

Human Development 342-002
Cross-Cultural Human Development – 3 Credits
Spring 2008

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Office Hours: MWR 12-2 pm
And by appointment

Time: TR 9:30-10:45 am
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UWGB General Education Learning Outcomes

Have the ability to communicate effectively through listening, speaking, reading, writing, and use of computers.

Have the ability to think critically.

Have a fundamental understanding of the Social Sciences, including the impact that social institutions and values have on individuals and groups in a culture.

Have a fundamental understanding of the causes and effects of stereotyping and racism, and an appreciation of cultural diversity within the United States.

Have a fundamental understanding of contemporary global issues and problems related to multiculturalism and ethnocentrism, through the study of beliefs, values, and ways of life in a country other than the United States.

Human Development Learning Outcomes

Primary –

Learn to evaluate alternative approaches to promoting optimal human development.
Conceptualize the field in terms of the complexity or reciprocal biopsychosocial interactions.
Have the ability to critically assess the merits of basic and applied research.
Have the ability to accurately interpret and use such research.
Understand the basic principles of research designs from the variety of relevant disciplines.
Understand and be able to apply key components of cultural diversity.

Secondary –

Use library facilities and computerized databases to locate pertinent information.
Understand the ethical issues involved in research.
Engage in positive citizenship.
Develop an understanding of the ways in which historical periods influence human development.

Required Texts

2007 Culture and Lifespan Development: An Anthropological Reader. Text-Choice, Thompson Publishing.

Additional articles will be placed on electronic reserve on D2L throughout the semester.

The Invitation

You are invited to participate in an exploration of how human development is shaped by culture. Over this semester we will examine culture in all its complexity, and learn how powerful it is in fashioning everything from how one thinks about being a parent to the shape of one's body and how one experiences puberty. Specifically, if you choose to accept this invitation, you will know and be able to do the following things:

What you will know. You will have:

A sophisticated understanding of culture that goes beyond treating it as an independent variable.
An ability to think through why people do, feel and think things that at first seem very strange.
Expanded understanding of how knowledge is constructed in human development and related fields.
Familiarity with specific aspects of development cross-culturally, such as: how beliefs about conception affect birthing practices, which subsequently affect how children are treated; how children survive extremely

challenging circumstances; why societies are so interested in controlling adolescent sexuality; and how individuals construct identities out of the cultural materials available to them.

The realization that language has extraordinary power; how we name things structures how we perceive the world and even the emotions that we feel.

An awareness of yourself as a cultural being, and a citizen of the world.

What you will be able to do:

Apply human development models and theories to real cases.

Interpret situations from multiple points of view.

Challenge claims of universality by testing theories pan-historically and cross-culturally.

Empathize with those who are very different, even those who at first seem repellent.

Find resources that help you understand and respond to real problems.

Assess your own learning and measure your own progress.

Incorporate culturally sensitive practices into the jobs you hold in the future.

In order to make your decision about whether this is what you want to do, you should know the philosophy behind the course and the work it will entail.

The Philosophy

The design of this course is based on the following beliefs:

1. Students can achieve great things if given the opportunity.
2. Students need practice to master skills.
3. Assessment should be longitudinal; students should be graded on the end result more than on their practice attempts.
4. Class time is valuable; students should work outside of class to get information, so that class time is often devoted to using that information and practicing skills.
5. Students need to know what they are aiming for.
6. Fellow students are resources, not competition.
7. Students learn best with real life tasks, not make-work that is only relevant to the course.
8. Students are not empty heads into which I, the instructor, pour information. Rather, students and instructor will construct knowledge together.
9. The text book is a resource, not received Truth.
10. Learning is not passive; students will only learn by engaging and being active.
11. Students must bring their own energy and desire to learn to this work.
12. The final outcome will be a new way of thinking, not just memorization of lessons.
13. Students should ultimately be graded on how they have improved in terms of six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge.
14. Understanding is not an "either/or" thing, but a "more or less" kind of thing. Students should be graded along a continuum, and by all six facets.

The Work

Each of us have different tasks and responsibilities in order to achieve the goals listed above.

My work is to design class time and outside activities that are engaging and useful, to provide the information and resources you need to develop, and to help you assess the progress you are making toward understanding.

Your work is to do the assigned reading and activities outside of class when they are due, and to come to class prepared and eager to engage with the material, me, and your fellow students.

As you can see from the philosophy guiding the course design, it is very important that we each do our part to prepare for class. Every assignment builds on the next, each day's activities build on those that have come before. It is therefore ESSENTIAL that everyone has read or done other activities before coming to class. If you fail to do your part, your own development will be stunted, other students will suffer, and the class as a whole will not progress. The homework you are assigned will often be used the next class period. If you haven't done it, the group to which you are assigned will not be able to function as well and everyone will know it. We will often have wide-ranging discussions. If we come to you, looking for your opinion and

insight and you stare blankly because you haven't done the reading, you shut the entire discussion down. Finally, your grade in this course depends largely on how much you have improved over time. Nearly everything is designed so that you do a task, get feedback, and refine and revise your work for the next time. If you haven't done the first part on time, you won't get feedback, and at the end of the semester you will not be able to demonstrate how you have grown.

Here are descriptions of the major categories of graded assignments. A detailed list with points is attached below.

1. In-class work with no prep – these activities require no preparation on your part except doing the required reading. There are currently 10 planned.
2. Reading – You have approximately 60 pages of reading assigned each week, though some are a little lighter and some are heavier. You will, of course, need to do other reading related to your research.
3. Homework – these are activities that each of you must complete outside of class. About half of them will provide the foundation for in-class activities, others will be items for your portfolio. 5 of these assignments are anticipated. Most of them will require 15-30 minutes, some may require an hour or two.
4. Case Analyses – these will be described in detail in the 2nd week, but essentially entail the analysis and evaluation of one of the cases assigned in the reading for that unit. 4 of these will be completed over the semester, and will average two hours or more to complete.
5. Grading of Case Analyses – Twice during the semester you will be asked to evaluate another student's case analysis. Part of the evaluation will be done as a group in class, part will be done individually at home.
6. Article Comparisons – The research requirement for this course will consist of finding, analyzing, interpreting and comparing two articles on the same subject written by researchers in different disciplines. This research will require time in the library as well as in reading and writing.
7. Exams – There will be two exams, a midterm and a final, consisting mostly of multiple choice questions.
8. Portfolio – At the end of the semester you will turn in your portfolio, containing all of the work you have done over the semester. You will need to write a final statement that explains what you have learned, and the progress you have made toward the learning goals. Your assessment of your own efforts will be *considered* as part of your grade.

When laid out this way, it may seem like a lot of work. I have made an attempt to limit the work you need to do outside of class to the 2-hour per class hour suggestion made by the university, but you should expect to spend a **minimum** of 5 hours a week preparing for this course. Remember the course philosophy – enduring understanding requires application and practice. These activities are designed to give you that practice. The portfolio is a way to ensure we are assessing your progress, your overall effort, and your level of understanding at the end of the course, rather than relying on just a few exams. This isn't make-work, it is equipping you to use the knowledge from this course in many areas of your life.

The Commitment and the Payoff

Mastering new skills and knowledge always requires a commitment. Achieving the goals set out in this syllabus will require effort. Whether you want to commit yourself to the goals of this course is completely up to you. There may be good reasons why you are unable to devote yourself to this undertaking. I urge you to carefully read all of the syllabus and on-line materials, and to thoughtfully consider whether this is something you would like to do. If you decide this is not the right course or the right semester for you, that is entirely understandable. However, if you decide to remain in the course, I will expect and assume your 100% commitment to making this class work.

I believe the rewards for your efforts will be great. The time we spend together in class will be fun, challenging, engaging, and useful. The articles and chapters you read, and the activities you do outside of class will give you a different perspective on the world. You will leave this class with new tools to understand and appreciate the diversity around you, and will be an asset to those who employ you. My hope for each of you who choose to stay is that by May you will have a view of yourself as a critical, holistic thinker, able to assess arguments, evaluate and synthesize information, think through issues and understand deep causes, apply theories to data and vice versa. I also believe you will have developed greater empathy and will be eager to learn more about the peoples of the world and how they see and experience their lives. Globalization is a real thing, and you will confront cultural diversity no matter what kind of work or life you choose for yourself. Next to multilingualism, employers most want people who really understand culture and how it works. This class will provide you with some of those most necessary skills.

Class Policies

The standard rules about cheating and plagiarism apply. Cheating and plagiarism (including knowingly allowing someone to cheat or plagiarize from you) are defined in Chapter 14 of the University of Wisconsin System Policies and Procedures guidelines, which can be found at http://www.uwgb.edu/deanofstudents/policies_procedures/studetns/pdfs/uws014.pdf. It is the student's responsibility to be aware of the rules and to ensure that they do not break them. Late homework will not be accepted; in-class activities can not be made up without an excuse deemed valid by the instructor. There will be no make-up exams except for those with documented emergencies. These policies are in place to ensure that we are all working on the same page at the same time. If you feel you are falling behind, **come and talk to me immediately**, before you slip too far.

STUDENTS SHOULD ALSO NOTE THAT ABSOLUTELY NO ASSIGNMENTS WILL BE ACCEPTED THROUGH E-MAIL, FOR ANY REASON. Nor will receipt of assignments through e-mail count as being "on time."

Disability Notice

Consistent with the federal law and the policies of the University of Wisconsin, it is the policy of the University of Wisconsin-Green Bay to provide appropriate and necessary accommodations to students with documented physical and learning disabilities. If you anticipate requiring any auxiliary aids or services, you should contact the instructor or the Coordinator of Services for Students with Disabilities at 465-2671 as soon as possible to discuss your needs and arrange for the provision of services.

Course Outline

This is a list of daily lecture topics, important dates for the course and the required reading schedule. The schedule is subject to some alteration; follow the instructor's classroom announcements closely. Students are responsible for completing the listed readings before the start of class on the day the readings are listed.

Topics

Readings

Week One (1/22 - 24)

T Intro to course and the study of cross-cultural human sexuality
R Unit One – Foundations: What is culture? Chapter 1, pgs. 1-12

Week Two (1/29 - 1/31)

T Culture, cont'd. Chapter 1, pgs. 13-24
R Chapter 2

Week Three (2/5 – 2/7)

T Developmental Models Reserve article TBA
R Case Analysis I Part I Due

Week Four (2/12 – 2/14)

T Research Design and Methodology Chapter 3
R Meet in Library – CL 304

Week Five (2/19 – 2/21)

T Unit Two - Infancy Baker and Uchendu
Case Analysis I Part II-V Due
R Class group work (Dr. White at SCCR) Fujita and Sano, Yovsi and Keller (reserve)

Week Six (2/26 – 2/28)

T Feeding and Sleeping Vogt pg. 411-417
R Attachment and Mother Love "Death Without Weeping"

Week Seven (3/4 – 3/6)

T Other Parenting Strategies
 R Language Learning, Linguistic Diversity Hypothesis “Language”

Week Eight (3/11 – 3/13)

T Perception, Cognition, Language and Emotion Electronic reserve TBA
 Case Analysis 2 Due
 R **Midterm**

3/18 – 3/20 Spring Break

Week Nine (3/25 – 3/27)

T Unit Three: Childhood Beals and Lundgren
 R Weiner (Fathers)

Week Ten (4/1 – 4/3)

T Formal and Informal Learning Kuper and “American Schoolrooms”
 R Schooling Reserve articles
 2nd Article Comparison Due

Week Eleven (4/8 – 4/10)

T Children, Poverty and Social Class
 R Children in Difficult Circumstances

Week Twelve (4/15 – 4/17)

T Unit Four: Adolescence Tonkinson and Keiser
 R Menarche, Menstrual Taboos Weiner (Youth), Gottlieb (reserve)

Week Thirteen (4/22 – 4/24)

T Identity, Personality and Self Herdt, Hoebel and Hallowell
 R Finish Mehinaku Discussion Robarchek and Robarchek

Week Fourteen (4/29 – 5/1)

T Mating and Marriage Beals and Chance
 R Parman and Stockard

Week Fifteen (5/6 – 5/8)

T Marriage, cont’d. Case Analysis 4 Due
 R Wrap Up and Review, 3rd Article Comparison Due, Portfolio Due

Final Exam
Tuesday, May 20 8:00-10:00 a.m.

Course Outline

Week	Tuesday	Wednesday	Thursday	Weekend
UNIT ONE - FOUNDATIONS				
One 1/22- 1/24	Intro to Course and to Cross-Cultural Human Development	Read Chap. 1, pg. 1-12	What is Culture?	Read Chap. 1, pg. 13 - 24
Two 1/29- 1/31	Culture, Cont'd.	Read Chap. 2	Culture, cont'd.	Case Analysis Part I (due 2/7) Read reserve article
Three 2/5-2/7	Developmental Models		Developmental Models, cont'd	Read Chap. 3
Four 2/12- 2/14	Research Design and Methodology		Library Training - Meet in CL 304	Case Analysis 1 Part II-V (Due 2/19) Read Baker and Uchendu 1 st Article Comparison (Due 3/4)
UNIT TWO - INFANCY				
Five 2/19- 2/21	Conception and Birth	Read Fujita/Sano and Cameroon reserve	Class group work	Read Vogt pg.411-417
Six 2/26- 2/28	Feeding and Sleeping	Read "Death Without Weeping"	Attachment/ Temperament	
Seven 3/4-3/6	Parenting Strategies	Read "Language"	Language Learning Linguistic Diversity Hypothesis	Read electronic reserve Case Analysis 2 (Due 3/11)
Eight 3/11- 3/13	Perception, Cognition, Language and Emotion		MIDTERM	Read Beals and Lundgren
UNIT THREE - CHILDHOOD				
Nine 3/25- 3/27	History and experience of childhood	Read Weiner (Fathers)	Cont'd	Read Kuper and "American Schoolrooms" 2 nd Article Comparison (Due 4/3)
Ten 4/1-4/3	Formal and Informal Learning		Schooling	Read reserve article, design intervention
Eleven 4/8-4/10	Children, Poverty, and Social Class		Children in difficult circumstances	Read Tonkinson and Keiser Case Analysis 3 (Due 4/15)
UNIT FOUR - ADOLESCENCE				
Twelve 4/15- 4/17	Puberty and Rites of Passage	Read Weiner (Youth & Sexuality) Read Gottlieb on reserve	Menarche, menstrual taboos, menstruation	Read Herdt, Hoebel, Hallowell
Thirteen 4/22- 4/24	Identity, Personality and the Self	Read Robarchek and Robarchek		Read Beals and Chance
Fourteen 4/29-5/1	Mating and Marriage	Read Parman and Stockard	Marriage and Kinship	Case Analysis 4 (Due 5/6)
Fifteen 5/6-5/8	Wrap-Up	Write Final Statement	Portfolio Due 3 rd Article Comparison Due	

Evaluated Assignments

Portfolio Elements (53%)

I. Case Analysis – 4 Total - 10%

First	Part I	10 pts
	Part II	10 pts
2 nd		20 pts
3 rd		20 pts
4 th		20 pts
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Total		80 pts

II. Article Comparisons – 3 Total – 13%

1 st	Week 4	15 pts
2 nd	Week 6	15 pts
3 rd	Week 10	15 pts
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Total		45 pts

III. In-Class – 10 Total – 8%

Total	50 pts
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IV. Homework – 5 Total – 14%

Total	25 pts
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V. Portfolio – 6%

All elements	5 pts
<u>Final Statement</u>	20 pts
Total	25 pts

Other Items

Exams – 33%

Midterm	50 pts
<u>Final</u>	50 pts
Total	100 pts

Total Possible Points in Course = 300

Final Grades		
<u>Grade</u>	<u>Percent</u>	<u>Points</u>
A	100 - 93	300 - 279
AB	92 - 88	278 - 264
B	87 - 83	263 - 249
BC	82 - 78	248 - 234
C	77 - 73	233 - 219
CD	72 - 68	218 - 204
D	67 - 63	203 - 189
F	62 - 0	188 - 0