**DLS course content linked to diversity, inclusion and anti-racism topics**

**Updated March, 2021**

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| **COURSE #/NAME** | **Content and Concepts Covered** |
| **EDPS 189H - Honors Seminar/How to become Creative or Talented**  **EDPS 292 – Mini Course in Positive Psychology: Nurturing Talent**  **EDPS 921 – Creativity & Talent Development** | Students in these three courses, all with a focus on talent development, complete projects that investigate the talent development stories of people from under-represented groups. |
| **EDPS 450/850**  **Child Psychology** | This course explores key concepts and theories related to race and gender stereotypes and the impact they have on children’s identity (individual and group), socio-emotional, and moral development. The course also includes exploration of children’s development of empathy and compassion for self and others. |
| **EDPS 451/851**  **Adolescent Psychology** | This course explores race and gender stereotypes and effects on adolescent identity (individual, group, and ethnic identities) and adjustment. We also discuss aspects of socio-emotional, and moral development that are impacted by bias, stereotypes and prejudice. |
| **EDPS 454/854**  **Human Cognition and Instruction** | This course covers key concepts that help us understand racism- and sexism-related behavior in educational contexts. We learn about self-fulfilling prophecies (e.g., teacher stereotypes) about specific social groups that influence interactions with students. We also explore stereotype threat - the exposure to gender and/or racial stereotypes about abilities that impede performance targeted groups. |
| **EDPS 922**  **Mind, Brain, and Education** | This course covers brain development and stresses that intelligence is associated with functional networks in the brain rather than racist models that focused on brain volume, etc. We also cover the neurobiological effects of social exclusion on the neurocircuitry for empathy and show (1) how seriously social exclusion (including exclusion due to prejudice, racism, etc.) affects brain functions and (2) important effects on the brain’s ability to show empathy toward other groups. |
| **EDPS 960**  **Advanced Cognitive Psychology in Education** | This course covers self-fulfilling prophecy and stereotype threat and gender and race effects on education and instruction (see also EDPS 454/854, above). These concepts help explain how racism, sexism, or other forms of prejudice can influence a teacher and student behavior and performance. |
| **EDPS 960**  **Adv Cognitive Psych** | In this course we address racism via a focus on readings describing cognitive development across diverse racial and cultural contents. We also explore the effects of focus on implicit bias on development. |
| **EDPS 961**  **Cognitive Development** | The readings and content for this course counter American ethnocentrism in research and focus on work from researchers around the world. We discuss the  impacts of poverty, cultural and social diversity on development in diverse, international social contexts. |
| **EDPS 962**  **Social and Personality Development** | This course includes a focus on social and personality development that consistently incorporates aspects of race/ethnicity. We also feature models of development that require the explicit inclusion of cultural strengths, effects of racism and discrimination on under-represented groups, and development in communities of color. |
| **EDPS 967**  **Motivation in Education** | This course explores concepts related to race and gender stereotypes and how they impact motivation in education contexts. Self-efficacy, intrinsic motivation, and a sense of belonging are key motivation concepts we explore that are linked to race and gender. |
| **EDPS 989**  **Psychology of Writing** | This course explores concepts related to race and gender stereotypes and the impact they have on human’s self-beliefs about writing and reading in educational settings. This course will also emphasize the impact of attitudes and beliefs related to language and culture in reading and writing educational settings and situations. |
| **EDPS 991**  **Applied Social Psychology** | This course includes a very strong focus on theories and phenomena about stereotypes, prejudice, and discrimination. Content also covers methods, based on social psych. theories, that may reduce prejudice. We also cover attitude formation, bias, self-justification (e.g., justifying one’s attitudes about humanity, moral disengagement under peer pressure), aggression (e.g., displaced aggression targeting socially vulnerable groups), and liking (e.g., prosocial behavior). |
| **EDPS 991**  **Social and Affective Neuroscience** | This course covers cultural neuroscience and examines how culture affects neurocircuitry in social behavior (e.g., social cognition and emotional processes). Content also covers “disruptive behavior & empathy” and describes how our brains are specialized for showing empathic responses to others. Other content will focus on attitude formation and racism and the neural mechanisms underlying racism. |
| **EDPS 991**  **Developmental Cognitive Neuroscience** | This educational neuroscience course presents a focus on neurodiverse populations (e.g., Downs Syndrome, Autism Spectrum Disorders) and includes extensive coverage of the diverse cultural contexts of cognitive development. |