4-9-2015

Are Young Children’s Music Preferences Associated with the Singer’s Race?

Yi Liu
University of Dayton, stander@udayton.edu

Follow this and additional works at: http://ecommons.udayton.edu/stander_posters

Part of the Arts and Humanities Commons, Business Commons, Education Commons, Engineering Commons, Life Sciences Commons, Medicine and Health Sciences Commons, Physical Sciences and Mathematics Commons, and the Social and Behavioral Sciences Commons

Recommended Citation

This Book is brought to you for free and open access by the Stander Symposium at eCommons. It has been accepted for inclusion in Stander Symposium Posters by an authorized administrator of eCommons. For more information, please contact frice1@udayton.edu, msclangen1@udayton.edu.
Are Young Children’s Music Preferences Associated with the Singer’s Race?

Yi Liu
Advisor: Dr. Ronald M. Katsuyama, PhD

WHY
- Few studies have examined Racial/Ethnic (R/E) Identity in early childhood.

Purpose of Study
- To test a new measure of Racial/Ethnic (R/E) Identity among kindergarten children.
- To investigate whether R/E Identity is related to cross-race acceptance.

Hypotheses
- Kindergarten children will rate the quality of same-race singers higher than the corresponding ratings of cross-race singers.
- The R/E Identity will be positively related to cross-race inclusion.

Participants
- Approximately ½ of kindergarten children will be African American and the other half will be White.

Racial/Ethnic (R/E) Identity Assessment

<table>
<thead>
<tr>
<th>Singer’s Sex</th>
<th>Singer’s Race</th>
<th>Song #1</th>
<th>Song #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Video</td>
<td>Audio</td>
</tr>
<tr>
<td>Male</td>
<td>Black</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>Black</td>
<td>5</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Cross-Racial Inclusion Task

Scoring Procedure
- Score one point (+1) for each selected cross-racial partner.
- Range of the scoring will be 0 to 4.

Expected Result
- A significant positive correlation between R/E Identity and Cross Racial Inclusion Task.
- POSITIVE RELATIONSHIP: If children have a strong R/E Identity, they will choose more cross-racial children as their partners.