

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

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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 1/2 of kindergarten children will be African American and the other half will be White.

Racial/Ethnic (R/E) Identity Assessment

Singer's Sex	Singer's Race	Song #1		Song #2	
		Video	Audio	Video	Audio
Male	Black	1	A	3	B
	White	2		4	
Female	Black	5	C	7	D
	White	6		8	



Scoring Procedure



Expected Result

Child's Race	Ratings According to Singer's Race (AA and WH)
African American	$Ratings_{AA} > Ratings_{WH}$
White	$Ratings_{WH} > Ratings_{AA}$

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.