

ABSTRACT

KILLEN, MELANIE; LEE-KIM, JENNIE; MCGLOTHLIN, HEIDI; and STANGOR, CHARLES. How Children and Adolescents Evaluate Gender and Racial Exclusion. *Monographs of the Society for Research in Child Development*, 2002, **67** (4, Serial No. 271).

Children's and adolescents' social reasoning about exclusion was assessed in three different social contexts. Participants ($N = 294$) at three ages, 10 years (4th grade), 13.7 years (7th grade), and 16.2 years (10th grade), fairly evenly divided by gender, from four ethnic groups, European-American ($n = 109$), African-American ($n = 96$), and a combined sample of Asian-American and Latin-American participants ($n = 89$) were interviewed regarding their social reasoning about exclusion based on group membership, gender, and race. The contexts for exclusion were friendship, peer, and school. Significant patterns of reasoning about exclusion were found for the context, the target (gender or race) of exclusion, and the degree to which social influence, authority expectations, and cultural norms explained children's judgments. There were also significant differences depending on the gender, age, and ethnicity of the participants. The findings support our theoretical proposal that exclusion is a multifaceted phenomenon and that different forms of reasoning are brought to bear on the issue. This model was drawn from social-cognitive domain theory, social psychological theories of stereotype knowledge and intergroup relationships, and developmental studies on peer relationships. The results contribute to an understanding of the factors involved in the developmental emergence of judgments about exclusion based on group membership as well as to the phenomena of prejudice, discrimination, and the fair treatment of others.

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