

**Developmental Meanings of Cultural Distinction**  
**HHD 1036 - Fall 2024**

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<b>Classroom:</b>	Posvar 5401
<b>Class Time:</b>	Wednesdays 10 am-12:30 pm

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“I find I am constantly being encouraged to pluck out some one aspect of myself and present this as the meaningful whole, eclipsing or denying the other parts of self.”

-Audre Lorde,  
<https://nmaahc.si.edu/audre-lorde>

“To understand that if we have to learn with each other we should also learn about each other so we can bring each other up”

-Chris Emdin,  
<https://chrisemdin.com/>

“Without a sense of identity, there can be no real struggle.”

-Paolo Freire,  
<https://www.pedagogy4change.org/paolo-freire-pedagogy-of-hope/>

### **TAKE CARE OF YOURSELF**

It may seem strange to start with this, but I strongly believe we learn best when we are well enough to do so. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep (not just enough to survive, but thrive!), and taking time to relax and enjoy yourself. Using your time to take care of yourself will help you achieve your academic goals more than spending too much time studying.

All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support.

Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night:

Suicide and Crisis Hotline: 988

University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1

Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police:

On-campus: Pitt Police: 412-268-2121

Off-campus: 911

## **COURSE DESCRIPTION**

This course will provide an exploration of some of the major dimensions and issues of inequities and injustices as they occur in our educational system, in our communities, and in society. We emphasize the impact of these issues on developing children and youth within the context of the family, youth and child work, and the school setting. Implications for practice in programs serving children, youth, and families will be explored.

## **COURSE OBJECTIVES**

1. Students will articulate the important impact of cultural and linguistic elements in professional work with children, youth, and families.
2. Students will identify the developmental meanings that micro-cultures such as socio-economic class, race, ethnicity, age, gender, ability, religion, and language have on professional work with children, youth, and families.
3. Students will explore the representation of identity in the media.
4. Students will understand the impact that systemic racism has on societal structures, and in turn, on equity in education for children.

**A Note on Content:** Please note that some of the material may cause you to reflect on your past experiences or, the material may coincide with what you are experiencing now. The general field of psychology is a study of life and experience so it's natural that you will connect the material to your own lives. In addition, the stresses of being a college student on top of any other responsibilities you may have can be overwhelming. Please seek me out in person, phone or via email, if you are struggling with anything presented.

## **COURSE POLICIES**

**Gender-Inclusive Language Statement:** Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences.

Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first-year student versus freshman, chair versus chairman, humankind

versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

**Email Communication:** Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read emails sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their email via other service providers (e.g., Hotmail, AOL, Yahoo). Students who choose to forward their email from their pitt.edu address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

**Statement on Classroom Recording:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

**Copyright Notice:** These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

**Writing Center:** We have an excellent Writing Center here at Pitt that undergraduate, graduate, staff and faculty utilize. Writing is a journey and as you learn more complex ideas your writing will need to accompany that complexity.

The Writing Center, located at 317B O'Hara Student Center, is an excellent resource for working with an experienced consultant on your writing. You can choose to work with a faculty consultant or a trained undergraduate peer tutor. Although you should not expect consultants or peer tutors to "correct" your paper for you, they can assist you in learning to organize, revise, and edit your work. They can also help you get started! Consultants can work with you on a one-time basis or throughout the term. Their services are free. You can browse the services they offer or make an appointment by visiting [www.writingcenter.pitt.edu](http://www.writingcenter.pitt.edu)

**Religious Observances:** The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing

equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

**Academic Integrity:** *Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.*

**Disability Services:** *If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.*

**Academic Integrity and AI:** Since writing, analytical, and critical thinking skills are essential aspects of this course, all assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace and also finding your own writing, research and creative style will be one of the strongest assets you can offer professionally. Finding this style usually happens in a zone that Brian Eno terms, “happy accidents.” Utilizing AI to generate your own work prevents you from making those accidental connections and ultimately slows your progress professionally. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

**Required Readings:**

Selected readings are posted on Canvas.

**Grades/Points:**

Attendance and Class Participation	20 points
Identity Paper	20 points
Living Newspaper	20 points
Interview	20 points
Final Exam	20 points
<b>Total</b>	<b>100 Points</b>

### **Participation Rubric:**

Throughout our class meetings, I will invite you to engage in discussions, group activities, and other forms of participation. I will be looking for your meaningful participation via discussions in our class or in the chat and marking this each class meeting. Please see the participation rubric below for how I will assess your participation.

*Excellent*—leading discussions, bringing in new and original ideas and thoughts, challenging ideas in a way that is thought and discussion-provoking, and showing an ability to listen to the ideas of others. Using technology to support your learning.

*Satisfactory* - supportive, follow-up points that are relevant and valuable, bringing ideas but not taking a leadership role in discussions. Using technology to support your learning in a non-disruptive manner.

*Minimally Acceptable* – present, awake, attentive, but not actively involved, at times using technology that does not support our collective learning environment.

*Unsatisfactory* –absent, present but not attentive, sleeping, irrelevant contributions that block movement in class discussions, and consistently using technology that distracts or disrupts our collective learning environment.

### **Course Assignments**

**Attendance and Class Participation:** Each student is allowed 1 absence per semester, no questions asked. If you find that you will have more than 1 please reach out to me as soon as possible. Absences also include leaving early or arriving late to class. Students are expected to attend each class and to read all materials **prior** to the class, allowing you to actively contribute to class discussions. There will be a diverse format of groups; pairs, small groups, and large group. It is important to reflect and to find your voice in order to support your future students, clients and families. Find your voice and share your opinions (20 points)

**Identity Paper:** In this first paper for submission please share the story of your own ancestry and your cultural, ethnic and linguistic identity—refer to the diversity wheel and Broffenbrenner’s ecological theory for ideas to consider. Where did you grow up? You can share a little about your PK-12 education and activities and then, what brought you to Pitt? Or share some of your earliest memories regarding the varied aspects of your identity? In which micro-cultures do you exist? Use headings to help

guide the reader. These can be related to Bronfenbrenner's systems or periods of time in your life or some other way. You may use part of the writing that came up for you during the in class writing exercise. This paper should be 4-5 pages and double-spaced. You will have 2 minutes in class to present an idea from your identity paper. (20 points)

**Living Newspaper:** In a small group (3-4) or individually you will research a relevant and engaging topic related to this class over the course of many weeks. You will present your information in a performative, embodied way to the class. (20 points)

**Interview:** You will interview someone who differs in one or more identity markers. The instructor will provide some questions and you will need to create additional questions. You will write up your experience in relationship to what we are learning in class. (20 points)

**Final Exam:** A take home final exam will be completed the last week of class. (20 points)

It is VERY likely that some of these assignments and/or order may change. Please review the syllabus often. I will announce changes in class only.

Week	UNIT	Discussion Topics	Reading, Listening, & Watching Due	Assignments Due
Aug 28	SELF: Who am I? What identity has been given to be?	<p>Story of My Name Course Overview</p> <p>Ecological Developmental Model, Bronfenbrenner</p> <p>Personal Identity &amp; Microcultures/Nested Learning Communities</p> <p>Dialogue about classroom community Reviewing our discussion topics in this class. What are your questions?</p> <p>Race and Racism Equity and Justice</p>	<p>My Name, My Identity <a href="https://www.nbcnews.com/news/asian-america/my-name-my-identity-official-s-focus-students-name-n588906">https://www.nbcnews.com/news/asian-america/my-name-my-identity-official-s-focus-students-name-n588906</a></p> <p>Bronfenbrenner Model and Theory <a href="https://www.parenta.com/2018/09/01/bronfenbrenner-childrens-learning-in-a-wider-context/">https://www.parenta.com/2018/09/01/bronfenbrenner-childrens-learning-in-a-wider-context/</a></p> <p>London: How to respect my name</p> <p>Comparison Dialogue &amp; Debate</p>	

		Gender Religion Ability Intersectionality		
<b>Sept 4</b>	SELF: Who are we? Where do we come from?	Community Contract  In-Class Writing Prompt: Where do I come from? Assign Identity Paper	<p>READ FOR CLASS:  <a href="https://www.tandfonline.com/doi/epdf/10.1080/10463283.2022.2104987?needAccess=true">https://www.tandfonline.com/doi/epdf/10.1080/10463283.2022.2104987?needAccess=true</a> (pgs 1-11)</p> <p><a href="https://link.springer.com/content/pdf/10.1007/s10964-023-01901-8.pdf">https://link.springer.com/content/pdf/10.1007/s10964-023-01901-8.pdf</a> (pge 1-4)</p> <p>SKIM FOR CLASS: Diversity Wheel  <a href="https://laymca.org/upload/editor/files/Dimensions%20of%20Diversity%20Glossary.pdf">https://laymca.org/upload/editor/files/Dimensions%20of%20Diversity%20Glossary.pdf</a></p> <p>Terms  <a href="https://www.diversity.pitt.edu/education/glossary-terms">https://www.diversity.pitt.edu/education/glossary-terms</a></p>	
<b>Sept 11</b>	SELF: Who do I want to be?	SEL–reflecting on ourselves; Challenge activities  Presentations	<p>READ:  <a href="https://www.sciencedirect.com/science/article/pii/S2773233924000160">https://www.sciencedirect.com/science/article/pii/S2773233924000160</a></p> <p>REVIEW: CASEL Framework  <a href="https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/">https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/</a></p> <p>Habits of Mind (Costa)  <a href="https://www.habitsofmindinstitute.org/hear-art/">https://www.habitsofmindinstitute.org/hear-art/</a></p>	<b>Identity Paper and Presentation</b>



<p><b>Sept 18</b></p>	<p>SELF: Who will I become? What is seen and unseen?</p>	<p>Whose identity is accepted, whose is not?  How does your identity and that of others work together?  Self-Compassion; Assign Acts of Kindness</p>	<p>What is Bias? <a href="https://www.youtube.com/watch?v=5S7Je6kbGDY">https://www.youtube.com/watch?v=5S7Je6kbGDY</a>  <a href="https://journals.sagepub.com/doi/full/10.1177/1362361320949346">https://journals.sagepub.com/doi/full/10.1177/1362361320949346</a> pgs 114-116; 120-122  REVIEW:  Kendi, Reynolds, and Noah interview <a href="https://www.youtube.com/watch?v=6D6Ge1VXySo">https://www.youtube.com/watch?v=6D6Ge1VXySo</a> COMPLETE THIS: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a>  Self Compassion <a href="https://self-compassion.org/the-three-elements-of-self-compassion-2/">https://self-compassion.org/the-three-elements-of-self-compassion-2/</a>  <a href="https://self-compassion.org/what-self-compassion-is-not-2/">https://self-compassion.org/what-self-compassion-is-not-2/</a>  COMPLETE THIS: <a href="https://self-compassion.org/wp-content/uploads/2021/03/SCS-SF-information.pdf">https://self-compassion.org/wp-content/uploads/2021/03/SCS-SF-information.pdf</a></p>	
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<b>Sept 25</b>	EXTERNAL:	Discuss Readings Iceberg activity Report out Acts of Kindness	<p>READ: Thriving, Equity, Learning</p> <p>REVIEW: White Privilege: Unpacking the Invisible Nap Sack</p> <p>VIEW: <a href="https://youtu.be/u_loBt7Nicw?si=qJF6tw8W279ZYoF-">https://youtu.be/u_loBt7Nicw?si=qJF6tw8W279ZYoF-</a></p>	
<b>Oct 2</b>	EXTERNAL: How does history help us understand today?	<p>Guest Speaker Shallegra Moye</p> <p>Historical timeline of racism in the U.S.</p>	<p>How the Irish Became White</p> <p>Global Social Theory</p> <p>History timeline of racism chart</p> <p><a href="https://drive.google.com/file/d/1U5QI6uFE8a2IRJEMEEabmgHKoutNDrv6/view">https://drive.google.com/file/d/1U5QI6uFE8a2IRJEMEEabmgHKoutNDrv6/view</a></p>	
<b>Oct 9</b>	EXTERNAL: How can we better understand faith?	<p>Guest Speaker Bias toward religion</p> <p>Introduce Living Newspaper Project</p>	<p>Faith Foundations for our Children</p> <p>Mister Rogers – Discussing Death with Children <a href="https://www.youtube.com/watch?v=LDnDs1Rz4ZQ">https://www.youtube.com/watch?v=LDnDs1Rz4ZQ</a></p> <p>Responding with Empathy and Respect <a href="https://www.tolerance.org/magazine/help-students-respond-with-empathy-and-respect">https://www.tolerance.org/magazine/help-students-respond-with-empathy-and-respect</a></p>	

<b>Oct 16</b>	EXTERNAL: How can we better understand gender continuum and experience of LGBTQIA+ community?	<p>Guest Speaker Emma Kagan, Benoni Outbridge</p> <p>Bias based on gender/LGBTQIA+</p>	<p>Gender Orientation/Canvas</p> <p>Banned books <a href="https://pen.org/report/banned-usa-growing-movement-to-censor-books-in-schools/">https://pen.org/report/banned-usa-growing-movement-to-censor-books-in-schools/</a></p>	
<b>Oct 23</b>	EXTERNAL: How can we better understand disability?	<p>Guest Speaker Dr. JoVonne Tabb</p> <p>Bias based on ability/disability</p>	<p>READ/VIEW <a href="https://www.thesocialcreatures.org/thecreaturetimes/the-social-model-of-disability">https://www.thesocialcreatures.org/thecreaturetimes/the-social-model-of-disability</a>  <a href="https://www.youtube.com/watch?v=pA_ORbcRj_M">https://www.youtube.com/watch?v=pA_ORbcRj_M</a></p>	
<b>Oct 30</b>	EXTERNAL: How can we better understand immigrant experiences?	<p>Guest Speaker Tracy Medrano Gonzalez</p> <p>Bias in the history taught about immigrants people</p> <p>Introduce Interview and Living newspaper assignments</p>	<p>10 Facts You Didn't Know About Immigration (on Canvas)</p> <p>Pew Research <a href="https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/#:~:text=The%20U.S.%20foreign%20Born%20population,share%20(4.7%25)%20in%201970.">https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/#:~:text=The%20U.S.%20foreign%20Born%20population,share%20(4.7%25)%20in%201970.</a></p>	
<b>Nov 6</b>	Organizational: What story do organized systems tell?	<p>Representation of identity in the media</p> <p>Dog Whistles?</p> <p>Speaking in Code?</p>	<p>Racism in Advertising <a href="https://www.businessinsider.com/the-10-most-racist-ads-of-the-modern-era-2012-6#nivea-tried-telling-blacks-to-re-civilize-themselves-9">https://www.businessinsider.com/the-10-most-racist-ads-of-the-modern-era-2012-6#nivea-tried-telling-blacks-to-re-civilize-themselves-9</a></p>	

		Controlling public education?	<p>Sports Names and Racism  <a href="https://www.npr.org/2020/07/11/889874026/the-racial-justice-reckoning-over-sports-team-names-is-spr-eading">https://www.npr.org/2020/07/11/889874026/the-racial-justice-reckoning-over-sports-team-names-is-spr-eading</a></p> <p>Rewriting Headlines  <a href="https://www.newyorker.com/video/watch/rewriting-racist-headlines">https://www.newyorker.com/video/watch/rewriting-racist-headlines</a></p>	
<b>Nov 13</b>		<p>Defining Intersectionality</p> <p>Critical Consciousness</p> <p>Critical Positive Youth Development</p>	<p>READ  Critical Positive Youth Development  file:///C:/Users/KIGERLEE/Downloads/admin,+02-859-Gonzalez-24-43%20(2).pdf</p> <p>REVIEW  Intersectionality  <a href="https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later">https://www.law.columbia.edu/news/archive/kimberle-crenshaw-intersectionality-more-two-decades-later</a></p> <p>Critical Consciousness  <a href="http://achievethecore.org/peersandpedagogy/what-is-critical-consciousness/">http://achievethecore.org/peersandpedagogy/what-is-critical-consciousness/</a></p> <p>IN CLASS  Crenshaw - Intersectionality  <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en</a></p>	Due Interview

<b>Nov 20</b>	Connectin g self, external, organizati onal	Living Newspaper		DUE Living Newspaper
<b>Nov 27</b>	No Class	Holiday Break		
<b>Dec 4</b>	SELF: Who have we become together?	Coming together as we begin to depart  Sharing our traditional food, music  Experiential Reflection on Semester	<a href="https://globalgastros.com/food-culture/role-of-food-in-human-culture">https://globalgastros.com/food-culture/role-of-food-in-human-culture</a>  <a href="https://thewellco.co/what-is-food-culture/">https://thewellco.co/what-is-food-culture/</a>  <b>Receive Take Home Final Exam</b>	
				<b>Final Exam Due Dec 11</b>