



COURSE: Diverse Identities – Chuck Hill

COURSE DESCRIPTION:

Theory and research on processes of identity formation and change. Topics include gender, ethnic, racial, national, religious, social class, geographic, school, occupational, sexual, family, health, age, political, and other identities. Analyzes stigma, prejudice, discrimination, and conflict from a global perspective. Prerequisite: PSYC 100 or junior standing or above. One semester, 3 credits.

PSYCHOLOGY DEPARTMENT LEARNING OBJECTIVES:

- By the time they graduate, students with a Major in Psychology will be able to
- Apply psychological theories and concepts to analyze behavior.
 - Analyze research reports on psychological issues.
 - Conduct data analyses and interpret their own and others' data analyses on psychological issues.
 - Communicate their own or others' research findings on psychological issues both orally and in writing.
 - Show personal development, including clarifying their personal values, enhancing their self-awareness and understanding of others, and identifying the academic degrees required of professional careers in psychology.

COURSE GOALS:

- To understand processes of identity formation and change.
- To appreciate the identities of others.
- To understand one's own identities.

The course satisfies the Cross-Cultural option of the Liberal Education Cultural Perspectives requirement.

To accomplish these goals, we will read and discuss theories, research, and personal experiences, and watch films related to various identities.

TEXTBOOKS:

Aguirre & Turner, *American ethnicity*, 7th edition
Reading Summaries written by the instructor

ON MOODLE: First Person Accounts on reading list

COURSE REQUIREMENTS:

- Attend class regularly and participate in class discussions. Two points will be awarded for each day's attendance. Be sure to sign the attendance sheet on days when there is no class exercise form, as well as on Wednesday evenings for the films. **Please arrive on time, and turn off cell phones. Computers may not be used in class, unless specifically required as an accommodation by the Office of Student Disabilities.**

b. Complete all class exercise forms assigned in class. Two points will be awarded for each form in addition to the two points for attendance.

c. Do the assigned readings before coming to class. **You are expected to read all of the assigned chapters in the textbook and all reading summaries, plus those First Person Accounts for which you signed up.**

d. Sign up as an expert for four of the First Person Accounts. All four must be for different dates, and should include three identities different than your own as well as one identity similar to your own. **You will hand in a typed one-page reaction to each reading on the day that the reading is discussed in class.** In your paper, discuss identity issues raised by the reading, name a theoretical concept that is relevant, and explain how it applies to the reading. Be prepared to discuss the reading in class. Each reading reaction is worth up to 5 points.

e. Watch evening films. Films relevant to the course will be shown on Wednesdays at 7 PM. The dates of specific films are attached to this syllabus. Film sessions will count for attendance, so sign the attendance sheet before you leave.

Write a one-page reaction to each film in which you discuss identity issues raised by the film. Name a theoretical concept that is relevant, and explain how it applies to the film. **Each film reaction is worth up to 5 points and is due within one week after the film is shown. You are required to write a reaction paper for each of the 12 films.**

f. There will be two exams:

MIDTERM	Wednesday April 4 (Review April 2)
FINAL EXAM	Thursday May 10 1:00-3:00 (Review May 7)

g. Complete the Study Questions prior to the Review Sessions. Before each exam there will be a Review Session to discuss Study Questions which you had difficulty answering. But there will not be time to discuss all study questions, so come knowing which questions you can already answer. The study question answers will be collected before each exam; up to 10 points will be awarded for each set that is complete. You must write out the answers yourself. **Xeroxed answers and multiple printouts of the same or very similar computer files will get zero points, and will be reported as plagiarism.**

h. There will be two longer papers in addition to the class exercise forms and one-page reaction papers. The papers are described below, and are due on the following dates:

JOURNAL ARTICLE PAPER	Friday March 16
SELF IDENTITY PAPER	Friday May 4

i. Journal Article Paper:

Find a journal article that reports research on some aspect of identity. The article must describe the results of a research study, and must be published in a professional journal. **It must have been published in the past year.** If you are pairing this course with another course to fulfill the Con1 LibEd requirement, the article should be relevant to that course as well.

Electronic journals and psychology databases are available from the Whittier College library homepage. You must select an article with full text available, usually as a PDF. **Download the full text**

of the article, not just the abstract, and save it on your computer or on a flash drive or email it to yourself.

Write up a 2-3 page paper in which you do the following:

- (i) **Give the complete citation for the article.**
- (ii) Identify the theoretical perspective and the hypotheses tested.
- (iii) Describe the research methodology, including the size and characteristics of the sample, the procedures, and the measurement of the independent and dependent variables.
- (iv) Summarize the findings.
- (v) Explain what was most interesting about the article. If you are pairing this course with another course, say how the article could be relevant to that course as well.

Your paper should be double-spaced, and should use side headings. It should be printed one-sided not two-sided. Do not use a cover sheet. Put your name on the BACK of the last page. **Attach a printout of the abstract of the journal article including the title and authors.** Keep a copy of your paper on your hard drive or on a flash memory drive, in case it is lost. Points will be awarded for each of section of the paper, plus writing technique.

j. Self Identity Paper

Think about your various identities. Think about ways in which your identities have changed, and identity issues that you have dealt with or are still dealing with. Think about theories and theoretical concepts that do or do not fit each of your identities and identity issues.

Write a 10 page paper in which you **do the following for EACH type of identity discussed in class** -- gender, ethnic/racial/national, religious, social class, geographic, school, occupational (including career goals), sexual, family, health/disability/illness, age, political, and hidden/false/lost.

- a. Identity the type of identity.
- b. Discuss your various identities in that category.
- c. Describe any ways in which your identities in that category have changed, or you would like to change or expect to change in the future.
- d. Identify issues in that category that you have dealt with or are still dealing with.
- e. Identity theories and theoretical concepts that might apply to your identities in that category. For each theory that you identity, explain how it does or does not apply to you. Pay particular attention to alternatives and steps. Illustrate theoretical concepts with examples from your life.
- f. **For each category mention how reference groups (such as relatives, friends, classmates, teammates, or others) relate to your identities in that category.**

If you do not feel comfortable discussing a particular identity, think about why you are uncomfortable about it. If you feel strongly about it, try to discuss as much as you do feel comfortable about. If you wish, you may state that you prefer not to discuss it further, so that it is clear that you have thought about it. **But you must mention the identity or you will lose points.**

g. **At the end of your paper, add a paragraph in which you discuss ways in which this course has helped you to understand your identities better.**

h. Those pairing the course with another course will also add a section in which they discuss ways in which their identities are relevant to that other course.

Your paper must be double-spaced, and printed one-sided not two-sided. **Use a side heading for each type of identity.** Do not use a cover sheet. Put your name on the BACK of the last page. Keep a copy of the paper on your hard drive or a flash memory drive in case the paper is lost. Points will be awarded for each section of the paper, plus writing technique.

k. Diverse Identities Month

You are required to attend three events of your choice, plus the race exhibit, during Diverse Identities Month. The dates and possible events will be announced in class. You may attend up to three additional sessions of your choice for extra-credit. For each event you attend, write a one-page reaction paper in which you describe the event, your reactions to it, and how it relates to the course. Each event reaction paper is worth 2 points.

Additional events for extra-credit during the semester may also be announced in class.

GRADING:

The possible points for each activity will be approximately as follows, depending on the length of the exams and the number of class exercise forms:

Midterm	60
Final exam	85
Journal article paper	20
Self identity paper	25
First Person reactions	20
Film reactions	60
Diverse Identities Week	6
Study Questions	20
Attendance	98
Class exercise forms	36
TOTAL POSSIBLE	430

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READING ASSIGNMENTS

* **Textbook chapters (read before class)**

In Reading Summaries (read summaries before class)

\$ **First Person Accounts (on Moodle; sign up for four)**

Note that the readings reflect the views of particular persons, and do not necessarily represent everyone with that identity. If you have that identity, or know other persons with that identity, reflect on ways in which the readings do or do not apply to your experience or to the experiences of people you know. Share these reflections in class discussions.

2/1 INTRODUCTION
(Syllabus)

2/5 IDENTITY FORMATION

#Cahill, *Inside social life*, 7th ed.:

ch. 5 Mead, The self as social structure

#Brown, *The Self*, 3rd. ed.:

ch. 4 Self Development

#Hormuth, *Ecology of the Self*, 1991

ch. 6 Sociological approaches to the self-concept and change

2/7 IDENTITY CHANGE: THOUGHT REFORM

(Conformity, Social Comparison Theory, Reference groups)

#Schein, Brainwashing, from Bennis et al, *Interpersonal dynamics*, 1968

#Goffman, Characteristics of total institutions, from *Asylums*, 1961, p. 14-35

2/9 IDENTITY CHANGE: RELIGIOUS CONVERSION

(Name changes)

#Kanter, Commitment and social organization, ASR 33(4):499-517

#Lofland, *Doomsday cult*, 1966

ch. 3 Dispositions

ch. 4 Situations

#7 Denzin, The recovering alcoholic self, ch. 7 in Cahill 2nd ed.

2/12 IDENTITY NEGOTIATION

(Stereotyping)

#Cahill, *Inside social life*, 7th ed.

ch. 12 Goffman, Presentation of Self

ch. 16 Goffman, Facework

#Goffman, Cooling the Mark, from Bennis, *Interpersonal dynamics*, 1968

2/14 STIGMA

(Teasing, harassment)

#Goffman, *Stigma: Notes on the management of spoiled identity*, 1986

ch. 1 Stigma and social identity

ch. 2 Information control and personal identity

2/16 SOCIAL EXCHANGE

#Blau, *Exchange & Power in Social Life*, 1984, p. 115-125

#Goldberger & Veroff, *The culture and psychology reader*, 1995

ch. 19 Fiske, Controlling other people: the impact of power on stereotyping

#Hochschild, Emotion work and feeling rules, ch. 10 in Cahill, 2nd. ed.

2/19 GENDER IDENTITIES

(Money, Freud, Kohlberg, Skinner, Bandura)

#Cahill, Fashioning gender identity, ch.6 in Cahill, 2nd ed.

#Cahill, *Inside social life*, 7th ed.

ch. 29 Thorne, Borderwork among girls and boys

#Lott & Maluso, *The social psychology of interpersonal discrimination*, 1993

ch. 1 Introduction

ch. 2 Sexism

2/21 CULTURAL DIMENSIONS I

#Smith & Bond, *Social psychology across cultures*, 1994

ch. 3 Culture

#Goldberger & Veroff, *The culture & psychology reader*, 1995

ch. 15 Triandis, The self and social behavior in differing social contexts

2/23 CULTURAL DIMENSIONS II

#Gudykunst et al, *Culture and interpersonal communication*, 1988

ch. 2 Cultural Variability

2/26 CULTURE & IDENTITY

#Phinney, Ethnic Identity in Adolescents and Adults: Review of Research,
Psych Bull 108(3):499-514, 1990

#Goldberger & Veroff, *The culture & psychology reader*, 1995
ch. 20 Berry, The psychology of acculturation

2/28 ETHNIC PREJUDICE

*Aguirre & Turner, *American ethnicity*, 7th edition
ch. 1 Ethnicity and Ethnic Relations
ch. 2 Explaining Ethnic Relations
ch. 3 The Anglo-Saxon Core and Ethnic Antagonism

3/2 THE MYTH OF RACE

#Lieberman, "Race" 3rd. ed. and 2001: A race odyssey, Am. Anthro. Assn., 3rd. ed.
#Root, *Racially mixed people in America*, 1992
ch. 2 Spickard, The illogic of American racial categories
#Calvalli-Sforza et al, *The great human diasporas*, 1996:
ch. 5 How different are we?

3/5 AFRICAN AMERICAN IDENTITIES

*Aguirre & Turner, *American ethnicity*, 7th edition
ch. 5 African Americans
#Cahill, *Inside social life*, 7th ed.
ch. 30 Anderson, The black male in public
Schoem, *Inside separate worlds*, 1991
\$Gordon, A history of survival p. 64-92;
\$Campbell, An individual perspective 110-126,
\$Fair, Me--Who I am proud of 127-141,
\$Hall, Susu, and men's voices, too 142-162,
\$Reynolds, A conflict of soul, 163-180,
\$Diamond, Inner strength, 181-202,
\$Austin, Reflections 235-252
#Ponterotto et al, *Handbook of multicultural counseling*, 1995
ch. 6 Choney et al, The Psychology of Nigresence: revising the Cross model

3/7 NATIVE AMERICAN IDENTITIES

*Aguirre & Turner, *American ethnicity*, 7th edition
ch. 6 Native Americans
#Ponterotto et al, *Handbook of multicultural counseling*, 1995
ch. 5 Ivey, The Acculturation of American Indians
#Lerch & Bullers, Powwows as identity markers, *Human Organization* 55(4):390-395,
1996
Divakaruni, *Multitude: Cross-Cultural Readings for Writers*:
\$Allen, Where I come from is like this, p. 410-416
Garrod, *Adolescent portraits*, 1992:
\$Case 4: Someday my elders will be proud

3/9 LATINO IDENTITIES

*Aguirre & Turner, *American ethnicity*, 7th edition
ch. 7 Latinos
Shoem, *Inside separate worlds*, 3rd. ed.:
\$Valdez, Surviving in the barrio p. 21-33,

\$Manjarrez, Mis palabras 50-63,

Psych 352 interaction paper:

\$Rozman, A Mexican American woman with light skin

#Ponterotto et al, *Handbook of multicultural counseling*, 1995:

ch. 8 Sadowsky et al, Hispanic Identity Development

#Peplau & Taylor, *Sociocultural perspectives in social psychology*, 3rd. ed.:

ch. 11 Ethier & Deaux, Negotiating social identity when contexts change

3/12 ASIAN AMERICAN IDENTITIES

***Aguirre & Turner, *American ethnicity*, 7th edition**

ch. 8 Asian and Pacific Island Americans

#Ponterotto et al, *Handbook of multicultural counseling*, 1995:

ch. 7 Cross, Ethnic Identity of Asians in the United States

Kirsznner & Mandell, *Common Ground*, 1993:

\$Wong, The struggle to be an all-American girl, p. 42-44

\$Tan, Mother Tongue, 348-354

Garrod, *Adolescent portraits*, 1992:

\$Case 5 Distilling my Korean-American identity

3/14 WHITE ETHNIC IDENTITIES

***Aguirre & Turner, *American ethnicity*, 7th edition**

ch. 4 White Ethnic Americans (Irish, Italian, Jewish)

#Ponterotto et al, *Handbook of multicultural counseling*, 1995:

ch. 9 Helms, An Update of Helms's White

and People of Color Racial Identity Models

ch. 11 Rowe et al., Racial/Ethnic Identity and Racial Consciousness

\$Dumas, Funny in Farsi

3/16 JOURNAL ARTICLE PAPER DUE

3/16 RELIGIOUS IDENTITIES

***Aguirre & Turner, *American ethnicity*, 7th edition**

ch. 9 Arab Americans

Schoem, *Inside separate worlds*, 1991:

\$Wexley, I never quite fit in p. 34-49,

\$Shapiro, Bean soup 95-109,

\$Blonder, Jewish identity 203-222,

\$Goldman, I'm not really Jewish 253-275

#McCarus, *The Development of Arab-American Identity*, 1994:

Haddad, Maintaining the faith of the fathers, p. 61-84

3/19 SPRING BREAK

3/26 MULTIRACIAL IDENTITIES

#Ponterotto et al, *Handbook of multicultural counseling*, 1995:

ch. 10 Kerwin & Ponterotto, Biracial Identity Development

#Goldberger & Veroff, *The culture and psychology reader*, 1995:

ch. 24 Root, Resolving "other" status: identity development of biracial individuals

#Root, *Racially Mixed People In America*, 1992:

- ch. 16 Gibbs & Hines, Negotiating ethnic identity: Issues for Black-White biracial adolescents
- ch. 19 Mass, Interracial Japanese Americans
- #Root, *The Multiracial Experience*, 1996:
 - ch. 1 Root, A bill of rights for racially mixed people
- Goldberger & Veroff, *The culture and psychology reader*, 1995:
 - \$ch. 25 Moraga, La guerra**
 - \$ch. 26 Jordan, Report from the Bahamas**
 - \$ch. 27 Madrid, Diversity and its discontents**

3/28 ADOPTION ISSUES & STEPFAMILIES

- #Root et al., *The multiracial experience*, 1992
 - ch. 5 McRoy et al, Transracial adoptions: In whose best interest?
- #Kim, International adoption: a case review of Korean children, *Child Psychiatry & Human Development* 25(3):141-154,1995

3/30 SOCIAL CLASS IDENTITIES

(Status incongruities; status and forms of address)

- #Lott & Maluso, *The social psychology of interpersonal discrimination*, 1995:
 - ch. 5 Bullock, Classism
- #Cahill, *Inside social life*, 1998
 - ch. 14 Snow & Anderson, Salvaging the self from homelessness
 - ch. 27 MacLeod, The hallway hangers and the brothers
 - ch. 23 Anderson, Group and status relations on the corner

4/2 REVIEW FOR MIDTERM

4/4 MIDTERM

4/6 GEOGRAPHIC IDENTITIES

(Nations, hometowns, sports teams, regional accents & stereotypes)

- #Donner, Assimilation and localism, *Sociological Inquiry* 68(1):61-82, 1988
- #Stevenson & Alaug, Football in Yemen: Rituals of resistance, integration, and identity, *International Review for the Sociology of Sport* 32(3):251-265, 3rd. ed.
- #Hummon, City mouse, country mouse, *Qualitative Sociology* 9(1):3-25, 1986
- #Cuba & Hummon, A place to call home: identification with dwelling, community, and region, *Sociological Quarterly* 34(1):111-131, 1993

4/9 GLOBAL ISSUES I

(Causes of conflict)

- #Aguirre & Turner, *American ethnicity*, 3rd. ed. [not in 7th ed.]
 - ch. 10 American Ethnic Tension in Global Perspective
- #*American Psychologist* 53(7), July, 1998
 - Cairns and Darby, The conflict in Northern Ireland
 - Rouhana & Bar-Tel, ...The Israeli-Palestinian case

4/11 GLOBAL ISSUES II

(Reducing conflict)

- #*American Psychologist* 53(7), July, 1998

Smith, The psychocultural roots of genocide: legitimacy and crisis in Rwanda
Rogers et al, Sri Lanka: Political violence and ethnic conflict

4/13 STUDY ABROAD

(Culture shock, reverse culture shock -- panel discussion)

4/16 SCHOOL & ATHLETIC IDENTITIES

(Cliques, friends, athletes, gangs, delinquents)

#Fine, Culture creation and diffusion among preadolescents, ch. 26 in Cahill, 2nd ed.

#Cahill, *Inside social life*, 7th ed.:

ch. 13 Adler & Adler, The gloried self

#Lavallee, et al., Retirement from Sport and the loss of athletic identity,

Journal of Personal and Interpersonal Loss 2(2):129-147, 3rd. ed..

#de Klerk & Bosch, Nicknames as sex-role stereotypes, *Sex Roles* 35(9-10):525(17), 1996

4/18 OCCUPATIONAL IDENTITIES & CAREER GOALS

(Professional socialization)

#Cahill, *Inside social life*, 1998:

ch. 11 Smith & Kleinman, Managing emotions in medical school

#Vangelisti, Adolescent socialization into the workplace, *Youth & Society* 19(4):460-484, 1988

#Kerckhoff, The status attainment process, *Social Forces* 55(2):368-381, 1976

#Martin et al, Gender and medical socialization, *Journal of Health & Social Behavior* 29(4):333-343, 1988

#Mortimer & Simmons, Adult socialization, *Annual Review of Sociology* 4:421-454, 1978

4/20 SEXUAL IDENTITIES: HETEROSEXUALITY & HOMOSEXUALITY

#Lott & Maluso, *The social psychology of interpersonal discrimination*, 1995:

ch. 4 Fernald, Heterosexism

#Horowitz, Passion, submission and motherhood: the negotiation of identity by unmarried innercity Chicanas, *Sociological Quarterly* 22(2):241-252, 1981

#Adams, Is homophobia associated with homosexual arousal? *Journal of Abnormal Psychology* 105(3):440-445, 1996

#Troiden, The formation of homosexual identities, *Journal of Homosexuality* 17:43-73, 1989

#Cox & Gallois, Gay & lesbian identity development, *Journal of Homosexuality* 30(4):1(30), 1996

#Morales, Ethnic minority families and minority gays and lesbians, *Marriage & Family Review* 14:217-239, 1989

Garrod, *Adolescent portraits*, 1992:

\$Case 2 Working through my adolescence (heterosexual M)

\$Case 7 To be the best (heterosexual F)

\$Case 8 A step in the only direction (gay M)

\$Case 12 Loving women (lesbian F)

4/23 SEXUAL IDENTITIES: BISEXUALITY & TRANSGENDERISM

(also Homoeroticism in the military; sex in prisons)

#Mason-Schrock, Constructing transsexual selves, ch. 15 in Cahill, 2nd ed.

#McWhirter et al, *Homosexuality/Heterosexuality: Concepts of sexual orientation*, 1990:
ch. 1 Bullough, The Kinsey scale in historical perspective
ch. 13 Herdt, Developmental discontinuities and sexual orientation across cultures
#Reiss, The social integration of queers and peers, in Becker, *The other side*, 1964
#Blumstein & Schwartz, Bisexuality, *JSI* 33(2):30-45, 1977

4/25 FAMILY IDENTITIES

(Role conflict in women & men ; becoming a spouse, parent; divorce; name changes)
#Vaughan, Uncoupling, ch. 21 in Cahill, 2nd ed.
#Nippert-Eng, Sculpting the boundary between “home” and “work, ch. 30 in Cahill, 2nd ed.
#Lewis & Cooper, Stress in dual-earner families, *Women & Work* 3:139-168, 1988

4/27 HEALTH, DISABILITY, ILLNESS IDENTITIES

(Body Image)

#Cahill, *Inside social life*, 1998:
ch. 18 Cahill & Eggleston, Wheelchair users’ interpersonal management of emotions
ch. 22 Clark, Sympathy biography and relationships
ch. 33 Goffman, The moral career of the mental patient
ch. 34 Karp, Taking anti-depressant drugs
ch. 35 Loseke, The two realities of wife abuse
#Charmaz & Paterniti, *Health, Wellness, and Healing*, 1998:
ch. 8 Murphy, The damaged self
Garrod, *Adolescent portraits*, 1992:
\$Case 14 Forever an awkward adolescent (scoliosis) [ALL SHOULD READ]
Andersen & Collins, *Race, class, and gender: An anthology*, 1995:
\$ch. 39 Chen, You’re short, besides! (handicapped identity)
Garrod, *Adolescent portraits*, 1992:
\$Case 10 Guilt was everywhere around me (bulimia)
\$Case 13 The simple beauty of a conversation (stutter/abuse)
\$Case 15 Proud of the strength I had (abortion)
#Goldberger & Veroff, *The culture and psychology reader*, 1995:
ch. 22 Fine & Asch, Disability beyond stigma, p. 539 only

4/30 AGE IDENTITIES

#Lott & Maluso, *The social psychology of interpersonal discrimination*, 1995:
ch. 6 Ageism
ch.7 Multiple variables in discrimination
#Settersten & Mayer, The measurement of age, age structuring, and the life course, *Annual Review of Sociology* 23:233-61, 3rd. ed.
#Bjelland, Aging and identity management in a Norwegian elderly home, *Human Relations* 38:151-65, 1985
#Charmaz & Paterniti, *Health, Wellness, and Healing*, 1998:
ch. 16 Abel, The caregivers’ perspective

5/2 POLITICAL IDENTITIES

#Merelman, The adolescence of political socialization, *Sociology of Education* 45(2):134-166, 1972
#Sullivan et al, The development of political ideology, *Youth & Society* 7(2):148-170,

1975

#Dalhouse & Frideres, Intergenerational congruency: The role of the family in political attitudes of youth, *Journal of Family Issues* 17(2):227-248, 1996

5/4 SELF IDENTITY PAPER DUE

5/4 HIDDEN, FALSE, OR LOST IDENTITIES

(Deception, con men; acting, stage names; pen names)

(Internet identities, personal ads, phone sex; anonymous sex)

(Death stages, breakups, divorce, lost friendships, unemployment, retirement, assimilation)

#Jacobs, Getting narced: neutralization of undercover identity discreditation,

Deviant Behavior 14(3):187-208, 1993

#Kellogg, Method Acting, WSP200, 1995

#Honigman, The masked face, *Ethos* 5(3):263-280, 1977

#Hamers et al, Communication of HIV serostatus between potential sex partners in personal ads, *AIDS Education and Prevention* 9(1):42-48, 3rd. ed.

#Earl, Married men and same sex activity: a field study on HIV risk among men who do not identify as gay or bisexual, *Journal of Sex and Marital Therapy* 16(4):251-257, 1990

5/7 REVIEW FOR FINAL

5/9 READING DAY (no class)

5/10 FINAL EXAM THURSDAY 1:00-3:00 PM

All films are shown at 7 PM on Wednesdays

FEBRUARY 7

A Class Divided -- Follow-up interviews 14 years later with students who participated in Jane Elliott's classroom experiment in which students were given privileges and stereotypes based on having blue eyes or brown eyes. Prejudice.

FEBRUARY 14

Fakin' da funk (1998) -- An Asian American, adopted by an African American family, thinks he is Black, but his new peers in LA treat him differently. Ethnicity, stereotypes..

FEBRUARY 21

Mi Familia (1995) -- Three generations of a family that migrated from Mexico to Los Angeles. Ethnicity, family, prejudice.

FEBRUARY 28

The Joy Luck Club (1993) -- Four Chinese women who immigrated to America, and their daughters raised in America. Ethnicity, gender, friendship, family, and conflicts between cultures.

MARCH 7

American History X (1998) -- A powerful film about a white supremacist, his experiences in prison, and his brother's involvement in a white supremacist group. Prejudice, ethnicity.

MARCH 14

Devil's Arithmetic (1999) -- A contemporary teenage girl who doesn't understand the significance of being Jewish is transported back in time to the Holocaust. Religion, prejudice.

MARCH 28

Mississippi Masala (1992) -- A man of Asian Indian descent raised in Uganda is forced to leave when the Africans gain independence. In the US, his daughter begins dating an African American, creating problems on both sides. Ethnicity, geographic identities, biracial dating.

APRIL 4

Taylor's Campaign -- Documentary about homelessness in Santa Monica.

APRIL 11

Get Real (1999) -- Sensitive portrayal of the problems of being gay in high school.. Sexuality, school identities.

APRIL 18

Butterflies Are Free (1972) - A blind man, attempting to live independently, and his relationships with the girl next door and his overprotective mother. Disability, family, romance.

APRIL 25

On Golden Pond (1969) — Relationships between an eighty-year-old man, who is angry at being old, and his loving wife, a lonely boy, and his resentful daughter. Age, family, friendship.

MAY 2

Priest (1995) — Conflicts between celibacy and sexuality experienced by two Roman Catholic priests in Ireland. Religion, sexuality, hidden identities.