

Human Development 342-001 and 002
Cross-Cultural Human Development – 3 Credits
Fall 2009

Instructor: Jill White, Ph.D.

Office Phone: 465-2569

Email: whiteji@uwgb.edu

Office: MAC C323

Office Hours: MW 2-4, TR 12:30-1:30 pm

And by appointment

Time: TR 2:00-3:20pm

TR 3:30-4:50 pm

Room: MAC 103

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 –

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

All of the texts for this course are available on D2L. A reader has been created for you with most of the texts and is available at the Phoenix Bookstore. If you choose to purchase the reader you should go to the desk and request one to be printed for you.

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. 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; 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. Texts are resources, 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 has 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, and 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 7 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. 3 of these will be completed over the semester, and will average two hours or more to complete.
5. Grading of Case Analyses – Once 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. Exams – There will be two exams, a midterm and a final, consisting mostly of multiple choice questions.
7. Portfolio – You will need to keep all of your work (homework, in-class activities, case analyses, etc.) in a folder. At the end of the semester you will turn in the complete portfolio, containing all of the work you have done over the semester. You will also 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.

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 December 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/studentn/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."

Make-up Assignments

Assignments and quizzes can only be made-up due to an absence if the instructor has prior knowledge of the student's absence. **In other words, you must notify me BEFORE the start of class if you will be absent on any given day to be allowed to make-up any work assigned that day.** Those with valid excuses may arrange to make-up assignments. There will be NO EXCEPTIONS to this rule!

Withdrawal/Incomplete Policy

Official withdrawal from the class is required by the registrar to avoid a failing grade. I will not withdraw you automatically simply because you quit attending class. The Schedule of Classes lists the date that a student may withdraw from a class at their discretion without a W and the date that they may withdraw at their discretion but receive a W on their transcript for the course. After that date students may withdraw with a grade of W only at the instructor's discretion. **The instructor will only consider requests to withdraw if there are clearly mitigating circumstances, not simply because the student has skipped classes or is failing.** A grade of I or incomplete may be obtained in the course at my discretion only if a majority of work has been completed and there are mitigating circumstances prohibiting the student from completing the course.

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.

How to read the Course Outline:

Items are listed on the outline in terms of what we or you should be doing that day. So if an item says “Read Erchak” it means you should read the article or chapter by the author Erchak on that day. You should have it read before the next class meeting. If it says “Case Analysis (Due 10/10)” that means that you should begin working on your Case Analysis, but it isn’t due until October 10.

You will notice that on class days (Tuesday and Thursday), there are topics listed. These are the things I plan to cover in class. There are occasionally activities listed that we will do in class. On Wednesdays and Weekends is where you will find your reading and other assignments listed. That is when I assume (though I realize I could be wrong) most of you will be doing most of your work for the class.

If you have any questions at all about how to read the outline, make sure you ask **right away**. It is super important that you don’t get behind!

Evaluated Assignments

Portfolio Elements

I. Case Analyses

First	Part I	10 pts
	Part II	10 pts
2 nd		20 pts
3 rd		20 pts
<u>Grading of CA2</u>		<u>10 pts</u>
Total		70 pts

III. In-Class Assignments – 7 Total (may change)

Total	30 pts
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IV. Homework – 5 Total (may change)

Total	25 pts
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V. Portfolio

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

VI. Exams (not in portfolio)

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

Total Possible Points in Course = 250

Course Outline

Week	Tuesday	Wednesday	Thursday	Weekend
UNIT ONE - FOUNDATIONS				
One 9/3			Intro to Course and to Cross-Cultural Human Development	Read Erchak 1, pg.1-11
Two 9/8-9/10	What is Culture?	Read Erchak 1, remainder	Culture, cont'd.	Case Analysis Part I (due 9/17) Read Turnbull
Three 9/15-9/17	Culture, cont'd	Read Erchak 2	Developmental Models	Read Harkness and Super
Four 9/22-9/24	Developmental Models, cont'd	Read Weisner	Research Design and Methodology	Case Analysis 1 Part II-V (Due 10/1) Read Talle
UNIT TWO - INFANCY				
Five 9/29-10/1	Conception and Birth	Read Jeffery & Jeffery		Read Yovsi & Keller, Hewlett <i>et al</i> ,
Six 10/6-10/8	Feeding and Sleeping			Read LeVine & Norman (D2L) Lamm, Keller & Yovsi
Seven 10/13-10/15	Attachment		Attachment and Parental ethnotheories	Case Analysis 2 (Due 10/29)
Eight 10/20/10/22	Ethnotheories, cont'd		MIDTERM	Read Orme (D2L)
UNIT THREE - CHILDHOOD				
Nine 10/27-10/29	History and experience of childhood	Read Farver & Howes	Play	Read Parmar <i>et al</i> Grade CA 2 (Due 11/5)
Ten 11/3-11/5	Play and Tasks of childhood		Formal & Informal Learning	Read Stigler & Stevenson, Kozol (D2L)
Eleven 11/10-11/12	Schooling			Read TBA(D2L)
Twelve 11/17-11/19	Children, Poverty, and Social Class	Read Quesada; design intervention	Children and War	Case Analysis 3 (Due 4/22)
Thirteen 11/24-11/26			THANKSGIVING	Read Saitoti
UNIT FOUR - ADOLESCENCE				
Fourteen 12/1-12/3	Puberty vs. Adolescence		Rites of Passage	
Fifteen 12/8-12/10			Wrap-Up Portfolio Due	

Final Exam – Tuesday, December 15, 1-3:00 pm (Section 001)

Thursday, December 17, 1-3:00 pm (Section 002)