

Optional Assignment
Book Review Guide and Reading List
Psychology of Diversity

For 100-points, you will pick a book from the reading list or a book approved by the instructor and complete the procedures outlined in the Book Review Guide/Reading List distributed in class. You will then write a 5-6 page paper (not including title page and references), ***typed and double spaced, with 1" margins and 12 pt typeface.*** The paper should answer the questions in the Guide and shows that you have related information from the course to the challenge of understanding multicultural experiences.

This paper is ***due Thursday, Nov. 20th***, at the beginning of class. Students should make an extra copy of the paper to keep. Papers may be submitted in a manilla folder or envelope, or stapled together along with Book Review Grading Rubric/Book Approval Form.

Late papers will not be accepted.

The purpose of a book review in this course is to attempt to heighten your awareness and increase your understanding of the complexities of a multicultural society. You are asked to do a **critical reading** of a book that addresses the issues and concerns of the special populations discussed in class.

You may choose a title from the reading list. If your selection is not on the list you **MUST have written approval by the instructor no later than October 30th**. (To obtain written approval you must present a copy of the book in question to the instructor for review). The nature of the book should contain some historical, political, or social value and must be in some way a critical analysis of the concerns or issues that impact a particular population.

The following is a suggested outline for the book review.

I. Title Page:

Book Review

Author and Title (APA format, see reading list for examples). Include number of pages in the book at the end. (e.g. 429pp.)

Reviewed by: (your student number) Please do not put your name on this paper

II. Title and Summary: This should be a concise summary of the content of the book including why the writing is significant given the particular time period and the dominant mode of thinking in that setting.

III. Reaction: Include your opinion of the content in the book. Give what you believe to be the major strengths and weaknesses of the ideas presented. Provide support for opinions and reactions by using concepts discussed in class and in the text (**at least 4**). Be sure to provide complete definitions of concepts used and provide a clear statement of how the concept applies to the issue at hand.

IV. Conclusion: Comment on overall impact the book had on you and your thinking. List any questions you feel are left unanswered or which have been raised to reflect on. Comment on the overall value of the book over time-- will the ideas be dated in the next five to ten years or is it a classic?

V. References: Should be proved for any citations for information and/or ideas that are not contained within the book being reviewed

This outline is a guideline for your writing. You need not divide your review into these sections, rather the writing should be continuous. However, all of the elements described above must be included in your paper along with anything else that you feel would strengthen your review.

Grading

Grading of the review will be based on the five element described in the course syllabus.

Criteria for evaluation of the Book Review (See attached grading rubric for more details):

1. **Completeness**- procedures followed; all elements included (e.g. summary, reaction, conclusions).
2. **Involvement**- clarity of opinions, quality of reactions and critical evaluation of ideas presented in the book.
3. **Integration** of concepts and terms from reading and class discussions.
4. **Insight** - Demonstrate understanding of issues and how they impact individuals and the local/global community
5. **Format and Style**- APA format; acceptable written English, no slang or colloquial expressions; evidence of proof reading; and corrections made.

If you have any questions feel free to ask or stop by my office during office hours.

Reading List

- Achebe, Chinua. (1959) *Things Fall Apart*. NY: Fawcett Cress.
- Benedek, E. (1992). *The Wind Won't Know Me*. NY: Alfred Knof.
- Berzon, B. (Ed.) (1992). *Positively Gay*. Berkley, CA: Celestial Acts.
- Billingsly, A. (1968). *Black Families in White America*. NY: Simon & Schuster.
- Boyd, D. (1974). *Bury My Heart at Wounded Knee*. NY: Henry Holt & Co.
- Calloway, E. E. (1987). *New Directions in American Indian History*. Norman: University of Oklahoma Press.
- Carter, Forest. (1976). *The Education of Little Tree*. Albuquerque: University of New Mexico Press. (note: see Dr. Aspelmeier regarding the background of this book).
- Carter, S. L. (1991). *Reflections of an Affirmative Action Baby*. NY: Basic Books, Harper-Collins Publishers, Inc.
- Collins, P. H. (1990). *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. NY: Routledge Press.
- Cose, E. (1993). *The Rage of a Privileged Class*. NY: Harper-Collins Publishers.
- Deloria Jr., Vine (1969). *Custer Died for Your Sins: An Indian Manifesto*. New York; Macmillan Press.
- Edelman, M. W. (1992). *The Measure of Our Success*. Boston, MA: Beacon Press.
- Edwards, A. & Plite, C. K. (1992). *Children of the Dream*. NY: Bantam Doubleday Publishing Group, Inc.
- Elkins, S. M. (1968). *Slavery: A Problem in American Institutional and Intellectual life* : second edition. Chicago, IL: The University of Chicago Press.

- Gilligan, C. (1982). *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: Harvard University Press.
- Grier, W. H. & Cobbs, P. M. (1968). *Black Rage*. NY: Harper & Row Publishers, Inc.
- Griffin, J. H. (1960). *Black Like Me*. New York: New American Library
- Guthrie, R. V. (1997). *Even the Rat Was White: A Historical View of Psychology*. Boston, MA: Allyn and Bacon
- Helms, J. (1992). *A Race is a Nice Thing to Have: A guide to being a white person or understanding the white persons in your life*. Topeka, KS: Content Communications.
- Herrnstein, R. J., & Murray, C. (1994). *The Bell Curve*. NY: Free Press.
- Hooks, B. (1981). *Ain't I A Woman: Black Women and Feminism*. Boston, MA: South End Press.
- Hooks, B. (1990). *Yearning, Race, Gender, and Cultural Politics*. Boston, MA: South End Press.
- Hooks, B. (1992). *Black Looks: Race & Representation*. Boston, MA: South End Press.
- Hopson, D. P. & Hopson, D. S. (1993). *Raising the Rainbow Generation*. NY: Fireside.
- Hopson, D. P. & Hopson, D. S. (1990). *Different and Wonderful: Raising Black Children in a Race-Conscious Society*. NY: Prentice Hall Press.
- Jhally, S. & Lewis, J. (1992). *Enlightened Racism: The Cosby Show Audiences and the Myth of the American Dream*. Boulder, CO: Westview Press, Inc.
- Kennedy, R. (2002). *nigger: The strange career of a troublesome word*. NY: Pantheon Books.
- Kotlowitz, Alex (1991). *There are no Children Here*. NY: Bantam Doubleday Dell Publishing Group, Inc.
- Kunjufo, J. (1985). *Countering the Conspiracy to Destroy Black Boys*. Vol. I, II, III. Chicago, IL: African American Images.
- Lazarus, E. (1991). *Black Hills White Justice*. NY: Harper Collins Publishers.
- Majors, R. & Billson, Janet. (1992) *Cool pose: The dilemmas of Black manhood in America*. NY: Simon & Schuster.
- Marcus, E. (1992). *Making History: The Struggle for Gay and Lesbian Equal Rights*. NY: Harper Collins Publishers.
- Mathabane, M. (1986). *Kaffir Boy*. NY: MacMillan Publishing Co.
- Mathabane, M. (1989). *Kaffir Boy in America*. NY: MacMillan Publishing Co.
- Meyer, M. A. (1990). *Jewish Identity in the Modern World*. Seattle: University of Washington Press.

- Moore, M. (2001). *Stupid white men...and other sorry excuses for the state of the nation*. NY: Regan Books.
- Morgan, M. L. (1992). *Dilemmas in Modern Jewish Thought*. Bloomington: Indiana University Press.
- Nelson, J. (1993). *Volunteer Slavery*. Chicago: The Noble Press, Inc.
- Pogrebin, L. C. (1991). *Deborah, Golda, and Me: Being Female and Jewish in America*. NY: Doubleday Books.
- Roiphe, A. (1981). *Generation Without Memory: A Jewish Journey in Christian America*. NY: Summit Books.
- Shilts, R. (1988). *And the Band Played On*. NY: Penguin Books.
- Steele, S. E. (1991). *The Content of Our Character*. NY: St. Marin's Press.
- Tannen, D. (1990). *You Just Don't Understand*. NY: Ballantine Books.
- Terkel, S. (1992). *Race: How Blacks and Whites Think and Feel About the American Obsession*. NY: The New Press
- Terry, R. W. (1975). *For Whites Only*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
- Vonnegut, K. (1960). *Cat's Cradle*. New York: Octopus/Heinemann
- Vonnegut, K. (1966). *Mother Night*. New York: Delacort Press
- West, C. (1993). *Race Matters*. Boston: Beacon Press.
- West, C. (1988). *Prophetic Fragments*. Trenton, NJ: Africa World Press, Inc.
- White, D. G. (1985). *Ar'n't I A Woman: Female Slaves in the Plantation South*. NY: W.W. Norton & Company.

