint: (15 points)  
 Final research proposal due: (50 points)  
 Class participation & in-class reflections: (30 points) 15%

**Total possible points = 200**

A+	97-100%	194-200			
A	93-96%	186-193	C	73-76%	146-153
A-	90-92%	180-185	C-	70-72%	140-145
B+	87-89%	174-179	D+	67-69%	134-139
B	83-86%	166-173	D	63-66%	126-133
B-	80-82%	160-165	D-	60-62%	120-125
C+	77-79%	154-159	F	below 60%	below 120

**Readings & Organizations of the Course**

All readings will be posted on the CCLE website: [www.ccle.ucla.edu](http://www.ccle.ucla.edu). The required readings include reviews, book chapters and empirical articles. During the first part of class each week, the instructor will lead a discussion on the topic. The instructor will incorporate students' discussion questions. During the second part of the class, students will lead the discussion and the instructor will provide a short overview to the readings for the following week. During the two weeks when we have a film, it will be shown at the start of the class and thereafter, integrated into our discussion of the assigned readings for the week. We will have one guest join us during one of the weeks; our guest will join us during our discussion of the articles for the week.

**Topics and Readings**

**\*Potential seed articles you may use as a foundation to your research proposal**

**Week 1: Introducing Social Class & Issues (select two readings)**

Diemer, M. A., Mistry, R. S., Wadsworth, M. E., López, I., & Reimers, F. (2013). Best practices in conceptualizing and measuring social class in psychological research. *Analyses of Social Issues and Public Policy*, 13(1), 77-113.

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American psychologist*, 53(2), 185.

\*Cozzarelli, C., Wilkinson, A. V., & Tagler, M. J. (2001). Attitudes toward the poor and attributions for poverty. *Journal of Social Issues*, 57(2), 207-227.

*Instructor will introduce different types of research methodologies used in psychology via a class demonstration*

*Students will sign up for leading discussions.*

**Week 2: Cognitive Development (select two readings)**

\*Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013) Poverty Impedes Cognitive Function. *Science*, 341(6149), 976-980.

\*Raver, C. C., Blair, C., & Willoughby, M. (2013). Poverty as a predictor of 4-year-olds' executive function: New perspectives on models of differential susceptibility. *Developmental Psychology*, 49(2), 292.

\*Croizet, J. C., & Claire, T. (1998). Extending the concept of stereotype threat to social class: The intellectual underperformance of students from low socioeconomic backgrounds. *Personality and Social Psychology Bulletin*, 24(6), 588-594.

*Instructor will show students how to conduct a literature review using library tools.*

**Week 3: Emotional Development (select two readings)**

Eamon, M. K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. *Social Work*, 46(3), 256-266.

Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: implications for prevention. *American Psychologist*, 67(4), 272.

\*Kim, P., Evans, G. W., Angstadt, M., Ho, S. S., Sripada, C. S., Swain, J. E., ... & Phan, K. L. (2013). Effects of childhood poverty and chronic stress on emotion regulatory brain function in adulthood. *Proceedings of the National Academy of Sciences*, 110(46), 18442-18447.

*Instructor will discuss with students about how to develop research questions and hypotheses.*

**Week 4: Social Development (select two readings)**

\*Piff, P. K., Kraus, M. W., Côté, S., Cheng, B. H., & Keltner, D. (2010). Having less, giving more: the influence of social class on prosocial behavior. *Journal of personality and social psychology*, 99(5), 771.

\*Harness Goodwin, M. (2002). Exclusion in girls' peer groups: Ethnographic analysis of language practices on the playground. *Human development*, 45(6), 392-415.

\*Burgos-Cienfuegos, R., Vasquez-Salgado, Y., Ruedas-Gracia, N., & Greenfield, P. M. (2015). Disparate Cultural Values and Modes of Conflict Resolution in Peer Relations: The Experience of Latino First-Generation College Students. *Hispanic Journal of Behavioral Sciences*, 37(3), 365-397.

Film – Kids and Money (2008)

*Groups will select their seed articles and submit a one-page summary of their research questions, hypotheses and research design ideas.*



**Week 5: Social Class in the Context of Secondary Education (select two readings)**

Kozol, J. (2012). *Savage inequalities: Children in America's schools*. Crown Publishers: New York, NY.

-Chapter 3. The Savage Inequalities of Public Education in New York

\*Rosenthal, R., & Jacobson, L. (1968). *Pygmalion in the classroom*. *The Urban Review*, 3, 16-20.

-Preface

-Chapter 5. Teacher Expectation: The Disadvantaged Child

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. ASCD: Alexandria, VA (Only Chapter 2)

-Chapter 2. How poverty affects behavior and academic performance

Film – Waiting for Superman (2010)

*Groups will meet individually with the instructor during office hours to discuss their research proposal.*

**Week 6: Social Class in the Context of Post-Secondary Education (select two readings)**

\*Johnson, S. E., Richeson, J. A., & Finkel, E. J. (2011). Middle class and marginal? Socioeconomic status, stigma, and self-regulation at an elite university. *Journal of personality and social psychology*, 100(5), 838.

\*Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of personality and social psychology*, 102(6), 1178.

\*Vasquez-Salgado, Y., Greenfield, P. M., & Burgos-Cienfuegos, R. (2014). Exploring home-school value conflicts implications for academic achievement and well-being among Latino first-generation college students. *Journal of Adolescent Research*, 0743558414561297.

*Groups will meet individually with the instructor during office hours to discuss their research proposal.*

**Week 7: Differential Experiences & Resilience**

\*Jack, A. A. (2014, June). Culture shock revisited: The social and cultural contingencies to class marginality. *Sociological Forum*, 29 (2), 453-475.

\*Buckner, J. C., Mezzacappa, E., & Beardslee, W. R. (2003). Characteristics of resilient youths living in poverty: The role of self-regulatory processes. *Development and psychopathology*, 15(1), 139-162.

*Groups will submit a first draft of their research proposal.*

**Week 8: Neurobiological Development (select two readings)**

\*Hanson, J. L., Hair, N., Shen, D. G., Shi, F., Gilmore, J. H., Wolfe, B. L., & Pollak, S. D. (2013). Family poverty affects the rate of human infant brain growth. *PLoS One*, 8(12), e80954.

\*Noble, K. G., Houston, S. M., Kan, E., & Sowell, E. R. (2012). Neural correlates of socioeconomic status in the developing human brain. *Developmental science*, 15(4), 516-527.

Natalie, H., & Noble, K. G. (2014). Socioeconomic status and structural brain development.

\*Cohen, S., Doyle, W. J., & Baum, A. (2006). Socioeconomic status is associated with stress hormones. *Psychosomatic medicine*, 68(3), 414-420.

**Week 9: Neurobiology and Psychosocial Interventions (select two readings)**

\*Neville, H. J., Stevens, C., Pakulak, E., Bell, T. A., Fanning, J., Klein, S., & Isbell, E. (2013). Family-based training program improves brain function, cognition, and behavior in lower socioeconomic status preschoolers. *Proceedings of the National Academy of Sciences*, 110(29), 12138-12143.

\*Mistry, R. S., Brown, C. S., Chow, K. A., & Collins, G. S. (2012). Increasing the complexity of young adolescents' beliefs about poverty and inequality: Results of an 8th grade social studies curriculum intervention. *Journal of youth and adolescence*, 41(6), 704-716.

\*Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social-class achievement gap a difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological science*, 25(4), 943-953.

In-person Guest – Rashmita Mistry (UCLA)

**Week 10: Final Presentations**

*Groups will present their research proposal in class via a short PowerPoint presentation.*

**Finals Week: Research Proposals Due**

*Research proposals will be due via email.*



# New Course Proposal

## Psychology 98TA Human Development in Context of Social Class

<b><u>Course Number</u></b>	Psychology 98TA
<b><u>Title</u></b>	Human Development in Context of Social Class
<b><u>Short Title</u></b>	HUM DEVL P&SOC CLASS
<b><u>Units</u></b>	Fixed: 5
<b><u>Grading Basis</u></b>	Letter grade only
<b><u>Instructional Format</u></b>	Seminar - 3 hours per week
<b><u>TIE Code</u></b>	SEMT - Seminar (Topical) [T]
<b><u>GE Requirement</u></b>	Yes
<b><u>Major or Minor Requirement</u></b>	No
<b><u>Requisites</u></b>	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.
<b><u>Course Description</u></b>	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of social class inequalities and their role on cognitive, social, emotional, educational, and neurobiological development. Discussion of resilience and interventions to overcome inequalities. Letter grading.
<b><u>Justification</u></b>	Part of the series of seminars offered through the Collegium of University Teaching Fellows
<b><u>Syllabus</u></b>	File <a href="#">Vasquez-Salgado_Syllabus.pdf</a> was previously uploaded. You may view the file by clicking on the file name.
<b><u>Supplemental Information</u></b>	Instructor (Yolanda Vasquez-Salgado) UID: 503860103  Professor Patricia Greenfield is the faculty mentor for this course.
<b><u>Grading Structure</u></b>	Discussion questions + news article summaries: 20% Leading a discussion: 15% Research Proposal: 50% Class participation & in-class reflections: 15%
<b><u>Effective Date</u></b>	Winter 2018
<b><u>Discontinue Date</u></b>	Summer 1 2018
<b><u>Instructor</u></b>	Name: Yolanda Vasquez-Salgado Title: Teaching Fellow
<b><u>Quarters Taught</u></b>	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer
<b><u>Department</u></b>	Psychology
<b><u>Contact</u></b>	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
<b><u>Routing Help</u></b>	

### ROUTING STATUS

**Role:** Registrar's Office

**Status:** Processing Completed

**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

**Status:** Added to SRS on 8/31/2017 10:25:40 AM

**Changes:** Title, Description**Comments:** Course description edited into official version. Removed "the" from title.**Role:** Registrar's Scheduling Office - Hiatt, Michelle N (MHIATT@REGISTRAR.UCLA.EDU) - 310-825-12**Status:** Added to SRS on 8/30/2017 11:48:30 AM**Changes:** Short Title**Comments:** No Comments**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Approved on 8/25/2017 3:35:08 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173**Status:** Approved on 8/20/2017 8:00:01 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 8/4/2017 4:27:32 PM**Changes:** Course Number**Comments:** Routing to Joe Bristow for FEC approval.**Role:** CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042**Status:** Approved on 7/14/2017 3:24:52 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@OID.UCLA.EDU) - 53042**Status:** Submitted on 7/14/2017 3:11:47 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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