

**HUMAN DEVELOPMENT
UNDERGRADUATE PROGRAM REVIEW
SELF-STUDY**

SONOMA STATE UNIVERSITY

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Program Summary

Degrees Offered:

BA: Human Development

Majors:

Majors as of Fall 2016: 93

Full-time Faculty:

Benjamin Smith, Human Development

Faculty in other Departments serving as Advisors in Human Development:

Karin E. Jaffe, Anthropology (Program Coordinator)

Johanna Filp-Hanke, Early Childhood Studies

Gerryann Olson, Psychology

Richard J. Senghas, Anthropology

Part-Time Faculty:

Suzanne Maggio-Hucek, Psychology

Program Introduction and History

The Human Development Program offers an interdisciplinary liberal arts major that focuses on human growth and development across the lifespan, the underlying processes and structures that support that development, and the relationship between the individual and the complex familial, social, and cultural environments in which development is situated. The major's curriculum has undergone significant revision in the past 24 months. As of Fall 2016, the 40-unit major includes 20 units of Core Requirements and 12-16 units taken from four Topical Areas. Students who do not meet the 40-unit requirement with Core and Topical Area courses take approved electives to complete 40 units in the major.

The human development major began in 1994 with an experimental Interdisciplinary Program in Human Development. The application for B.A. status in the CSU master plan began in 1999 and B.A. status was approved in 2000. With the retirement of several founding faculty, most notably Sue Taylor Parker in 2002, admissions to the major were suspended temporarily and the number of majors dropped to 28. Once admissions were reopened, applications to the major resumed and the major has grown fairly steadily to 93 majors as of Fall 2016 (Figure 1).

Since the human development major was conceived as an interdisciplinary major, it has always been heavily dependent on time generously donated by faculty in anthropology, early childhood

studies, psychology, sociology, and women's and gender studies (Table 1). However, prior to Fall 2016, the major struggled because it was, perhaps, overly reliant on other departments for both advising and for course offerings. The number of human development advisors hit a high during the 2006-2008 academic years with eight faculty, and a low in 2002-2004 and 2015-2016 with only four faculty (Table 1). For several years (August 2010-December 2014), the program was coordinated by an adjunct faculty member due to the lack of availability on the part of full-time faculty affiliated with the program. Like all human development coordinators, adjuncts received 3 units of reassignment time for their coordination duties. During this time, however, it became clear that the human development major was increasingly inviable in its current state. Updates to the curriculum were minimal, occurring primarily when a course had not been available for a number of years. The structure of the major, and the courses included in the major, remained virtually unchanged from Fall 2008-Spring 2016 (see the 2015-2016 major requirements in Table 2).

During this time, there were periodic discussions of discontinuing the major. In Fall 2014, Dr. Karin Jaffe approached the Dean of Social Sciences to discuss the possibility of the human development major being housed in the Department of Anthropology. An agreement was reached at the end of Fall 2014, and Dr. Jaffe officially assumed the position of human development coordinator effective January 2015. During her tenure as coordinator, Dr. Jaffe has focused on updating the curriculum, providing consistent and clear academic advising to majors, creating a clear application procedure and timeline, and hiring the major's first tenure-track faculty member, all of which will be discussed later in this self-study. Although significant progress has been made in developing a viable and comprehensive major, additional work must be done, especially in the realms of curricular revision, student learning objectives, and program assessment. These goals are described at the end of this document.

This self-study will focus on developments in the program since the last self-study was conducted in 2009, with emphasis on changes to the major since Fall 2014. The structure of the document follows the template provided in SSU's Program Review Policy (<http://www.sonoma.edu/uaffairs/policies/programreview.htm>).

Program Elements

The human development major provides students with an interdisciplinary liberal arts education in development, studied in a variety of social, cultural, and historical contexts. The curriculum is designed to help students understand the basic theoretical concepts of anthropology, gender studies, education, psychology, and sociology as they relate to the study of the human lifespan. Unfortunately, due to circumstances which are discussed under Institutional Support and Resources, significant revision to the curriculum had not been undertaken since the major was approved in 2000. The 2015-2016 curricular requirements shown in Table 2 are a good representation of the major's curriculum since its inception, with minor changes (including the addition of a 1 unit capstone seminar (HD 490) in 2002, the subtraction of courses that were no longer offered by participating departments, or were no longer made available to HD majors, and the addition of courses to make up for those that had become unavailable). The major consisted of 22-25 units of Core Requirements (depending on the number of units taken to satisfy each requirement), with the remaining units coming from four Perspective Areas (see the 2015-2016 requirements in Table 2). The Perspective Areas (Comparative, Sociological, Psychological and Methodology) were initially intended to highlight theoretical perspectives on the study of human

development. However, this curricular design became unsustainable as an increasing number of human development majors (Figure 1) put a strain on courses offered by participating departments, especially those with impacted status, notably psychology and sociology.

In an effort to provide better scaffolding for human development majors and reduce reliance on course offerings by other departments, the major underwent a significant revision in 2015 and the new major requirements went into effect in Fall 2016. These 2016-2018 requirements are shown side-by-side with the previous requirements in Table 2 to highlight the changes. Prior to the changes implemented in Fall 2016, only two courses (HD 391 *Junior Seminar*, 2 units; HD 490 *Senior Project*, 1 unit, see syllabus in Appendix 1) were designed specifically to meet the curricular and pedagogical needs of human development majors. The other courses in the major, offered by other departments, were designed to meet the needs of those majors, and human development students, to a large extent, had to make their own connections to understand the interdisciplinary value of the human development major. Even though HD 391 and HD 490 were designed to help human development majors make these connections, 3 units of coursework was woefully inadequate to accomplish such a task. In the revised major (Table 2), there are 17 units of core coursework that provide majors with a foundation in concepts of human development and to better appreciate the interdisciplinary nature of the major. For the first time in its history, the major now offers its own research methods course (HD 450), and our new faculty member, Dr. Benjamin Smith, is developing three core lecture/seminar courses that will form the foundation of the major, and which are currently being taught as HD 350: *Topics in Human Development* (see syllabi in Appendix 1). Potential topics for these core courses include: *Culture and Human Development*, *Human Development Core Concepts* (theory), and *Applications of Human Development*. HD 490 (*Senior Project*), remains a 1-unit capstone course.

In addition to changing the core requirements so that they provide better scaffolding for human development majors, these curricular changes, along with changes to the Perspectives, now called Topical Areas, were designed to reduce overly heavy reliance on courses in other departments. Before the revision, 92.5% (37/40) of units in the human development major were offered in other departments (see 2015-2016 requirements in Table 2). The problem with this reliance can be illustrated with the Sociological Perspective in the 2015-2016 requirements (Table 2). In Fall 2014, the human development coordinator complied with the request of the Sociology Department that all of the non-GE sociology courses be removed from the human development major because the Sociology Department was no longer able to accommodate human development majors in their courses. This change reduced the number of courses available in the Sociological Perspective by 70%, to only 3 courses (Table 3A). A similar request made by the Psychology Department in Spring 2015 reduced the Psychological Perspective by 80%, to only 2 courses (Table 3B). In both cases, the human development coordinator had to approve substitutions as additions to both perspectives to ensure sufficient courses for majors still in need of these requirements (Tables 3A, 3B). These requests were fully warranted, as both the Psychology and Sociology Departments are impacted, but it highlighted the fragile nature of the major in its reliance on other departments, and was a driving force in restructuring the organization of the supporting courses (the Perspectives) of the major.

As noted above, since its inception, the major has consisted of four perspective areas: Comparative, Sociological, Psychological, and Methodology (see 2015-2016 requirements in Table 2), intended to provide majors with background on the study of human development from different theoretical perspectives. While well-intended, there was not enough departmental variation within each perspective area to ensure that the perspectives would not be gutted in the

future (see above example). To combat this, the human development coordinator restructured the Perspectives into four Topical Areas during the 2015 curriculum revision. Courses in each topical area do not necessarily take the same theoretical perspective on the study of human behavior and development, but rather discuss similar topics in human development (see 2016-2018 requirements in Table 2):

- 1) **Childhood and Adolescence:** courses that deal with early life.
- 2) **Adulthood and Lifespan:** courses that deal with either later life or the entire lifespan.
- 3) **Gender and Sexuality:** courses that deal with sex and/or gender from a biological, physiological and/or societal perspective.
- 4) **Society, Culture and Language:** courses that deal with culture or language.

In an effort to ensure sufficient access to courses in the topical areas, only courses that are open to human development majors (as per departmental support letters) were included in the major curriculum. While this means that some appropriate courses are excluded, this strategy provides human development majors with an accurate picture of their options for completing major requirements. In addition, each topical area contains multiple General Education (GE) courses (so designated), as well as a *Human Development 'Topics in...'* course. Including GE courses in the major ensures that, even if a department's willingness to participate in the major changes, there will still be sufficient courses in each topical area, since departments generally do not restrict their GE courses to 'majors only'. Further, the designated 'Topics in...' course in each topical area serves as a fail-safe. In the (unlikely) event that no courses are being offered in a specific topical area, these courses provide the human development coordinator with the flexibility to offer a course (pending funding) that can meet the requirement, or cross-list with a course in another department, such as anthropology, that might occasionally offer courses appropriate to human development majors, but whose availability to human development majors is inconsistent. Such topics courses also allow flexibility in teaching new classes without long-term commitment. This comes in handy, if, for example, the program is able to hire a lecturer to teach a course that is appropriate for the major but not listed in the major requirements.

Even after human development majors complete their 20-unit core and take four topics courses, they will not have completed 40 units in the major. At most, a student will complete 36 units with requirements (20 units in the core + four 4-unit topics courses). To complete the units in the major, students may opt to enroll in an internship, independent study with a human development faculty member, or take an additional course (or courses) from those approved for the major (Table 2). This flexibility allows students to have some choice in the major. Students can choose to focus on a course (or courses) in a specific topical area that interests them, or they may opt for professional or research experience. The major currently has no internship requirement, and its internship program is loosely organized. The development of a more structured internship program is discussed in the Action Plan section of this self-study.

As of Fall 2016, the human development major has no explicitly stated learning goals or objectives. This is clearly a weakness of the major that must be remedied, as outlined in the Action Plan section of this self-study. The major does have an Exit Survey (Appendix 2), but it does not mention learning goals or objectives, or ask students if they feel the major helped them attain any specified learning goals. The survey is brief, asking students to describe their internship experience, plans after graduation, and strengths and weaknesses of the major. While this is important information, it is not an effective assessment tool to gauge the ability of the major to provide students with an education in human development. The last set of results for the

survey appeared in the Human Development 2009 Program Review (on file in Academic Affairs, a summary appears in Appendix 2). Although these results are now eight years old, some responses to the survey provide support for the revisions to the major that have been undertaken since early 2015. The primary strength of the major, as identified by 19 students who took the survey (more than any other response), was the “variety of choices for major classes”. Anecdotally, during advising sessions, this is also mentioned as a strength of the major, and is a primary draw for students thinking about declaring human development. Although the revised curriculum ‘tightens up’ the core requirements to eliminate non-human development courses, courses in other departments (i.e., anthropology, biology education, nursing, psychology, sociology, and women’s & gender studies) make up 50% of the major requirements for the 2016-2018 academic years (Table 2). Weaknesses of the major identified by students included a desire for “more available advising,” “more career information,” and that courses taught in other departments are “too major oriented” with not enough focus on human development. This last statement is interesting in that it is seemingly in direct opposition to the reported primary strength of the major: the variety of courses from multiple majors that are included in major requirements. Even so, this perceived weakness is being addressed in the revised curriculum by re-tooling the core requirements to include 17 units of human development-designated coursework (Table 2) designed to provide a thorough grounding in the theories and concepts of human development. Academic advising and career information for human development majors has been a chronic problem that will be discussed in the Student Body section of this self-study.

The human development major includes a one-unit capstone senior seminar, HD 490 *Senior Project* (see syllabus in Appendix 1). This course requires that students apply what they’ve learned in their coursework through volunteer work with one of several service learning partners. Students reflect on their experiences in the major through an academic autobiography and an integrative paper.

The human development major (occasionally) includes one cross-listed course. HD 318 *Human Development: Sex and the Life Cycle* is cross-listed with ANTH 318 *Human Development: Sex and the Life Cycle*. These are the same course, taught in the same room at the same time. HD 318 is occasionally used to reserve seats for declared human development majors because the course is an upper-division GE that fills at each offering. ANTH/HD 318 is an elective in the anthropology major and anthropology minor, and is a core course in human development (Table 2). The catalog description for this course is: “An examination of developmental and evolutionary aspects of human reproductive biology and behavior from fetal through adult stages. Sexual selection and life history perspectives on fetal sex differentiation, gender identity, sex role development, puberty and secondary sexual characteristics, and mate choice. Satisfies GE Area E (The Integrated Person). Prerequisite: completion of GE Area B2 and open to juniors, seniors, and graduate students only.” This course is the only one in the human development curriculum that provides an overview of the entire human life course, from conception to old age, from a biological/evolutionary perspective, and it also provides human development majors with cross-cultural and cross-species examples of developmental phases. This course provides all students who enroll with further examination of the evolution of human behavior, especially as it pertains to developmental milestones. In so doing, it reinforces the conceptual material anthropology majors learn in their other biological anthropology coursework.

The syllabi for the courses included in the core are available in Appendix 1. As mentioned above, the major offers one GE course: HD 318 *Human Development: Sex and the Life Cycle* (same as ANTH 318). This is an upper-division area E course. According to the General

Education Subcommittee, GE area E, or “integrated person courses are designed to study both processes affecting the individual, such as psychological, social, or physiological changes throughout the human life cycle, and the interactions between the individual and society. Focus is on the integration of disciplinary knowledge and personal experience with an appreciation of the duties and rights of a citizen with a rich public and personal life.”

(http://www.sonoma.edu/senate/committees/ge/lgos_new.html#AreaE). The learning objectives for Area E courses are:

1. Develop knowledge of themselves as psychological, social and physiological beings as they experience life.
2. Understand the dynamic interactions and reciprocal relationships between individuals and social systems.
3. Use pertinent disciplinary knowledge to understand how their own actions affect the world.
4. Learn the importance of active engagement in their communities for the betterment of personal and public life.

(http://www.sonoma.edu/senate/committees/ge/lgos_new.html#AreaE)

ANTH/HD 318 meets these learning objectives by engaging students in material that helps them learn about all phases of the human life cycle (conception to old age & death, along with sex and gender) from proximate, developmental and functional perspectives. This means that students in ANTH/HD 318 are exposed to physiological, developmental (psychological, sociological, and anthropological), and evolutionary explanations for developmental phenomena such as weaning, child mortality, mate choice, menopause, and aging. During discussions of topics such as child mortality and family size, students gain a glimpse into how people in other cultures live and the realities that they face, and are asked to think about how these realities differ from their own experiences. At the same time, students learn how physiology affects development. For example, students learn about the female reproductive cycle in discussions of pregnancy and menopause. Finally, throughout the course, students examine how natural selection has shaped human behavior across the stages of development and combine this understanding with the physiological and developmental (i.e., cultural) explanations for a variety of phenomena. For example, in discussions of mate choice, students explore both the variety of cultural preferences and conceptions of beauty, but also discuss how cross-cultural preferences by one sex for traits in the other have been shaped by the reproductive benefits gained by preferences in previous generations. Anonymous data on mate preferences, collected from students on the first day of class, are used to illustrate similarities and examine differences with published results.

Because of its interdisciplinary nature and limited ability to offer human development-designated courses, the human development major includes courses from a wide variety of departments in its curriculum, including several General Education courses (see Table 2). Readers of this self-study who are interested in how other GE courses included in the human development major meet their respective GE-area requirements may consult the program reviews for the following departments: anthropology, biology, education, nursing, psychology, sociology, and women’s and gender studies. These program reviews are available in Academic Affairs.

Diversity

Curriculum

Although requirements of the human development major were recently revised, the major has been, and continues to be, designed with the intention of providing students with a comprehensive, interdisciplinary grounding in theoretical approaches to human development across the lifespan in comparative cross-cultural, multicultural, cross-species, and gender and class perspectives. The concepts covered by courses in the human development major illustrate the diversity of topics to which students are exposed, and include:

- Cultural concepts: social organization; family and kinship systems; enculturation; ethnocentrism; power; language and socio-economic diversity; ethnographic methodology
- Biological concepts: stages of the lifecycle; life history strategies; parental investment; mate choice; behavioral adaptation
- Educational concepts: parenting and teaching strategies; effects of family, school and community on child development; inclusive education
- Gender studies concepts: social construction of gender; how institutions of family, media, education, work and healthcare support systems of privilege; race, class and gender

Recruitment and Retention of a Diversity of Students

The variety of coursework available to human development majors, and the topics, concepts, and theories covered in these courses appeal to a broad range of SSU students, as documented by the growth of the human development major between 2001 and 2016 (Figure 1). While the majority of human development majors are undeclared (57%) at the time they apply to human development, the major attracts students from departments in all schools: Business and Economics, Social Sciences, Science and Technology, and Hutchins (Liberal Studies). Figure 2 displays data for the major of entry and major of graduation for first-time freshmen who eventually declared human development. This figure appears to show that no students drop human development once they declare (i.e., Figure 2 does not show any migration out of the major). However, this is misleading because the data are available only for first-time freshmen. Since first-time freshmen are not eligible to declare human development, there are no data on first-time freshmen who enter SSU as human development majors and either remain as majors until graduation, or migrate out of the major.

The major continues to be composed primarily of female students (Figure 3), but the proportion of male students is increasing: in Fall 2011, 7% of human development majors identified as male; in Fall 2016, 17% identified as male. The ethnic diversity of the human major has also increased between Fall 2011 and Fall 2016 (the period for which these data are available), especially with regard to the proportion of human development majors who identify as Hispanic/Latino (Figure 4). In Fall 2011, 60% (66/109) of human development majors identified as White while 19% (21/109) identified as Hispanic/Latino. Since then, both the proportion and number of human development majors who identify as Hispanic/Latino has grown. By Fall 2016, the proportion of human development majors identifying as Hispanic/Latino exceeded proportion that identified as White (39% White (N=36/93); 40% Hispanic/Latino (N=37/93)). In Spring 2016 (the most recent semester for which these data are available for both the HD major and

SSU overall), the proportion of human development majors who identified as Hispanic/Latino was almost twice that of the SSU student body as a whole (38% for HD vs. 20% for SSU; Figure 5). A few human development majors identify as African American, Asian, or American Indian, but their small numbers (N<10 in each category) preclude analyses at the risk of identifying individual students in such small categories, as per the CSU Student Success Dashboard. Although the human development major would like to attract greater numbers of students in the other ethnic categories so as to increase the diversity of viewpoints and experiences of students in the major, and is implementing plans to do so (see Action Plan section of this self-study), the increase in the proportion and number of human development majors who identify as Hispanic/Latino over the last five years suggest that the major is effectively recruiting and retaining a diversity of students, even in the absence of a structured program to do so.

Recruitment and Retention of a Diversity of Faculty

The human development major has a sparse track-record regarding the recruitment and retention of a diversity of faculty, since the first and only hire of a tenure-track faculty member occurred in Fall 2015. Dr. Benjamin Smith arrived at SSU in Fall 2016 (Table 1), so has been a member of the human development faculty for less than one year. Prior to this hire, the diversity of the faculty teaching in the major depended on two things: 1) which faculty member (tenure-track or adjunct) volunteered to coordinate the program and teach HD 391 and HD 490 and 2) the diversity of faculty teaching the courses in other departments that make up the curriculum of the major. In early Fall 2015, the hiring committee got approval to disseminate the Position Opportunity Announcement (POA) for an assistant professor of human development. The POA was posted on the American Anthropological Association (AAA) Career Center, the Society for Research in Child Development Career Center, WorkplaceDiversity.com, the Chronicle of Higher Education, Higher Ed Jobs, on the listserv of the Society for the Study of Human Development, and on the blogs and listservs of the Human Development-related interest groups of the American Anthropological Association (e.g., Council on Anthropology & Education, Anthropology of Children & Youth Interest Group) as well as those which represent diverse practitioners (e.g., The Association for Queer Anthropology). Beyond these postings, the POA was submitted by Faculty Affairs to several sites aimed at people of color. The committee ultimately interviewed a diverse group of candidates representing a variety of genders, ethnicities and research interests before selecting Dr. Smith.

Student Body

As described in the above section on Diversity, the human development major attracts more female than male students (Figure 3), but the proportion of male students is growing, with 17% of human development majors identified as male in Fall 2016. The major's student body is also increasing in ethnic diversity. The proportion of students identifying themselves as Hispanic/Latino has doubled over the last 5-½ years, from 19% of majors in Fall 2011 to 40% in Fall 2016 (Figure 4). Even with fewer majors in Fall 2016 (N=93) compared with Fall 2011 (N=109), this translates into a greater number of Hispanic/Latino human development majors in Fall 2016 (N=37) compared to Fall 2011 (N=21). After declining and then plateauing for several semesters, as of Fall 2016, the proportion of human development majors who identify as Other Ethnicity (i.e., Native American, Asian, African American, multiple ethnicity, or did not state their ethnicity) is rebounding (Figure 4). As a combined category, students who identified as Other Ethnicity made up 21% of human development majors (N=20) in Fall 2016. The ethnic

background of students in this category are too small to analyze individually (as per the CSU Student Success Dashboard). However, according to the SSU Office of Institutional Research, only five human development majors in Fall 2016 did not state their ethnicity, meaning that 16% (N=15) of human development majors in the Other Ethnicity category self-identified as Native American, Asian, African American or multiple ethnicity.

For most of its history, human development has been a stand-alone major with no department affiliation, and no full-time faculty. Thus, it has always been heavily reliant on the generosity of faculty in other departments to provide advising for its students and seats in courses that make up the curriculum. The major has always had a Program Coordinator (Table 1), who receives a 3-unit course release each semester to administer the program. The coordinator, or whoever teaches them, receives workload units for teaching HD 391 (2 units) and HD 490 (1 unit). The 3-unit course release for coordinating the major was sufficient under the initial conception of a 60-student major (S.T. Parker, pers. comm.), but the major has hovered around 100 students since Fall 2008 (range: 93-125; Figure 1). Although the coordinator is not the only academic advisor serving human development (Table 1), in reality, the coordinator is the primary, and often, sole source of contact for human development majors for three reasons. First, since human development is not a department, all advisors are located in their home departments, so the only central location for human development majors is the coordinator's office. Second, because students are reluctant to travel very far afield for advising if not required to do so (Jaffe, pers. obs.), once they make contact with the coordinator, this is the person they tend to return to for repeat advising appointments, especially since the coordinator is the person who ultimately approves and signs all paperwork for human development majors. Third, all faculty serving the human development major (save Dr. Ben Smith who is the sole HD faculty member; Table 1) have administrative duties in their home departments. Since all of these faculty were hired to support their home departments, it is understandable that their advising efforts will focus on their own majors, rather than human development majors, especially since human development advisors are given no release time to advise additional students. All of these variables contribute to the majority of advising being conducted by the human development coordinator (Jaffe, pers. obs.). A high advising load (Fall 2016: 93:1, Table 4; average since Spring 2015: 102:<1, based on growth of the major, presented in Figure 1 and the number of FTF in human development, presented in Table 1) led to a decreasing level of advising and an increasingly dysfunctional curriculum.

Immediate Educational Needs of Human Development Majors

Upon assuming the human development coordinator position in January 2015, Dr. Jaffe identified four goals she deemed to be of immediate importance to the educational needs of human development majors:

1. Hiring a tenure-track human development faculty member;
2. Creating a clear on-line application and application timeline;
3. Updating the curriculum to ensure course availability and timely progress toward graduation;
4. Providing clear and consistent academic advising.

Tenure-track Faculty

In Fall 2014, when the Anthropology Department agreed to take over the administration of the human development major, the Dean of Social Science, the Provost, and the Chair of the Anthropology Department agreed that the Anthropology Department would form a committee to hire the first tenure-track faculty member dedicated to the human development major. This was deemed to be of vital importance to the maintenance and strengthening of the major because a tenure-track faculty member would teach 12 units/semester of human development-designated courses and provide much needed academic and career advising for HD majors. Before the hire, no faculty member was teaching full-time in human development; in fact, only 3 of the 40 units in the major were designated 'HD' courses. Thus, only 7.5% of units in the major were being offered solely for the benefit of human development majors (see 2015-2016 requirements in Table 2), and not by a designated human development faculty member. While the interdisciplinary nature of the major is a valued aspect of the curriculum, the very low proportion of human development-designated courses resulted in a lack of theoretical and conceptual framework for the major, as evidenced by the responses to the 2009 Exit Survey (Appendix 2). A new faculty member would enable the major to be revised significantly, with a larger proportion of courses (17/40 or 42.5%; see 2016-2018 requirements in Table 2) being directed at the educational needs of HD majors. Other important aspects of the major that were in need of revision/development (i.e., additional curriculum revisions, development of learning objectives and program assessment tools) could not proceed until the new faculty member was hired. Forming the hiring committee, developing the POA, and running the search (conducted in Fall 2015 by Alexis Boutin (anthropology; committee chair), Richard J. Senghas (anthropology), and Lena McQuade (women's & gender studies) during Karin Jaffe's sabbatical) were priorities during the 2015 calendar year. The resulting hire, Dr. Benjamin Smith, who joined SSU in August 2016, will be discussed in the following section on Faculty.

Clear Application Process and Timeline

Human development is an impacted major. Prior to January 2015, two things were occurring that undermined the impacted status of the major and resulted in growth of the number of majors beyond what could be accommodated by a 3-unit course release provided to the human development coordinator: students were allowed to apply to the human development throughout the year and students were being admitted despite not having met all of the prerequisites. These practices were having a detrimental effect on the major for several reasons: 1) because applications were being accepted year-round, the coordinator was spending a significant amount of time vetting and processing potential applicants, detracting from time spent advising majors, and 2) the size of the major grew as some impacted criteria were essentially 'waived' for some applicants, resulting in ineffective advising and difficulty in obtaining necessary classes. Beginning January 2016, Dr. Jaffe instituted a number of changes designed to clarify the application process and timeline while simultaneously reducing the workload of the human development coordinator significantly (Jaffe, pers. obs.):

- Establishment of two application periods (during the week before the beginning of each semester) for matriculated SSU students wanting to declare human development. The result of this change is that the coordinator vets and processes applications only during two weeks of the year. For example, in Fall 2014, 24 students were admitted to the human development major, but these admissions were spread throughout the semester (4 in September, 7 in October, 9 in November and 4 in December), and assuming the coordinator was vetting each application, this is time that was not devoted to declared human development majors. In comparison, 19 students were admitted in Fall 2016, with 18 being admitted during the

application period (August 19-24). The 19th student was admitted on September 1 because, despite a good-faith effort to complete the on-line application, he was unable to do so. Because this application period occurred before the semester began, this process did not take up time that should be devoted to academic advising of majors during the semester.

- Strict adherence to the prerequisites for admission to the major (along with an updated set of prerequisites (see Table 5)). Between Spring 2011 and Spring 2015, the average number of human development majors was 115 (range: 100-125). This is an incredible number of students for a major without a single full-time faculty member. From Fall 2015-Fall 2016, the average number of majors was 99 (range: 93-106), and declining each semester (Figure 1). This decline coincides with the adherence to prerequisites required by Dr. Jaffe when she assumed the coordinator position. An additional decline in number of majors occurred in Fall 2016 when an updated set of prerequisites (Table 5) was put in place, which required applicants to complete all prerequisite courses with a grade of C. Although we cannot know for sure why the decline has occurred (comparative data on graduation rates are not available), the decline does not appear to be the result of a reduced interest in the major. In Spring 2016, the major received 16 applications from matriculated students, in Fall 2016, 19 applications, and in Spring 2017, 16 applications. Although a small sample, this indicates a fairly consistent level of interest in the major by matriculated SSU students. The difference is the proportion of students who apply without meeting the prerequisites. In Spring 2016, 19% (3 of 16) of students who applied did not meet the prerequisites and were not admitted, but by Fall 2016, all 19 students who applied met the prerequisites. This shift indicates that in Spring 2016, some students believed they would be admitted to the major with deficiencies in prerequisites, and students indicated they expected this to happen (Jaffe, pers. obs.). In short, some proportion of students (in Spring 2016 this was almost 20%, and it is likely that previous semesters had similar proportions) who were previously being admitted to the human development major were no longer being admitted, and this appears to have resulted in a reduction in majors. Although the 93 students enrolled as human development majors in Fall 2016 is 35% larger than the major was originally intended (N=60, S.T. Parker, pers. comm.), this is an improved advising load compared to previous semesters (Figure 1), which results in higher quality advising for the students.
- Addition of an ‘admissions’ page to the human development website, clearly explaining prerequisites, application process, and deadlines. The admissions information provided on the human development website (<http://sonoma.edu/humandevlopment/admissions/>) serves as a ‘starting point’ for would-be majors. The majority of their questions are addressed here, so the coordinator does not need to repeat this information to individual students. When this information was added to the website in Spring 2015, the number of inquiries from would-be majors dropped significantly and immediately (Jaffe, pers. obs.). While the coordinator still fields questions from would-be majors, the amount of time required to respond to emails or in-person queries decreased significantly because students can now be directed to the website rather than being provided with a lengthy explanation (Jaffe, pers. obs.).
- Creation of an online application using Google Forms and the use of the ‘What-if Report’ to assess completion of prerequisites. The Google Form is available to students via a link on the HD webpage (<http://sonoma.edu/humandevlopment/admissions/applicationinfo.html>; not currently live). The questions on the form have been copied and appear in Appendix 3. The questions ask students to confirm their eligibility to apply to the human development major by running a ‘What-if Report’ and then checking for the completion of the human development prerequisites (Table 5). The form also allows students to upload evidence (an

unofficial transcript, proof of a grade) of completion of a prerequisite course before official transcripts have arrived at SSU. Although the coordinator must certify applicants' responses, it is a significant reduction in time since each applicant runs a 'What-if Report' which makes it easy for the coordinator to review each applicant's eligibility. The ability to easily link and unlink the form also eliminates questions about whether an applicant missed the application deadline.

- Clear and honest advising provided to students interested in declaring human development. Although the advising load for the major is the highest in the School of Social Sciences (Table 4), the human development coordinator does meet with students interested in applying to human development and answers questions about the application process. During these meetings, students are asked why they are interested in the major, and depending on their answer, alternative majors may be suggested. If human development is still the student's preferred major, the student is provided with information about the impaction status of the major (including an explanation of why prerequisites are required to declare and how impaction will affect their ability to enroll in human development courses after admission to the major) and the student's progress toward completing the prerequisites is discussed. It is made clear that all impaction criteria must be met before a student will be accepted into the major, and students are no longer encouraged to "keep taking classes" in the major before they declare, but are rather advised to focus on completing the prerequisites. Of specific utility to students interested in declaring human development is the video "Estimating Your Overall GPA" (http://sonoma.edu/humandevelopment/admissions/prehd_calculatinggpa.mp4), which explains to students how to use an on-line GPA calculator to determine the number of units and grades they need to attain in order to achieve the 2.5 overall GPA requirement, based on the number of units they have completed and their current cumulative GPA. Since the addition of this video to the human development website in Spring 2015, the human development coordinator has stopped receiving requests from students to help them figure out their future cumulative GPA.

Curriculum Revision

As mentioned earlier in this self-study, the human development curriculum has been in dire need of revision for some time. Even though a new faculty member was being hired, and would have the right to revise the curriculum as he/she deemed necessary, issues with course availability (e.g., Table 3A,B) made immediate revisions to the major necessary so as to ensure that students could complete their degree in a timely manner. Upon taking over as human development coordinator on in January 2015, Dr. Jaffe began contacting departments whose courses were listed in the human development major requirements and found the 2014-2015 course list was out of date, and included a number of course that were either 1) no longer offered, 2) offered under a different number/title, or 3) no longer open to human development majors. She took immediate action to update the 2015-2016 requirements to the greatest extent possible, given the timeline required for such changes (Table 2). Where changes to the curriculum (i.e., deletion of courses) were not possible, she made it clear on the human development website that some courses might not be available to human development majors, and also noted courses that could be used to satisfy multiple requirements as a stop-gap measure (see: <http://sonoma.edu/humandevelopment/program-requirements/2015-2016.html>). During summer 2015, she worked with Katie Musick, SSU's Degree Audit/Catalog Analyst, to implement several permanent substitutions within the major. For example, prior to Fall 2016, KIN 410

Lifespan Motor Development was a core course in the human development major (Table 2). While an appropriate course for the human development major, kinesiology is an impacted major, and for several semesters, has been unable to accommodate human development majors in KIN 410. But the course had never been removed from the human development major requirements, so students either 1) were lucky and able to get a seat, or 2) came to the coordinator in their last semester to get a substitution approved. Upon discussion with the chair of kinesiology in Spring 2015, it was clear that KIN 410 would no longer be open to non-kinesiology majors. However, at that time, all human development majors were required to take this course as part of their core requirements. Dr. Jaffe decided the best course of action was to locate and approve substitute courses. But the completion of Major/Minor Course Substitution forms for every human development major was becoming burdensome, especially with the knowledge that the restriction on KIN 410 was permanent. With Ms. Musick's help, we implemented a permanent substitution for KIN 410 for students who declared the human development major prior to Fall 2016 (see Table 2). Although the substitution of BIOL 318 *Biology of Aging* and NURS 480 *Health, Sexuality and Society* are not ideal as they do not cover the same material as KIN 410 *Lifespan Motor Development*, they are open to human development majors and enable human development majors who declared before Fall 2016 to make progress toward graduation.

As discussions with other departments continued, it became clear that the 2015-2016 curriculum was not sustainable, and Dr. Jaffe revised the major significantly for 2016-2018 (Table 2). The revised curriculum was meant to serve four purposes:

1. *Ensure Students Cannot Complete the Human Development Major without being Declared*

In its previous form (e.g., 2015-2016; Table 2), only three of 40 units in the human development major consisted of courses labeled HD (HD 391, 2 units; HD 490, 1 unit). The other 37 units in the major came from courses offered by other departments on campus (i.e., anthropology, education, kinesiology, psychology, sociology, and women's & gender studies). This meant that *despite* being an impacted major, students could (and did) take as many as 37 units 'in the major', even if they do not meet the prerequisites to declare. This set up an unfortunate situation in which students expected to be admitted to the major based on the fact that they had completed 92% of the units, even if they did not meet the prerequisites to declare. In order to deal with this issue, the revised major includes 17 units of 'HD' coursework:

HD 450 Methods in Human Development (4 units)

HD 350 Topics in Human Development (3 sections at 4 units each; total of 12 units)

HD 490 Portfolio Project (Senior Seminar) (1 unit)

While students can (and do) take many of the other courses that count toward the major before declaring, there is now a significant proportion of coursework in the major (43%) that is only open to declared human development majors.

2. *Provide Scaffolding for the Human Development Major*

Not only will these courses (HD 350 and HD 450) ensure that students cannot complete the major without being declared, they also provide academic scaffolding for the major. Before Fall 2016, only two courses (HD 391 *Junior Seminar*, 2 units; HD 490 *Senior Project*, 1 unit) were designed specifically to meet the curricular and pedagogical needs of human development majors. The other courses, offered by other departments, are designed to meet the needs of the other majors, and human development majors were required, to a large extent, to make their own connections to understand the interdisciplinary value of the human

development major. Even though HD 391 and HD 490 were designed to help human development majors make these connections, three units of coursework are woefully inadequate to accomplish such a task. The human development major was in desperate need of a set of core courses that would provide majors with a foundation with which they would be better prepared to appreciate the interdisciplinary nature of the major. The only way to do this was to remove non-HD courses from the core and replace them with HD-designated courses (see above). For the 2016-2018 catalog cycles, HD 350 are topics courses, designed to maximize flexibility in course offerings while the newly hired human development faculty member determines the courses that should be included in the core. Dr. Smith is currently undertaking this task, but as of January 2016, he has been at SSU only one semester, which is not enough time to offer a variety of courses and determine which ones should be included in the core. Labeling HD 350 *Topics in Human Development* allows him the flexibility to offer a variety of classes as different topics and take the time to revise the major to include appropriate courses after they are approved by faculty governance. Progress on this front is discussed in the Action Plan section of this self-study.

3. Reduce Reliance on other Departments

Before the Fall 2016 revision to the major, human development was overly reliant on other departments to provide coursework (see Table 2). This was problematic for two reasons:

- a. The major had no control over course offerings, either in terms of whether courses are offered or when (day/time). It is hard enough for ‘self-contained’ majors to schedule courses to ensure access for their majors (Jaffe, pers. obs.), but since the human development major was reliant on other departments to meet the curriculum, there was no way for the major to guarantee that a course or courses required for majors would be offered, and if it were, that it would not overlap with other required courses.
- b. There was no certainty of long-term availability of courses, as discussed previously with the restrictions placed on sociology, psychology, and kinesiology courses due to their own impaction status (see also Tables 3A and 3B). This overreliance on other departments to meet the curricular needs of the human development major was particularly problematic in the core when one class (e.g., KIN 410) is required of *all* majors with no other options (see discussion in preceding section). This frustrated majors and increased the workload of the coordinator, who had to scramble to find appropriate substitution courses.

4. Refocus the Supporting Courses

Since its inception, the major has consisted of four perspective areas: Comparative, Sociological, Psychological, and Methods (see 2015-2016 requirements in Table 2). While the intention of these perspectives was to provide human development majors with an introduction to the variety of perspectives used to study human development, they have since become unsustainable, primarily because many of them (Sociological, Psychological, and Methods) include courses that are no longer open to human development majors, which has restricted course offerings in the major significantly. The 2016-2018 curriculum replaces the “Perspectives” to “Topical Areas” (described in the Program Elements section; courses in each area are listed in Table 2).

The Topical Areas are designed to provide majors with a foundation in human development, while including a variety of courses across departments that are open to human development majors, including a number of courses that were not included in previous iterations of the major’s curriculum, but which have a human development focus. These courses are listed under

the 2016-2018 curriculum in Table 2 and include: BIOL 318, EDEC 220, EDEC 435, EDEC 437, EDSS 418, NURS 480 and WGS 325.

Improved Academic Advising

Faculty in the human development major consider academic advising to be of critical importance to the successful degree completion and career attainment of our majors. However, as discussed in several previous sections of this self-study, the lack of faculty members dedicated to human development (none prior to Fall 2016; only a program coordinator with a 3-unit course release and teaching and advising responsibilities in his or her home department) meant that academic advising was not occurring with the frequency or rigor necessary to be effective. Upon assuming the coordinatorship in January 2015, one of Dr. Jaffe's primary goals has been to ensure that human development majors receive timely and accurate advising. To this end, the following changes to advising have been implemented:

- The coordinator sets her office hours at the beginning of each semester and notifies all human development majors of her availability via the major's listserv. In addition, the office hours of the coordinator and all faculty advisors are listed on the HD webpage (<http://sonoma.edu/humandevelopment/advising/academic-advisors.html>), where students can view them throughout the semester.
- In Fall 2016, the coordinator began using an online office hour sign-in sheet (tinyurl.com/dr-jaffe-oh). The online sign-in sheet allows students to see when the coordinator has open office hours and to sign-up for a meeting. The site also reminds students of their meeting 24-hours in advance so they are less likely to miss. Because students are required to include their email address and reason for meeting, the coordinator can contact students if need be, and can also prepare for upcoming advising sessions in advance.
- The coordinator makes it a priority to be in her office during her set office hours and available to meet with students. If a conflict arises that requires the coordinator to miss an office hour, she notifies human development majors via the listserv, by noting the change on her office door, and by updating her online sign-in sheet to indicate changed availability.
- The coordinator holds extra office hours before and during registration so as to accommodate additional advising needs of human development majors as they prepare to register for the next semester's courses.
- Beginning in Fall 2016, the coordinator began using 'Advisor Notes' in MySSU to communicate with individual human development majors about approved substitutions, outstanding graduation requirements, and the like.

These advising changes appear to be working. Of the 22 human development majors who applied to graduate in Fall 2016, 77% (17/22) were awarded their degree. Two students became aware of graduation deficiencies due to an "Advisor Note" sent by the coordinator and changed their graduation date to Spring 2017. These two students are enrolled in the deficient courses and are on track to graduate in May 2017. The final three students have been contacted via the "Advisor Notes" feature with a reminder to update their graduation date and complete their requirements.

Faculty

As of Fall 2016, the human development faculty consists of one full-time faculty member, four faculty advisors housed in other academic departments (Table 1), and one lecturer. Below is an abbreviated summary of their educational background and research experiences:

Full-time Faculty:

Benjamin Smith (Ph.D. Human Development & Linguistics, Univ. of Chicago 2011; Assistant Professor)

Social and cultural development of children; language and human development

Faculty in other Departments serving as Advisors in HD:

Karin E. Jaffe, Anthropology (Program Coordinator) (Ph.D. Anthropology, UC Davis 2002; Professor)

Primate behavior; applied ethology; evolution of behavior; biological anthropology

Johanna Filp-Hanke, Early Childhood Studies (Ph.D. Educational Psychology, Albert-Ludwig-Universitas 1987; Professor)

Social and emotional development and learning in early childhood; early adverse experiences and child development; parent participation

Gerryann Olson, Psychology (Ph.D. Psychology, Saybrook Graduate School 1976; Professor)

Expressive arts; humanistic psychology

Richard J. Senghas, Anthropology (Ph.D. Anthropology, Univ. of Rochester 1997; Professor)

Linguistic anthropology; linguistics of signed and spoken languages; social anthropology; Deaf studies; Nicaragua, North America

Part-Time Faculty:

Suzanne Maggio-Hucek, Psychology (M.S.W. Community Mental Health, Sacramento State University 1987; Lecturer)

Family systems and family therapy, storytelling and writing as a vehicle for healing

Although the number of faculty advisors has varied since the program's inception (Table 1), the biggest change in faculty composition is the hiring of the first full-time faculty member in December 2015. Dr. Benjamin Smith joined the faculty at SSU in August 2016 and is the only full-time faculty member at SSU dedicated to the human development major. Although he has been on the SSU faculty for a little over one semester, Dr. Smith has proven to be a valuable asset to the major. He has already developed and taught (or is currently teaching) three new HD courses: HD 350 *Topics in HD: Culture and Human Development* (Fall 2016), HD 350 *Topics in HD: Human Development Core Concepts* (Spring 2017) and HD 450 *Research Methods in Human Development* (Fall 2016 & Spring 2017). Syllabi for these courses are available in Appendix 1. In addition to providing academic scaffolding for human development majors, Dr.

Smith evaluates each HD 350 course he teaches for its potential to be included as a permanent major core course as he considers the directions of the major (see additional discussion of this process, as outlined in the Action Plan section, below). A peer observation of Dr. Smith's teaching, conducted by Dr. Richard Senghas on 9/20/16 indicates that Dr. Smith is an "effective instructor who employs overviews of content, use of videos documenting social experiments and ethnographic field observations, discussion and dialogue, all with a steady pace of presentation and judicious use of PowerPoint slides." Anecdotal reports from human development majors indicate that they enjoy their interactions with Dr. Smith, both in and out of the classroom, as supported by Dr. Senghas observation that "students appeared to follow [Dr. Smith] easily, ... were very willing to participate, and remained on task throughout the session" (Senghas, 9/20/16 peer observation). Dr. Smith has already demonstrated an interest in enhancing his teaching repertoire. In January 2017, he attended a two-day, intensive "Blended/Online Teaching Institute" led by staff at SSU's Faculty Center with the intention of learning how to develop an effective online course.

With at least ten peer-reviewed publications in highly respected journals, two more articles that are now in press, numerous presentations, and his recently-awarded Spencer Foundation Research Grant, Dr. Smith has a well-established and flourishing research agenda (see Dr. Smith's CV in Appendix 4). His current research, on the impact of digital gaming on the social and cultural development of boys in Peru, affords him the ability to use his own research experiences in teaching and mentoring human development majors. His professional service includes being a reviewer for a number of academic journals and publishers. Even in his first semester, Dr. Smith has already become involved in departmental service by taking an active role in the revision of the anthropology and the human development program content for the SSU General Catalog, and serving on a departmental search committee for a tenure-track opening in cultural anthropology. He serves as a program advisor for human development majors, holding regular office hours and providing academic, internship and career advising. The significance of this component of his service cannot be understated considering the advising deficits that the major has endured over the last several years.

In addition to Dr. Smith, four full-time faculty members in other departments serve as faculty advisors for the human development major. Their diverse research and professional expertise, ranging from social and emotional development in early childhood and the effects of early adverse experience on development to the linguistics of signed and spoken languages and social anthropology, to humanistic psychology and the evolution of behavior complement the interdisciplinary coursework of the major. A lecturer in the Psychology Department (Suzanne Maggio Hucek) teaches HD 490. Ms. Maggio Hucek holds an MSW in community mental health and has taught a variety of courses in topics related to human development (e.g., *Marriage, Families and Relationships, Child and Adolescent Psychology*). She has extensive experience with service learning, making her an excellent instructor for HD 490, which has a strong service learning component. Dr. Karin Jaffe, professor of anthropology and the human development coordinator, regularly teaches ANTH/HD 318, which has been described in detail in the Program Elements section of this self-study. Her qualifications for teaching this course stem from her background in studying the evolution of behavior. She has published numerous scientific articles on primate behavior, and she is the co-author of *Darwin's Legacy: Scenarios in Human Evolution*, with Sue T. Parker. The other HD faculty advisors teach courses in their home departments that meet topical and/or elective requirements for the human development major, but these faculty do not teach HD-designated courses. The curriculum vita for all faculty affiliated with the major can be found in Appendix 4.

Institutional Support and Resources

As discussed in the Program Elements section, the human development major does not currently have explicitly stated student learning objectives (but see the Action Plans section for further discussion), so it is not possible to address how the library, computer technology, faculty development, and faculty and student support services contribute to learning goals. However, it is possible to discuss these facilities in relation to the human development major in more general terms.

The SSU library has experienced budget shortfalls and high faculty and staff turnover during the past few years. Thus, while the library features a wide selection of books and journals in hard copy and electronic formats (including the journal *Human Development*), some previously available items (such as Wiley Online Library), have been discontinued or not renewed due to high cost. Faculty teaching courses for the human development major regularly use Course Reserves to make readings, videos, and other resources available to students.

Faculty teaching courses for the human development major, like faculty in all programs, differ in the extent to which they use and allow technology in the classroom. Many courses make use of at least basic in-class technology (e.g., PowerPoints for lectures) and modest use of Moodle (SSU's learning management system). Other faculty use technology to a greater extent. For example, in Spring 2017, ANTH 318 is being taught in SSU's new tech classroom, Zinfandel. This classroom boasts a variety of academic technology, including an electronic 'white board', six computer screens (and computers) for group work with the ability to share computer screens between groups, and video recording capabilities. Although some faculty (in human development and across campus) would like to see greater tech capabilities on campus, SSU has made great strides in recent years to upgrade all classrooms to 'smart classrooms' (at least with projectors and VGA cables for laptops), and the entire campus has wi-fi.

Human development majors have access to a variety of student support services on campus, including Counseling and Psychological Services (CAPS), Disability Services for Students (DSS), Financial Aid, the Scholarship Office, Veteran's Services, and the Writing Center, although it is unknown what proportion of human development majors take advantage of these various services. Several human development majors are in the Educational Opportunity Program and as such, receive advising and mentorship from their EOP advisor on top of the support they receive from human development faculty advisors and the coordinator.

Faculty members (whether full-time in human development, faculty advisors in other departments, or lecturers) have access to a variety of resources to help them with their development as teacher-scholars, which directly benefits human development majors who enroll in classes taught by faculty who participate in these programs. Two excellent examples of on-campus centers with which human development faculty are working are The Center for Community Engagement and The Faculty Center. The Center for Community Engagement "helps faculty and our community partners collaborate for teaching, scholarship and service." (http://www.sonoma.edu/cce/faculty/what_is_the_cce.html) Dr. Benjamin Smith is working closely with the Center for Community Engagement as he begins to develop an internship program for human development majors. The Faculty Center provides faculty with "support, training and consultation on a range of technologies" to help faculty explore and improve teaching and learning (<http://www.sonoma.edu/facultycenter/>). Several faculty associated with

the human development major (i.e., Dr. Smith, Dr. Jaffe, and Dr. Senghas) participated in the center's two-day intensive "Blended/Online Teaching Institute" in January 2017 and learned a variety of ways to use technology to enhance online learning. During Summer Session 2017, Dr. Smith plans to offer an online version of HD 350 and Dr. Jaffe will offer an online version of ANTH 318. Since both of these are core courses in the human development curriculum, offering them over the summer will provide human development majors with the ability to make faster progress toward their degree without physically being on campus during the summer. Likewise, Dr. Senghas is preparing a hybrid version of ANTH 200 *Introduction to Linguistic Anthropology*, which will eventually be offered fully online. This course is a prerequisite for the major and tends to be a bottleneck course for students interested in declaring human development, as it is not offered by very many institutions. An online summer version of this course will benefit students at SSU and elsewhere who are interested in declaring human development but are unable to do so due to their inability to take this prerequisite course during the academic year.

Before January 2015, the human development major was not housed within a standing department, so the physical facilities associated with the major were the coordinator's office. Beginning January 2015, the human development major was housed within the Anthropology Department. With this change, the primary physical location for the major is the Anthropology Department office (Stevenson 2054), and specifically the human development coordinator's office (Stevenson 2054D), which is located within the department office. There is no lab or teaching space dedicated to the human development major. When the Anthropology Department agreed to house the human development major, administrative support also shifted. Human development now shares one Administrative Analyst and one Administrative Support Coordinator with the Anthropology Department, the History Department and the Political Science Department. Between these departments, these two staff members (located in Stevenson 2070) support 496 students, 22.5 full-time faculty and numerous lecturers (data compiled from Table 4). If the support staff were not superbly organized and efficient, this number of students and faculty would be overwhelming. As it is, this represents a significant workload, especially during the busiest times of the semester (add/drop, scheduling, registration, etc.), and it is unknown how long this staff situation can be maintained before additional staff are necessary to support these departments.

As discussed elsewhere in this self-study, the human development major consists of one full-time faculty member. With 93 majors in Fall 2016, human development had the highest advisee/FTF ratio in the School of Social Sciences (Table 4). Although the major has a program coordinator and three other faculty advisors in addition to the one full-time faculty member, all of these individuals are faculty in other departments on campus. Of these four, only the coordinator receives reassignment time (3 units/semester) for advising human development majors and performing administrative duties. The other three advisors meet with human development majors on top of their advising duties for their home departments, and as such cannot carry a significantly high advising load for human development. The coordinator does the majority of academic advising for human development, but is officially affiliated with the Anthropology Department, and is not a human development faculty member. Having hired a full-time faculty member in 2016, it is unlikely that human development will be granted permission to hire an additional faculty member in the near future. Given that, steps to control enrollment in the major will be a priority for the next few years, as discussed in the Action Plan section.

Assessment and Findings

The last program review of the human development major was conducted in 2009 and written by Dr. Gerryann Olson. It is on file in Academic Affairs. The 2009 Program Review found the human development major to be a high quality program that makes use of “an accomplished, committed faculty from across several SSU departments” and which has a “wide-ranging, diversified and lively and engaged student body at the undergraduate level.”

- Program strengths highlighted in the review included:
 - A coordinator (at the time, Dr. Gerryann Olson) who “brought HD-competent and HD-interested faculty to the table, inviting input regarding the program’s academic offerings.”
 - Program growth, noting that the major grew from 37 majors in Fall 2001 to 97 in Spring 2008.
 - Majors who were “very pleased with their advising, especially with the availability of advisors.”
 - The interdisciplinary nature of the major.
 - Curriculum that was improved by the addition of women’s and gender studies courses (several of which have since been removed from the curriculum, as per the department’s request)
 - The ability of the human development major to ‘complement’ majors or minors in other departments, including anthropology, psychology, the Teacher Credential Program, and a newly proposed early childhood education minor.
- Program weakness highlighted in the review included:
 - That there was lack of support for a Program Office/Coordinator/Staff/Advising. It was noted that the coordinator serves as “administrator, advisor, teacher, mentor and staff for the major.”
 - That faculty advisors do not have time to adequately advise the high number of majors since all faculty advisors save the coordinator are full-time faculty in other departments.
 - The difficulty human development majors sometimes have in getting the classes they need because the majority of courses in the human development curriculum serve other departments, and students in those majors have “first rights to seats in the classes.”
 - That “courses offered in other departments sometimes do not have the human development perspective that would maximally benefit a HD major.”
 - That there are “gaps in courses in the overall life-cycle,” particularly with regard to adolescence and mid-life.

The results of the 2009 Human Development Program Review revealed a “vital, thriving major that has the potential to grow at least three-fold, if not more, if given sufficient resources.” However, at the time of the last program review, these resources, notably in the form of full-time faculty member(s), a program office and support staff devoted to the human development major, were not forthcoming. The resulting finding was that “the HD program needs either (a) to be gradually dissolved, or (b) supported.” The ultimate recommendations to result from 2009 Program Review were:

- Consider joint faculty appointments between human development and affiliated departments.

- Provide affiliated departments with funding to mount extra sections of courses used in the human development major.
- Hire two full-time faculty in human development.
- Provide support staff and dedicated space.

Since the 2009 Program Review, much has been achieved, and several suggestions highlighted in 2009 have been implemented as part of the agreement made between the Dean of the School of Social Sciences, the Department of Anthropology, and the Provost in Fall 2014. These achievements include:

- The hiring of one full-time faculty in human development.
- Attainment of support staff and dedicated space.
- A successful revision of the human development curriculum with an eye toward providing a ‘blank slate’ for curricular development by the new faculty human development member while enabling current majors to make timely progress toward their degree.
- Use of technology to improve academic advising and the dissemination of information to majors.
- Implementation of a clear application process and timeline and use of technology to disseminate this information to prospective majors.

However, much still needs to be done to ensure that the human development major provides students with a valuable educational experience, both in and out of the classroom. Clearly, the lack of student learning objectives for the major and assessment tools to ensure the curriculum meets these learning objectives are a glaring deficit. As described below, student learning objectives, program assessment, and additional curriculum revision are central to the action plan for the major for the next several years.

Action Plan

The Assessment and Findings outlined in the 2009 Program Review, and summarized above, along with the recommendations of the External Reviewer, form the basis for the Action Plan for the human development major for the next several years.

Action Plan Based on Findings and Recommendation

Will complete upon receipt of External Reviewer’s document

Proposed Program Revisions

Curriculum

In the coming years, the human development faculty have the goal of developing a curriculum in human development that is both comprehensive and innovative. This process is already underway. On campus less than a year, Dr. Smith is already creating a series of classes that will serve as the core of the curriculum going forward. Currently being offered as HD 350: *Topics in Human Development*, Dr. Smith’s *Culture and Human Development*, *Human Development Core*

Concepts, Applied Human Development, along with HD 450 *Research Methods in Human Development* and the capstone HD 490 *Senior Project*, will provide important curricular scaffolding for the major that has, up till now, been lacking. These are classes that together offer an introduction to the central issues of human development when considered from an anthropological perspective: the role of culture across the life course, the central concepts that inform human development research (e.g., culture, society, mind, motivation, species, natural selection, etc.), the consequences for public policy of human development knowledge, and the methods that help us to understand the cultural shaping of the life course. These changes will center the curriculum on the investigation of the cultural character of the human life course, a focus that gives the curriculum some coherency while also not losing much breadth. The process of codifying these classes as the core curriculum of the program will start during Spring 2017, and the process should be completed and approved for implementation in Fall 2018.

Alongside these curricular changes, Dr. Smith is also developing a structured internship program that will allow students to gain experience in professional settings appropriate for human development majors. Whereas, in the previous iteration of the internship program, students sought out internships they thought appropriate for the major, Dr. Smith is now developing partnerships with a handful of organizations that will provide high quality training experiences for our undergraduates. The human development major is seeking to partner with organizations that can provide internship experiences that have the following characteristics: 1) they have a goal of facilitating positive change across the life course, broadly construed (e.g., educational interventions, counseling opportunities, interventions that facilitate positive change among adolescents and the aging, etc.), 2) they provide training for students in some specific professional context, and 3) they project a student towards a career that is appropriate for human development majors. Dr. Smith has secured the commitment of several agencies that meet these requirements: the Council on Aging, Chop's Teen Center, Catholic Charities of Santa Rosa, and the Muscular Dystrophy Association. We anticipate having the program up and running for Fall 2017.

Student Learning Objectives

These curricular changes (described in the preceding section) are guiding – as well as being guided by! – the development of a set of learning outcomes for the program of human development as a whole. The human development faculty consider five outcomes to be of special importance: 1) students will understand the way in which the life course comes to be culturally shaped as well as inflected by social positions like gender, race, sexuality, class, and disability; 2) students will understand the central theoretical concepts that shape scholarship and practice in human development; 3) students will have experience in undertaking research that is rigorous as well as ethically and methodologically sound; 4) students will be familiar with the applied settings in which human development knowledge has come to be of importance; and 5) students will engage in critical reflection about how human development knowledge can be used to facilitate positive change in the life course, especially in contexts of inequality and structural violence. Although these outcomes are a work in progress, they nevertheless already reflect a concern with developing a program in human development that is committed to the study of variability, to the fundamentals of research design, to experience-based forms of learning, and to what it means to use human development knowledge and methods in ways that are ethical.

Advising

Academic advising for human development majors has improved significantly over the past few years through the use of technology (electronic sign-in sheets, advising videos, updated website, etc.) and through the clear and reliable availability of the human development coordinator and faculty advisors during scheduled office hours. These advising tools will continue to be used and further developed, as necessary, and as new technology becomes available.

One area of advising that the human development major plans to expand is its career advising. With the hiring of Dr. Smith, the major now has a fully dedicated faculty member with a background in human development (Appendix 4) who can advise our students on a variety of career options. The hope is to expand this sort of advising in the coming years, in combination with an expanded and more structured internship program (described above) designed to provide our majors with career training and career and academic opportunities appropriate to students studying human development.

Assessment

Over the next few years, as the human development major's curriculum is revised in conjunction with the establishment of student learning objectives, we will also work on assessment tools to determine whether the student learning objectives are being met by the curriculum. There are several assessment tools that the faculty are considering implementing to assess the effectiveness of the major:

1. Exit Survey

The major's previous Exit Survey (Appendix 2A), while attempting to elicit information from graduating human development majors regarding their experiences in the program, is insufficient for two primary reasons. First, without student learning objectives, no questions can be asked to gain an understanding whether the major's curriculum addresses student learning objectives. Once the student learning objectives and the revised curriculum have been established, we can create an Exit Survey that elicits meaningful responses about the student learning objectives. Second, the open-ended nature of the previous Exit Survey (Appendix 2A) means that student responses can be very wide-ranging and individualistic (Appendix 2B). While it can be useful to obtain qualitative data, it is difficult to conduct quantitative analyses if 20 people respond to the survey, each providing a different answer. Again, once the student learning objectives and curriculum revisions are in place, a new Exit Survey can be created that asks pointed *and* open-ended questions that allow for quantitative and qualitative responses. This will provide data for quantitative analysis but will also enable majors to provide qualitative responses. The new Exit Survey will be developed in combination with the curricular revisions and development of student learning objectives (see above).

2. HD 490

HD 490 *Senior Project* is an excellent course in which to administer the updated Exit Survey. This course is open to graduating HD majors only, and as such, enrolls students who have completed the majority of their coursework, giving them an appropriate lens through which to examine the major and their experiences. As discussed in the Program Elements section of this document, this one-unit capstone course requires that students apply what they've learned in their coursework through volunteer work with one of several service learning partners. Students reflect on their experiences in the major through an academic autobiography and an integrative paper. As the curriculum is revised and student learning

objectives developed over the next few years, the content of HD 490 will be revisited to ensure 1) the workload is appropriate for a one-unit course, and 2) that it provides an appropriate ‘capstone’ to the major experience. It is critical

3. *Pre- and post-course assessments in human development core courses*

In addition to using an Exit Survey and HD 490 to gain an understanding of how the overall curriculum meets the student learning objectives for the major, pre- and post-course assessments can be used in HD core courses to examine how well majors meet the learning objectives of individual courses. An assessment tool as simple as giving students the same quiz on the first day and last day of class can provide valuable information about how much students learned in a given course.

Because student learning objectives, curriculum, and assessment go hand-in-hand, these three aspects of the action plan will be developed together over the next several years.

Faculty Recruitment and Mentoring

The human development major hired a faculty member in Fall 2016, and does not anticipate approval for another hire in the near-term. Given the increased number of HD-designated courses in the curriculum now (2016-2018, in Table 2), and moving forward, the human development major is in the process of constituting a lecturer pool. A Position Opportunity Announcement is being created, and interviews will be conducted in mid-Spring 2017 so that the pool can be in place for the 2017-2018 academic year.

Dr. Smith has been and will continue to receive mentoring from his Retention, Tenure and Promotion (RTP) committee members. His committee ensures that he understands the RTP process and guides him through it. Because he is housed in the Anthropology Department, Dr. Smith also attends anthropology faculty meetings and has regular interactions with all anthropology faculty, including the department chair. Via these interactions, Dr. Smith receives information about Faculty Center workshops, internal SSU grants, and other opportunities for faculty. He and Dr. Jaffe, in her capacity as human development coordinator, work closely together on revisions to the curriculum and other program updates. This mentorship will continue throughout the RTP process, and if the history of the Anthropology Department’s collegiality is any indication, for the rest of his career at SSU.

Managing Applications to the Major

Interest in the human development major on the part of students continues to persist (Figure 1). In order to ensure that students in the major can enroll in the courses they need to graduate in a timely fashion and get the one-on-one academic and career advising necessary to ensure they are successful at SSU and after they graduate, the major must retain impactation status and must continue to develop ways to manage applications from interested students. To this end the human development coordinator is beginning the approval process for the creation of a pre-human development major.

Pre-Human Development Major

During the 2017 calendar year, the human development major will begin to pursue approval for the addition of a non-degree-granting ‘pre-human development major’ (similar majors can be found in other impacted programs, notably the pre-business major and the pre-nursing major).

The target date of implementation for this pre-major is Fall 2019, pending approval from SSU's faculty governance and the CSU Chancellor's Office. The pre-human development major will address several problems faced by the human development major, which still exist despite serious revision to the major and strict adherence to prerequisites for admission. These are:

1. Completion of major coursework before declaring

Even with one full-time faculty member, the human development major relies heavily on courses taught in other departments to make up the 40-unit curriculum (see 2016-2018 requirements in Table 2). This means that despite having impactation status and prerequisites for declaring the major, prospective human development majors routinely take 50% of HD courses before declaring. This defeats the purpose of impactation and results in a delay in graduation for declared human development majors.

2. Delay in graduation for declared human development majors

There are several reasons that human development majors may not graduate in a timely fashion (e.g., failed a required course, did not seek advising so did not take appropriate courses, did not pass the WEPT, etc.), but there are some reasons that are unique to human development. Below is a list of examples where the institution of a "pre-human development major" can help:

- The majority of students declaring human development do so late in their academic career, usually because it takes students at least a year (sometimes more) to meet all the prerequisites to declare after 'finding the major'. The average number of units completed or enrolled in at the time of application for 2016-2017 applicants was 90 units (Table 6). Since students need 120 units to graduate with a BA in Human Development, this means that the average applicant was a senior at the time they applied. Seven of the 29 applicants (25%) had completed or were enrolled in over 100 units at the time they applied, and some had as many as 118 (Table 6). Once accepted, students need to complete 17 units of core HD coursework (see 2016-2018 requirements in Table 2), but this takes two to three semesters because of the limited number of courses the single full-time faculty member can teach each semester. A student who is accepted to the major with 118 out of 120 units completed or in progress will thus need to extend time at SSU by at least one year, sometimes more.
- Due to the structure of the human development curriculum, even after significant revision, prospective majors complete, on average, over 50% of the coursework (Table 6) while trying to meet the prerequisites required to apply to the major. This further exacerbates the delay toward graduation beyond that described above because the high unit load of many new majors means that, in successive semesters, students who declared earlier in their academic career (i.e., as juniors) cannot enroll in major courses because they fill with more recently declared majors. Thus, students who declare the major in their junior year may experience a delayed graduation timeline because of the continued application and acceptance of students with excessively high unit loads.
- These two preceding factors have the effect of delaying the graduation timeline for most (all?) human development majors and may also have broader impacts because human development majors who need to fill their schedules each semester after being accepted often 1) declare extra minors and/or 2) take elective units to get full loads which take seats from other SSU students, potentially delaying these students' graduation timelines as well.

- Because prospective human development majors delay their application until they meet all prerequisites (rather than declaring a different major, see evidence presented in Table 6), increasing numbers of ‘internal’ (i.e., already matriculated SSU students) applicants are being accepted each semester. For example, while 13 of 16 students (81%) who applied in January 2016 were accepted for Spring 2016 admission into the major, 100% (18/18) of applicants were accepted for Fall 2016 admission. There are not enough seats in human development core courses to accommodate the increasing numbers of newly admitted majors. At the time human development applications for Spring 2017 were accepted (late January 2017), HD 350 was full and HD 450 had only two seats available. This means that there were only two seats available for the 11 students who were accepted into HD for Spring 2017. Most of these students will not be able to start the HD core until Fall 2017. Because these students have a similar unit profile to Fall 2016 applicants (Table 6), their progress toward graduation will be delayed by at least a semester, and maybe by a year or more.

3. Lack of advising for students interested in declaring human development

Figure 2 shows that human development attracts students from a wide variety of majors. Once these students decide to declare human development, they likely have at least a year during which they are not yet formally declared, but are trying to complete the prerequisites. These students are not getting adequate major advising because they are not human development majors, but do not intend to remain in their current major.

- The human development coordinator does academic and registration advising for declared human development (and anthropology) majors only. Human development faculty advisors do academic and registration advising for human development majors and majors in their home departments only. Although the coordinator answers questions about prerequisite courses and the application process, she no longer advises students *interested* in human development (and has instructed human development faculty advisors to discontinue this process) because:
 - a. She is not responsible for advising undeclared students or those declared as other majors.
 - b. She does not want to further exacerbate the issues outlined above by helping students plan to take courses in the impacted human development major before declaring (Table 6).
- Without a ‘pre-human development major’, there is no effective way for the human development coordinator to track or contact students interested in the major.
 - a. Currently, the only mode of contact is the ‘pre-HD listserv’. Students interested in the major must add themselves to what is essentially a club listserv.
 - b. Unlike a major listserv, the pre-HD listserv does not enable any sort of data mining (i.e., How many ‘pre-majors’? What prereqs do these students still need?). The human development coordinator currently uses a significant amount of data from CMS (including ‘needs reports’ and various queries) to track student progress through the major. Having the ability to do this with students in the pre-major would be tremendously advantageous in advising students.
 - c. Having a true ‘pre-human development major’ in CMS would also allow the human development coordinator to ‘reserve’ seats in prerequisite courses that (based on data mining, as described above) appear to be bottlenecks for Pre-majors or at least provide advising for students about potential bottlenecks.

A pre-human development major would not have its own curriculum and would not be a degree with which students can graduate. Rather, it would formalize the course and GPA prerequisites that are already in place for human development (see course prerequisites in Table 5), help ensure proper advising for students interested in declaring human development, and ensure more timely progress toward graduation. Because it would target lower division students, the pre-major would increase the visibility of the human development major to freshmen and sophomore students, and get students into the human development major earlier in their academic career because:

- Students interested in human development will be encouraged to declare pre-human development as early as possible, including at the time they apply to SSU. The application process will include a GPA prerequisite (TBD) and a supplemental application (TBD). The GPA prerequisite and supplemental application will serve to limit enrollment in the pre-major at a level that ensures there is room for all pre-major students to ‘graduate’ into the human development major.
- Like the pre-nursing major (D. Roberts, pers. comm.), students will not be allowed to remain in the pre-human development major beyond 59 units taken, and matriculated SSU students will only be admitted to the human development major through the pre-major. At 60 units, students in the pre-major must either 1) be admitted to the human development major (if they have completed the pre-major ‘coursework’; see coursework prerequisites in Table 5), or 2) select another major (students will receive academic advising from the human development coordinator as they approach this threshold).
- Based on their answers to the supplemental application, transfer students who are *enrolled* in human development prerequisite courses will be admitted to SSU as a pre-human development major. Upon receipt of all prerequisite course grades by SSU Admissions & Records, transfers who have met all prerequisite requirements will be accepted into the human development major. Transfers whose outstanding course(s) do(es) not meet the C grade requirement will be given one semester to get a C in the outstanding course. Students who fail to do so will be removed from the pre-major. Currently, transfer students are admitted into the human development major, even if prerequisite courses are ‘in progress’. This is problematic if the student does not pass the ‘in progress’ course because 1) the student is now in the major without having completed all prerequisite courses, and 2) it is unfair to matriculated SSU students who cannot get in to the major with an ‘in progress’ prerequisite course.
- The pre-major will also ensure academic and registration advising for students interested in the human development major. In exchange for maintaining a 2.5 overall GPA and getting a C in all prerequisite courses (see table, below), pre-human development majors will get advising from the human development coordinator. When possible, the coordinator will reserve seats in prerequisite courses (particularly ANTH 200 and ANTH 203).

Although the pre-human development major is in the early phases of development, if it can be implemented as outlined above, it should increase graduation rates and reduce time-to-graduation for human development majors because:

- Students will get into the human development major by the end of their sophomore or beginning of their junior year rather than their senior year, and before they have taken 50% units in the major, giving them at least four semesters to complete the 40-unit human development curriculum before they reach 120 units.

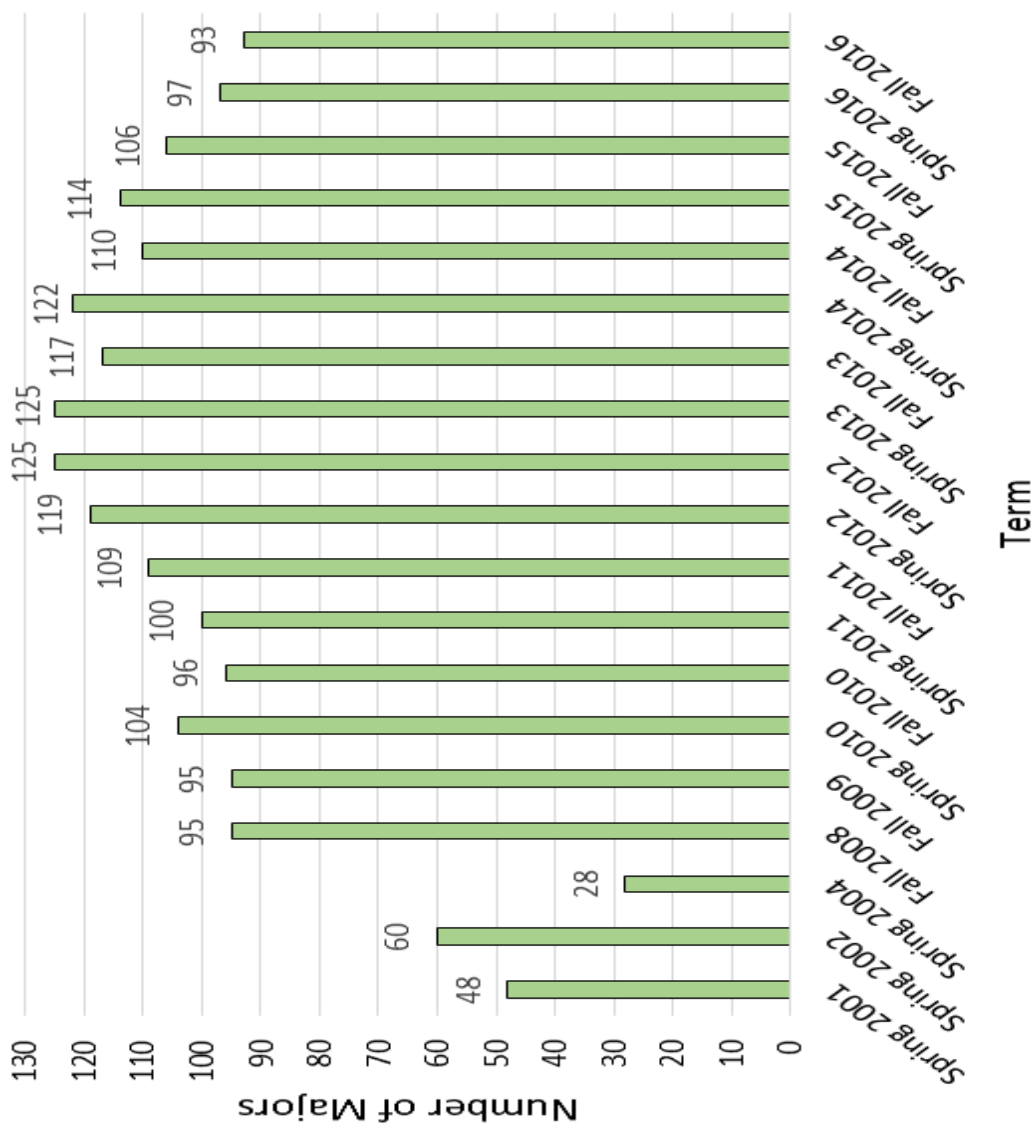
- Students in the pre-major will receive academic and registration advising to ensure they remain on track for declaring the human development major.
- Once admitted to the human development major, this process will ensure a sufficient number of seats in human development core classes by matching the number of admits to the number of graduating seniors each semester.

Conclusion

Will be added after the incorporation of the External Reviewer's comments.

Figures

Figure 1: Growth of the human development major from 2001-2016[^]



[^] Data from Fall 2011-Spring 2016 was obtained from the CSU Student Success Dashboard; data before and after these dates were provided by SSU's Office of Institutional Research

Figure 2: The path first-time freshman from entry at SSU to graduation as human development majors, from CSU Mentor

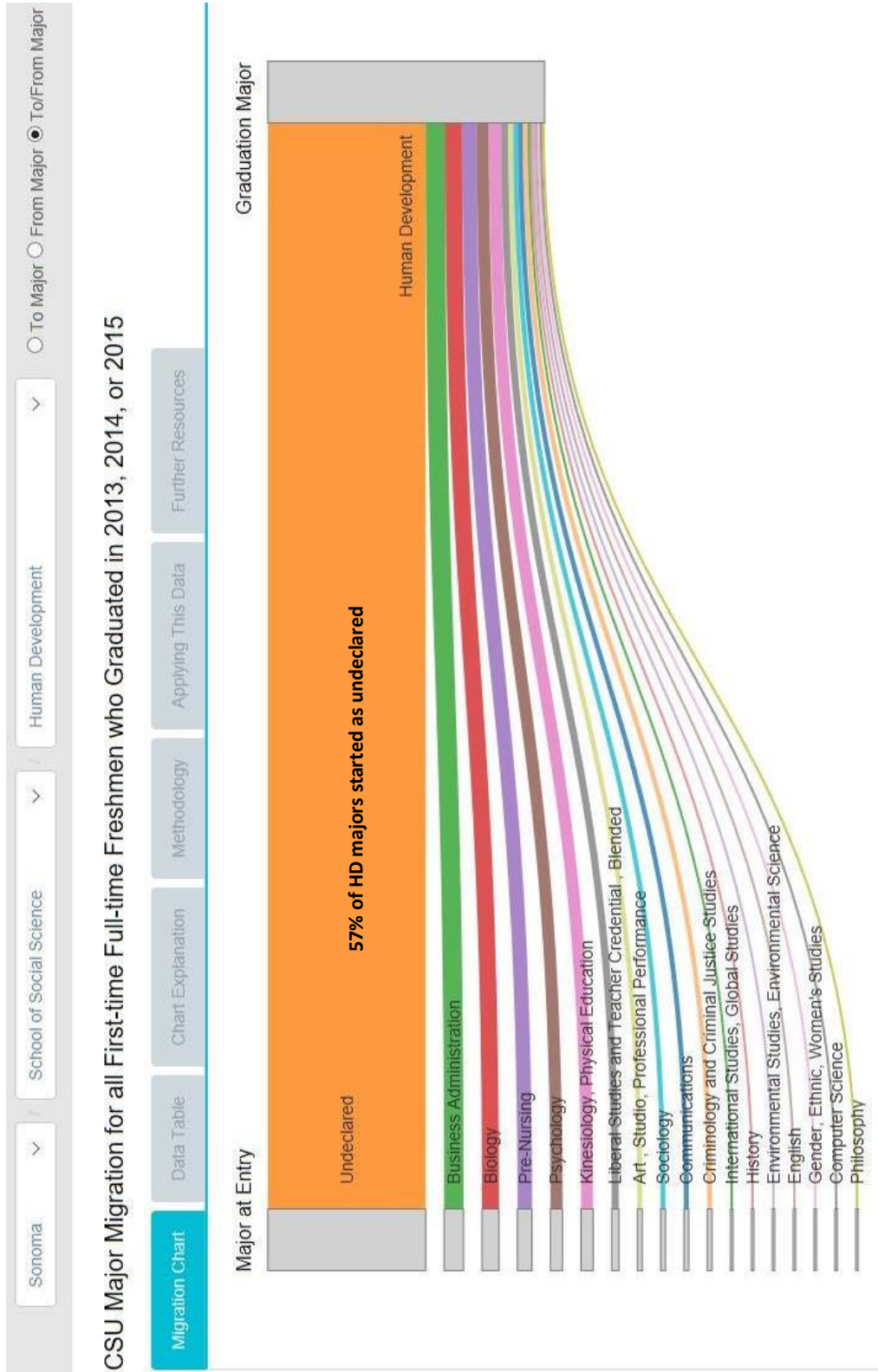
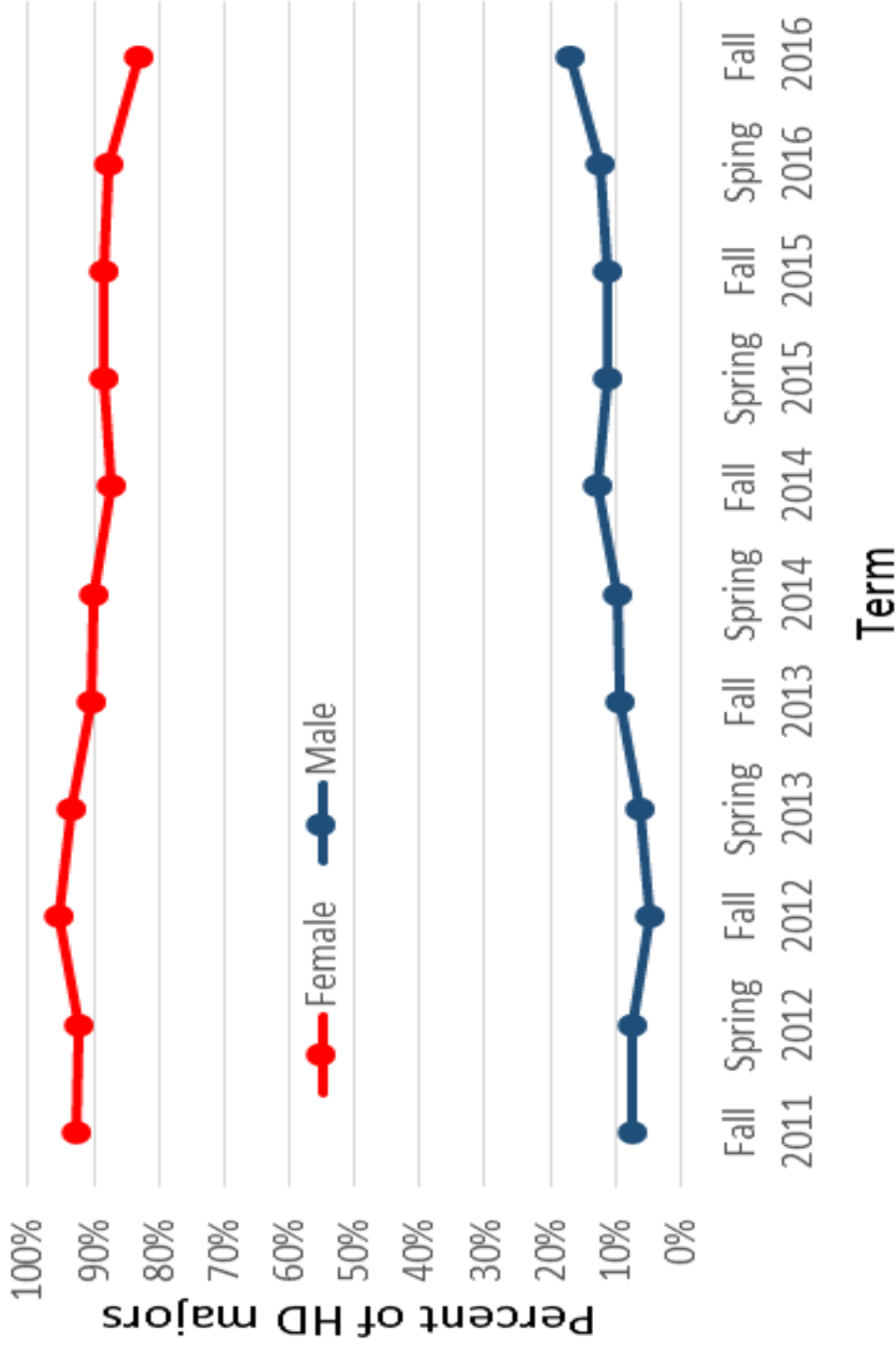


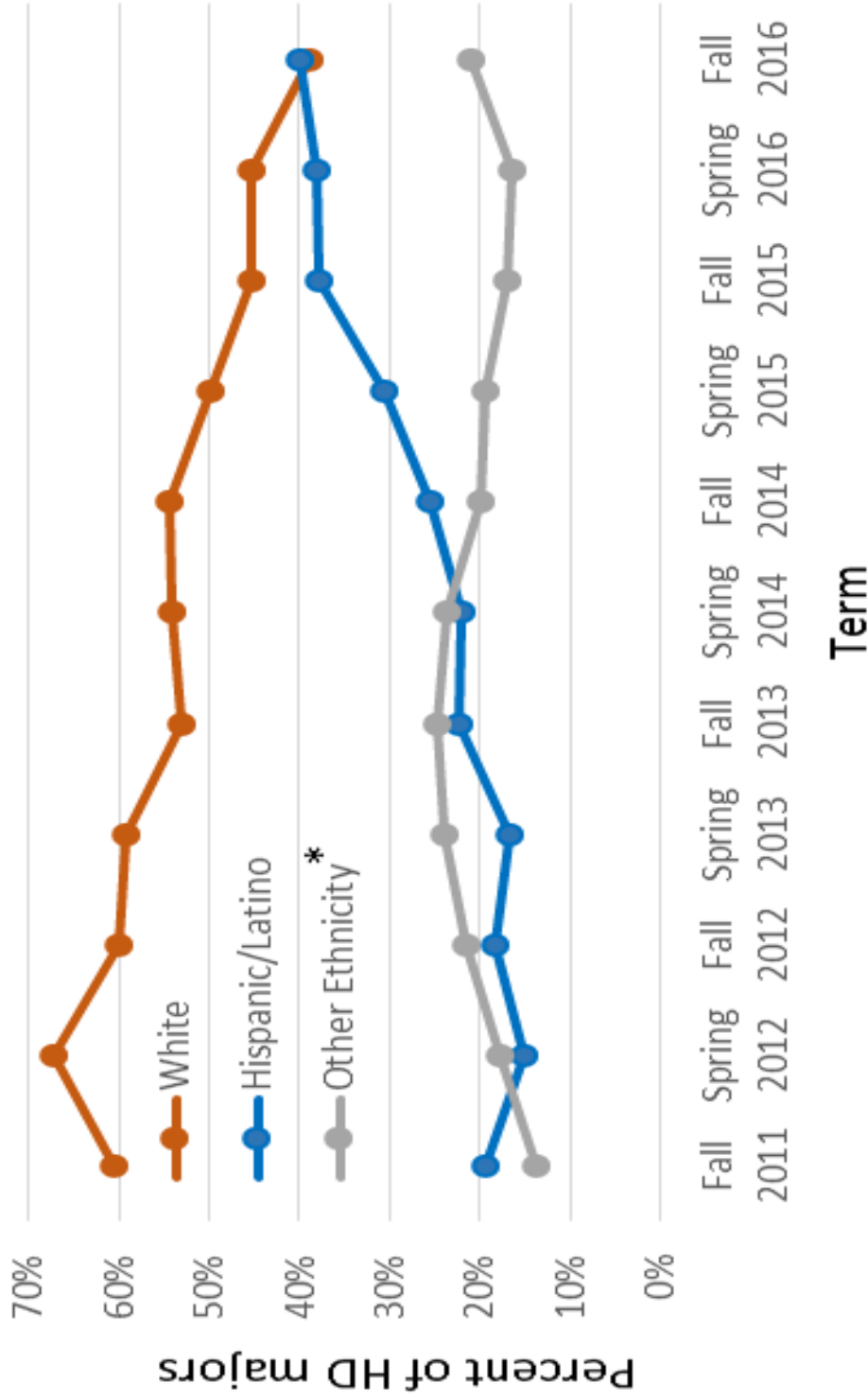
Figure 3: Human development majors by gender, 2011-2016[^].



[^] Data from Fall 2011-Spring 2016 was obtained from the CSU Student Success Dashboard; data before and after these dates were provided by SSU's Office of Institutional Research

⁺ These data are presented as percentages rather than numbers to allow comparison across semesters when the overall number of students in the major differs (Figure 1).

Figure 4: Human development majors by ethnicity, 2011-2016[^]‡



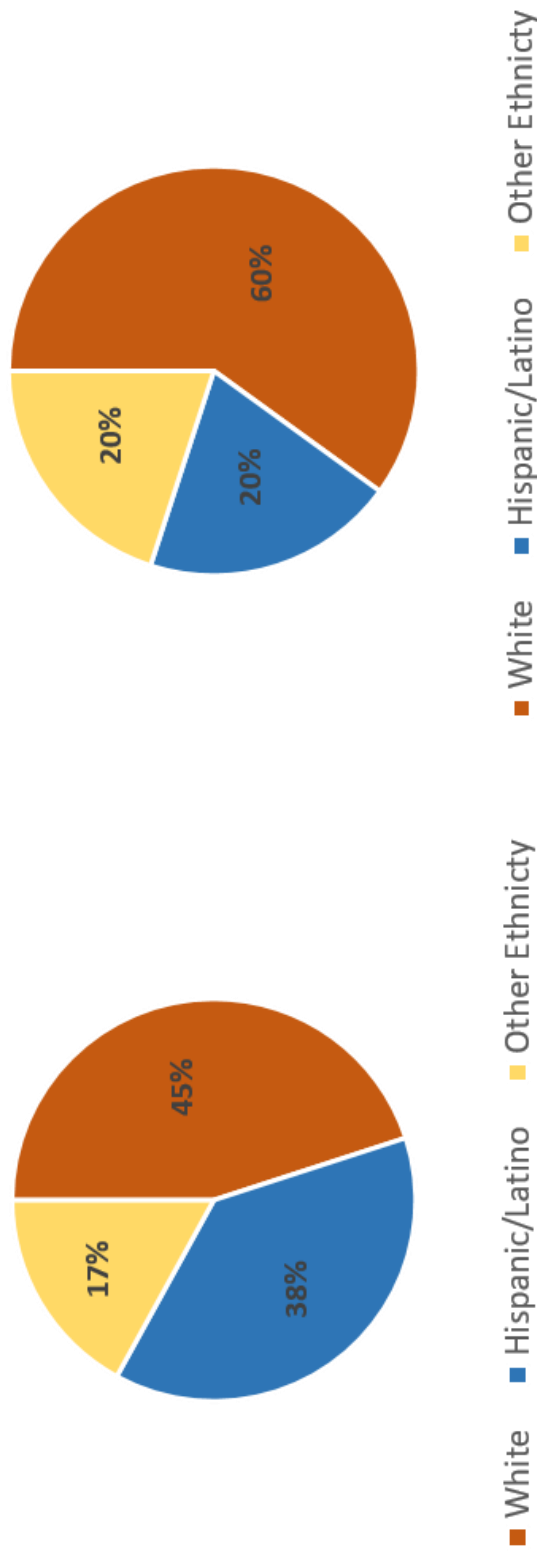
[^] Data from Fall 2011-Spring 2016 was obtained from the CSU Student Success Dashboard; data before and after these dates were provided by SSU's Office of Institutional Research

‡ Note these data are presented as percentages rather than numbers to allow comparison across semesters when the overall number of students in the major differs (Figure 1).

* As per the CSU Student Success Dashboard, 'Other Ethnicity' includes students who identified as Native American, Asian, African American, multiple ethnicity, or did not state. These categories have been lumped together to reduce student privacy risks associated with reporting low student counts (N<10)

Figure 5: The ethnic diversity in the human development major compared with the diversity of the SSU student body as a whole in Spring 2016

Human Development Majors: Spring 2016 Sonoma State Student Body: Spring 2016



Tables

Table 1: Human development faculty advisors and their home departments

Dates	Faculty Advisors	Departments
2000-2001	Sue Parker (C) ¹ Kathy Charmaz Pat Nourot Tom Rosin Richard Senghas	Anthropology Sociology Education Anthropology Anthropology
2001-2002	Sue Parker (C) Kathy Charmaz Pat Nourot Tom Rosin Richard Senghas Heather Smith	Anthropology Sociology Education Anthropology Anthropology Psychology
2002-2004	Sue Parker (C) Pat Nourot Tom Rosin Richard Senghas	Anthropology Education Anthropology Anthropology
2004-2006	Gerryann Olson (C) Carolyn Epple Karin Jaffe Patricia Nourot Tom Rosin Richard Senghas Heather Smith Art Warmoth	Psychology Anthropology Anthropology Education Anthropology Anthropology Psychology Psychology
2006-2008	Gerryann Olson (C) Carolyn Epple Johanna Filp-Hanke Susan Hillier Karin Jaffe Richard Senghas Cindy Stearns	Psychology Anthropology Education Gerontology Anthropology Anthropology Women & Gender
2008-2010	Richard Senghas (C) Johanna Filp-Hanke Myrna Goodman Susan Hillier Karin Jaffe Gerryann Olson Charlene Tung	Anthropology Education Sociology Gerontology Anthropology Psychology Women & Gender
Fall 2010- Fall 2013	Rita Butterfield (C) (A) ² Johanna Filp-Hanke Karin Jaffe Susan Hillier Gerryann Olson	Psychology Education Anthropology Psychology Psychology

	Richard Senghas Charlene Tung	Anthropology Women & Gender
January- December 2014	Suzanne Maggio-Hucek (C) (A) Johanna Filp-Hanke Karin Jaffe Susan Hillier Gerryann Olson Richard Senghas Charlene Tung	Psychology Education Anthropology Psychology Psychology Anthropology Women & Gender
2015-2017	Karin Jaffe (C) Richard Senghas Johanna Filp-Hanke Gerryann Olson Benjamin Smith (start Fall 2016)	Anthropology Anthropology Education Psychology Human Development ³

¹ HD Coordinator is denoted by (C)

² (A) denotes HD Coordinator is an adjunct faculty member. All other faculty are full-time in their respective departments

³ First tenure-track hire in the history of the SSU Human Development Program

Table 2: Curricular changes to the human development major. Major requirements listed in the 2015-2016 catalog are representative of the requirements in the major since its inception in 2000. In Fall 2015, a revised requirements were approved by the SSU Academic Senate and implemented in Fall 2016. Courses offered by human development are highlighted in bold. Note the difference in number of units (3 vs 17)

2015-2016 Major Requirements	2016-2018 Major Requirements
<p><u>Core (21-25 units)</u> ANTH/HD 318 Human Development: Sex and the Life Cycle (GE-E) (3)</p> <p>HD 490 Senior Project (1)</p> <p>HD 391 Seminar in Human Development (2) <u>One of the following</u> (3-4 units) ANTH 342 Organization of Societies OR WGS 385 Gender and Globalization OR ANTH 340 Living in our Globalized World (GE-E)* OR SOCI 485 Organization of Everyday Life</p> <p><u>One of the following</u> (3-4 units) GERN/PSY 421 Psychology of Aging OR GERN/PSY 408 Adult Development OR GERN/SOCI 317 Emotions and Adult Life (GE-E) (approved substitution; see Coordinator) OR GERN 300 The Journey of Adulthood (GE-E) (approved substitution; see Coordinator)</p> <p>KIN 410 Lifespan Motor Development (3) (NURS 480 Health, Sexuality and Society (GE-E) (3) and BIOL 318 Biology of Aging (GE-E) (3) are approved substitutions because KIN 410 is restricted to Kinesiology majors)</p> <p><u>One of the following</u> (3-4 units) PSY 410 Child Development OR PSY 412 Adolescent Development OR EDEC 420 Child Development in Family, School and Community (GE-E)*</p> <p>WGS 350 Gender, Sexuality and Family (3-4)</p>	<p><u>Core (20 units)</u> ANTH/HD 318 Human Development: Sex and the Life Cycle (GE-E) (3)</p> <p>HD 490 Senior Project (1)</p> <p>HD 450 Research Methods in Human Development (4)</p> <p>HD 350 Topics in Human Development (12) (3 4-unit courses with different topics)</p>
<p><u>Major Perspectives</u> At least 1 course in each perspective</p>	<p><u>Topical Areas</u> Four courses, one from each topical area, taken from at least three different departments.</p>
<p><i>Comparative Perspective</i> ANTH 302 Biological Basis of Sex Differences (4) ANTH 340 Living in our Globalized World (GE-E)* (3)</p>	<p><i>Childhood and Adolescence</i> EDEC 220 Observing Child Develop. in First 8 Years (4) EDEC 420 Child Development in the Family,</p>

<p>ANTH 380 Language, Culture and Society (4)</p> <p>ANTH 386 Sign Language and Signing Communities (4)</p> <p>EDUC 417 School and Society (3)</p> <p>GERN/SOCI 319 Aging and Society (GE-E) (4)</p> <p>ANTH 383 Language in Sociopolitical Context (4)</p> <p>PSY 328 Multicultural Psychology (4)</p> <p>WGS 375 Gender, Race and Class (GE-D1) (3)</p>	<p>School and Community (GE-E) (3)</p> <p>EDEC 435 Advocating for Children and Families (4)</p> <p>EDEC 437 Integrated Curriculum in Early Childhood Classrooms (4)</p> <p>EDSS 418 Development in Adolescence and Emerging Adulthood (GE-E) (3)</p> <p>HD 325 Topics in Human Development: Childhood and Adolescence (3-4)</p>
<p><i>Sociological Perspective</i></p> <p>EDMS 470 Multicultural Pedagogy (3)</p> <p>SOCI 326 Social Psychology (GE-D1) (4)</p> <p>GERN/SOCI 317 Emotions and Adult Life (GE-E)* (4)</p> <p>GERN/SOCI 319 Aging and Society (GE-D1)* (4)</p> <p>WGS 390 Gender and Work (4)</p>	<p><i>Adulthood and Lifespan</i></p> <p>ANTH 303 Human Behavioral Ecology (4)</p> <p>BIOL 318 Biology of Aging (GE-B) (3)</p> <p>GERN 300 The Journey of Adulthood (GE-E) (3)</p> <p>GERN/SOCI 317 Emotions and Adult Life (GE-E) (4)</p> <p>GERN/SOCI 319 Aging and Society (GE-D1) (4)</p> <p>KIN 410 Lifespan Motor Development (3)</p> <p>PSY 302 Life Span Development (GE-E) (3)</p> <p>HD 335 Topics in Human Development: Adulthood and Lifespan (3-4)</p>
<p><i>Psychological Perspective</i></p> <p>EDEC 420 Child Development in Family, School and Community (GE-E)* (3)</p> <p>PSY 302 Life Span Development (GE-E) (3)</p> <p>PSY 325 Social Psychology (4) (SOCI 326 is an approved substitution; see Coordinator)</p> <p>PSY 411 Behavioral and Emotional Problems of Children (3-4)</p> <p>PSY 412 Adolescent Psychology* (3-4)</p> <p>PSY 418 Psychology of the Family (3-4)</p> <p>PSY 447 Learning and Behavior (4)</p> <p>PSY 448 Cognitive Development (4)</p> <p>PSY/GERN 422 Seminar in Living and Dying (3-4)</p> <p>PSY 461 Personality Development (4)</p>	<p><i>Gender and Sexuality</i></p> <p>ANTH 302 Biological Basis of Sex Differences (4)</p> <p>NURS 480 Health, Sexuality and Society (GE-E) (3)</p> <p>WGS 325 Youth: Gender Perspectives (3-4)</p> <p>WGS 350 Gender, Sexuality and Family (GE-E) (4)</p> <p>WGS 375 Gender, Race and Class (GE-D1) (3)</p> <p>WGS 385 Gender and Globalization (3-4)</p> <p>WGS 390 Gender and Work (4)</p> <p>HD 365 Topics in Human Development: Gender and Sexuality (3-4)</p>
<p><i>Methodology</i></p> <p>ANTH 451 Applied Ethnographic Methods (4)</p> <p>ANTH 480 Studies of Language Use (4)</p>	<p><i>Society, Culture and Language</i></p> <p>ANTH 340 Living in our Globalized World (GE-E) (3)</p>

<p>EDEC 460 Studying Children in Context (3) PSY/GERN 493 Narrative Methods (4) PSY 380 Introduction to Psychological Research Methods (4) PSY 441 Qualitative Methods (4) SOCIO 300 Sociological Research Methods (4) WGS 425 Feminist Research Methods (4)</p>	<p>ANTH 342 Organization of Societies (4) ANTH 380 Language, Culture and Society (4) ANTH 383 Language in Sociopolitical Context (4) ANTH 386 Sign Language and Signing Communities (4) EDMS 470 Multicultural Pedagogy (4) EDUC 417 School and Society (GE-D1) (4) SOCIO 326 Social Psychology (GE-D1) (4) HD 375 Topics in Human Development: Society, Culture and Language (3-4)</p>
<p><i>Electives</i> Any courses from the above list, HD 495 (Special Studies) or HD 496 (Internship) taken to get to 40 units in the major. *Courses that appear in the Core and a Perspective can be used to count in one, but not both, areas.</p>	<p><i>Electives</i> Select any of the following to get to 40 units: ANTH 451 Applied Ethnographic Methods (4) ANTH 480 Studies of Language Use (4) EDEC 460 Studying Children in Context (4) EDEC 490 Special Topics in Early Childhood Studies (1-4) HD 496 Internship (1-4) HD 495 Special Studies (1-4) Any courses listed above that are not applied to topical areas or the core (3-4 units)</p>

Table 3: Changes in course offerings in A) the Sociological Perspective Area before and after a request from the Sociology in Fall 2014 to remove their courses from the human development major; B) the Psychological Perspective after the same request from the Psychology Department in Spring 2015. Courses in ~~red strikethrough~~ were removed.

A. Sociological Perspective

Before	After
CCJS 441/SOCI 314 Deviant Behavior	CCJS 441/SOCI 314 Deviant Behavior
EDMS 470 Multicultural Pedagogy	EDMS 470 Multicultural Pedagogy
GERN/SOCI 332 Death & American Culture	GERN/SOCI 332 Death and American Culture
GERN/PSY/SOCI 432 Group Work with Older Adults	GERN/PSY/SOCI 432 Group Work with Older Adults
SOCI 312 Sociology of Gender	SOCI 312 Sociology of Gender
SOCI 315 Socialization	SOCI 315 Socialization
SOCI 326 Social Psychology (GE-D1)	SOCI 326 Social Psychology (GE-D1)
SOCI 445 Sociology of Childhood and Adolescence	SOCI 445 Sociology of Childhood and Adolescence
WGS/SOCI 440 Sociology of Reproduction	WGS/SOCI 440 Sociology of Reproduction
WGS 390 Gender and Work	WGS 390 Gender and Work
	GERN/SOCI 317 Emotions & Adult Life (GE-E)*
	GERN/SOCI 319 Aging & Society (GE-D1)*

B. Psychological Perspective

Before	After
EDEC 420 Child Development in Community... (GE-E)	EDEC 420 Child Development in Community... (GE-E)
PSY 302 Life Span Development (GE-E)	PSY 302 Life Span Development (GE-E)
PSY 325 Social Psychology	PSY 325 Social Psychology
PSY 411 Behavioral & Emotional Problems of Children	PSY 411 Behavioral & Emotional Problems of Children
PSY 412 Adolescent Psychology	PSY 412 Adolescent Psychology
PSY 418 Psychology of the Family	PSY 418 Psychology of the Family
PSY 447 Learning and Behavior	PSY 447 Learning and Behavior
PSY 448 Cognitive Development	PSY 448 Cognitive Development
PSY/GERN 422 Seminar in Living and Dying	PSY/GERN 422 Seminar in Living and Dying
PSY 461 Personality	PSY 461 Personality
	SOCI 326 Social Psychology (GE-D1)*

* Course added to the perspective to increase offerings. Courses that appear under multiple requirements may only be used to fulfill one requirement.

Table 4: Advising load of full-time faculty (FTF) in academic departments in the School of Social Sciences, Spring 2016. The number of FTF was obtained from department websites in January 2017. The number does not include faculty reassignment, release time or sabbatical, but rather provides a number of FTF available to advise majors in each department.

Major	# of Majors	Full-time Faculty	Ave. # of Advisees/FTF
Anthropology	76	5.5	14
Criminology & Criminal Justice	334	5	67
Environmental Studies & Planning	199	5	40
Geography & Global Studies	72	4	18
History	186	9	21
Human Development	93	1	93
Political Science	141	7	20
Psychology	672	9	75
Sociology	450	7	64
Women's & Gender Studies	45	3	15

Table 5: Changes to the human development prerequisites, effective Fall 2016. Note the text in bold, which highlights the change in the grade requirement for prerequisite courses. Fall 2016 course prerequisites will form the foundation of the proposed pre-human development major, as described in the Action Plan section of this document.

Major Prerequisites, Fall 2015	Major Prerequisites, Fall 2016
<ul style="list-style-type: none"> Sophomore standing (completion of at least 30 units) Overall GPA of 2.5 <p>Completion of the following courses with a C or better:</p> <ul style="list-style-type: none"> GE area A2 GE area A3 <p>Completion of the following courses:</p> <ul style="list-style-type: none"> Biological Foundation (Any GE area B2 (Biological Sciences) course) Elementary Statistics (MATH 165; in GE area B4) Social Science Foundation (Intro to Cultural Anthropology (ANTH 203), Intro to Psychology (PSYCH 250) OR Intro to Sociology (SOC 201)) Linguistic Foundation (Intro to Linguistic Anthropology (ANTH 200) OR Intro to Linguistics (ENGL 203)) 	<ul style="list-style-type: none"> Sophomore standing (completion of at least 30 units) Overall GPA of 2.5 <p>Completion of the following courses with a C or better:</p> <ul style="list-style-type: none"> GE area A2 GE area A3 Biological Foundation (Any GE area B2 (Biological Sciences) course) Elementary Statistics (MATH 165; in GE area B4) Social Science Foundation (Intro to Cultural Anthropology (ANTH 203), Intro to Psychology (PSYCH 250) OR Intro to Sociology (SOC 201)) Linguistic Foundation (Intro to Linguistic Anthropology (ANTH 200) OR Intro to Linguistics (ENGL 203))

Table 6: Summary data of SSU students who were accepted into the human development major in 2016-2017.

	Overall units completed and enrolled in at time of application (out of 120)		HD units completed or enrolled in at time of application (out of 40)	
	Fall 2016 (n=18)	Spring 2017 (n=11)	Fall 2016 (n=18)	Spring 2017 (n=11)
Average	89	91	23 (57.5%)	20 (50%)
Minimum	72	62	6 (15%)	12 (30%)
Maximum	114	118	37 (92.5%)	27 (67.5%)

Appendices

Appendix 1: Syllabi for HD core courses in the 2016-2018 catalog.

Anthropology/Human Development 318 Syllabus

Spring 2017

This course is an introduction to the evolutionary biology of birth, childhood, marriage, the family, aging, and death in human societies as we examine who we are and where we came from.

Prerequisite: upper-division standing and completion of GE area B2. This course fulfills General Education area E (The Integrated Person) requirement. Please go to <http://www.sonoma.edu/advising/ge/> for more information about General Education patterns.

Course Information

1 Course goals and learning objectives

Welcome to Anthropology 318! The purpose of this course is to:

1. show you how various aspects of the human life cycle and human behavior can be interpreted biologically;
2. give you an idea about how other societies function and how other peoples live;
3. introduce you to scientific methodology as it applies to interpreting human behavior;
4. stimulate discussion about the relevance of biology to understanding your own and other's behavior;
5. help you learn through immediate feedback;
6. help you gain competence and comfort working with others to answer questions, think critically and present material.

2 Instructor and course information

Instructor	Karin Enstam Jaffe
Office Location	Stevenson 2054D
Telephone	707-664-2944
Email	karin.jaffe@sonoma.edu
Office hours	Tuesdays 1-2pm, Thursdays 12-1pm, Fridays 11:45am-12:45pm
Class Days/Times	Fridays 9-11:40am
Classroom	Salazar 2016
Prerequisites	Completion of GE Area B2 & upper division standing
GE Category	E

3 Required texts

There is no published textbook that covers all of the material for Anthropology 318. Instead, I have posted PDFs of each reading on the Moodle site. This means that students do **not** need to buy a textbook or reader for this course. Simply click on the highlighted link after 'Read' for each lecture to access the PDF. Some readings are rotated to the side--if you want to read the PDFs on your computer, you can rotate the PDF by right-clicking on it and clicking 'rotate'. Students are welcome to print off any and all readings, but are not required to do so. Students should, however, plan to bring the current reading (in electronic or paper format) to class each day.

It is important that each student complete **all** of the readings assigned for each day *before class begins*. I have done two things to encourage students to complete the readings before class meets:

1. I have revised all assigned readings so that they are around 10 pages per lecture, and often, less. This means that all readings are a reasonable length, so "there's too much reading in this class" is not an acceptable reason for not completing it.
2. I have instituted Reading Quizzes which must be completed before class begins each day. Please see the chapter on 'Reading Quizzes' for more information on these assignments.

4 Expectations

I have high expectations for each of you taking the course and for myself.

I expect that you will:

1. be on time to class every day and return to class on-time after breaks;
2. wait to pack up your books and notes until I have dismissed the class;
3. be respectful of other students in the class as well as the instructor;
4. use technology (smart phones, tablets, laptops) *if you possess it* during class when appropriate, *and for class purposes*. (It is not necessary for students to possess technology to take or do well in this course);
5. know when assignments and exams are due. Do not expect the instructor to send out email reminders.
6. complete all assigned readings before each class, bring assigned readings with you, and participate fully and actively during each class meeting;
7. complete all assignments on time, and that you will turn them in via Moodle. Paper/emailed/faxed assignments will **not** be accepted, unless otherwise noted;
8. ask questions if you don't understand the material;

You can expect that I will:

1. be respectful of you and your time by starting and ending class on time;
2. create a classroom environment that encourages and enables active learning;
3. grade all assignments and provide feedback in a timely manner;
4. do my best to make this course interesting and informative!

5 Grading

Grades will be calculated out of the total number of points possible.

95 - 100% = A
90 - 94.9% = A-
87 - 89.9% = B+
83 - 86.9% = B
80 - 82.9% = B-
77 - 79.9% = C+
73 - 76.9% = C
70 - 72.9% = C-
67 - 69.9% = D+
63 - 66.9% = D
60 - 62.9% = D-
Below 60% F

The mean for final grades in the course will be 75%. If the mean for final grades is less than 75%, I will adjust (i.e., curve) all scores to achieve a mean of 75%. If the mean for final grades is higher than 75%, no adjustment will take place. Individual assignment and overall course grades will be posted on Moodle after each assignment is graded

6 Course requirements

I hope that your interest in learning about the human development and behavior from an evolutionary perspective will motivate you to complete all required components of the course *simply because you are interested in learning the material*. However, because students sometimes need added incentive, grades in Anthropology 318 will be based on your performance in the following areas (700 points, total):

1. 18 Reading Quizzes (9 points each) = 162 points (23% of total points)
2. 18 Application Activities (8 points each) = 144 points (20%)
3. 2 Exams (115 points each) = 230 points (33%)
4. 3 Film Responses (30 points each) = 90 points (13%)
5. 4 Course Surveys/Assessments = 56 points each (8%)
6. First day/Last day Activities = 18 points (3%)

6.1 Reading Quizzes

Reading quizzes must be completed (via Moodle) before class begins. Each quiz contains 3 questions and is worth 9 points.

These quizzes:

1. are based on the assigned readings and are **open-book** and **open-note**, but students are **NOT** allowed to collaborate with one another. Such collaboration will be considered *cheating*,
2. encourage learning *while you take them* because you will receive immediate feedback and two chances to revise your answers for fewer points,
3. each have a 15 minute time limit*,
4. must be taken during the times specified on the syllabus, via Moodle,

* Students should *not* expect that 15 minutes is long enough to locate answers in a reading they have not carefully read beforehand. Students must complete the reading before starting the quiz for the best chance of doing well on each quiz. Taking notes on the reading will further enhance a student's ability to do well on each quiz.

The point break-down for each quiz is:

- 3 points for each correct answer on the first try (a maximum of 9 possible points)
- 2 points for each correct answer on the second try
- 1 point for each correct answer on the third try

Students must complete all Reading Quizzes by the due date, no exceptions.

Grading

There are 19 reading quizzes (one for each lecture). Your 18 highest scores will be counted toward your final grade, meaning that your lowest quiz score (even if it is a 0) will be dropped.

6.2 Application activities

To encourage in-class discussion of course topics, students will participate in group-based Application Activities during each class meeting. These activities vary, but they all serve three primary purposes:

1. allow students to engage actively with the material;
2. enable students to engage with each other;
3. encourage students to attend class

Grading

Each Application Activity is worth 8 points and everyone in the group who attends and participates will receive the same grade for their activity. There are 19 Application Activities, one for each lecture. Each student's 18 highest activity grades will be counted toward their final grade. The lowest activity grade will be dropped.

6.3 Exams

Students will take one [Midterm](#) and one [Final Exam](#). Each exam consists of multiple choice, True/False, matching, fill-in, and short answer questions. Class will not meet on exam days-- these days will be set aside to allow students take the exam on Moodle *during class time*. The [Midterm](#) and Final:

1. are **open-note** and **open-book**, but students are **NOT** allowed to collaborate with one another. Such collaboration will be considered *cheating**,
2. encourage learning *while you take them* because you will receive immediate feedback and one chance to revise your answers to multiple choice/matching questions for fewer points,
3. each have a 60 minute time limit,

4. must be taken during the times specified on the syllabus, via Moodle.

Students will not be allowed to submit quizzes after the due date, no exceptions.

*Exam questions are based on assigned readings, lectures, and in-class discussions. Students are advised **not** to try to use the internet to answer exam questions. Answers from the internet that do not match answers on the quiz will not be accepted.

Grading

Each exam is worth 115 points. Both exam scores count toward your final grade.

6.4 Film responses

During this course, we will watch three films. The films are designed to get you thinking about the material we are discussing more deeply. Students will be required to answer questions about each film via Moodle. Students will have a 'film guide' they can use to help them organize their thoughts during the film, and can consult their notes while completing the assignment but the specific questions in each Film Response will not be available until after class has ended that day. Students may **not** consult with one another while completing the Film Responses--this is considered *cheating*.

Students must complete each response in the time allotted and by the due date. No exceptions.

Grading

Each Film Response is worth 30 points. All three responses count toward your final grade.

6.5 Course surveys/assessments Film responses

Surveys

Students are required to take one Moodle survey at the beginning of the semester, and one at the end. The first survey is a '[Syllabus Quiz](#)', which will ensure that each student has reviewed the ANTH 318 syllabus and understands the requirements of the course. The anonymous '[Course Survey](#)' will be completed at the end of the course surveys at the end of ANTH 318, and your honest answers to the questions on this survey will help the instructor improve the course in future semesters.

Assessments

Students are required to take an anonymous [Pre-Course Assessment](#) at the beginning of the semester and an anonymous [Post-Course Assessment](#) at the end of the semester. These assessments will be used by the instructor as an additional tool to examine what students have learned in ANTH 318.

Grading

Students receive 18 points each for completing the [Syllabus Quiz](#) and [Course Survey](#) on time. Students receive 10 points each for completing the Pre- and Post-Course Assessments.

6.6 First day activities

On the first day of class, students who complete the following activities will receive 18 points:

- First day quiz (9 points)
- Moodle profile picture upload (9 points)

Grading

There are no right or wrong answers for these activities. Students will receive 9 points for completing each of them by the due date.

7 The Moodle site

I have tried to make the class Moodle site easy to navigate, but here are some tips:

1. Material that appears in **blue** is hyperlinked: click on the item for more information (e.g., a PDF, an assignment, etc.)
2. Can't find something, like the 'Administration' tab? The block might be 'docked'--look for a tab on the left or right side of your screen. 'Docking blocks' in this way provides more room for the main content of the page, but don't forget they are there!

8 University policies

It is each student's responsibility to be aware of the university policies that affect them. For this class, the most pertinent policies are:

Academic Integrity

Students should know that the University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and University policy, require you to be honest in all your academic course work.

Instances of academic dishonesty will not be tolerated. Cheating on assignments and/or exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed individually unless otherwise specified.

Disability Access for Students

If you are a student with a disability and you think you may require accommodations, please register with the [campus office of Disability Services for Students](#) (DSS), located in Salazar Hall - Room 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization must be presented to the instructor before any accommodations can be made. The policy can be found at <http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm>

Emergency Evacuation

If you are a student with a disability that may require assistance evacuating a building in the event of a disaster, please let me know the type of assistance you may require. We will discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). I encourage you to take advantage of these preventative measures as soon as possible and contact the [Disability Services for Students office](#) if other classroom accommodations are needed.

9 Class policies

The following are additional policies for this class that students are responsible for being aware of. In addition to these policies, please see the subchapter regarding the class policy on acceptance of late assignments.

The ANTH 318 Moodle site will be available until grades are posted on MySSU, at which time it will be taken off-line. Students who wish to download course material must do so before this time. **If you are a Human Development major and you need material from this course for your Senior Portfolio, make sure you download any needed materials before the course is taken off-line.**

I expect students to attend each class meeting, and attendance and participation make up a significant proportion of your grade. If you are a student athlete or a member of student government, and might miss class due to *a university-sanctioned event*, you must meet with me during the **first two weeks** of class to discuss the repercussions related to missing class and develop a plan to make up any potentially missed assignments. Notifications later in the semester may not be accommodated. If you are sick and cannot attend class, you must notify me *before class begins* that day to discuss if and how missed assignments can be made up. Absences due to illness will only be accommodated in the most extreme cases. **Remember: I already drop each student's lowest attendance/participation grades. Don't waste these and assume later absences will be accommodated!!**

Students may request a re-grade on any assignment, as long as the assignment was written in pen, but the request must be made within **one week of grades being posted on Moodle**. **Requests must be typed and include a detailed description of why a re-grade is warranted.**

The instructor reserves the right to modify anything in the syllabus, with prior warning via an in-class and emailed/Moodle announcements. Students are responsible for being apprised of any such modifications.

If you are having trouble with the class, please come and meet with me as soon as possible. *Please*, do not wait until the last minute.

9.1 Acceptance of late assignments

All assignments have a firm due date, and ***I do not accept late assignments***. I have four reasons for this policy:

1. **Time management skills:** Firm, yet clearly indicated, due dates require students practice their time-management skills.

- Why is this important?
 - Effective time-management is critical in all aspects of life, and students benefit from learning how to manage their time sooner rather than later, so you will practice time management in this class by having firm, non-negotiable, yet clearly stated due dates.
- Think about this...
 - After you leave SSU, almost everything you do will have due dates, and more often than not, these due dates are not negotiable (e.g., filing taxes, submitting job and grad school applications, signing your children up for preschool, etc.), so it is best to get used to firm due dates now.

2. **Fairness:** Having a firm due-date policy ‘levels the playing field’.

- Why is this important?
 - Sometimes things happen that may make it difficult to complete an assignment by the due date (a good reason to complete it as early as possible, since you never know what might happen the day before it is due).
 - However, it is unfair for students who ask for an extension to be given one because students who do not request an extension yet had difficulty completing the assignment are effectively ‘penalized’—they may have turned in a sub-par assignment.
- Think about this...
 - Instead of thinking about the benefit you might get from asking for an extension, think about how you would feel if you didn’t ask for an extension and then found out I granted one to another student.

3. **Currency with course material:** Having firm due-dates ensure that students do not get overwhelmed during the course of the semester.

- Why is this important?
 - I have worked hard to spread assignments out so that students can focus on one (or two) course requirements at a time during the appropriate parts of the course.
 - Maintaining firm deadlines ensures that students do not fall behind and have sufficient time to learn the material.
- Think about this...
 - If you plan ahead, the work in this course should be totally manageable, but if you try to submit a bunch of assignments on the last day of class, you will likely turn in sub-par work and not learn much.
 - In addition, the time you spend working on ‘catch-up’ work is time you won’t be spending studying for finals or working on final papers at the end of the semester, which will hurt your grade on those assignments, as well.
 - In short, while you may think an extension will help you, it may not, if it forces you to work on too many assignments at the same time.

4. **Quicker grading:** I do not grade assignments until they have all been submitted, so when students submit assignments late, it delays my ability to begin grading assignments, which delays my ability to get them back to students.

- Why is this important?
 - Because everyone wants to know their grade on an assignment as soon as possible!
- Think about this...
 - You wouldn't like it if you didn't find out a grade on your assignment in a timely fashion even though you turned it in on time.

You are now fully aware of why I do not accept late assignments, whether the assignment is a paper, homework, exam, presentation, or anything else. It is each student's responsibility to ensure that they turn all assignments in on time.

10 University resources

The following are resources available on campus or through the university that might be of use to you during this or other classes.

SSU Writing Center

The SSU Writing Center is located in Schulz 1103. [The Writing Center](#) helps SSU students become better writers and produce better written documents.

Library Research Guides (LibGuides)

[LibGuides](#) provide resources on a variety of topics in a variety of disciplines and majors (e.g., anthropology, biology, computer science, environmental studies, geology, psychology and women's and gender studies) including links to books, articles, films & images, maps, statistics, annotated bibliographies, literature reviews, style guides and presentation guides.

Moodle Help

Having trouble with Moodle? Have a question about how to use Moodle? Please go to SSU's [Learning with Moodle](#) help page

Psychological and Counseling Services

If you need to talk with a counseling professional about personal issues, please contact [CAPS](#) (Counseling and Psychological Services).

Course Outline

Friday, January 27

Before class meets:

Review the ANTH 318 Moodle site, including Course Information

Lecture: Introduction & course logistics

First Day Activities:

Take the First day Quiz (handed out in class)

Take the Pre-course Assessment by 8:45am on February 3

Add a clear, up-close picture of your face to your Moodle Profile by 8:45am on Feb. 3
Take the Syllabus Quiz by 8:45am on February 3 (remember you must get 100% on this quiz before you will be able to access either of next week's quizzes!)

Meet your groupmates and practice using Zinfandel technology!

Friday, February 3

By 8:45am

Take the Syllabus Quiz (you cannot take either of today's reading quizzes until you get 100%)

Upload your picture to your Moodle profile

Take the Pre-course Assessment

Read Levels of explanation reading

Take Reading Quiz 1: Levels of explanation (link will become available after you pass the Syllabus Quiz with 100%)

Read Natural selection reading

Take Reading Quiz 2: Natural selection (link will become available after you pass the Syllabus Quiz with 100%)

Lecture: Levels of explanation

Application activity 1: Levels of explanation

Lecture: Evolution by natural selection

Application activity 2: Natural selection

Friday, February 10

Film: *Mystery of the Black Death* (watch anytime this week)

Use Film Guide #1 to take notes while you watch the film

Complete Film Response #1 by 8:45am on Monday, February 13

Monday, February 13

By 8:45am

Complete Film Response #1

Friday, February 17

By 8:45am

Read: Life history reading

Take Reading Quiz 3: Life history theory

Read: Parental investment reading

Take Reading Quiz 4: Parental investment theory

Lecture: Life history theory

Application Activity 3: Life history

Lecture: Parental investment theory

Application Activity 4: Parental investment

Friday, February 24

By 8:45am

Read: Sexual selection reading

Take: Reading Quiz 5: Sexual selection theory

Read: Individuals genes and behavior reading

Take: Reading Quiz 6: Individuals, genes & behavior

Lecture: Sexual selection theory

Application activity 5: Sexual selection

Lecture: Individuals, genes, & behavior

Application activity 6: Individuals, genes and behavior

Friday, March 3

By 8:45am

Read Why sex reading

Take Reading Quiz 7: Why sex?

Read Pregnancy reading

Take Reading Quiz 8: Pregnancy

Lecture: Why sex?

Application Activity 7: Why sex?

Lecture: Pregnancy

Application Activity 8: Maternal-Fetal Conflict

Midterm Q&A

Friday, March 10

By 8:45am

Read Birth reading

Take Reading Quiz 9: Birth

Read Breastfeeding reading

Take Reading Quiz 10: Breastfeeding

Lecture: Birth & our big brains

Application Activity 9: Birth

Lecture: Breastfeeding as natural contraception

Application Activity 10: Breastfeeding

Friday, March 17

Spring Break. Class does not meet today; no office hours.

Friday, March 24

Class does not meet today. Students spend class time taking the [Midterm](#) on Moodle.

Complete between 9am and 11:40am

Midterm

Friday, March 31

Cesar Chavez Day--campus closed

Friday, April 7

By 8:45am

Read Weaning conflict reading

Take Reading Quiz 11: Weaning conflict

Read Childhood mortality reading

Take Reading Quiz 12: Childhood mortality

Lecture: Infancy and the weaning conflict

Application Activity 11: Weaning conflict

Lecture: Childhood mortality: effects of geography & sex

Application Activity 12: Childhood mortality

Friday, April 14

By 8:45am

Read Mate choice reading

Take Reading Quiz 13: Mate choice

Lecture: Mate choice

Application Activity 13: Human mate preferences

Film: *Reality Dating*

Note: *this film is NOT available on-line or via the library. Students must watch this film in class.*

Use Film Guide #2 to take notes

Complete Film Response #2 by 8:45am on Monday, April 17

Monday, April 17

By 8:45am

Complete [Film Response #2](#)

Friday, April 21

By 8:45am

Read Marriage systems reading

Take Reading Quiz 14: Marriage systems

Read Demographic transition reading

Take Reading Quiz 15: Demographic transition

Lecture: Varieties of human marriage systems

Application Activity 14: Marriage systems

Lecture: Family size and the demographic transition

Application Activity 15: Demographic transition model

Friday, April 28

By 8:45am

Read Sex ratios reading

Take Reading Quiz 16: Sex ratios

Read Menopause reading

Take Reading Quiz 17: Menopause

Lecture: Parental investment and the sex ratio of offspring

Application Activity 16: Sex ratios

Lecture: Menopause

Application Activity 17: Why do women stop reproducing early?

Friday, May 5

By 8:45am

Read Old age reading

Take Reading Quiz 18: Old age

Read Sex and gender reading

Take Reading Quiz 19: Sex and gender

Lecture: Old age

Application Activity 18: Aging

Lecture: Sex & gender

Application Activity 19: Sex and gender

Friday, May 12

Film: *Orchids: My Intersex Adventure*

Use Film Guide #3 to take notes

Complete Film Response #3 by 8:45am on Monday, May 15

Final Exam Q&A

Monday, May 15

By 8:45am

Complete Film Response #3

Wednesday, May 17 (Finals Week)

Class does not meet today. No office hours today. Students spend the designated final time taking the Final Exam on Moodle.

Complete between 11am and 12:50pm

Final Exam

Complete by 12:50pm

Course survey

Post-course assessment

Sonoma State University
HD 350: Topics in HD: Culture and Human Development
Fall 2016

Facilitator:	Benjamin Smith
Office Location:	Stevenson Hall 2054H
Telephone:	707-664-2181
Email:	benjamin.smith@sonoma.edu
Office Hours:	Tuesdays and Wednesdays, 4-5PM
Class Days/Time:	Tuesdays and Thursdays, 1:00-2:50PM
Classroom:	Stevenson Hall 3028

Course Description

This course considers the role of culture in processes of human development. After a brief consideration of the biological, psychological, and cultural foundations of development, the class will take up a series of topics about the cultural organization of the life course from infancy to old age.

Readings for Class

There are no required textbooks for this class. All readings can be accessed through our class moodle page. You must print each reading out and bring it to class.

Classroom Protocol

I have the following expectations for both students and myself:

- *Engagement:* All of us must remain engaged throughout each class session. This means that the volume on your cell phone should be turned off. No texting is allowed during class. If you have to take an emergency call or make an emergency text, please step quietly outside the classroom. Only use laptops for taking notes. Please stay awake during class. More generally, please make sure that you do not disrupt the learning of your fellow students. If these policies are violated, points for attendance will be deducted at my discretion.
- *Respectfulness:* Mutual respect is the foundation for successful learning. This is why engagement is so important. It is not respectful to disrupt the learning of your fellow students. In a broader sense, however, it is also important to be respectful of both myself and your fellow students. Please use language that is civil and even courteous. Everyone should feel safe to express their opinions.
- *Communication:* We must remain in communication even outside of class. Our class moodle page allows you to keep up to date on our readings, class topics, and assignment due dates. All powerpoints used in class will be made available through moodle immediately after the class session. Also, all written work should be submitted through moodle. Moodle also allows me to send you messages that will arrive to your "sonoma.edu" email account. It is essential, therefore, for you to regularly check our moodle page as well as your email account.

I will do my best to respond to your emails within 24 hours. Also, I will return graded work to you within 2 or 3 class sessions.

In addition to emailing me, please come visit me during my office hours (Tuesdays and Wednesdays, 4-5PM). Feel free to talk with me about our class, human development more generally, your educational or career plans, etc. This is your time! I am here to facilitate your learning any way I can.

- *Confidentiality with respect to grades:* All discussion of grades should occur outside of class - ideally in office hours.
- *Reasonable expectations:* I realize that unfortunate and unexpected events occur in our lives. We all get sick and have important family commitments. For this reason, I have built in a measure of flexibility with respect to your grades. For example, you will be able to drop your four lowest quiz grades, your three lowest participation grades, and your lowest group assignment grade (please see more information on my grading policy below). Please note, then, that there is no such thing as an “excused” absence. For example, if you are late one time and happen to miss a quiz, then that quiz will be dropped from your grade. If you are sick one day and miss out on class participation, then that participation grade will be dropped. My reason for doing this is that I do not want to put myself in the position of judging whether your excuse is really justified (Is someone really sick? Did your computer really have some technical issue?).

If, however, you have some major occurrence in your life that negatively impacts your life for an entire week or more of class, please contact me as soon as possible. I will consider relaxing my expectations on a case by case basis. In such instances, I will ask for written documentation of this major life event. Please note that these should be truly exceptional circumstances (e.g., cancer treatments, the death of a parent or child, etc.). I will not be willing to relax my expectations for minor events like a cold, computer problems, issues at work, etc.

Course Requirements

Descriptions of graded work:

1. *First and final exams (400 points total):* Our first in-class exam will be on 9/29. Our final will be on 12/15. Exams will consist of true/false questions, multiple choice questions, short answer questions, and possibly one or two short essay questions. The final exam will not be cumulative.
2. *Life history presentation and 1-2 page paper (150 points):* You will be expected to conduct a life history interview with a friend or family member. This interview will serve as the basis for a 1-2 page paper as well as a short presentation in class. You will analyze your interview drawing on themes developed throughout the course of the semester. Your paper will be due on 12/4 through moodle. Your presentation will be on either 12/6 or 12/8.
3. *4 group assignments (150 points):* I will ask you to participate in four group assignments throughout the course of the semester. These assignments will be graded only for signs of sufficient effort (i.e., as either satisfactory or unsatisfactory). You may drop your lowest grade for one of these assignments.
 1. *Library research workshop:* On this class session, we will meet in Schulz Library. I will expect you to complete an assignment during this class session – in groups! There is no reading to complete before the workshop.
 2. *Roundtable on variations in the caretaking of infants:* Each group will read a different reading on a specific culture’s infant caretaking practices. I will give you time in class for each group to prepare a short presentation on their culture for the class.

3. *Observation at the Children's School:* We will visit the Children's School on campus and conduct a series of observations in groups. You will be expected to take notes on your observations, and then we will return to class to discuss our observations.
 4. *Film exercise:* Each group will be assigned a film to watch in preparation for our 12/1 class. I will give you time in class to prepare a short presentation on your group's film.
4. *Participation in class discussions (150 points):* You have the possibility of earning 8 points out of a total 150 for every class session in which you participate effectively in class discussions. If your participation is not adequate, fewer points will be awarded (e.g., 6 or 7 points, as determined by the instructor). You will be able to drop your three lowest participation grades.
 5. *Reading quizzes (150 points):* On most class days (but not all!), we will have a reading quiz at the beginning of the class session. If you arrive later than 15 minutes to class, you will not be able to take the quiz. You will be able to consult your notebook during this quiz (not a laptop!); however, you may not consult the reading. You will be able to drop your four lowest quiz grades.

Grading Policy

First exam	200 points
Final exam	200 points
Life history presentation and 3-4 page paper	150 points
4 group class assignments	150 points
Participation in class discussions	150 points
Reading quizzes	150 points
Totals:	1000 points

Grading scale

A	1000-941 points	C	770-741 points
A-	940-901 points	C-	740-701 points
B+	900-871 points	D+	700-671 points
B	870-841 points	D	670-641 points
B-	840-801 points	D-	640-601 points
C+	800-771 points	F	600 points or less

Attendance Policy

I will not take attendance. However, there are certain graded activities that can only take place during class time (e.g., reading quizzes, participation in class discussions, the group assignments, and the life history presentation). If you are not in class for these graded activities, you will not be able to earn the points associated with them. Attendance, then, is necessary for you to do well in class.

If you do happen to miss some of these graded activities due to an absence, please note that I have considerable flexibility built into my grading. For example, you will be able to drop your four lowest quiz grades, your three lowest participation grades, and your lowest group assignment grade. For example, if you miss three quizzes (earning a grade of 0 on each one), they will all be dropped from your grade.

Late Work Policy

I will allow late work for two assignments: your 3-4 page life history paper and your first exam. If you submit your life history paper within 1 week of the due date, you will receive a 10% penalty on your grade. If submitted after 1 week of the due date, no credit will be given. If you re-take your first exam within 1 week, you will receive a 10% penalty on your exam grade. Otherwise, no credit will be given.

Campus Policy on Disability Access for Students

If you are a student with a documented learning disability and/or other special needs that require accommodation, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall Room 1049 (Phone number: 707-664-2677). DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization should be presented to me as soon as possible, ideally within the first two weeks of the semester, so that accommodations can be made. You are responsible for notifying me of your scheduled exam times at DSS at least two business days in advance so that I have time to send over your exam.

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and I should discuss your specific needs and the type of precautions that should be made in advance of such as event (i.e., assigning a buddy to guide you down the stairway). Please take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should know that the University’s Cheating and Plagiarism policy is available at http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit), will result in a zero grade for the assignment/exam and sanctions by the University. Unless otherwise specified, all assignments are to be completed by the individual student.

Dropping and Adding

Students are responsible for knowing the deadlines and penalties for adding and dropping classes.

Classes begin:	August 23
Last day to add:	September 6
Last day to drop with W notation on record:	September 19
Classes end:	December 9

Course Schedule

Week	Date	
1	8/23	Class introduction
1	8/25	Biological foundations of human development Bock, J. 2010. An Evolutionary Perspective on Learning in Social, Cultural and Ecological Context. In, The Anthropology of Learning in Childhood. Lancy and Bock, eds. Altamira Press. Pp. 11-30.
2	8/30	Cultural foundations of human development

		Harkness, S., C. Super, et al. 2010. Parental Ethnotheories of Children's Learning. In, <i>The Anthropology of Learning in Childhood</i> . Lancy, Gaskins, and Bock, eds. Altamira Press. Pp. 65-79.
2	9/1	Psychological foundations of human development Tomasello, M. 2000. Culture and Human Cognition. <i>Current Directions in Psychological Science</i> . 9(2):37-40.
3	9/6	Qualitative methods for the study of human development Daly, K. 2007. <i>Qualitative Methods for Family Studies and Human Development</i> . Los Angeles: Sage. Pp. 83-91; 108-128.
3	9/8	Public policy consequences: an example Garcia-Sanchez, I., et al. 2011. Facilitating Intercultural Communication in Parent-Teacher Conferences. <i>Multicultural Perspectives</i> 13(3):148-154.
4	9/13	Historical approaches to human development Postman, N. 1994. <i>The Disappearance of Childhood</i> . New York: Vintage. Pp. 1-36.
4	9/15	Library research assignment
5	9/20	Cultural approaches to infancy: attachment across cultures Gottlieb, A. 2004. Sociable Beng Babies. <i>The Afterlife is Where We Come From: The Culture of Infancy in West Africa</i> . Chicago, IL: University of Chicago Press. Pp. 136-164.
5	9/22	Roundtable: variations in caretaking practices in infancy DeLoache, J. and A. Gottlieb. 2000. Chapter 4, 5, 6, 7, and 8, as assigned by groups. <i>A World of Babies: Imagined Childcare Guides for Seven Societies</i> . Cambridge: Cambridge University Press.
6	9/27	Observing early childhood Let's visit the Children's School.
6	9/29	First Exam
7	10/4	Language socialization in childhood Schieffelin, B. and E. Ochs. 1983. Cultural perspectives on the transition from pre-linguistic to linguistic communication. In, <i>The transition from pre-linguistic to linguistic communication</i> . Golinkoff, ed. Hillsdale, NJ: Erlbaum. Pp. 115-131.
7	10/6	Play in childhood Gaskins, S. et al. 2007. The Cultural Construction of Play. In, <i>Play and Development: Evolutionary, Sociocultural, and Functional Perspectives</i> . Mahwah, NJ: Erlbaum. Pp. 179-202.
8	10/11	Adolescence: coming of age LeVine, R. 2011. Traditions in Transition: Adolescents Remaking Culture. <i>Ethos</i> 39(4):426-431.
8	10/13	Adolescence: media practices Pascoe, C.J. 2013. "You Have Another World to Create": Teens and Online Hangouts. Ito, M. and H. Horst, eds. <i>Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media</i> . Cambridge: MIT Press.
9	10/18	Emerging adulthood Arnett, J. 2000. Emerging Adulthood: A Theory of Development from the Late Teens through the Twenties. <i>American Psychologist</i> 55(5):469-480.
9	10/20	Adulthood Settersten, R. et al. 2015. Becoming Adult: Meanings of Markers to Adulthood. In, <i>Emerging Trends in the Social and Behavioral Sciences</i> . Scott and Kosslyn, eds. New York: John Wiley and Sons.
10	10/25	Aging Buch, E. 2013. Senses of Care: Embodying Inequality and Sustaining Personhood in the Care of Older Adults in Chicago. <i>American Ethnologist</i> 40(4):637-650.

10	10/27	The concept of the life course McAdams, D. 2008. Personal Narratives and the Life Story. In, Handbook of Personality: Theory and Research. Robins and Pervin, eds. New York: Guilford Press.
11	11/1	One way of conducting a life history interview Please read the selection you can find at the following link: http://www.northwestern.edu/magazine/winter2005/feature/redemption/sidebar1.html
11	11/3	Disability Murphy, R. 1987. The Body Silent. New York: H. Holt. Pp. 57-67; 73-82.
12	11/8	Social contexts of human development: middle class America-1 Ochs, E. and B. Campos. 2013. Coming Home. Fast Forward Family: Home, Work, and Relationships in Middle-Class America. Ochs and Kremer-Sadlik, eds. Berkeley, CA: University of California Press.
12	11/10	Social contexts of human development: middle class America-2 Graesch, A. 2013. At Home. Fast Forward Family: Home, Work, and Relationships in Middle-Class America. Ochs and Kremer-Sadlik, eds. Berkeley, CA: University of California Press.
13	11/15	Social contexts of human development: middle class America-3 Ochs, E. and M. Beck. 2013. Dinner. Fast Forward Family: Home, Work, and Relationships in Middle-Class America. Ochs and Kremer-Sadlik, eds. Berkeley, CA: University of California Press.
13	11/17	Social contexts of human development: formal education Blum, S. 2016. "I Love Learning; I Hate School": An Anthropology of College. Ithaca, NY: Cornell University Press. Pp. 105-139.
14	11/22	Social contexts of human development: inequality Lareau, A. 2002. Invisible inequality: Social Class and Childrearing in Black Families and White Families. American Sociological Review 67(5):747-776.
14	11/24	No Class; Thanksgiving Holiday
15	11/29	Social contexts of human development: globalization Madianou, M. and D. Miller. 2011. Mobile Phone Parenting: Reconfiguring Relationships between Filipina Migrant Mothers and Their Left-behind Children. New Media and Society 13(3):457-470.
15	12/1	Film exercise
16	12/6	Presentations
16	12/8	Presentations
17	12/15	Final exam, 2:00-3:50PM

Sonoma State University
HD 350: Topics in HD: Human Development Core Concepts
Spring 2017

Facilitator:	Benjamin Smith
Office Location:	Stevenson Hall 2054H
Telephone:	707-664-2181 (not preferred)
Email:	benjamin.smith@sonoma.edu (preferred)
Office Hours:	Mondays, 4-5PM; Tuesdays, 3-4PM
Class Days/Time:	Mondays and Wednesdays, 2:00-3:50PM
Classroom:	Stevenson Hall 2001

Course Description

This course offers a basic introduction to the social scientific theories and disciplines that influence the study of human development. We consider theorists who give an account of the influence of politics, economics, society, culture, psychology, and biology on the life course. At the end of the class, we engage with a range of critically-oriented scholars who will allow us to consider what it might mean to decolonize human development scholarship and practice. The course emphasizes close reading, analysis, and discussion of texts representative of major figures and approaches.

Readings for Class

There are no required textbooks for this class. All readings can be accessed through our class moodle page. You must print each reading out and bring it to class.

Classroom Protocol

I have the following expectations for both students and myself:

- *Engagement:* All of us must remain engaged throughout each class session. This means that the volume on your cell phone should be turned off. No texting is allowed during class. If you have to take an emergency call or make an emergency text, please step quietly outside the classroom. Only use laptops for taking notes. Please stay awake during class. More generally, please make sure that you do not disrupt the learning of your fellow students. If these policies are violated, points for attendance will be deducted at my discretion.
- *Respectfulness:* Mutual respect is the foundation for successful learning. This is why engagement is so important. It is not respectful to disrupt the learning of your fellow students. In a broader sense, however, it is also important to be respectful of both myself and your fellow students. Please use language that is civil and even courteous. Everyone should feel safe to express their opinions.
- *Communication:* We must remain in communication even outside of class. Our class moodle page allows you to keep up to date on our readings, class topics, and assignment due dates. All powerpoints used in class will be made available through moodle immediately after the class session. Also, all written work should be submitted through moodle. Moodle also allows me to send you messages that will arrive to your "sonoma.edu" email account. It is essential, therefore, for you to regularly check our moodle page as well as your email account.

I will do my best to respond to your emails within 24 hours. If you email me over the weekend, I will likely not be able to respond to your email until work week begins. Also, I will return graded work to you within 2 or 3 class sessions.

In addition to emailing me, please come visit me during my office hours. Feel free to talk with me about our class, human development more generally, your educational or career plans, etc. This is your time!

- *Reasonable expectations:* I realize that unfortunate and unexpected events occur in our lives. We all get sick and have important family commitments. For this reason, I have built in a measure of flexibility with respect to your grades. For example, you will be able to drop your three lowest quiz grades as well as your two lowest participation grades (see more information on my grading policy below). Please note, then, that there is no such thing as an “excused” absence. For example, if you are late one time and happen to miss a quiz, then that quiz will be dropped from your grade. If you are sick one day and miss out on class participation, then that participation grade will be dropped. My reason for doing this is that I do not want to put myself in the position of judging whether your excuse is justified (Were you really sick? Did your computer have some issue?).

If, however, you have some major occurrence in your life that negatively impacts your life for an entire week or more of class, please contact me as soon as possible. I will consider relaxing my expectations on a case by case basis. In such instances, I will ask for written documentation of this major life event. Please note that these should be truly exceptional circumstances (e.g., cancer treatments, the death of a parent or child, etc.). I will not relax my expectations for minor events like a cold, computer problems, issues at work, etc.

Course Objectives

You will be able to do the following upon completion of this class:

1. Describe the major theories that influence human development scholarship.
2. Identify how these theories have shaped work in human development.
3. Read and interpret challenging theoretical work.
4. Apply course concepts to your experiences.

Course Requirements

Descriptions of graded work:

- *Reading quizzes [Objective #3] (15%):* On the class sessions marked with a “Q”, we will have a quiz at the beginning of class. If you arrive after everyone has completed their quiz, you will not be able to take it. You will be able to consult your notebook during the quiz (not a laptop); you may not consult the reading. You will be able to drop your three lowest quiz grades.
- *Participation in class discussions [Objectives #1, 2, 4] (15%):* You have the possibility of earning 10 points for every class session in which you participate effectively in class discussions. If your participation is not adequate, fewer points will be awarded (e.g., 6 or 7, or 8 points, as determined by the instructor). You will be able to drop your two lowest participation grades.
- *Integrative paper [Objective #2] (20%):* You will write a three page paper in which you consider how two pieces of contemporary human development scholarship make use of the theoretical perspectives discussed in class. It will be due 4/14.

- *First and final exams [Objective #2] (50% total):* Our first in-class exam will be on 3/6. Our final will be on 5/15. Exams will consist of short answer questions and one or two short essay questions. The final exam will not be cumulative.

Grading Policy

First exam	25%
Final exam	25%
Integrative paper	20%
Participation in class discussions	15%
Reading quizzes	15%

Grading scale

A	100-94%	C	77-74%
A-	93-90%	C-	73-70%
B+	90-87%	D+	69-67%
B	86-84%	D	66-64%
B-	84-80%	D-	63-60%
C+	79-77%	F	60% or less

Attendance Policy

I will not take attendance. However, there are certain graded activities that can only take place during class time (reading quizzes and participation in class discussions). If you are not in class for these graded activities, you will not be able to earn the points associated with them. Attendance, then, is necessary for you to do well in class.

If you miss some of these graded activities due to an absence, note that I have considerable flexibility built into my grading. For example, you will be able to drop your three lowest quiz grades as well as your two lowest participation grades.

Late Work Policy

I will allow late work for two assignments: your integrative paper and your first exam. If you submit your life history paper within 1 week of the due date, you will receive a 10% penalty on your grade. If submitted after 1 week of the due date, no credit will be given. If you re-take your first exam within 1 week, you will receive a 10% penalty on your exam grade. Otherwise, no credit will be given.

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take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

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1/23 Introduction to class

POLITICAL-ECONOMY PERSPECTIVES

1/25 Alienation

Marx, Karl and Friedrich Engels. 1978. Selections from *The Marx-Engels Reader*. New York: W.W. Norton and Company. Pps., 71-79.

1/30 Commodification

Adorno, Theodor. 1991. Selections from *The Culture Industry: Selected Essays on Mass Culture*. London: Routledge. Pps., 1-5.

2/1 Class, History, Revolution

Marx, Karl and Friedrich Engels. 1978. Selections from *The Marx-Engels Reader*. New York: W.W. Norton and Company. Pps., 473-483.

2/6 Human Development: Socializing Class

Willis, Paul. 1981. Selections from *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press. Pps., 11-22, 47-49, 52-62.

2/8 Human Development: The Commodification of the Life Course

Movie in Class: "It's a Girl Thing: Tween Queens and the Commodification of Girlhood"

SOCIAL AND CULTURAL PERSPECTIVES

2/13 Society

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. New York: Free Books. Pps., 9-11, 33-39; 208-214

2/15 Culture

Sapir, Edward. 1985. Selections from *Selected Writings in Language, Culture, and Personality*. Berkeley, CA: University of California Press. Pps., 544-549; 556-559

2/20 Symbolic Interaction

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. New York: Anchor. Pps., 1-16, 77-87.

2/22 Human Development: Ecological Systems Theory
Bronfenbrenner, Urie. 1981. *Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.

2/27 Human Development: Life Course Theory
Hammack, Phillip L. and Bertram J. Cohler. 2011. Narrative, Identity, and the Politics of Exclusion: Social Change and the Gay and Lesbian Life Course. *Sexual Research Social Policy* 8:162-182.

3/1 Comparing Theoretical Perspectives

3/6 First Exam

PSYCHOLOGICAL PERSPECTIVES

3/8 Psychodynamic
Freud, Sigmund. 1989. *Introductory Lectures on Psychoanalysis*. New York: Liveright Books. Pps., 305-315, 354-366.

Spring Break

3/20 Writing exercise

3/22 Psychodynamic Perspectives on Human Development
Erikson, Erik. 1963. Chapter 7. *Childhood and Society*. New York: Norton.

3/27 Cultural-Historical Psychology
Vygotsky, Lev. 1978. Selections from *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press. Pp., 24-30, 84-91.

3/29 Library research exercise

4/3 Developmental and Cognitive Psychology
Piaget, Jean. 1967. *Six Psychological Studies*. New York: Random House. Pp., 3-17

4/5 Psychological Perspectives on Human Development and Education
CHAT Fifth Dimension; online LCHC text

4/10 Comparing Theoretical Perspectives

BIOLOGICAL PERSPECTIVES

4/12 Natural Selection
Darwin, Charles. 1902. Selections from *Origin of Species*. New York: American Home Library Co.

4/17 Evolving Care

Gould, Stephen Jay. 1980. Selections from *Panda's Thumb: More Reflections from Natural History*. New York: W.W. Norton and Company.

4/19 Biological Perspectives on Human Development: Human Life History

Taylor Parker, Sue and Karin Enstam Jaffe. 2008. Chapter 6 from *Darwin's Legacy: Scenarios in Human Evolution*. New York: Altamira Press.

4/24 Biological Perspectives on Human Development: Attachment

Bowlby, John. 1988. Selections from *A Secure Base: Parent-Child Attachment and Healthy Human Development*. New York: Basic Books.

CRITICAL PERSPECTIVES

4/26 Decolonizing Mental Health: Indigenous Perspectives

Gone, Joseph P. 2016. Alternative Knowledges and the Future of Community Psychology: Provocations from an American Indian Healing Tradition. *American Journal of Community Psychology* 1:1-8.

5/1 Decolonizing Human Development: Indigenous Perspectives

Deloria, Jr., Vine and Daniel Wildcat. 2001. Selections from *Power and Place: Indian Education in America*. Golden, CO: American Indian Graduate Center and Fulcrum Resources. Pps. 12-14, 21-28.

5/3 Feminist Perspectives on the Family

Collier, Jane et al. 1997. Is There a Family? New Anthropological Views. In, R. Lancaster & M. de Leonardo. *The Gender/Sexuality Reader*. London: Routledge.

5/8 Critical Race Perspectives on Human Development

Spencer, Margaret Beale. 2013. Opportunities and Challenges to the Development of Healthy Children and Youth Living in Diverse Communities. *Development and Psychopathology* 25(4): 1551-1566.

5/10 Class Review

5/15 Final Exam (2-3:50PM)

Sonoma State University
HD 450: Research Methods in Human Development
Spring 2017

Facilitator:	Benjamin Smith
Office Location:	Stevenson Hall 2054H
Telephone:	707-664-2181 (not preferred)
Email:	benjamin.smith@sonoma.edu (preferred)
Office Hours:	Mondays, 4-5PM; Tuesdays, 3-4PM
Class Days/Time:	Tuesdays and Thursdays, 1:00-2:50PM
Classroom:	Stevenson Hall 3095

Course Description

This course introduces the methods used to study the human life course. After considering what it means to pose an interesting, viable, and ethical research question, the class will provide training in some of the methods that reveal the cultural character of human development: semi-structured interviews, life history methods, direct observation, and participant-observation. Students will develop and carry out a collaborative research project throughout the course of the class.

Readings for Class

There are no required textbooks for this class. All readings can be accessed through our class moodle page. You must print each reading out and bring it to class.

Classroom Protocol

I have the following expectations for both students and myself:

- *Engagement:* All of us must remain engaged throughout each class session. This means that the volume on your cell phone should be turned off. No texting is allowed during class. If you have to take an emergency call or make an emergency text, please step quietly outside the classroom. Only use laptops for taking notes. Please stay awake during class. More generally, please make sure that you do not disrupt the learning of your fellow students. If these policies are violated, points for attendance will be deducted at my discretion.
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- In addition to emailing me, please come visit me during my office hours. Feel free to talk with me about our class, human development more generally, your educational or career plans, etc. This is your time!
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Course Requirements

Descriptions of graded work:

- *Reading quizzes (15%):* On the class sessions marked with a “Q”, we will have a quiz at the beginning of class. If you arrive after everyone has completed their quiz, you will not be able to take it. You will be able to consult your notebook during the quiz (not a laptop); you may not consult the reading. You will be able to drop your two lowest quiz grades.
- *Participation in class discussions (15%):* You have the possibility of earning 10 points for every class session in which you participate effectively in class discussions. If your participation is not adequate, fewer points will be awarded (e.g., 6 or 7, or 8 points, as determined by the instructor). You will be able to drop your two lowest participation grades.
- *Final project paper and presentation (30%):* You will develop and carry out a collaborative research project over the course of the semester. This will result in a 5-6 page paper due by the end of the day on 5/17. You will present your research at the SSU Society and Culture Undergraduate Research Forum (SCURF) in early May.
- *First and second exams (40% total):* Our first in-class exam will be on 3/6. Our second will be on 5/15. Exams will consist of true/false questions, short answer questions and one or two short essay questions.

Grading Policy

First exam		20%
Second exam	20%	
Final paper and presentation	30%	

Participation in class discussions	15%
Reading quizzes	15%

Grading scale

A	100-94%	C	77-74%
A-	93-90%	C-	73-70%
B+	90-87%	D+	69-67%
B	86-84%	D	66-64%
B-	84-80%	D-	63-60%
C+	79-77%	F	60% or less

Attendance Policy

I will not take attendance. However, there are certain graded activities that can only take place during class time (reading quizzes and participation in class discussions). If you are not in class for these graded activities, you will not be able to earn the points associated with them. Attendance, then, is necessary for you to do well in class.

If you miss some of these graded activities due to an absence, note that I have considerable flexibility built into my grading. For example, you will be able to drop your two lowest quiz grades as well as your two lowest participation grades.

Late Work Policy

I will allow late work for two assignments: your exams and your final paper. If you submit your life history paper within 2 days of the due date, you will receive a 10% penalty on your grade. If submitted after 2 days of the due date, no credit will be given. If you re-take your first or second exam within 1 week, you will receive a 10% penalty on your exam grade. Otherwise, no credit will be given.

Campus Policy on Disability Access for Students

If you are a student with a documented learning disability and/or other special needs that require accommodation, please register with the campus office of Disability Services for Students (DSS), located in Salazar Hall Room 1049 (Phone number: 707-664-2677). DSS will provide you with written confirmation of your verified disability and authorize recommended accommodations. This authorization should be presented to me as soon as possible, ideally within the first two weeks of the semester, so that accommodations can be made. You are responsible for notifying me of your scheduled exam times at DSS at least two business days in advance so that I have time to send over your exam.

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and I should discuss your specific needs and the type of precautions that should be made in advance of such as event (i.e., assigning a buddy to guide you down the stairway). Please take advantage of these preventative measures as soon as possible and contact the Disability Services for Students office if other classroom accommodations are needed.

Academic Integrity

Students should know that the University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you

to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit), will result in a zero grade for the assignment/exam and sanctions by the University. Unless otherwise specified, all assignments are to be completed by the individual student.

1/24 Class intros

1 - PROJECT DESIGN

1/26 An introduction to ethics and research paradigms

Bernard, Russell. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: AltaMira Press. Pp. 54-69.

1/31 Posing a research question: about play, for example

Gaskins, S. 2007. *The Cultural Construction of Play*. In, *Play and Development: Evolutionary, Cultural, and Functional Perspectives*. Mahwah: Erlbaum. Pp. 179-202.

2/2 Reflexivity and positionality in research

Daly, K. 2007. Chapter 8. *Qualitative Methods for Family Studies and Human Development*. Los Angeles: Sage. Pp. 187-207.

2/7 Ethical research practice

Daly, K. 2007. Chapter 10. *Qualitative Methods for Family Studies and Human Development*. Los Angeles: Sage. Pp. 243-264.

2/9 Community-engaged research; interview project

Baldwin, Mark. 2012. *Participatory Action Research*. *The Sage Handbook of Social Work*. New York: Sage. Pp. 467-481.

2/14 Reviewing the literature

Library research exercise

2/16 Sampling in qualitative research

Bernard, Russell. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: AltaMira Press. Pp. 143-155.

2/21 Writing a research proposal

Daly, K. 2007. Chapter 7. *Qualitative Methods for Family Studies and Human Development*. Los Angeles: Sage. Pp. 161-186.

2/23 First exam

2 - INTERVIEW METHODS, CODING, AND ANALYSIS

2/28 Types of interviews (read both short selections)

Bernard, Russell. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: AltaMira Press. Pp. 156-160.

Clausen, John. 1998. *Life Reviews and Life Stories*. *Methods of Life Course Research: Qualitative and Quantitative Approaches*. New York: Sage. Pp. 2-4, 8-16.

3/2 Library exercise; interview file due

3/7 Examples of transcription (read both short selections)

Mishler, Eliot. 1991. *The Joint Construction of Meaning*. *Research Interviewing*. Cambridge: Harvard University Press. Pp. 52-59.

Piaget, Jean. 1997. *Moral Judgment of the Child*. New York: Free Press. Pp. 121-128.

3/9 Interviews in human development: some examples (you will be assigned one reading)

Guest, A.M. 2008. *Reconsidering Teamwork: Popular and Local Meanings for a Common Ideal Associated with Positive Youth Development*. *Youth and Society* 39(3):340-361.

Opper, Sylvia. 1977. *Piaget's Clinical Method*. *Journal of Children's Mathematical Behavior* 1(4):90-107.

Hammack, P.L. 2006. *Identity, Conflict, and Coexistence: Life Stories of Israeli and Palestinian Adolescents*. *Journal of Adolescent Research* 21(4):323-369.

Bakken, Jeremy and B. Bradford Brown. 2010. *Adolescent Secretive Behavior: African American and Hmong Adolescents' Strategies and Justifications for Managing Parents' Knowledge About Peers*. *Journal of Research on Adolescence* 20(2):359-388.

Schmertz, Barbara and Jennifer Carney. 2014. *Making the Leap: Understanding the Successful Transfer of High-Achieving, Low-Income Community College Students to Four-Year Institutions*. Jack Kent Cooke Foundation.

3/21 Introducing final project

3/23 Designing interviews

Charmaz, Kathy. 2014. Chapter 3. *Constructing Grounded Theory*. London: Sage.

3/28 Interviews and grounded theory; complete transcription due

Charmaz, Kathy. 2014. Chapter 4. *Constructing Grounded Theory*. London: Sage.

3/30 Analyzing interviews-1

Charmaz, Kathy. 2014. Chapter 5. *Constructing Grounded Theory*. London: Sage.

4/4 Analyzing interviews-2

Charmaz, Kathy. 2014. Chapter 6. *Constructing Grounded Theory*. London: Sage.

4/6 Second exam

3 - OBSERVATION METHODS, CODING, AND ANALYSIS

4/11 Participant and direct observation

Bernard, Russell. 2011. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. New York: AltaMira Press. Pp. 256-264, 306-311.

4/13 The ethics of observational practice

Li, Jun. 2008. *Ethical Challenges in Participant Observation: A Reflection on Ethnographic Fieldwork*. *The Qualitative Report* 13(1):100-115.

4/18 Observation in human development: some examples (you will be assigned one reading)

Whiting, Beatrice and John Whiting. 2014[1975]. Chapter 3. Children of Six Cultures: A Psycho-Cultural Analysis. Cambridge: Harvard University Press. Pp. 39-65.

Graesch, Anthony. 2013. At Home. Fast Forward Family: Home, Work, and Relationships in Middle-Class America. Ochs and Kremer-Sadlik, eds. Berkeley, CA: University of California Press.

Bolin, Inge. 2006. Selections from Growing Up in a Culture of Respect: Child Rearing in Highland Peru. Austin, TX: University of Texas Press.

Pascoe, C.J. 2011. Selections from Dude, You're a Fag: Masculinity and Sexuality in High School. Berkeley, CA: University of California Press.

4/20 An exercise in observation: writing notes

Emerson, Robert et al. 2011. Chapter 2. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.

4/25 An exercise in observational analysis: coding notes; 4 additional interview files due

Emerson, Robert et al. 2011. Chapter 6. Writing Ethnographic Fieldnotes. Chicago: University of Chicago Press.

4/27 Roundtable on the strengths/weaknesses of methods; transcription and coding

4 - FINAL PROJECT PREPARATION

5/2 Sharing results; transcription and coding

Keen, Steven and Les Todres. 2007. Strategies for Disseminating Qualitative Research Findings: Three Exemplars. Forum: Qualitative Social Research 8(3).

5/4 Presentations-1

5/9 Presentations-2

5/11 Individual conferences

HD 490: Senior Project **Spring 2017**

Class times and location:	Thursdays 4:00 - 4:50 Darwin 37
Instructor:	Suzanne Maggio-Hucek
Office:	Stevenson 3057
Office hours:	Thursdays, 10:00 – 12:00
Email:	maggiohu@sonoma.edu

Course description

This is the capstone course for the Human Development major. The main goal of the course is to integrate the material from the courses you've taken as an HD major through community engagement, your academic autobiography, and an integrative paper.

Service Learning

This course is a service learning course. As part of the course, you are expected to participate in meaningful service work with a community partner each and every week. Through your work with your community partner, you will be applying the concepts we learn in class to real world experience. This semester, the community partners are Humanidad, Forget Me Not Farm, the Rohnert Park Senior Center and Community Action Partnership (CAP). Other sites may be considered at the discretion of the instructor. You will be assigned to a particular program that you will work in throughout the entire semester.

As an important part of your community involvement, each week, you will also complete a community partner reflection. These reflections will give you the opportunity to reflect on the work you are doing in light of the material we are discussing in class. Reflections should be typed, double spaced, and turned in each Thursday. Prompts will be assigned weekly and can be found on Moodle.

Service Learning Partners:

- Humanidad Therapy & Education Services (HTES) is a multicultural community mental health agency and Marriage and Family Therapist training program. HTES offers low-fee, psychological and court affiliated services in Sonoma County. As a therapist mentorship program, our focus is on nurturing culturally aware, qualified therapists to serve diverse populations.
- Community Action Partnership of Sonoma County is an organization that partners with the community to empower low income families through community engagement, health and wellness, education and financial stability strategies. Programs include community engagement, health and wellness, education and financial stability.
- Forget Me Not Farm is a program of the Sonoma Humane Society that offers animal-assisted and horticultural therapeutic activities that provide a haven for children, plants and animals to bond, learn and heal with one another.
- Rohnert Park Senior Center provides persons aged 50 years and older with a multi-service senior center offering daily luncheon and wide range of classes including: exercise, art & crafts, Ping Pong, line dancing, Spanish classes, and day trips.

Course Requirements

- *Portfolio & presentation of Community Service:* The major requirement of the course is a

presentation and portfolio. **You are required to participate in a minimum of 16 hours of service over the course of the semester with a community partner.** Community partners can be chosen individually or with the assistance of SSU's Center for Community Engagement. The final portfolio presentation will be grounded in this service learning experience to be completed this semester. Instructions for the assignment are on Moodle.

- *Academic autobiography:* The instructions will be available on Moodle.
- *Integrative paper:* Each student will write a paper that integrates the perspectives of the interdisciplinary field of the human development major. Instruction will be available on Moodle, as will example papers.
- *Exit survey:* Before the end of the semester, you will need to complete an exit survey. This will be posted on and submitted via Moodle.
- *Participation:* In addition to your service assignment, your attendance in class is required. There will be opportunities for peer-review of your resume and of a cover letter for a job or for admission to graduate school. Participation in these activities will be factored into your grade.

Expectations:

Throughout this course, we will operate as members of a community of learners. It is critical that we treat each other with respect and support on this journey of discovery. As such, the following expectations apply:

- Arrive for class on time. Late arrivals are disruptive and disrespectful to the instructor and your classmates.
- Participate actively. In a community we are all responsible for each other. Come to class prepared. Share your thoughts and ideas and the class will be richer for all involved.
- Be a conscious community member. Do not use vulgarity, racial slurs, discriminatory remarks or other communication that shows disrespect to your community.
- There is no use of electronic devices such as cell phones or ipods. Cell phones must be turned off or set to vibrate. . If you would like to take notes on your laptop, please discuss this with me in advance. Refrain from distracting activities (e.g. sleeping, whispering, talking when someone else is talking, working on other coursework, texting, online shopping, responding to email, etc.)
- Do your own work. Cheating or plagiarizing on papers or exams is against school policy and appropriate action will be taken if it is determined that you have done so.
- Ask questions. I have an open door policy. If you have a problem, come speak to me. My goal is to support your learning experience.

Attendance and Participation

Your full attendance and participation are required. Attendance and participation are indicators that you are an active and committed participant in your education.

Students with Special Needs

Students with special needs can receive services through the Disability Services for Students (DSS) located in Salazar, Suite 1049. If you are in need of accommodations, please contact me as soon as possible to make arrangements.

Important dates (subject to change) For up to date schedule, please refer to Moodle

Summary of Service Learning project due on Thursday, **February 9**

Goal Statement due on Thursday, **February 23**

Community Partner Update due on Thursday, **March 9**

Integrative paper due on Thursday, **April 13**

Portfolio due **on day of presentation**

Academic autobiography due on Thursday, **April 27**

Grading:

Portfolio presentation: 40%

Academic autobiography: 25%

Integrative paper: 25%

Exit Survey & Participation: 10%

Appendix 2: Exit Survey (A) and tabulated responses (B) from 2009 Program Review

A. Exit Survey from 2009 Program Review



Sonoma State University
Human Development Program
Richard J. Senghas, Coordinator
707-664-2307

<http://www.sonoma.edu/humandevelopment>

HUMAN DEVELOPMENT MAJOR GRADUATION EXIT SURVEY

Name:

Date:

Graduation Date:

Minor:

Address after graduation:

Internship Experience at SSU:

Further Training/Schooling Plans:

Career Plans:

Strengths of HD Major Program:

Weaknesses of the HD Major Program:

Other Comments:

B. Summary of Exit Survey results from 2009 Program Review

<p>Internship or Service Learning Experience at SSU:</p>	<p>Americorps: 4 Assist in elementary schools: 3 Big Brothers Big Sisters: 1 CA Safe Schools Coalition: 1 Circle of Sisters: 1 Convalescent home: 1 COTS: 1 Service project at Oak View Retirement Community: 2 Volunteer for United Against Sexual Assault of Sonoma County: 1</p>
<p>Further Training/Education Plans:</p>	<p>Child development: 1 Credentials/master w/credentials: 11 Event and meeting planning certificate: 1 Forensic psychology: 1 Graduate school: 4 Kinesiology degree: 1 Master in counseling: 2 Master in family therapy: 2 Nonprofit agency: 1 Ombudsman work: 1 Site supervisor: 1</p>
<p>Career Plans:</p>	<p>Assistant hospitality director: 1 Counselor: 2 Day care: 1 Environmental education: 1 Fire fighter: 1 Forensic psychologist: 1 Human resources: 1 Law enforcement: 1 Nursing: 1 Principal: 1 Senior services: 1 Teacher: 5 Therapist: 1 Work at café: 1 Work with children: 6</p>
<p>Strengths of HD Major:</p>	<p>Classes had great depth/information: 1 Enjoyed variety of choices for major classes: 19 Glad prerequisites counted for credential: 1 Good methodology: 1 Great professors: 1 Multiple perspectives: 1</p>
	<p>Disliked ANTH 342: 3 Disliked methodology: 1 Difficult prerequisites: 1</p>

Weaknesses of HD Major:	Junior Seminar (HD 391) needs strengthening: 1 Lack of communication between SSU schools: 1 Lack of professor support: 1 New major, needs work: 1 Some supporting courses too major oriented (no HD focus): 1 Want HD club: 1 Want more available advising: 2 Want more career advising: 1
Other Comments:	Glad Geri is HD Coordinator: 1 Great advising: 1 Great program: 3 Recommend to other students: 1 Thank you!: 4

Appendix 3: The Spring 2017 application to human development (copied from Google Docs).
The questions ask the applicant to confirm completion of the major prerequisites.

Human Development Application

Your answers will be checked by the HD Coordinator. You cannot change your answers once you submit your application, so be sure to read all questions CAREFULLY and COMPLETELY before answering and include all requested information.

NEXT

1. Applicant's Information

You must provide the information as requested. Failure to do so will result in rejection of your application.

First & last name *

Your answer

SSU ID number *

Include all digits, including all zeros at the beginning of your ID number.

Your answer

SSU email *

The HD coordinator will contact students via their SSU email. Applicants must check their SSU email regularly after submitting their application or risk missing important information from the coordinator.

Your answer

BACK

NEXT

2. What-if Report

Did you run a 'What-if Report' between January 17 and 20, 2017 using Human Development as your major and the upcoming semester as your term? *

Do NOT print off your report, but make sure that under "What-if Report" the "View a Saved What-if Report" shows a 'Requested on' date between January 17 and 20, 2017. Don't know how to run a 'What-if Report'? Watch the instructional video posted at

<http://sonoma.edu/humandevlopment/admissions/applyspring.html>

- Yes
- No

BACK

NEXT

3. Minimum GPA Requirement

View your 'What-if Report'. Is your OVERALL GPA at least a 2.5? *

Your overall GPA cannot be below 2.5 (even a 2.49 is not acceptable). Don't have a 2.5 overall GPA? Please review the instructional video posted at

<http://sonoma.edu/humandevlopment/admissions/applspring.html> to estimate when you will achieve a 2.5 overall GPA

- Yes
- No

BACK
NEXT

4. Minimum Unit Requirement

View your 'What-if Report'. Have you completed at least 30 units? *

- Yes
- No

BACK
NEXT

5. Prerequisite Courses

View your 'What-if Report'. Do all the Human Development prerequisite courses display a green circle next to them? *

Prerequisite courses will display one of three colors: Green circle: completed!; Yellow triangle: enrolled in at SSU but not completed; Red square: not completed (so far as SSU knows; but you may have completed the course elsewhere)

- Yes. Congratulations!
- No. I still have to complete one or more courses.
- No, but I have completed all courses--they're just not showing up as complete in the prerequisites (you'll have a chance to explain).

BACK
NEXT

6. Explanation of Missing Prerequisite Courses

Please choose the answer that best explains your missing prerequisite course(s). *

If you indicate that you have evidence of a recently completed course at another university, you will be asked to upload this evidence on the next page of the application. Read the choices CAREFULLY!

- I have one missing course. The course appears in my "Transfer Credit: Report".
- I have one missing course. The course appears in the appropriate GE area (e.g., GE B2 is complete and I earned a C, but the Biological Foundations prerequisite is not complete).
- I have one missing course. I just completed the course at another institution and I have a copy of my transcript or course grade.
- I have more than one missing course. One appears in my "Transfer Credit: Report". The other appears in the appropriate GE area
- I have more than one missing course. One appears in my "Transfer Credit: Report". I have just completed the other course at another institution.
- I have more than one missing course. One appears in the appropriate GE area. I have just completed the other course at another institution.

BACK

NEXT

7. Completed Prerequisite Course

Upload evidence of your completed prerequisite course(s) taken at another institution. *

Evidence of prerequisite completion may take the form of an unofficial transcript or course grade, but the uploaded document must include the following: university name, course number, name and grade, and student's name. This evidence must be uploaded at the time you submit your application.

ADD FILE

BACK
NEXT

8. Permission Code Requests

Please indicate all courses for which you would like to receive a permission code if admitted to the HD major. *

Permission codes allow you to register for an HD-designated course once your application is approved, but not yet processed. A permission code does NOT guarantee you a space in the course. Permission codes will be issued in the order applications are received and approved. The HD coordinator can only issue permission codes for HD-designated courses. If you have trouble getting into another course in the HD major, you need to contact the instructor of the course. Students wanting to register for HD 490 (Senior Seminar) must be graduating at the end of the upcoming semester, and must submit a Graduation Application in order to receive an HD 490 permission code.

- HD 350
- HD 450
- HD 350 & HD 450
- I don't want a permission code for any of these courses

A copy of your responses will be emailed to xxx@sonoma.edu.

BACK
SUBMIT

Thank you. Your response has been recorded. Dr. Jaffe will review your application and ARR and contact you via your SSU email within 24 hours of receiving your application. Students who are admitted to the HD major will receive requested permission codes and further instructions for declaring HD. It is the applicant's responsibility to check their SSU email often after submitting an application for these instructions.

Appendix 4: Curriculum vitae of faculty affiliated with the human development major.

Benjamin Smith
1801 E. Cotati Avenue
Department of Anthropology
Sonoma State University
Rohnert Park, CA 94928
besmith@vassar.edu

ACADEMIC POSITIONS

- 2016-present Assistant Professor of Human Development, Department of Anthropology, Sonoma State University.
2012-2016. Visiting Assistant Professor, Department of Anthropology, Vassar College
2011-2012. Instructor, Department of Anthropology, Saint Xavier University.
2008-2012. Indigenous Language Project Manager, Center for Latin American Studies, University of Chicago.

EDUCATION

The University of Chicago, Chicago, IL
Joint Ph.D. in Comparative Human Development and Linguistics, March 2011

Wake Forest University, Winston-Salem, NC
B.A. in Anthropology, *summa cum laude*, June 1999

AWARDS AND GRANTS

- 2014-2017 Spencer Foundation Research Grant
[Project Title: Online Gaming, Indigenous Masculinities and the Peruvian School, Amount: \$50,000]
2013 Vassar College Research Committee Award
[Project Title: Video Game Design and the Politics of Indigeneity in Bolivia, Amount: \$2,118]
2013 Vassar College Travel Award
2012 Vassar College Research Committee Award
[Project Title: Language and the Cultivation of a Digital Masculinity in Urban, Aymara Peru, Amount: \$2,125]
2009 Graduate Student Paper Winner, Society for Linguistic Anthropology.
2008-2010 Spencer Foundation Dissertation Fellowship.
2008 Bernice Neugarten Prize Lectureship, University of Chicago.
2006 Fulbright-Hays Doctoral Dissertation Fellowship. Declined.
2005-2006 Wenner-Gren Anthropological Foundation Fellowship.
2004 Tinker Foundation Summer Travel Grant, La Paz, Bolivia.
2003 FLAS Summer Language Study Grant, Aymara.
2003 Tinker Foundation Summer Travel Grant, Pocobaya, Bolivia.
2002 FLAS Summer Language Study Grant, Aymara.
2002 Tinker Foundation Summer Travel Grant, La Paz, Bolivia.
2001 FLAS Summer Language Study Grant, Aymara.

- 1999-2004 University of Chicago Endowed Fellowship
 1999 Phi Beta Kappa inductee, Wake Forest University.
 1995-1999 Guy T. and Clara Carswell Scholarship, Wake Forest University.

PUBLICATIONS

In Preparation

Language and the Frontiers of the Human: A Pragmatic Semiotics of Toughness and its Emergence in Peruvian Aymara Boyhood. *Monograph in preparation.*

New Media and the Art of Parenthood: Controlling the Digital Gaming of Boys in Southern Peru. *Article in preparation (along with co-author Ashley Barad, a Vassar undergraduate student) for submission to the Journal of Linguistic Anthropology.*

Published

- 2017 Distributed Agency in Play. P. Kockelman and N.J. Enfield (eds.), Distributed Agency. New York: Oxford University Press.
- 2016 More Landscape, Less Language: Digital Gaming, Moral Panic, and the Linguistics Landscapes of Southern Peru. *Signs and Society* 4(2):155-175.
- 2016 Fashions of Speaking and the Temporalities of Self-Fashioning. Special, guest-edited issue (along with co-editor Gregory Thompson). *Language and Communication* 46.
- 2016 Semiosis, Time-scales, Self-fashioning: An Introduction (along with co-author Gregory Thompson). *Language and Communication* 46:14-18.
- 2016 Turning Language Socialization Ontological: Material Things and the Semiotics of Scaling Time in Peruvian Aymara Boyhood. *Language and Communication* 46:42-50.
- 2015 The semiotics and politics of “real selfhood” in the American therapeutic discourse of the World War II era. *Semiotica* 203:203-226.
- 2014 Metacultural positioning in language socialization: inhabiting authority in informal teaching among Peruvian Aymara siblings. *Linguistics and Education* 25:108-118.
- 2013 Invited review of Frank Salomon and Mercedes Nino-Murcia, *The lettered mountain: A Peruvian village’s way with writing*. Durham, NC: Duke University Press, 2011. *Journal of Linguistic Anthropology*. 23(1):102-103.
- 2012 Language and the frontiers of the human: Aymara animal-oriented interjections and the mediation of mind. *American Ethnologist*. 2012, 39(2):313-324.
- Reprinted** in L. Bessire and D. Bond (eds.), *Virtual issue, Ontology in American Ethnologist, 1980-2014*, American Ethnologist. 2014.

- 2011 Language and the Emergence of Masculine Potency in Peruvian Aymara Boyhood. University of Chicago Dissertation. Proquest/UMI.
- 2010 Of marbles and (little) men: bad luck, Aymara boyhood and masculine identification. *Journal of Linguistic Anthropology* 2010, 20(1):225-239.
- 2010 Learning morality. (With Heidi Fung.) In D. Lancy, J. Bock and S. Gaskins (eds.), *The Anthropology of Learning in Childhood*. Walnut Creek, CA: Altamira Press. 2010.
- 2005 Ideologies of the speaking subject in the psychotherapeutic theory and practice of Carl Rogers. *Journal of Linguistic Anthropology* 2005, 15(2): 258-272.

SELECTED PRESENTATIONS

- 2015 "Hurling sticks and words: the semiosis of channels and the agency of herding animals in Southern Peru," American Anthropological Association Annual Meeting, Denver, CO, November 19, 2015.
- 2014 "Channels, challenge, masculinity: the semiotics of marbles in Peruvian Aymara boyhood," American Anthropological Association Annual Meeting, Washington, D.C., December 3, 2014.
- 2014 Semiosis, reflexivity, self (Organizer and Chair). Panel organized for the American Anthropological Association Annual Meeting, Washington, D.C., December 3, 2014.
- 2014 Discussant and co-organizer of an undergraduate student panel entitled "Beyond the frame: new places, spaces, and practices for ethnographic work," Annual Meeting of the Northeast Anthropological Association, Potsdam, NY, April 12, 2014.
- 2013 "Cultivating a virtual masculinity: boyhood, online indigenous game play, and the contours of a Peruvian public," American Anthropological Association Annual Meeting, Chicago, IL, November 21, 2013.
- 2013 "Language and the recognition of *chacha*-ness in Peruvian Aymara boyhood," Anthropology of Childhood/Society for Psychological Anthropology Joint Meeting, San Diego, CA, April 5, 2013.
- 2011 "Language, bad luck, and the emergence of toughness in Peruvian Aymara boyhood," 110th Annual Meeting of the American Anthropological Association, Montreal, Canada, November 17, 2011.
- 2010 "Animality beyond animals: the use of animal-oriented interjections with children in Aymara," 109th Annual Meeting of the American Anthropological Association, New Orleans, LA, November 19, 2010.
- 2009 "The linguistic figuration of morality: a-morality and animal-oriented Interjections in Aymara," 108th Annual Meeting of the American Anthropological Association, Philadelphia, PA, December 5, 2009.

- 2009 "Of marbles and (little) men: bad luck, Aymara boyhood and masculine identification," Semiotics: Culture in Context workshop, University of Chicago, October 8, 2009.
- 2008 "Controlling the fickle: Aymara children, conative interjections, and alpacas," Joint University of Michigan/University of Chicago Linguistic Anthropology Conference (Michigan), Chicago, Illinois, May 2, 2008.
- 2008 "The semiosis of informal teaching and the development of responsibility in Aymara childhood," American Educational Research Association Meeting, New York, NY, March 27, 2008.
- 2007 Discussion of paper entitled "It's a 'heart-biter': K'iche' Maya children as mediators and buffers of adult social interactions," Elise Berman, Semiotics: Culture in Context Workshop, University of Chicago, Chicago, IL, October 4, 2007.
- 2005 Discussion of panel entitled "Creating, deconstructing and transforming identities: the cultural psychology of education," The Department of Comparative Human Development 12th Annual Student Conference, Chicago, IL, May 6, 2005.
- 2005 "Reviewing claims about the linguistic relativity/ies of intentionality," Joint University of Michigan/University of Chicago Linguistic Anthropology Conference (Michigan), Chicago, IL, May 8, 2005.
- 2004 "Ideologies of the speaking subject in the psychotherapeutic theory and practice of Carl Rogers," Semiotics: Culture in Context Workshop, University of Chicago, Chicago, IL, December 2, 2004.
- 2004 Discussion of paper entitled "Pastoral Quechua . . .," Alan Durston, Interdisciplinary Christianities Workshop, University of Chicago, Chicago, IL, March 2, 2004.
- 2001 "A dialogical poetics of selfhood in Rogerian therapeutic discourse," Committee on Human Development 8th Annual Student Conference, Chicago, IL, May 2, 2001.
- 2000 "Culture, conversation style, and Carl Rogers: the healing force of speech," Joint University of Michigan/University of Chicago Linguistic Anthropology Conference (Michigan), Chicago, IL, May 11, 2000.

TEACHING AND MENTORING EXPERIENCE

Instructor:

- Spring 2017: *Human Development Core Concepts*
Research Methods in Human Development
- Fall 2016: *Culture and Human Development*
Research Methods in Human Development
- Spring 2016: *Medical Anthropology*
Anthropology of New Media
Anthropology and Linguistics
- Fall 2015: *Andean and Amazonian Societies* (Vassar College)

Spring 2015:	<i>Language, Culture, and Society</i> (Vassar College) <i>Cultural Anthropology</i> (Vassar College) <i>Language, Medicine, and Healing</i> (Vassar College)
Fall 2014:	<i>Linguistics and Anthropology</i> (Vassar College) <i>Language, Culture, and Society</i> (Vassar College) <i>Language, Children, and Culture</i> (Vassar College)
Spring 2014	<i>Indigenous Social Movements of the Andes</i> (Vassar College) <i>Discourse and Subjectivity</i> (Vassar College) <i>Linguistics and Anthropology</i> (Vassar College)
Fall 2013	<i>Virtually-Mediated Social Worlds</i> (Vassar College) <i>Language as Social Action</i> (Vassar College)
Spring 2013	<i>Language, Children, and Culture</i> (Vassar College) <i>Andean and Amazonian Societies</i> (Vassar College) <i>Linguistics and Anthropology</i> (Vassar College)
Fall 2012	<i>Language, Culture, and Society</i> (Vassar College) <i>Language, Culture, and Mind</i> (Vassar College)
Spring 2012	<i>Introduction to Linguistic Anthropology</i> (Loyola University Chicago) <i>Language, Culture and Society</i> (Saint Xavier University) <i>Modern Latin America</i> (Saint Xavier University)
Fall 2011	<i>Introduction to Social and Cultural Anthropology</i> (Prairie State College) <i>Modern Latin America</i> (Saint Xavier University)
Spring 2011	<i>Latin American Culture and History</i> (Morton College)
Fall 2010	<i>Latin American Culture and History</i> (Morton College)
Winter 2008	<i>Language, Agency, and Socialization</i> (University of Chicago)
Fall 2004	<i>Honors Paper Preparation</i> (University of Chicago)
Fall 2003	<i>Honors Paper Preparation</i> (University of Chicago)

Research Mentorship Experience:

Fall 2016	Supervising 3 student internships, Sonoma State University
Fall 2015-2016	Adviser for Independent Program thesis, Vassar College. Adviser for Hispanic Studies senior project, Vassar College
Summer 2015	Supervised undergraduate anthropological fieldwork, Vassar College
Fall 2014-2015	Adviser for Anthropology thesis, Vassar College Adviser for Independent Program thesis, Vassar College
Fall 2013-2014	Adviser for Media Studies thesis, Vassar College
Spring 2013	Supervised undergraduate anthropological fieldwork, Vassar College
Spring 2013	Second reader for Cognitive Science honors thesis, Vassar College
Fall 2003-2005	Preceptor, Comparative Human Development, University of Chicago

Teaching Assistant:

Winter 2011	<i>Interview Methods</i>
Fall 2007	<i>Latin American Civilizations I</i>
Fall 2007	<i>Human Development Core Concepts</i>
Fall 2002-Spring 2003	<i>Self, Culture and Society</i>

DEVELOPMENT OF INDIGENOUS LANGUAGE RESOURCES

Edited and managed the publication of the language instructional material *Aymara Arux Akhama* by Infinity Press, Center for Latin American Studies, University of Chicago, 2012.

Coordinated the collection of indigenous language materials in Ecuador, Peru and Bolivia for the Chicago Archive of Indigenous Languages of Latin America, University of Chicago, 2011-2012.

Managed the digitalization of audio and written resources on indigenous languages of Latin America, University of Chicago, 2011. National Endowment for the Humanities Grant.

Managed the re-development of the web-mediated database and user interface for the Chicago Archive of Indigenous Languages of Latin America (see cailla.uchicago.edu), University of Chicago, 2011. Supported by the Department of Education Technological Innovation and Cooperation for Foreign Information Access grant (\$12,000).

Managed the development of a web-mediated database and user interface for the instruction of Yucatec and K'iche' Maya, University of Chicago, 2008-2011. Supported by the Department of Education International Research Studies Grant (\$564,000).

AD-HOC REVIEWER

Routledge
American Ethnologist
NSF Grant Reviewer (Cultural Anthropology Section)
HAU: Journal of Ethnographic Theory
Religions
Journal of Linguistic Anthropology

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Anthropological Association
American Ethnological Society
Society for Linguistic Anthropology
Anthropology of Children and Youth Interest Group
Digital Anthropologies Interest Group

LANGUAGES

English, native.
Spanish, fluent.
Aymara, advanced.
French, reading knowledge.

KARIN ENSTAM JAFFE
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EDUCATION

Ph.D. in Anthropology; University of California, Davis. June 2002.
Dissertation: "Behavioral Ecology of Perceived Risk of Predation in Sympatric Patas (*Erythrocebus patas*) and Vervet (*Cercopithecus aethiops*) Monkeys in Laikipia, Kenya."
Committee: Dr. Lynne Isbell (chair), Dr. Alexander Harcourt, and Dr. Peter Rodman
M.A. in Anthropology; University of California, Davis. June 1997.
B.A. in Anthropology; University of California, San Diego; Cum Laude. June 1994.

ACADEMIC & RESEARCH POSITIONS

Coordinator, Human Development Program, Sonoma State University (January 2016-Present)
Research Associate, Oakland Zoo, Oakland, CA (July 2015-Present)
Interim Coordinator, Human Development, Sonoma State University (November 2014-August 2015)
Chair, Department of Anthropology, Sonoma State University (August 2013-August 2015)
Professor, Department of Anthropology, Sonoma State University (August 2013-Present)
Chair, Department of Anthropology, Sonoma State University (August 2008-August 2013)
Associate Professor, Department of Anthropology, Sonoma State University (August 2008-August 2013)
Adjunct Faculty, Department of Biology, Sonoma State University (August, 2003-Present)
Assistant Professor, Department of Anthropology, Sonoma State University (August, 2002-2008)

TEACHING AND MENTORING

Courses Taught

- ANTH 201: *Introduction to Biological Anthropology* (GE B2)
- ANTH 300: *Nature, Culture, and Theory: The Growth of Anthropology*
- ANTH 301: *Human Fossils and Evolution*
- ANTH 302: *Biological Basis of Sex Differences*
- ANTH 303: *Human Behavioral Ecology*
- ANTH 313: *Primate Behavioral Ecology*
- ANTH/HD 318: *Human Development: Sex and the Life Cycle* (GE E)
- ANTH 414: *Primate Observational Methods*
- ANTH 415: *Forensic Anthropology Methods*
- ANTH 491: *Senior Seminar*

Teaching and Mentoring Awards

2016-2017 Koret Foundation Award
2015-2016 President's Excellence in Scholarship Award
2015-2016 Sonoma State University Educational Experience Enhancement Award
2009-2010 Sonoma State University Excellence in Teaching Award
2004-2005 Sonoma State University Associated Students Educator of the Year Award

Supervision of Student Research

- Faculty Mentor, McNair Scholars Program
 - Donny Williams (Psychology): core behavioral needs of mandrills (August 2013-May 2015)
 - Natalie Hambaleck (Biology): squirrel monkey aggression and dominance (May 2012-May 2013)
 - Kellyne Peterson (Anthropology): patas monkey mating behavior (May 2009-December 2010)
 - Bianca Brenes (Anthropology): forensic anthropology (May 2008-August 2009)
- Undergraduate Research Advisor
 - 2016-2017
 - Kylie Gretler (Biology)
 - Catherine Henderson (Biology)
 - Whitney Clack (Biology)
 - Tess Volkov (Biology)
 - 2015-2016
 - Nichole Berry (Biology)
 - Kaysie Lewis (Biology)
 - 2014-2015
 - Kyle Runzel (Anthropology)
 - Elizabeth Guzman (Anthropology)
 - Madeline Warnement (ENSP)
 - Tori Bohnett (Psychology)
 - David Edwards (Biology)
 - Lauren Russ (Anthropology)
 - Nakita Devagras (ENSP)
 - Rachel Austin (Anthropology)
 - Jefferson Scott (Biology)
 - 2013-2014
 - Annamarie McPeck (Anthropology)
 - Nicole Tilquist (Biology)
 - Gini Michels (Biology)
 - Bibi Rahimzada (Biology)
 - Andrew McCrory (Biology)
 - 2012-2013
 - Anthony Aliamus (Biology)
 - Gillian King-Bailey (Biology)
 - Pre-2012
 - Marcia Brown (Anthropology) (November 2007-May 2010)
 - Shannon Hodges (Anthropology) (March 2007-October 2007)
 - Bonnie Lowery (Anthropology) (March 2007-October 2007)
- Graduate Advisor
 - Jessica Barber (Biology). Research topic: Effects of management changes on the display of stereotypies and other behaviors in captive sun bears at Oakland Zoo (August 2016-present)
 - Nicole Cornelius (Biology). Research topic: Effects of environmental enrichment on chimpanzee competition and engagement at Oakland Zoo (August 2015-present).
 - Louisa Radosevich (Biology). Research topic: Using social network analysis to assess the social stability of hamadryas baboons at Oakland Zoo (August 2015-present).
 - Penelope Wilson (Biology). Research topic: Effects of environmental enrichment on ring-tailed lemurs at Oakland Zoo (August 2014-Present).
 - Adriana Lopez (Biology). Research topic: Effects of an alternative rearing strategy on the behavior of African ungulates (August 2013-May 2015).

- Marcia Brown (MA, ITDS). Research topic: Resocialization of ex-laboratory squirrel monkeys (*Saimiri sciureus*) after migration to the San Francisco Zoo (August 2010-December 2011). Posthumous MA awarded May 2013.
- Brianna Richards (MS, Biology). Research topic: Effects of stimuli on the behavior of a captive group of ring-tail lemurs (January 2006-July 2008). MS awarded 2008.

RESEARCH, SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT & SERVICE

Research Projects

Director, SSUPER (Sonoma State University Primate Ethology Research) Lab (February 2007-present)

- Applied Primate Ethology Research Program (IACUC #2009-41)
 - Enhances captive animal welfare through scientific observational research
 - Effects of management changes on the display of stereotypies and other behaviors in captive sun bears at Oakland Zoo (November 2016-present)
 - Using enrichment to reduce inter-individual competition and increase engagement in captive chimpanzees (Oakland Zoo) (November 2015-present)
 - Using social network analysis to assess social stability in captive hamadryas baboons (OZ) (November 2015-present)
 - Effects of enrichment on the behavior and enclosure use of ring-tailed lemurs (Oakland Zoo) (November 2014-present)
 - Behavioral indicators of stress in cheetah after the introduction of spotted hyena in an adjacent enclosure (Safari West) (February 2014-May 2015)
 - Behavior and enclosure use of patas monkeys (San Francisco Zoo) (June 2014-May 2015)
 - Effects of enrichment on the core behavioral needs of mandrills (SFZ) (October 2013-present)
 - Proximate and ultimate effects of allo-parenting in African antelope (SW) (Sept. 2013-May 2015)
 - Behavior and enclosure use in a pair of black and white colobus monkeys (SFZ) (July-Dec. 2013)
 - Hair-plucking behavior in mandrills (SFZ) (April-December 2013)
 - Male-male aggression in captive patas monkeys (SW) (December 2012-December 2013)
 - Mating behavior in captive cheetah (SW) (November 2012-December 2013)
 - Group cohesion and enclosure use in a captive group of squirrel monkeys (SFZ) (August 2010-November 2015)
 - Effects of stimuli on the behavior of a captive group of ring-tail lemurs (SW) (January 2006-July 2008)
 - Changes in group dynamics and effects on mating and social behavior of captive mandrills (SFZ) (November 2007-May 2010)
 - Understanding the triggers of hyper-aggressive behavior in female green monkeys at the Oakland Zoo (March 2007-October 2007)

Project Manager & Field Researcher, Laikipia District, Kenya (October 1997-October 1999)

Collected ecological and behavioral data on vervet (*C. aethiops*) and patas (*E. patas*) monkeys to 1) characterize the habitat structure of the study groups' home ranges, and 2) evaluate the responses of vervet and patas monkeys to alarm calls. Project advisor: Dr. Lynne Isbell

Pilot Project Research, Laikipia District, Kenya (June-August 1996)

Conducted a preliminary study of the behavioral ecology of free-ranging vervet (*C. aethiops*) and patas (*E. patas*) monkeys. Project advisor: Dr. Lynne Isbell.

Behavioral Studies Intern, CRES, San Diego Zoo, San Diego, CA (September-December 1993)

Examined sub-specific sociality differences in orangutans (*Pongo pygmaeus*). Project advisors: Drs. Jim Moore & Jacqueline Ogden.

Field Research, Grenada, West Indies (July 1992)

Conducted preliminary research on the behavior of free-ranging mona monkeys (*Cercopithecus mona*). Project advisor: Dr. Mary Glenn.

Captive Research, San Diego Zoo, San Diego, CA (March-June 1992)
Investigated enclosure effects on the positional behavior of Francois' leaf monkey (*Trachypithecus francoisi*). Project advisor: Dr. Jim Moore.

Publications

Books:

Parker, S.T. & **Jaffe, K.E.** (2008) *Darwin's Legacy: Scenarios in Human Evolution*. AltaMira Press, NY.

Named a 2009 *CHOICE* Outstanding Academic Title

Peer-Reviewed Articles:

Jaffe, K.E. & Isbell, L.A. (2010) Changes in ranging and agonistic behavior of vervet monkeys (*Cercopithecus aethiops*) after predator-induced group fusion. *American Journal of Primatology*. 72: 634-644.

Isbell, L.A., Young, T.P., **Jaffe, K.E.**, Carlson, A.A., & Chancellor, R.L. (2009) Demography and life histories of sympatric patas monkeys, *Erythrocebus patas*, and vervets, *Cercopithecus aethiops*, in Laikipia, Kenya. *International Journal of Primatology*. 30: 103-124.

Jaffe, K.E. & Isbell, L.A. (2009) After the fire: Benefits of reduced ground cover for vervet monkeys (*Cercopithecus aethiops*). *American Journal of Primatology*. 71: 252-260.

Enstam, K.L. & Isbell, L.A. (2004) Microhabitat preference and vertical use of space by patas monkeys (*Erythrocebus patas*) in relation to predation risk and habitat structure. *Folia Primatologica*. 75: 70-84.

Enstam, K.L. & Isbell, L.A. (2002) Comparison of responses to alarm calls by patas (*Erythrocebus patas*) and vervet (*Cercopithecus aethiops*) monkeys in relation to habitat structure. *American Journal of Physical Anthropology*. 119: 3-14.

Enstam, K.L., Isbell, L.A., & de Maar, T.W. (2002) Male demography, female mating behavior, and infanticide in wild patas monkeys (*Erythrocebus patas*). *International Journal of Primatology*. 23: 85-104.

Chapters in Edited Volumes:

Jaffe, K.E. (forthcoming) Guenons, Arboreal. In: *The International Encyclopedia of Primatology*. (A. Fuentes, ed.). Wiley-Blackwell.

Jaffe, K.E. (forthcoming) Guenons, Semi-terrestrial. In: *The International Encyclopedia of Primatology*. (A. Fuentes, ed.). Wiley-Blackwell.

Jaffe, K.E. (2016) Grivet monkey, *Chlorocebus aethiops*. In: *All the World's Primates*. (N. Rowe and M. Myers, eds.). Pogonias Press, Charlestown, RI. pp. 471-472.

Jaffe, K.E. (2016) Malbrouck monkey, *Chlorocebus cynosuroides*. In: *All the World's Primates*. (N. Rowe and M. Myers, eds.). Pogonias Press, Charlestown, RI. pp. 472-473.

Mekonnen, A. and **Jaffe, K.E.** (2016) Bale monkey, *Chlorocebus djamdjamensis*. In: *All the World's Primates*. (N. Rowe and M. Myers, eds.). Pogonias Press, Charlestown, RI. pp. 473-474.

Jaffe, K.E. (2016) Vervet monkey, *Chlorocebus pygerythrus*. In: *All the World's Primates*. (N. Rowe and M. Myers, eds.). Pogonias Press, Charlestown, RI. pp. 474-476.

- Galat-Luong, A., **Jaffe, K.E.** and Galat, G. (2016) Green monkey, *Chlorocebus sabaues*. In: *All the World's Primates*. (N. Rowe and M. Myers, eds.). Pogonias Press, Charlestown, RI. pp. 477-478.
- Jaffe, K.E.** (2016) Tantalus monkey, *Chlorocebus tantalus*. In: *All the World's Primates*. (N. Rowe and M. Myers, eds.). Pogonias Press, Charlestown, RI. pp. 479-480.
- Isbell, L.A. & **Jaffe, K.E.** (2013) *Chlorocebus pygerythrus*: vervet monkey. In: *Mammals of Africa, Volume II: Primates*. (T.M. Butynski, J.S. Kingdon, & J. Kalina, eds.). Bloomsbury Publishing, NY. pp. 277-283.
- Jaffe, K.E.** & Isbell, L.A. (2011) The guenons: Polyspecific associations in socioecological perspective. In: *Primates in Perspective*, 2nd Edition. (C.J. Campbell, A. Fuentes, K.C. MacKinnon, S.K. Bearder, & R.M. Stumpf, eds.). Oxford University Press, NY. pp. 277-300.
- Enstam, K.L.** (2007) Effects of habitat structure on perceived risk of predation and anti-predator behavior in vervet (*Cercopithecus aethiops*) and patas (*Erythrocebus patas*) monkeys. In: *Primate Anti-Predator Strategies*. (S. Gursky and K.A.I. Nekaris, eds.). Springer, NY. pp. 308-338.
- Enstam, K.L.** & Isbell, L.A. (2007) The guenons (genus *Cercopithecus*) and their allies: Behavioral ecology of polyspecific associations. In: *Primates in Perspective*. (C.J. Campbell, A. Fuentes, K.C. MacKinnon, M.A. Panger, and S.K. Bearder, eds.). Oxford University Press, NY. pp. 252-274.
- Isbell, L.A. & **Enstam, K.L.** (2002) Predator (in)sensitive foraging in sympatric female vervets (*Cercopithecus aethiops*) and patas monkeys (*Erythrocebus patas*): A test of ecological models of group dispersion. In: *Eat or Be Eaten: Predator Sensitive Foraging Among Primates*. (L.E. Miller, ed.). Cambridge University Press, NY. pp. 154-168.

Other Publications:

- Jaffe, K.E.** (2016) Afterward. *2015 Society and Culture Undergraduate Research Forum Journal*. (M. Horeczko, T. McGovern, and N. Sadler, eds.). Published by the Society and Culture Undergraduate Research Forum.
- Meyer, M.D., **Jaffe, K.E.**, & Stoyka, M. (2008) Burial recovery at the Mendoza Site (CA-MRN-275/302) and the Lost Guy Site (CA-MRN-468), Point Reyes National Seashore, Marin County, California. Prepared for US Department of the Interior, National Park Service, Point Reyes National Seashore, Point Reyes Station, CA 94956.

Published Abstracts:

- Williams, D.R.^Δ & **Jaffe, K.E.** (2015) Female competition in zoo living mandrills (*Mandrillus sphinx*): Effects of dominance rank and reproductive state. *American Journal of Primatology*, 77, S1: 66.
- Jaffe, K.E.** & Isbell, L.A. (2009) Observations on a group of wild vervet monkeys (*Cercopithecus aethiops*) after a predator-induced group fusion event in Laikipia, Kenya. *American Journal of Primatology*. 71, S1: 62.
- Brown, M.K.^Δ & **Jaffe, K.E.** (2009) Reversal of fortune: A study of dominance hierarchy in a captive troop of mandrills (*Mandrillus sphinx*). *American Journal of Primatology*. 71, S1: 96.
- Enstam, K.L.** (2006) Predation and anti-predator behavior in old world monkeys (superfamily: Cercopithecoidea): The effects of habitat structure on perceived risk of predation as exemplified by vervet (*Cercopithecus aethiops*) and patas (*Erythrocebus patas*) monkeys. *International Journal of Primatology*. 27 supplement: 89-90.

^Δ Undergraduate student collaborator

[#] Graduate student collaborator

Enstam, K.L. & Isbell, L.A. (2003) Predation risk and habitat structure affect habitat preference and vertical use of space by wild patas monkeys (*Erythrocebus patas*). *American Journal of Physical Anthropology*. 120, S36: 93.

Enstam, K.L., & Isbell, L.A. (2002) Changes in visibility affect ranging behavior and vigilance in vervet monkeys (*Cercopithecus aethiops*). *American Journal of Physical Anthropology*. 117, S34: 67.

Enstam, K.L., Isbell, L.A., & de Maar, T.W. (2000) Male demography, female mating behavior, and infanticide in wild patas monkeys (*Erythrocebus patas*) in Laikipia, Kenya. *American Journal of Primatology*. 51, S1: 54.

Presentations at Professional Meetings

Wilson, P.J.[#], **Jaffe, K.E.**, & Minier, D. “The use of smart feeders to understand reward predictability and activity levels in captive lemurs and zoo visitor interest.” 2016 Association of Zoos and Aquariums Annual Conference in San Diego, CA, September 7-11, 2016. (Poster)

Radosevich, L.[#], **Jaffe, K.E.**, & Minier, D. “Changes in social cohesion in a captive group of hamadryas baboons (*Papio hamadryas*).” 2016 Association of Zoos and Aquariums Annual Conference in San Diego, CA, September 7-11, 2016. (Poster)

Williams, D.R.[^], & **Jaffe, K.E.** “Female-female competition in zoo living mandrills (*Mandrillus sphinx*): effects of dominance rank and reproductive state.” 38th Meeting of the American Society of Primatologists in Bend, OR, June 17-20, 2015. (Oral)

Jaffe, K.E., Carroll, D., Cusimano, D., and Andrews, J. “University/zoo collaborations: Applied ethological research improves the welfare of captive animals and the academic experience for students.” 12th Regional North American Meeting of the International Society for Applied Ethology in East Lansing, MI, May 30-31, 2014. (Poster)

Jaffe, K.E. & Isbell, L.A. “Observations on a group of wild vervet monkeys (*Cercopithecus aethiops*) after a predator-induced group fusion event in Laikipia, Kenya.” 32nd Annual Meeting of the American Society of Primatologists in San Diego, CA, September 18-21, 2009. (Oral)

Brown, M.K.[^] & **Jaffe, K.E.** “Reversal of fortune: A study of dominance hierarchy in a captive troop of mandrills (*Mandrillus sphinx*).” 32nd Annual Meeting of the American Society of Primatologists in San Diego, CA, September 18-21, 2009. (Oral)

Enstam, K.L. “Predation and anti-predator behavior in Old World Monkeys (Superfamily: Cercopithecoidea): The effects of habitat structure on perceived risk of predation as exemplified by vervet (*Cercopithecus aethiops*) and patas (*Erythrocebus patas*) monkeys.” 21st Congress of the International Primatological Society in Entebbe, Uganda, June 25-30, 2006. (Oral)

Enstam, K.L. & Isbell, L.A. “Predation risk and habitat structure affect habitat preference and vertical use of space by wild patas monkeys (*Erythrocebus patas*).” 72nd Annual meeting of the American Association of Physical Anthropologists in Phoenix, Arizona, April 23-26, 2003. (Oral)

Enstam, K.L. & Isbell, L.A. “Changes in visibility affect ranging behavior and vigilance in vervet monkeys (*Cercopithecus aethiops*).” 71st Annual Meeting of the American Association of Physical Anthropologists in Buffalo, New York, April 10-13, 2002. (Oral)

Enstam, K.L. & Isbell, L.A. “Correlations between habitat structure and diurnal anti-predator behavior of sympatric vervet (*Cercopithecus aethiops*) and patas (*Erythrocebus patas*) monkeys in Laikipia, Kenya.” 18th Congress of the International Primatological Society in Adelaide, South Australia, January 7-12, 2001. (Oral)

Isbell, L. A. & **Enstam, K.L.** Predation-(in)sensitive foraging in sympatric vervets (*Cercopithecus*

aethiops) and patas monkeys (*Erythrocebus patas*): A test of ecological models of group dispersion. 18th Congress of the International Primatological Society, Adelaide, Australia, January 7-12, 2001. (Oral)

Enstam, K.L., Isbell, L.A., & de Maar, T.W. "Male demography, female mating behavior, and infanticide in wild patas monkeys (*Erythrocebus patas*)." 23rd Annual Meeting of the American Society of Primatologists in Boulder, Colorado, June 21-24, 2000. (Oral)

Other Presentations

Sonoma State University:

Jaffe, K.E. "Applied animal behavior: Collaborative research that enhances the welfare of captive animals and the academic experience of students." Biology Colloquium, December 8, 2015. (Oral)

Williams, D.R. ^Δ, & **Jaffe, K.E.E.** "Intrasexual competition in female mandrills: Effects of the subordinate's degree sexual swelling." SSU Science Symposium, May 7, 2015. (Poster)

Wilson, P. [#] & **Jaffe, K.E.** "Effects of environmental enrichment on captive lemurs." SSU Research Symposium, April 15, 2015. (Poster)

Jaffe, K.E., Rivoire, S., & Wilson, P. [#] "It takes a village: Building environmental enrichment for captive lemurs requires interdisciplinary collaboration." SSU Research Symposium, April 15, 2015. (Poster)

Jaffe, K.E. "A.P.E.: Applied Primate Ethology research at Sonoma State University: Enhancing the lives of captive primates through the scientific study of animal behavior." Biology 500 (*Current Themes in Biological Inquiry*), March 10, 2015. (Oral)

Jaffe, K.E. "Applied ethology in action: Improving the welfare of an all-male group of squirrel monkeys at the San Francisco Zoo." School of Social Sciences Brown Bag Series, March 3, 2015. (Oral)

Jaffe, K.E. "Applied ethological research in the Sonoma State University Primate Ethology Research Lab: Improving exotic animal welfare and enhancing student academic experiences." 18th Annual Faculty Exposition, April 2, 2014. (Poster)

Hambalek, N. ^Δ, Brown, M.K. [#] & **Jaffe, K.E.** "Sociophysiology of an all-male troop of squirrel monkeys, *Siamiri sciureus*." McNair Scholars Symposium, April 9, 2013. (Oral)

Jaffe, K.E. "Got monkeys? Recent results from field and captive primate research." Biology Colloquium, September 15, 2009. (Oral)

Jaffe, K.E. "Effects of leopard predation on wild vervet monkeys (*Cercopithecus aethiops*)." 15th Annual Faculty Exposition, March 18, 2009. (Poster)

Jaffe, K.E. "Monkeys in Kenya and California: Recent research and results." School of Social Sciences Brown Bag Series, December 2, 2008. (Oral)

Jaffe, K.E. "Darwin's legacy: Scenarios in human evolution." School of Social Sciences Brown Bag Series, November 20, 2007. (Oral)

Enstam, K.L. "Poaching: Environmental and economic impacts in Africa." Citizens of the World: On Common Ground? Lecture series, SSU Library, October 5, 2006. (Oral)

Enstam, K.L. "Wildlife, weather extremes, and wildfires: Stories of hardship and perseverance in the African bush." Provost Lecture Series, March 14, 2004. (Oral)

Enstam, K.L. "Of floods, fire and fortitude: How nature shaped my research on primates in Kenya." School of Social Sciences Brown Bag Series, November 11, 2003. (Oral)

Enstam, K.L. “Using technology to enhance teaching and learning: Advantages and disadvantages of developing a course web site.” Council of Department Chairs, March 13, 2003. (Oral)

Other Invited Presentations:

Jaffe, K.E. “Applied ethology: Enhancing the lives of captive animals through the scientific study of animal behavior.” Osher Lifelong Learning Institute Science Club. April 30, 2015. (Oral)

Jaffe, K.E. “Introduction to mammal taxonomy and evolution.” San Francisco Zoo Docent Training Class. October 24, 2009. (Oral)

Enstam, K.L. “Reconstructing hominid behavior with help from living primates.” Anthropology 101, College of Marin, July 9, 2003. (Oral)

Enstam, K.L. “To climb or not to climb? Anti-predator strategies of sympatric patas (*Erythrocebus patas*) and vervet (*Cercopithecus aethiops*) monkeys in an *Acacia* woodland.” Department of Biology Spring Colloquium, February 13, 2003. (Oral)

Enstam, K.L. “Anti-predator behavior of patas and vervet monkeys: The importance of habitat structure.” Department of Anthropology, UC Davis, June 3, 2002. (Oral)

Enstam, K.L. “How to cheat death in an *Acacia* woodland: Behavioral ecology of vervet and patas monkey anti-predator behavior.” Department of Anthropology Physical Anthropology Colloquium Series, Humboldt State University, March 28, 2002. (Oral)

Enstam, K.L. “Correlations between habitat structure and anti-predator behavior of sympatric vervet and patas monkeys: Implications for hominid behavioral ecology.” Bi-Annual Meeting of the Board of Trustees of the L.S.B. Leakey Foundation, San Francisco, California, April 28, 2001. (Oral)

Grants

External Research Grants

- 2014-2015 *International Primatological Society* Captive Care Grant (\$1,500)
“An applied ethological study of the potential for former laboratory squirrel monkeys (*Saimiri sciureus*) to be successfully retired to the San Francisco Zoo”
- 1998-1999 National Science Foundation Dissertation Improvement Grant (\$12,000)
“Influences of micro-ecology on behavioral responses to perceived risk of predation in sympatric vervet and patas monkeys” (co-PI: Lynne A. Isbell)
- 1998-1999 Wenner-Gren Anthropological Foundation Pre-Doctoral Grant (\$7,200)
“Influences of micro-ecology on behavioral responses to perceived risk of predation in sympatric vervet and patas monkeys” (co-PI: Lynne A. Isbell)
- 1997-1999 LSB Leakey Foundation General Grant (\$7,940)
“Influences of micro-ecology on behavioral responses to perceived risk of predation in sympatric vervet and patas monkeys” (co-PI: Lynne A. Isbell)

Internal Grants, Fellowships and Awards

- 2015-2016 SSU Office of Undergraduate Research and Creative Experience (SOURCE) Awards (2)
- 2015 SSU School of Social Science Faculty Travel Award
- 2014 SSU School of Social Science Faculty Travel Award
SSU Provost’s Undergraduate Research Grant (1)
SSU School of Social Science Summer Research Grant
- 2013 SSU Provost’s Undergraduate Research Grants (4)
- 2012 SSU Office of Research and Sponsored Programs Mini-Grant

2010 SSU School of Social Science Summer Research Grant
 2005-2008 SSU School of Social Science Summer Research Grants
 2006 SSU School of Social Science Faculty Travel Award
 SSU Office of Research and Sponsored Programs Faculty Travel
 SSU Office of Research and Sponsored Programs Mini-Grant
 2004 SSU Office of Research and Sponsored Programs RSCAP Summer Fellowship
 SSU School of Social Science Faculty Travel Award
 2003 SSU School of Social Science Summer Research Grant
 SSU School of Social Science Faculty Travel Award
 SSU Office of Research and Sponsored Programs Faculty Travel
 2001-2002 UC Davis Dissertation Year Fellowship
 2000-2001 Hollaender Institute Fellowship
 UC Davis Graduate Fellowship
 2000 UC Davis Continuing Student Summer Research Fellowship
 1995-1996 UC Davis Graduate Fellowship

Other Funding

2015 Experiment.com Crowdfunding Campaign (\$2,584)
[“Using smart feeders to increase lemur activity and stimulate human interest”](#)

Professional Development & Service

Proposal Referee (2003-Present)

- The Leakey Foundation (September 2009, March 2011)
- National Science Foundation (April 2009, November 2011, February 2013)
- Graduate Women in Science/Eloise Gerry Fellowship (October 2005)
- Primate Conservation, Incorporated (February 2003)

Manuscript Referee (2003-Present)

- *Primate Behavior and Human Origins*, for Cengage Learning (September 2011)
- *Anthropology Theory: An Introductory History*, 5th Edition, for McGraw Hill (October 2009)
- “*Erythrocebus patas* factsheet” for Primate Info Net (Library and Information Service for the National Primate Research Center, University of Wisconsin, Madison) (March 2007).
- *Physical Anthropology*, 9th Edition, for McGraw Hill (September 2006).
- “*Chlorocebus* spp. factsheet” for Primate Info Net (Library and Information Service for the National Primate Research Center, University of Wisconsin, Madison) (January 2006).
- *Biological Anthropology* manuscript for Oxford University Press.
- *Primate Behavioral Ecology*, 2nd Edition, for Allyn and Bacon.
- *Our Origins* manuscript for W.W. Norton, Co.

Journal Referee (2001-Present)

- | | |
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| • <i>Acta Zoologica Sinica</i> | • <i>International Journal of Primatology</i> |
| • <i>American Journal of Primatology</i> | • <i>Oecologica</i> |
| • <i>Behavioral Ecology and Sociobiology</i> | • <i>Primate Conservation</i> |
| • <i>Behaviour</i> | • <i>Proceedings of the Royal Society of London, B</i> |
| • <i>Human Development</i> | • <i>Zoo Biology</i> |

Additional Professional Development & Service

- Participant, CSU Quality On-line Learning and Teaching (QOLT) program (February-May 2015)
- Chair, Primate Behavior Panel, 42nd Annual Western Departments of Sociology and

Anthropology Undergraduate Research Conference, Santa Clara University, April 18, 2015.

- Participant, Sonoma State School of Education's Summer Tech Institute, May 20-22, 2014
- Participant, Sonoma State Faculty Center Professional Development Workshops
 - "Blended/Online Teaching Institute" (January-May 2017)
 - "Creating Microlectures for Online Mobile Learning" (January-May 2015)
 - "Reducing Workload through the use of Infographics" (April-October 2014)
- Participant, Council of Colleges of Arts & Sciences Seminar for Department Chairs, San Diego, CA, October 7-9, 2010
- Member, American Society of Primatologists Program Committee (2002-2008)
- Professional Memberships
 - *American Society of Primatologists*
 - *Animal Behaviour Society*
 - *International Primatological Society*
 - *International Society for Applied Ethology*

UNIVERSITY SERVICE

Service to the California State University system:

- External Reviewer: CSUN Anthropology Department Program Review (November 12-14, 2013)

Service to Sonoma State University:

- Participant
 - Western Association of Schools and Colleges (WASC) Academic Resource Conference, Oakland, CA (April 23, 2015)
 - CCC/CSU Anthropology Discipline Interest Group meeting, San Jose, CA (October 28, 2011)
 - CSU System-wide Conference on "Student Success: Facilitating Transfer and Degree Completion," Los Angeles, CA (December 4-5, 2003)
- University Committees
 - Member, Smart Planner Pilot Program (May 2015)
 - Member, Information Technology Task Force (February-May 2013)
 - Member, Physical Capacity Task Force (February-May 2013)
 - Member, Senate Budget Subcommittee (January-May 2012)
 - Member, Institutional Animal Care & Use Committee (August 2006-present)
 - Member, Athletic Advisory Council (May 2006-December 2010)
 - Member, Student Affairs Committee (September 2003-May 2006)
 - SAC Liaison to the Program Review Task Force (April 2004)
 - SAC Liaison to the Athletic Advisory Council (September 2003-May 2006)
- Guest Speaker
 - Faculty Retreat (January 21, 2016) "Work smarter, not harder"
 - Moodle Peer Demonstration Day (April 11, 2014) "When is a quiz not a quiz? Using Moodle quizzes as in-class activities to promote student learning and reduced faculty workload."
 - Keynote address at 2009 'First Day' (August 25, 2009)
 - Freshman Year Experience (October 25, 2006)

- Sonoma State University Parent's Weekend (October 8, 2005)

Service to the School of Social Sciences:

- Presenter for "Meet the Schools" Sessions (Social Sciences), Freshman Orientation (June 2015)
- Academic Senator for the School of Social Sciences (August 2009-May 2011)
- School Committees
 - Chair, School of Social Sciences Curriculum Committee (November 2014-May 2015)
 - Chair, School of Social Sciences Curriculum Committee (June 2010-May 2012)
 - Consultant, Curriculum Committee for the Liberal Studies Program (December 2009)
 - Member, Human Development Advisory Committee (2002-present)
- Administration
 - Interim Coordinator, Human Development Program (November 2014-August 2015)
- School Hiring Committees
 - Member, School Administrative Manager hiring committee (November 2009)
Result: position filled

Service to the Anthropology Department:

- Department Administration
 - Human Development Coordinator (January 2016-present)
 - Department Chair (August 2013-August 2015)
 - Interim Graduate Coordinator, Cultural Resources Management Program (February-May 2013)
 - Department Chair (August 2008-August 2012)
- Departmental RTP Committees
 - Benjamin Smith RTP Committee
 - Committee Member (August 2016-Present)
 - Alexis Boutin RTP Committee
 - Committee Chair (August 2012-Present)
 - Committee Member (October 2009-July 2012)
- Department Hiring Committees
 - Chair, Temporary Faculty Pool hiring committee for biological anthropology (March-May 2015)
Result: pool reconstituted
 - Member, Temporary Faculty Pool hiring committee for linguistic anthropology (March-May 2015)
Result: pool reconstituted
 - Member, Temporary Faculty Pool hiring committees for cultural anthropology & linguistic anthropology (March-May 2012)
Result: pools reconstituted
 - Member, Department Academic Analyst hiring committee (August-September 2011)
Result: position filled
 - Chair, Temporary Faculty Pool hiring committee (December 2008-April 2009)
Result: pools created
 - Chair, Forensic Anthropology Faculty hiring committee (September-December 2008)
Result: position filled
 - Chair, Bioarchaeology Faculty hiring committee (September 2007-January 2008)
Result: cancelled due to inadequate budget
 - Member, Administrative Coordinator hiring committee (March 2004)
Result: position filled

- Member, Administrative Coordinator hiring committee (December 2003)
Result: position filled

Service to Undergraduate Students:

- Faculty Liaison
 - McNair Scholars Program (2016, 2015, 2014, 2013)
 - School of Social Sciences Peer Advisor (August 2012-May 2013)
- Seawolf Decision Day
 - *CSI: Sonoma State*, Anthropology Department Open House (April 2012, 2011)
- Faculty Advisor
 - Roots and Shoots Club (February-December 2010)
 - Sonoma State University Women's Lacrosse Club Team (March 2004-October 2010)
 - Anthropology Club (September 2003-May 2008)
- Academic Advisor
 - Paleontology minor (Fall 2008-present)
 - Human Development program (Spring 2003-present)
 - Anthropology major (Fall 2002-present)
- Head Coach, Sonoma State University Women's Lacrosse Club Team (March 2004-October 2005)
- Organizer, Anthropology Club Practicum: "Career Paths in Anthropology" (February-May 2004)

Service to Graduate Students:

- Thesis Committees
 - Committee Chair:
 - Penelope Wilson (Biology). Thesis title: "The effects of Smart Feeder environmental enrichment and predictability of reward on the activity of captive lemurs and the interest of zoo visitors" Defended April 8, 2016
 - Adriana Lopez (Biology). Thesis title: "Effects of an alternative rearing strategy on the behavior of African ungulates." Defended April 27, 2015.
 - Brianna Richards (Biology). Thesis title: "The effects of stimuli on the behavior of a captive group of ring-tail lemurs (*Lemur catta*)." Defended May 22, 2008.
 - Committee Member:
 - Sally Evans (Cultural Resources Management). Thesis title: "Auditory exostosis: A marker of behavior in pre-contact populations from the San Francisco Bay region of California." Defended April 16, 2014.
- Qualifying Exam Committees
 - Committee Chair:
 - Nicole Cornelius (Biology) May 20, 2016
 - Louisa Radosevich (Biology) May 11, 2016
 - Penelope Wilson (Biology) April 24, 2015
 - Adriana Lopez (Biology) May 6, 2014
 - Brianna Richards (Biology) January 29, 2007
 - Committee Member:
 - Athena Maguire (Biology) April 23, 2014
 - Brian Lavin (Biology) April 23, 2013
 - Holly Gardner-Skolones (Biology) May 28, 2004

COMMUNITY SERVICE

Workshop leader

- “An introductory guide to studying animal behavior” presented at Safari West (October 20, 2012)
- Girls’ Sports Expo: lacrosse workshop (January 12, 2008)
- Petaluma Girl’s Youth Lacrosse Team mini clinic (April 18, 2005)

Expanding Your Horizons Participant

- Guest presenter at EYH Parent’s Workshop (March 20, 2010)
- Forensic anthropology workshop leader (2007, 2006, 2005)

Human Identification Consultant

- Sonoma County Coroner’s Office, Santa Rosa, CA (January 2008-May 2010)
 - Consult regarding unidentified skeletal remains
 - Identification of non-human skeletal remains
 - Non-human tibia from Rohnert Park (October 7, 2008)
 - Bovid & other non-human remains from town of Sonoma (April 30, 2008)
 - Seal/sea lion scapula from local beach (February 14, 2008)
 - Identification of human skeletal remains through assessment of sex, age, & ancestry
 - Human skull (May 27, 2010)
 - Human skeleton (February 29, 2008)
 - Demographic assessment resulted in positive identification
 - Human skull (February 29, 2008)
 - Human skull (April 4, 2008)
- Anthropological Studies Center, Sonoma State University (June 2008)
 - Worked with ASC archaeologists to describe remains of two individuals at separate Native American burial sites at Point Reyes National Seashore

MEDIA

Photo Credits

In *Primates in Perspective, 2nd Edition* (2011) edited by Campbell, CJ, Fuentes, A, MacKinnon, KC, Bearder, SK, & Stumpf, RM. Oxford University Press, New York.

- Photo of female patas monkey feeding on *Acacia drepanolobium* swollen thorns (Figure 23)

In *The Life of Primates* (2008), by P. Nystrom & P. Ashmore. Prentice Hall, Upper Saddle River, NJ.

- Photo of patas female and male under a tree (Figure 4-10b, p. 99)
- Photo of male patas monkey grooming a female (Figure 8-15a, p. 283)

In *Primates in Perspective* (2007), edited by Campbell, CJ, Fuentes, A, MacKinnon, KC, Panger, M, and Bearder, SK. Oxford University Press, New York.

- Photo of patas female and infant on the cover

Press Releases

[Oakland Zoo and Sonoma State University Collaborate to Enhance the Lives of Lemurs](#). Press Release by Publicity Relations, Oakland Zoo. (August 18, 2015)

Media Interviews

Newspapers and Magazines

- Fortune Magazine
 - [Hack a Hairdryer was Sexist, But it Also Might Have Worked](#): Summary of my phone interview with journalist Stacey Higginbotham about women in science. (December 8, 2015)

- Insights: A Magazine of Sonoma State University
 - *Student Research Helps Wildlife Preserves and Zoos Understand Animal Behavior*: Article about my students' research at Safari West appeared in print (Spring 2014)
- The Press Democrat
 - *Karin Jaffe's Window into Primates' World*: Article about my Primate Ethology Research lab appeared in print and on-line. (May 19, 2013)
 - *Crime Scene 101*: Article about my *Forensic Anthropology Methods* mock crime scene lab appeared in print and on-line. (November 18, 2008)
- The Sonoma State Star
 - Faculty Spotlight: Article about my research and teaching (January 28, 2014)
 - In-person interview appeared in an article about SSU's Women's Lacrosse Team (Sept. 21, 2005)
 - Phone interview appeared in article about SSU's Women's Lacrosse Team (March 22, 2005)

Radio

- KRCB-FM Radio 91 (Public Broadcasting for the North Bay)
 - Taped interview titled "[Sonoma State University and Oakland Zoo Work Together to Improve the Lives of Lemurs](#)," about my lab's collaboration with Oakland Zoo (Sept. 28, 2015)
- KGO-810 AM
 - Taped interview regarding the lemur smart feeder project, a collaboration between my lab and Oakland Zoo. (August 18, 2015)
- KSRO-1350 AM
 - Live on-air interview regarding the newly discovered hominin, *Homo floresiensis*. (Nov. 23, 2004)

Television

- KFTY-TV50
 - Taped interview on the use of forensic anthropology in the Laci Peterson case. (April 18 & 19, 2003)

Johanna Filp-Hanke, Ph.D.
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Rohnert Park, California
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johanna.filp@sonoma.edu

EDUCATION

Ph.D. Educational Psychology. Albert-Ludwig-Universitas.
Freiburg i. Breisgau, Germany.

Psychologist. Universidad de Chile. Santiago, Chile.

Master of Arts. Educational Psychology. University of British Columbia.
Vancouver, Canada.

Bachelor of Arts. University of British Columbia. Vancouver, Canada.

PROFESSIONAL EXPERIENCE

Professor, Sonoma State University, Rohnert Park, California, August 1996 till present.
Department of Early Childhood Studies. School of Education. Teach undergraduate and graduate courses in early child development, social emotional development and learning, introduction to research in early childhood, early childhood portfolio. Early Childhood Studies Advisor, Human Development Advisor.

Director of the School of Psychology. Universidad Academia de Humanismo Cristiano.
Santiago, Chile. 1995-1996. Provide Academic direction, stimulate development, administrate and coordinate the School of Psychology. Teach courses in Qualitative Research Methods.

Academic Sub director, Center for Educational Research and Development. Santiago, Chile. 1993-1995. Design and coordination of academic planning of research and development activities of the Programs of the Institution.

Head of the Family-School program. Center for Educational Research and Development, Santiago, Chile. 1990-1993. Design and coordinate research and development in early childhood education and family-community collaboration. Design of in service teacher development for public elementary schools in Honduras. Design of a community based non-formal pre-school program for the Ministry of Education of Honduras and the World Bank. Coordinator of the qualitative research project. "Children's interactions in the home and at school".

Principal Researcher and Project Coordinator. Center for Research and Development, Santiago, Chile. 1976-1989.

Lecturer at the Catholic University of Chile. Summer School. Santiago, Chile. 1990

School Psychologist . The Grange School. Santiago, Chile. 1975-1979

Clinical Psychologist G.R Pearkes Clinic for Handicapped Children.

Victoria, Canada. 1971 – 1973

Psychotherapist. Private Clinical Practice. Santiago, Chile. 1980-1996.

Psychotherapy for adults and children.

PUBLICATIONS AND PAPERS

FILP, J. and HARRA, S. Needs of Newcomer Children. Unpublished Manuscript. 2006.

FILP, J. and HARRA, S. Bienvenidos! Information packet for new immigrant parents. Unpublished Booklet. 2005.

FILP, J. From Mutual Blame Towards Trust: Changing School Family Relationships in Chile. *Childhood Education*. International Focus Issue 1998, Vol. 74, No. 6, 346-350.

FILP, J. Issues in the Design of Evaluations of Early Childhood Care Programs with Community Involvement. Prepared for the Work Bank, Washington, D.C., 1998 (In Spanish)

FILP, J. Education and diversity. New challenges for teacher education. Unesco, Santiago, Chile. 1996.

CABELLO, A.M., OCHOA, J. AND FILP, J. *Pautas de Crianza de Niños y Niñas de Sectores Marginales*. Unicef: Celam. 1996.

FILP, J. and VALDES, X.: The Parents and Children Project. Netherlands Commission for Unesco. 1994

FILP, J., OCHOA, J. AND CABELLO, A.M. (Eds.) *Análisis cualitativo de interacciones sociales: Introducción a la Hermenéutica estructural*. Santiago: CIDE, 1994.

FILP, J. and VALDES, X. A non formal participatory program for the family and the pre-school child. *Childhood* 1993, 1, 183-186.

FILP, J. *All the Children Learn. The Program of the 900 Schools in Chile*. Unesco, IIEP, 1992. Unesco/Orealc. *Medición de la Calidad de la Educación*. ¿Por qué, para qué y cómo? Santiago: Unesco/Orealc, (Ed.) 1992.

FILP, J. and CABELLO, A.M.(Eds.) *Mejorando las Oportunidades Educativas de lo Niños Pobres*. Santiago: Unicef, 1991.

FILP, J. *Erstes Schuljar in Chile*. Saarbrucken: Verlag Breitenbach, 1987.

FILP, J. *El primer año de escuela en Chile. Un estudio empírico sobre el efecto de la educación pre-escolar y de la conducta del profesor en primer año, sobre el éxito escolar.* Santiago, CIDE, 1989.

FILP, J. El primer año de escuela: ¿Puerta a un mundo nuevo? En: *J. Edo. García-Huidobro (Ed.) Escuela, Calidad e Igualdad.* Santiago, Chile, 1989.

FILP, J. y UNDURRAGA, C. La atención pre-escolar en Chile: Desafío para la redemocratización. *Punto 21* (Uruguay).

FILP, J. La educación básica en Chile: Reformas y procesos pedagógicos. Anales del V Congreso Brasileño de Educación. Brasilia 1988.

FILP, J. y otros .Sistemas de medición de calidad de la Educación Básica: Una propuesta. *Boletín del Proyecto Principal de Educación.* UNESCO-OREALC, 1987.

FILP, J. . La mujer y la atención al pre-escolar. Instituto Chileno de Estudios Humanistas. 1987

FILP, J. Desarrollo infantil y pobreza. Santiago, CIDE, 1987

FILP, J. Elementos para la evaluación del movimiento de educación popular "Fe y Alegría". In: *Boletín Proyecto Principal de Educación en América Latina y el Caribe.* UNESCO/OREALC. 1987.

FILP, J., CARDEMIL, C., ESPINOLA, V. *Disciplina, control social y Cambio. Análisis de las prácticas pedagógicas en una escuela del sector popular.* Santiago, CIDE, Serie Documentos de Trabajo, 1987.

FILP, J., DONOSO, S., CARDEMIL, C., SCHIEFELBEIN, E., TORRES, T. "Impacto de la educación pre-escolar sobre el rendimiento a fines de primer año básico en Chile". En: *Cadernos de Pesquisas*, 49, (may 1984), pp. 15-25.

FILP, J. et. al. *La educación pre-escolar mirada desde la escuela.* Santiago, CIDE, Serie Documentos de Trabajo, 1984, 91 pp.

FILP, J., CARDEMIL, C., VALDIVIESO, P. *Profesoras y Profesores efectivos Chile.* Santiago, CIDE, Serie Documentos de Trabajo, 1984, 114 pp.

CARDEMIL, C., FILP., J., VALDIVIESO, P. *La escuela vista por los niños.* Santiago, CIDE, Serie Documentos de Trabajo, 1984, 72 pp.

FILP, J., CARDEMIL, C., DONOSO, E., SCHIEFELBEIN, E., TORRES, J. "Relationship between Pre-School and Grade One Education in Public Schools in Chile". En : Canada: IDRC, *Preventing School Failure*, 1983, pp.60-74.

FILP, J., FUENTES, E., DONOSO, S., MARTINIC, S. "Environmental perception in mountain ecosystems: an exploratory study". *Human Ecology*, 1983, 11, No.3, pp. 345- 351.

FILP, J., CARDEMIL, C. *La escuela básica en Chile: Situación actual y proyecciones*. Santiago, CIDE, Serie Documentos de Trabajo, 1983.

FILP, J., LATORRE, C.L., VERA, R.: *Elementos de análisis para la formulación de políticas para la infancia de sectores de pobreza crítica*. Santiago, CIDE, Serie Documentos de Trabajo, 1983, 89 pp.

FILP, J., CARDEMIL, C., DONOSO, S.: *Comunicación experimental de resultados de investigación a profesores*. Santiago, CIDE, Serie Documentos de Trabajo, 1982, 200 pp.

FILP, J., SCHIEFELBEIN, E.: "Efecto de la educación pre-escolar sobre el rendimiento a fines de primaria en Argentina, Bolivia, Colombia y Chile". En: *Revista Latinoamericana de Estudios Educativos*, 1982, No.7, pp.9-41.

FILP, J., CARDEMIL, C., DONOSO, S., DIEGUEZ, E., TORRES, J., SCHIEFELBEIN, E.: "La escuela: ¿cómplice del fracaso escolar?". En: *Tecnología Educativa*, 1982, No.7, pp. 340-359.

FILP, J., LATORRE, C.L.: *Antecedentes generales sobre la educación pre-escolar en Chile*. Serie Documentos de Trabajo CIDE, Santiago 1978, 219 pp.

FILP, J., BALMACEDA, C., GIMENO, P.: "Educación pre-escolar en el hogar o en el Kindergarten: logro de objetivos cognitivos", *Revista del Centro de Estudios Educativos* (México), 1977, 7, No.4, pp. 47-57.

RICHARDS, H., FILP, J., GIMENO, P., BALMACEDA, C.: "Parents help to educate their children: an experiment in Chile", *Prospects*, 1977, 7, pp. 557-564.

WHELAN, G. FILP, J., TORRES, L., ZULETA, J., BASTIAS, M. MARTINIC, S. "El Proyecto Padres e Hijos: un programa de educación familiar rural para el desarrollo del niño pre-escolar", *Educación Hoy*, 1977, 7, pp. 19-31.

FILP, J. Relationship among reading Sub-Skills: A hierarchical hypothesis", *Journal of Reading Behavior*, 1975, 7, pp.229-240.

FILP, J. Attribution of success and self-perception of abilities in the teacher student interaction. Master Thesis, University of British Columbia, Vancouver, Canada 1973.

TEES, R., FILP, J. Sensory Preconditioning in Rats Following Early Visual Deprivation", *Journal of Comparative and Physiological Psychology*, 1972, 81.

PROFESSIONAL PRESENTATIONS

2015. Positive Discipline. Workshop for parents of AVANCE. (In Spanish).

2015. Promoting attachment through play. Early Learners Conference. Sonoma State

University. (Presentation in English and in Spanish)

2014. Why the brain needs to play. Early Learners Conference. Sonoma State University. (Presentation in English and in Spanish)

2012. Workshop: collaboration with families in early education. Fundación Mina la Escondida and Fundación Chile. Antofagasta, Chile.

2012. Peer Collaboration and professional teacher development. Universidad Alberto Hurtado. Santiago, Chile.

2012. Collaborating with families in a diverse context. Universidad Finis Terrae, Santiago, Chile.

2000. Evaluating of Large Scale Family Participation Programs. Presentation at the Family- School-Collaboration Round-Table. New Orleans, April, 2000.

1999. "What teachers and parents can do to strengthen connections between home and school". Key note address at the workshop "Art and Literature: Building Bridges Between Home and School". Sonoma State University, California Reading and Literature Project, October 1999.

1999. "Promoting Cognitive Development in Adults: Theory and Practice". 44th Annual Convention of the International Reading Association, San Diego, California, May, 1999.

1999. "Working with families in partnership". Sonoma State University Twelfth Annual Early Childhood Education Spring Conference. April, 1999.

1998. "Developmentally Appropriate Curriculum: Opening possibilities for Children". Ministry of Education, Santiago, Chile. August 5-7, 1998.

1998. "Learning interactions in culturally diverse class-rooms". 43rd Annual Convention of the International Reading Association, Orlando, Florida, May 3-8, 1998.

1998. "Evaluation of non-formal childhood care programs". Ministry of Education, Mexico. February, 1998.

1998. "Parents as partners". Sonoma State University Eleventh Annual Early Childhood Education Spring Conference. April, 1998.

1998. Epistemology Workshop. (together with Dr. Rose Bruce) Sonoma State University. Nov. 11.

1997. COMPASS. Faculty conference on Curriculum, Media, Pedagogy, and Assessment. . Presentation, together with Dr. Rose Bruce. "Assessment of Epistemological Development". Sonoma State University, Rohnert Park, California. August 25.

1997 "Parent-School Collaboration in a Multicultural Setting". Sonoma State University Preschool Conference "Making Connections 1987-1997". Rohnert Park, April, 1997.

1995. "New ways of learning and teaching: demands on pre-service teacher education. Paper presented: Education and diversity. Unesco, Unicef. Santiago, November.
1995. American Educational Research Association. Participation in the Symposium on Family, School and Community. Paper presented: Cultural transition from home to school. San Francisco, California, April.
1994. International Conference on Family and Literacy. Paris, Unesco, Paris, October. Paper presented: Family school collaboration.
1994. Third Meeting on the Analysis and Dissemination of Innovations in Basic Education. Paper presented: Educational Priorities in Latin America. Unesco-Unicef. Port of Spain, Trinidad. November.
- 1993 Meeting on the "International research project on the improvement of basic education services". IIEP-Unesco. Paris. January 19-22.
1993. Workshop on the "Context of child-development". Bernard van Leer Foundation. Mexico City, March 22-24.
1993. Second Meeting on the Analysis and Dissemination of Innovations in Basic Education. Paris, July 8-9.
- 1993 Conference "Family, School, Literacy: the preschool period". The Hague, Netherlands, Sept. 6-8.
- 1992 Pre-Conference "Family. School and Literacy. Bernard van Leer Foundation, Unesco. March .
1992. First meeting of the advisory group on the analysis and Dissemination of innovations in basic education. Unesco-Unicef. Paris, March 30-31.
1991. Educational Research Priorities in Developing Countries. International Institute for Educational Planning, University of Stockholm. Stockholm, Sweden, September.
1991. Fifth Technical Meeting of the Regional Network on Educational Planning (Replad, Unesco). Santo Domingo, Republica Dominicana, Nov. 11-1.
- 1990 Planning and administration of educational development. International Society for Educational Planning and Unesco. Paper Presented: "Systems of educational evaluation in Latin America". Mexico, March 26-30.
- 1989 Fourth Technical Meeting of the Network for Educational Planning Unesco. Paper presented: Systems for the measurement of quality of elementary education in Chile. Quito, Ecuador, October 1989
1988. Fifth Brazilian Congress of Education. Paper presented: Educational reforms in Chile, decentralization and pedagogical processes. Brasilia November.

1984 International Seminar on "Educational change and the culture of the school. Paper presented: Modes of control and educational change. Santiago, July.

1984 Workshop on Cost-Benefit Evaluation of Early Childhood Programs. (UNICEF), Santiago, October. Paper presented: "The Project Padres e Hijos: Evolution and evaluation".

1984 Columbia University. School of Public Health. Paper presented: "The project Padres e Hijos: A non-formal education program for the pre-school child and the family". New York, October.

1983 International Seminar on Interpretation in Qualitative Educational Research. Paper presented: "Analysis and interpretation of the affective dimension in the class-room". IDRC, Bogotá, April.

1981 Biannual Meeting of the International Society for Studies of Behavioral Development. Toronto, August. Paper presented: "Selectivity in public primary schools: a follow-up study from pre-school till the end grade one".

1981 International Seminar on Relations Between Pre-School and Primary Education. Bogotá, May (IDRC/FORD FOUNDATION). Paper presented: "Relationship between pre-primary and primary education in Chile".

1978 Seminar on Professional Training in Small and Medium Sized Enterprises. (CINTERFOR-OIT). Florianopolis, August. Paper presented: "Capacitación para el sector informal".

1978 Congreso Internacional de Educación. CIES, México, March. Paper presented: "Capacitación de monitores de base para un programa de educación activa-participativa: Estudio de caso".

1977 International Seminar on Early Childhood Education. Paper presented: The parents and children project: family involvement for the development of pre-school children.

1977 Fifth Seminar of Educational Research Centers. Paper presented: Community and family involvement in pre-school education. Montevideo, March.

1976 Latin America Workshop for Non-Formal Education (CIEC). Bogota, November. Paper presented: "El proyecto padres e hijos: Una alternativa de educación non-formal inserta en la escuela".

GRANTS RECEIVED

Sonoma County Children and Families Commission, mini-grant. 2001

Sonoma State University ORSP Grant. 1999

FIPSE Grant. Sonoma State University. 1998.

Faculty Development Diversity Development Program Grant. Sonoma State University. 1997

(All projects carried out during 1974 through 1995 at the Center for Research and

Development were funded with grants for projects which I prepared).

Bernard van Leer Foundation. Holland. Project Transition from Home to School. Unesco/Orealc. Evaluation of the Quality of Education in Latin America.

National Fund for Research and Technology, FONDECYT, Chile. Ethnographic study of children in poor urban areas.

International Development and Research Center, Canada. (IDRC). Threshold studies in preschool and primary education. Effective teachers. Experimental communication of research results to teachers.

Ford Foundation. Evaluation of the Parent and Children Project. A.I.D. USA Non-formal education workshop with rural families.

GRANT PARTICIPATION

Digital Bridge Grant 1999-2002

CONSULTANCIES

2000. Consultant for the World Bank. Development of an Evaluation Model for Community Education Programs in Early Childhood Education.

1999. Consultant for the World Bank. Analysis of the professional development needs of elementary school teachers in Nicaragua. February

1998 . Consultant for the World Bank. Review of the "Training Manual on Early Childhood Care and Development."

1993 - 1995. Consultant for The World Bank. Education . Mission in Honduras and

Panama. 1992. Consultant for IIEP, UNESCO. Systematization of the Program of the 900 Schools

1989. Consultant for UNESCO. In charge of the project: "Systems for the Measurement of the Quality of Basic Education"

1987. Consultant for A.I.D. and the Instituto Nacional del Niño y de la Familia, Quito, Ecuador. To assist in the analysis and systematization of the information gathered to

evaluate the "Programa de mejoramiento de la calidad de los servicios para la infancia".
May
15-25.

1986. Consultant for UNESCO. To assist in the preparation of the evaluation of the educational movement "Fe y Alegría", consisting of formal and non- formal educational programmes for the poor in countries in Latin America.

1982. Consultant for "Creative Associates", to evaluate the non-formal pre-school program in Cuzco/Perú. April 1-30

1979. Consultant for UNICEF

1978. Consultant for O.A.S.; member of an international team, coordinated by the High Scope Educational Research Foundation, to evaluate the Interamerican Institute of the Child (Montevideo) and to propose Recommendations and guidelines for future actions of the institute.

HONORS

U.S. Embassy in Chile. Invited to Chile as U.S. Expert on Early Childhood Education. 2012

Guggenheim Fellow. 1995

Visiting Scholar, Sonoma State University. 1996

PROFESSIONAL AFFILIATIONS

American Educational Research Association.

National Association of Education for Young Children. U.S.A.

LANGUAGES

Fluent in written and spoken Spanish, English and German

Geri Olson, Ph.D.
1011 G. Street
Petaluma, California 94952
(707) 765-2893

Education

Ph.D. in Psychology, 1976, Saybrook Institute, San Francisco, CA.

Dissertation: Prayers Made Visible—A Notebook on Creativity and Change.

M.A. in Psychology, 1972, Sonoma State University, Rohnert Park, California.

B.A. in Psychology, 1971, Sonoma State University, Rohnert Park, California

Employment

August, 2001-present. Professor, California State University, Sonoma.

Expressive Arts concentration.

1991-2001 and 1972-1978. Lecturer in Psychology, California State University, Sonoma, CA.

Taught general education and core curriculum classes. Graduate Program Advisor.

1985-1991. Director of Family Education and Training, Judson Center, Royal Oak, MI.

Designed parent and family education seminars for high risk populations. Staff training and public presentations. Supervised graduate interns. Grant writing experience. Adjunct Faculty, Center for the Advancement of the Family, Grosse Point Park, MI. Conference speaker, seminar leader and consultant. University Associate, University of Michigan. Granted CEU credit for seminars in education.

1981-1985. Consultant/Trainer, Olson and Associates, Petaluma, CA.

Seminar Design and Training business. Facilitator for private and non-profit corporations in the United States, Canada, and Japan. Corporate and community consulting.

1978-1985. Chief Trainer/Director of Family Training, Lifespring, San Rafael, CA.

Managing and marketing of the Family Training division. Facilitated training for 5000 individuals and families in North America.

1976-1978. Psychological Assistant/Play Therapist, Sebastopol, CA.

Publications

Olson, G. (Producer) (2009). *The Doll Project DVD: Integrating Art into the K-12 curriculum.*

Smith, H.J., Olson, G., Agronick, G. & Tyler, T. (2009) Everyday interactions with university authorities: authority treatment quality, outcome favorability and first-year students' university adjustment, *Group Process and Intergroup Relations*, 12, 209-225.

Olson, G. (2004). Student presentations. In E. Velasquez (Ed.) *First year experience guide for success.* Boston: E. Pearson Custom Publishing.

Olson, G. (1998). Dolls: protection, healing, power and play. *Somatics*, Spring/Summer, 46-50.

Olson, G. (1987-1991). Parent Talk Page, ongoing contributor, *Detroit Sunday Free Press*.

Conference and Professional Presentations

Sweet Dreams: Using Dream Reflection Papers to Teach Introductory Psychology, Western Psychological Association Conference, Portland, April, 2009.

The Doll as a Narrative Method, Northern California Art Therapy Association Conference, Cultures of Creativity, Asilomar, June, 2008.

The Black History Doll Project, Black Doll Conference, Boston, May 2008.

Dolls: Protection, Healing, Power and Play, Art and Psyche Conference, San Francisco, May, 2008.

University-Community Partnerships, panelist, Association of American Colleges and Universities Conference, January, 2005.

The Evolution of the Doll, Northern California Art Therapy Association, Santa Rosa, May 2004.

Do Core Values Predict Academic Engagement? (Olson, G. & Smith, H.J.) Paper presented at the annual meeting of the Western Psychological Association, Phoenix, Arizona, April 2004.

The Psychology of the Doll, International Transpersonal Association Conference, Burlingame, California, February 2004.

Fresh Invention Dolls: Taking the Artist Farther and Further, California Art Association Conference, San Jose, November, 2003.

Tracking Everyday Experiences with Authority Figures, (Kastrup, J. Brizendine, B., Dixon, A., Olson, G., & Smith, H.J.) Paper presented at the Western Psychological Association, Vancouver, British Columbia, April, 2003.

Art and Learning: The Doll Process in the Classroom, presentation and poster, California Art Education Association Conference, Riverside, CA., November, 2002.

The Treatment of Humanistic Psychology in Introductory Psychology Textbooks, presentation (with Pat Hansen) at the American Psychological Association Conference, San Francisco, August 2001.

Sweet Dreams: Using Dream Reflection Papers to Teach Introductory Psychology, paper presented (with Heather Smith) at the American Psychological Association Conference, San Francisco, August, 2001.

Teaching Humanistic Psychology in Introductory Psychology presentation at the American Psychological Association Conference, Washington, D.C., August 2000.

Art Exhibits

Invited Curator, *Journeys through Light and Dark, Dolls as Tellers of Stories*, Petaluma Arts Center, July-September, 2016.

Invited Curator, Youth Exhibit, Petaluma Arts Center, 2013, 2014, 2015, 2016.

Invited Curator, *Undercover Genius: The Creative Lives of Artists with Disabilities*, July 2012.

Petaluma Arts Center Member's Exhibit, November, 2011, 2012, 2014.

Invited Curator, *The Doll: Protection, Healing, Power and Play*, Petaluma Arts Center, August, 2010.

Small Works in Hard Times, Petaluma Arts Center Member's Exhibit, November, 2009.

El Dia de los Muertos altar, Petaluma Altar Walk, October-November, 2009.

All Aboard! The Train Show, juried exhibit, Petaluma Arts Center, September-October, 2009.

Doll Collective Exhibit, Copperfield's Books, Petaluma, 2004, 2005, 2006, 2007, 2008, 2011.
Invited Altar Artist, El Dia de los Muertos, Petaluma Arts Center, October-November, 2008,
2014
Member's Exhibit, Petaluma Arts Center, November, 2008.
International Association for the Study of Dreams, Juried Dream Art exhibition, Sonoma State
University Library, 2007.
Curator, Marin Needle Arts Show Doll Exhibit, 130 doll artists, 2005.
Featured Invited Guest Artist, Marin Needle Arts Guild Show, 2005.
Fresh Invention Dolls, curator, Santa Rosa High School Art Quest Student Exhibit, SSU Library,
November-January, 2003-2004.
Marin Needle Arts Show, 1999, 2000, 2001, 2002, 2003, 2005.

Community Presentations and Invited Lectures

Integrating Art into the Curriculum, Petaluma Arts Center, September, 2010.
The Doll as a Teaching Tool, Center for Creative Arts Therapies, Santa Rosa, CA. May, 2009
Toys and Racism, KRCB radio interview, April, 2008.
Psychology of the Doll, Shrink Rap Radio interview, January, 2008.
The Doll as Art, invited Guest Artist lecture, Marin Needle Arts Guild Show, August 2005.
The Way of the Doll: Protection, Power and Play, Institute of Imaginal Studies, May, 2003.
The Psychology of the Doll, presentation, Flying Phoebes Doll Artists, Hayward, July, 2003.
Creativity and Children's Art, Service Learning poster, Marin Needle Arts Guild Show, August
2003.
Service Learning in K-12 Classrooms, La Comunidad un Lugar de Aprendizaje, SSU Latino
Consortium conference, Santa Rosa, November 2003.
The History of Figurative Art, Shepherd School, Santa Rosa, February, 2002.
Doll Process and Healing, Bosnian Women's Group, Survival International, February, 2002.
The Doll as an Art Form, speaker, Santa Rosa ArtQuest Program, May, 2002.
Origins of Creativity: From Childhood to Artist of our Time, Santa Rosa High School, May,
2002.
Expressive Arts with Children, poster, Marin Needle Arts Guild Show, August, 2002.
Research Writing, Institute of Imaginal Studies, December, 2000-February, 2001.

Service-Learning Doll Project in K-12 Classrooms/Programs

The Doll Project (lecture, art process) in the following classrooms: McNear (2). March, 2016.
The Doll Project (lecture, art process) in the following classrooms: McNear (2) and Old Adobe
(3). March-April, 2015, and Old Adobe (3), October 2015.
The Doll Project (lecture/art process) in the following classrooms: McNear (2) and Old Adobe
(3). March-April, 2014.
The Doll Project (lecture/art process) in the following classrooms: McNear (3), and Old Adobe
(3). March-April, 2013.
The Doll Project (lecture/art process) in the following classrooms: McNear (3), Old Adobe (2)
and Monte Vista (2). March-April, 2012.
Doll Project, Orchestra Infantil Juvenil from Guadalajara, Mexico, June 2011

The Doll Project (lecture/art process) in the following classrooms: McNear (3) and Monte Vista (2), February-March, 2011.

The Doll Project (lecture/art process) in the following classrooms: McNear (3), Old Adobe (3), Miwok (3).

The Doll Project (lecture/art process) in the following classrooms: McNear (2), Old Adobe (2) and Miwok (3). February-April, 2009.

The Doll Project (lecture/art process) in the following classrooms: McNear (3), Miwok (2), Santa Rosa Charter School for the Arts (2). March-April, 2008.

Native American Doll Project (lecture/art process), Miwok School, November, 2008.

The Doll Project (lecture/art process) in the following classrooms: McNear (2), Mary Collins (1), Miwok (2) and Old Adobe (2), Petaluma. February-March, 2007.

The Doll Project (lecture/art process) in the following classrooms: McNear (4) and Miwok (1), Petaluma, March-November, 2006.

The Doll Project (lecture/art process) in the following classrooms: McNear (2) and Old Adobe (2). February-March, 2005.

The Doll Project (lecture/art process) in the following classrooms: McNear School (2) and Old Adobe School (2), Petaluma, and Santa Rosa High School, March-May, 2004.

Native American Dolls (lecture/art process) McNear School, two classrooms, November 2004

The Doll Project (lecture/art process) in the following classrooms: McNear (2) and Old Adobe School (2), Petaluma; Shepherd School (2) and Santa Rosa High School ArtQuest program, Santa Rosa; Mendocino High School, Mendocino; Tomales Middle School, Tomales, February-June, 2003.

The Doll Project (lecture/art process) in the following classrooms: McNear (2), and Old Adobe School (2), Petaluma; Santa Rosa High School ArtQuest program, Santa Rosa; September-December, 2003.

The Doll Project (lecture/ art process) in twelve classrooms in the following schools: McNear (2), Meadow (3) and Old Adobe (2), Petaluma; Shepherd (2) and Santa Rosa High School, Santa Rosa; Apple Blossom, Sebastopol; and Lockwood Elementary, Oakland, December, 2001-June, 2002.

Service-Learning Doll Project, Public Art Exhibits

Green Music Center, Orchestra Infantil Juvenile Doll Exhibit, June 11, 2011.

Cultures of Creativity, art therapy conference art exhibit, Asilomar, June, 2008.

Black Doll Conference, Black History Doll Project Exhibit, Boston, May, 2008.

Old Adobe School District Art Show, Miwok School Doll Project, Petaluma, May 2008.

McNear School, Black History Doll Project, Copperfield's Books, April, 2008, 2009, 2010, 2011, 2012.

Creativity and Children, Doll Exhibit, Marin Needle Arts Guild Show August, 2004.

Expressive Arts with Children: The Doll Project, service learning poster and doll exhibit, Evolution of the Doll conference, Hayward, September 2004.

Doll Project Exhibit, Marin Needle Arts Guild Show, August, 2002, 2003, 2004, 2005.

The Doll Project, over fifty Open House displays of children's work, 1998-2011.

Campus Presentations

A Curator's Perspective, Art of the Doll Exhibit, School of /social Sciences Brown Bag Lecture Series, November, 2010.

The Doll Project DVD for Teachers: Integrating Art into the Curriculum, School of Social Sciences, Brown Bag Lecture Series, October, 2009.

Thinking of a Major? ACE Workshop for Undeclared Majors, October, 2009.

Reclusive, Eccentric and Curious: Art Created in Solitude and Confinement, School of Social Sciences Brown Bag Lecture Series, March, 2009.

Thinking of a Major? ACE Workshop for Undeclared Majors, October, 2008.

Creativity, guest speaker, English 101, Fall, 2008.

How Toys Teach Racism, School of Social Sciences Brown Bag Lecture Series, April, 2008.

Integrating Art into the Curriculum, lecture/art process, Art Education class, SSU, March 2008.

Creativity and Adolescents, guest speaker, Adolescent Psychology, Ukiah, Fall, 2007.

From Bambini to Barbie: A Historical Study of Dolls, Faculty Exposition, Spring, 2006.

History of Dolls, Part 2, School of Social Sciences Brown Bag Lecture Series, March 2006.

Children and Play, guest speaker, Development of the Person, Fall, 2005.

Art and Development, guest speaker, Development of the Person, Spring, 2005.

Thesis Writing Seminar, Graduate Program in Depth Psychology, October 2004.

From Bambini to Barbie, School of Social Sciences, Brown Bag Lecture Series, Fall, 2004.

The Doll in Child Development, guest speaker, Child Development, SSU, December 2003

Parent Orientation faculty panel, SOAR program, Summer, 2003.

Depth Process and the Doll, guest speaker in Myths, Dreams and Symbols, November 2003.

The Doll: Taking the Artist Farther and Further, Town-Gown Lecture Series, Schulz Information Center, Sonoma State University, November 5, 2003.

Thesis Writing seminar, Graduate Program in Depth Psychology, October, 2003.

Students, Faculty and Citizens: Why and When Does Fair Treatment Matter? (Smith, H. & Olson, G.) Parent-Family Weekend Faculty Lecture, Sonoma State University, October 2003.

Teaching Younger Students, Professional Development Workshop, SSU, February, 2003.

Fusing Psychology and Art, Learning Moments, guest speaker, Spring 2003.

Service Learning in the Community, Share Fair, poster presentation, May, 2003.

Academic Engagement Among First Year SSU Students, Faculty Exposition, Sonoma State University, April, 2003

Creativity and Children, guest speaker, Child Development, Ukiah, April, 2003.

Thesis Writing Seminar, Graduate Program in Depth Psychology, Fall, 2002.

Expressive Arts with Children: A Model for using the Visual Arts as a Way of Knowing, Faculty Exposition, Sonoma State University, April, 2002.

Expressive Arts in the Schools, Academic Festival, Sonoma State University, April, 2002.

Children and Language, guest speaker in Development of the Person, October, 2002.

The History of Autobiography, guest speaker, seminar on Narrative Psychology, September, 2001.

Collage Process, guest presentation in Freshman Seminar, September, 2001.

Thesis Writing seminar, Graduate Program in Depth Psychology, September, 2001.

Grants

Chair's Discretionary Fund, Private donor, 2009, 2010, 2011, 2012
 School of Social Sciences, summer research stipend, 2003, 2004, 2006, 2008, 2009, 2010, 2012

RSCAP Mini-Grant, 2005
Engaged Teaching and Scholarship Fellow, 2004-2005
Santa Rosa High School, Artist grant, 2004
Service Learning Grant, 2002
PTA grants, 2001, 2002
Marin Needle Arts Guild, Art in the Schools Grant, 2000, 2001, 2002, 2003, 2004, 2005, 2006,
2007, 2008, 2009, 2010, 2011, 2012.
ArtQuest Program, Local Arts Educational Partnership Grant, 2002, 2003

Service to the University

School RTP Committee, 2011-present
Interdisciplinary Grant Committee, 2011-present
Dean Leeder Review Committee, 2009
Academic Advising Committee, 2009
Council of Department Chairs, 2004-present
Coordinator, Human Development Program, 2004-2008
ACE Advisor Search Committee, September 2004
Civic Mission of Education Working Group
SOAR advisor, 2003, 2004, 2008, SOAR faculty speaker, 2008, 2009
Academic Senator, 2001-2003
Jack London Award Judge, 2000-2007, 2010
CSU International Programs Interviews, 2000-present
Campus Health and Wellness Committee, one year
Freshman Seminar Curriculum Committee, three years
CSU International Program interviews, 2002-present
Member of the University FMI Appeals Committee, 2001
Chair of the University FMI Appeals Committee, 2001
School of Social Sciences Travel Committee, 2002-2003, 2008-2009

Service to the Department

Chair, Psychology Department, Fall, 2008-2014
Chair, Department RTP, 2007-2008
Curriculum Committee, 2007-2014
Department Part-time Hiring Committee, 2006, 2010
Vice-Chair, Psychology Department, 2002-2004
Psi Chi Faculty Advisor, Fall 2004
Department Scheduler, 2002-2004
Member of the department FMI committee, 2001
Executive Committee, Psychology Department, 2002-2003, 2003-2005
Department Steering Committee, Sidney Jourard Conference, 1995
Acting Chair, Graduate Programs in Psychology (during Dr. Merrill's sabbatical)

Service to the Community

Petaluma Arts Council, Board Member, 2007-present; Vice-President, 2009-2013

Saint John's Episcopal Church, Petaluma, Vestry, 2007-2008
Center for the Creative Arts Therapies, founding board member.
Marin Needle Arts Guild, President, 2005-2007
Petaluma Quilt Show, volunteer, 4 years
Art in the Schools volunteer, 15 years
Butter and Eggs Day Parade volunteer, 2004
Contributions of art to numerous fundraisers
(Mary Wood, SRHS Art Quest, Petaluma Arts Center, Marin Needle Arts Guild)

Professional Affiliations

Western Psychological Association
California Arts Education Association
Northern California Art Therapy Association

Classes Taught for the Psychology Department, Sonoma State University

250: Introduction to Psychology
270: Psychology of Self-Discovery
290: Marriage, Family and Relationships
302: Development of the Person
306: Theories, Issues and Methods
322: Myths, Dreams and Symbols
335: Memoir and Autobiography *
335: Narrative Psychology
338: Psychology of Creativity *
410: Child Development
412: Adolescent Development
418: Psychology of the Family
428: Introduction to Counseling
447: Learning
461: Theories of Personality
462: Humanistic Psychology
464: History and Theoretical Systems
490: Autobiography and Art *
490: Creativity and Children's Art *
490: Expressive Arts in the Community *
490: Expressive Arts in the Schools *
490: Teaching Introduction to Psychology
515: Psychological Writing
560: Advanced Group Process

The Expressive Arts Seminars are noted with an *

CURRICULUM VITAE

RICHARD J. SENGHAS

Department of Anthropology
Sonoma State University, CA

EDUCATION & CREDENTIALS

- Ph.D., Anthropology University of Rochester, 1997
Dissertation: An 'Unspeakable, Unwriteable' Language: Deaf Identity,
Language & Personhood among the First Cohorts of Nicaraguan Signers.
- MA, Anthropology University of Rochester, 1994
- BA, English University of Massachusetts at Amherst, 1982
- California Community College Teaching Credential, Computers and Related Technologies 1983
(Credential No. 246 SEN 001)

ACADEMIC ADMINISTRATIVE, AND GOVERNANCE POSITIONS IN EDUCATION

- 2016-2017 *Immediate Past Chair of the Faculty.* Sonoma State University, Rohnert Park, CA. (Term immediately follows last term as Chair of the Faculty.) Presides over the Academic Senate and its Executive Committee when Chair and Vice Chair unavailable; member of the Senate's Executive Committee. Represents the faculty at the university's Academic Coordinating Committee, President's Budget Advisory Committee and other university committees, as needed.
- 2014-2016 *Chair of the Faculty.* Sonoma State University, Rohnert Park, CA. Elected by faculty. Presides over the Academic Senate and its Executive Committee; member of the Senate's Structure & Functions Committee, Senate Budget Subcommittee. Represents the faculty at the university's Campus Reengineering Committee, Academic Coordinating Committee, President's Budget Advisory Committee, and Associated Student Senate. Member of the California State University Council of Academic Senate Chairs, representing all CSU campuses. [Reelected to serve through AY 2015-2016.]
- 2013-2016 *Member, Ex Officio, Board of Advisors.* Weill Hall and the Green Music Center, Sonoma State University, Rohnert Park, CA. Represented faculty and university interests on the advisory board of the GMC, and co-chaired (with President of Associated Students) the GMC University Affairs Committee.
- 2012-2014 *Vice Chair of the Faculty.* Sonoma State University, Rohnert Park, CA. Elected by faculty. Serves as member of the Academic Senate and its Executive Committee, presiding in the absence of the Chair of the Faculty; member and chair of the Senate's Structure & Functions Committee, Senate Budget Subcommittee. Represents the faculty at the university's Campus Reengineering Committee, Academic Coordinating Committee, President's Budget Advisory Committee, and Associated Student Senate.

- 2011-2012 *Chair, Faculty Standards & Affairs (FSAC)*. Elected by FSAC committee members to serve as chair for Spring semester 2011 and AY 2011-2012. Serves as a member of the Academic Senate and its Executive Committee, and coordinates with the chairs of FSAC's four standing subcommittees (see below). [Reelected FSAC chair for AY2012-2013, but vacated position to serve as Vice Chair of the Faculty.]
- 2008-2011 *Faculty Standards & Affairs (FSAC), School of Social Sciences Representative*. Sonoma State University, Rohnert Park, CA. Elected by faculty of the School of Social Sciences. Standing committee addresses issues of standards and affairs associated with faculty roles, producing or revising policies related to these issues, and overseeing the committee's standing subcommittees: Academic Freedom Subcommittee, Faculty Subcommittee on Sponsored Programs, Professional Development Subcommittee, and the University Reappointment, Tenure, & Promotion Subcommittee.
- 2008-2010 *Program Coordinator*. Human Development Program, Sonoma State University, Rohnert Park, CA. Coordinating all aspects of the human development program, including the junior seminar courses (taught by part-time instructor), teaching the senior portfolio seminar, as well advising students pursuing studies in human development. Approximately 90 majors in most years. Reporting directly to the Dean of the School of Social Sciences.
- 2002-2005 *Chair*. Department of Anthropology/Linguistics, Sonoma State University, Rohnert Park, CA. Responsible for a department of 7 tenure-track faculty members, additional adjunct faculty, 60 undergraduate majors, and 35 CRM masters students. Reporting to the Dean of the School of Social Sciences.
- 1998-2010 *Program Coordinator*. Linguistics Program, Sonoma State University, Rohnert Park, CA. Coordinating all aspects of the linguistics program, including the linguistics minor courses (some taught by part-time instructors), as well advising students pursuing linguistics courses. Reporting directly to the Dean of the School of Social Sciences. (From 2002-2005, includes oversight of TESL Program Coordinator.)
- 1998-2002,
2005-2008 *Program Coordinator*. Teaching English as a Second Language (TESL) Certificate Program, Sonoma State University, Rohnert Park, CA. Coordinating all aspects of the TESL Certificate program, including advising students pursuing TESL careers. Coordinating full and part-time instructors. Reporting directly to the Dean of the School of Social Sciences.

TEACHING POSITIONS

- 2006-present *Professor.* Department of Anthropology, Sonoma State University, Rohnert Park, CA. Linguistics, and social & linguistic anthropology. Also teaching department's core theory class for upper-division undergraduate students, and serving as faculty member of Human Development Program and the Linguistics Program.
- 2001-2006 *Associate Professor.* Department of Anthropology/Linguistics, Sonoma State University, Rohnert Park, CA. Linguistics, and social & linguistic anthropology. Also teaching department's core theory class for upper-division undergraduate students, and serving as faculty member of Human Development Program.
- 1998-2001 *Assistant Professor.* Department of Anthropology/Linguistics, Sonoma State University, Rohnert Park, CA. Linguistics, and social & linguistic anthropology, human development.
- 1998 *Adjunct Lecturer.* Department of Anthropology, State University of New York, Geneseo, NY. Teaching Communicating Across Cultures, an introductory anthropology course focusing on language and culture.
- 1997-98 *Adjunct Instructor.* Department of Anthropology & Sociology, Monroe Community College, Rochester, NY. Teaching introductory courses in anthropology and sociology.
- 1996-97 *Visiting Lecturer.* Department of Humanities, Eastman School of Music, University of Rochester, NY. Assumed two courses in introductory anthropology (The Nature of Love; Culture & Communication) as a relief instructor for half a semester due to an emergency medical leave of a professor in the Humanities Department. Also developed and taught another introductory sociocultural anthropology course focusing on performance, including ritual and ceremony, street performance, and how such performances reflect and reproduce sociocultural processes.
- 1994 (Summer) *Instructor.* Introduction to Sociocultural Anthropology, Department of Anthropology, University of Rochester, NY. Developed syllabus and all course material, delivered lectures and graded all student papers, projects, and exams.
- 1983-84 *Instructor.* Computer Sciences, Foothill College, Los Altos Hills, CA. Computer programming and data structures courses, involving hands-on programming experience. Developed syllabi and all course materials.

ACADEMIC RESEARCH (APART FROM SSU APPOINTMENT)

- 2006-2007 *Visiting Research Scholar (Sabbatical position)*. Institutionen för nordiska språk (Department of Scandinavian Languages, now Department of Swedish and Multilingualism) and Institutionen för lingvistik (Department of Linguistics). Conducted ethnographic and linguistic research on Deaf communities in Sweden and Nicaragua, focusing on language and socialization issues.
- 1995-96 *Research Associate (Fulbright Scholar)*. Centro de Investigaciones y Documentación de la Costa Atlántica (CIDCA, Center for Research and Documentation of the Atlantic Coast), Universidad Centroamericana, Managua, Nicaragua. Conducted ethnographic research on Deaf communities in Nicaragua, focusing on language and socialization issues.
- 1993 *Research Field Assistant*. Nicaraguan Sign Language Project 1993 Managua Expedition. Collaborated with Ann Senghas and Judy Kegl during 5-week expedition to videotape Nicaraguan Sign Language use at the invitation of the Nicaraguan Ministry of Education to prepare a seminar on sign language and pedagogy for teachers of deaf students. Also made preliminary arrangements for extended ethnographic field trip in 1995.
- 1988 (Spring) *Archaeological Field Laboratory Assistant and Excavator*. Bolcoff Adobe (CA-SCR-38/123-P796), Wilder Ranch State Park, Santa Cruz, CA. Surveying, excavation, and documentation of historic Spanish colonial mission site. Provided additional field instruction for novice excavators. Managed field laboratory for preliminary analyses of excavated materials.
- 1987 (Spring) *Volunteer Field Excavator*. Scotts Valley Site (CA-SCR-177), Scotts Valley, CA. Surveying, excavation, and documentation of native Californian site dating to 10,000-12,000 years before present.
- 1986-88 *Archaeological Excavator*. Mission Adobe State Historic Park, Santa Cruz, CA. Surveying, excavation, and documentation of historic Spanish colonial mission site. (Fall excavations.)

ACADEMIC & PROFESSIONAL SERVICE

- 2015, 2016 *Reviewer, Medical Anthropology*. Reviewed submitted materials on Deaf culture, deafness, and related issues.
- 2014 *Reviewer, University of Arizona Press*. Reviewed book manuscript on sign language, Deaf culture, deafness, and related issues.
- 2009, 2011 *Reviewer, McGraw Hill*. Reviewed book manuscript for the 4th and 5th editions of *Anthropological Theory: An Introductory History*, an annotated volume of primary sources with introductory essays by the editors, R. Jon McGee and Richard L. Warms.

- 2009 *Reviewer, Journal of Linguistic Anthropology.* Review submitted materials on sign language, Deaf culture, deafness, and related issues.
- 2007-2008, *Reviewer, Medical Anthropology.* Review submitted materials on Deaf culture, deafness, and related issues.
- 2005-2006 *Reviewer, Cultural Anthropology.* Review submitted materials on Deaf culture, deafness, and related issues.
- 2004-2005 *Reviewer, National Science Foundation (NSF) research grants.* Reviewed and evaluated significant grant proposal for NSF funded research.
- 2004-2005 *Reviewer, Social Science Research Council (SSRC) Dissertation Fellowship Program.* Reviewed, evaluated, and ranked applicants for SSRC fellowships.
- 2004-2009 *Editorial Board Member, Deaf Worlds: International Journal of Deaf Studies.* Reviewing articles submitted for publication.
- 2004 *Guest Co-Editor (with Leila Monaghan), Deaf Worlds 21(1), published in 2005.* Theme issue in memory of the late Clayton Valli, as a retrospective on both Valli's life work and the field of sign language linguistics and Deaf studies. Authored an editorial essay included in this issue.
- 2004 *Reviewer, Medical Anthropology.* Reviewed submitted materials on Deaf culture, deafness, and related issues.
- 1999-2001 *Contributing Editor, Anthropology News.* Responsible for co-authoring Society for Linguistic Anthropology's monthly columns for the Section News, as well as finding contributors for other features in the most-widely distributed professional publication in the field of anthropology.
- 1996-present *List Moderator/Administrator.* Administering the LINGANTH e-mail list, an international electronic discussion forum of several hundred linguistic anthropologists, and professionals and academics in related disciplines.

ACADEMIC PUBLICATIONS

2016. Communicative Practices in Signed Languages. In *The Routledge Handbook of Linguistic Anthropology*, N. Bonvillain (ed.). New York, NY: Routledge. (In press).
2006. La Sordera y Alfabetización en Nicaragua [Deafness and Literacy in Nicaragua] In *La Comunidad Sorda de Nicaragua y su Idioma: Lo que hemos aprendido de ellos*, A. Senghas and D. Roman, (eds.). London/Managua: Leonard Cheshire International.
2005. Senghas, RJ, Senghas, A, & Pyers, JE. The Emergence of Nicaraguan Sign Language: Questions of development, acquisition, and evolution. In: *Biology & Knowledge Revisited: From Neurogenesis to Psychogenesis*, edited by Sue Taylor Parker, Jonas Langer, & Constance Milbrath. Mahwah, NJ: Lawrence Erlbaum Assoc.
2004. In memory of Clayton Valli: A retrospective on sign language research. *Deaf Worlds* 20(3): s206-s212.

2004. Cybernetic systems approaches and language change: the Nicaraguan Sign Language case and principles of evolution. *Texas Linguistic Forum* (Proceedings of the Eleventh Annual Symposium about Language and Society –Austin) 47: 173-182.
2003. Review: *Sociolinguistic Variation in American Sign Language*, by Ceil Lucas, Robert Bayley, and Clayton Valli in collaboration with Mary Rose, Alyssa Wulf, Paul Dudis, Susan Schatz, and Laura Sanheim. *Language in Society* 32(1): 128-131.
2003. New Ways to Be Deaf in Nicaragua: Changes in Language, Personhood, and Community. In *Many Ways to be Deaf: International Variation in Deaf Communities*, edited by Leila Monaghan, Constanze Schmaling, Karen Nakamura, and Graham Turner. Washington, DC: Gallaudet University Press. Pp. 260-282.
2002. Senghas, RJ, & Leila Monaghan. Signs of Their Times: Deaf Communities and the Culture of Language. *Annual Review of Anthropology*, Volume 31.
1999. Review: *The Silent Minority* by Susan Plann (1997). *Anthropological Linguistics*. 41(2).
1998. Review: *Forbidden Signs* by Douglas Baynton (1996). *Language in Society* 27(4). Pp. 541-544.
1997. An ‘Unspeakable, unwriteable’ language: Deaf identity, language & personhood among the first cohorts of Nicaraguan signers. Ph.D. dissertation. University of Rochester, NY. Available through UMI Dissertation Services.
1994. No mother tongue?: Language, culture, and personhood in the first generations of signers in Western Nicaragua. Master’s thesis. University of Rochester, NY.
1994. Senghas, Richard J. & Judy Kegl. Social considerations in the emergence of Idioma de Signos Nicaragüense (Nicaraguan Sign Language). *Signpost* 7(1). Reprinted in German as: Soziale Gesichtspunkte bei der Herausbildung der Nicaraguanischen Gebärdensprache, *Das Zeichen* 29, (1994).

PAPERS & PRESENTATIONS

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- 12/5/14 Nicaraguan & International Deaf Epistemologies: Producing Ethnography of Emerging Agency & Identity. Paper session: “Ethnography and Epistemology: Anthropological Production of Deaf Communities and Deaf Community Perspectives.” American Anthropological Association 115th Annual Meeting, San Francisco, CA.
- 11/17/12 The performativity of sign language: Anthropological pedagogy to “mind the gaps” of disability. Paper session: “Disability And Bioethical Curriculum: Please Mind The Gaps.” American Anthropological Association 113th Annual Meeting, San Francisco, CA.
- 9/7/12 Language & Policy: Exclusion and Access for a Nicaraguan Deaf Community. Keynote speaker, Health in Latin America Symposium, University of Kansas, Lawrence, KS.
- 7/24/12 The performativity of gesture: factors in the development from gesture to sign language in Nicaragua. Paper session: “Gesture to Sign Transition.” Fifth International Society of Gesture Studies Congress, Lund, Sweden.

- 3/31/12 Bringing home cross-cultural experiences from study abroad. Keynote speaker, International Study Abroad Conference, San Francisco State University, San Francisco, CA.
- 3/5/11 Developing intercultural skills from study abroad. Keynote speaker, International Study Abroad Conference, San Francisco State University, San Francisco, CA.
- 11/17/10 Give signing a voice: The emergence of Nicaraguan Sign Language as a source and site of new Deaf voices. Paper session: "Give Voice a Voice: Anthropologies of the Voice." American Anthropological Association 111th Annual Meeting, San Francisco, CA.
- 1/20/10 Fragile emergent languages: Nicaraguan Sign Language as an example of a new classification of language endangerment. Invited speaker, Center for Language, Interaction, and Culture, University of California, Los Angeles, Los Angeles, CA.
- 12/2/09 Fragile emergent languages: Nicaraguan Sign Language as an example of a new classification of language endangerment. Paper session: "Global Elements of Language Change." American Anthropological Association 110th Annual Meeting, San Francisco, CA.
- 11/23/08 Who's a proper expert?: Deafness, authority, and linguistic expertise in Nicaragua. Paper session: "Linguistic Expertise." American Anthropological Association 109th Annual Meeting, San Francisco, CA.
- 5/14/07 Lessons for Learning: Sign language opportunities in Nicaragua as an example for the rest of us. Örebro University, Örebro, Sweden.
- 4/24/07 Seminar: Talk about Thinking: Nicaraguan Sign Language evidence for Theory of Mind studies. Trinity College, Dublin University, Dublin, Ireland.
- 4/23/07 Public lecture: Nicaraguan Sign Language: social and communicative factors in the emergence of a new sign language. Trinity College, Dublin University, Dublin, Ireland.
- 4/16/07 Cascading Changes: social and communicative factors as a language emerges in Nicaragua. Örebro University, Örebro, Sweden.
- 3/26/07 Deaf Education in Nicaragua: Issues of oralism, bilingualism, and literacy. Seminarium – Svenska som andraspråk för döva. Stockholm University, Stockholm, Sweden.
- 3/12/07 Language emergence, ethnogenesis, & structural factors in language socialization: the case of Nicaraguan Sign Language. Department of Social Anthropology, Stockholm University, Stockholm, Sweden.
- 2/21/07 Talk about Thinking: Nicaraguan Sign Language evidence for Theory of Mind studies. Seminarium – Svenska som andraspråk för döva. Stockholm University, Stockholm, Sweden.
- 11/15/06 Language and opportunity in Nicaragua: the birth and growth of a new sign language. Seminarium – Svenska som andraspråk för döva. Stockholm University, Stockholm, Sweden.

- 8/31-9/1/06 Graduate Seminar: Sociolinguistic variation in Sign Language. A seminar for graduate students involving language change, variation, ideologies. Heriot Watt University, Edinburgh, Scotland.
- 8/30/06 Public lecture: Language and opportunity in Nicaragua: the birth and growth of a new sign language. Heriot Watt University, Edinburgh, Scotland.
- 11/26/05 Beowulf: Joining the Monsters and the Critics. Presentation delivered as part of the Talks on Texts Speaker Series (talks by scholars on what “texts” inspired them to pursue academic careers in their fields), Jean & Charles M. Schulz Library, Sonoma State University.
- 1/13/05 Senghas, A., M. Coppola, A. Engelman, M. Flaherty, J. Kegl, L. Polich, J. Pyers. R. J. Senghas. The Nicaraguan Deaf community and its language: A history for educators, policymakers and public service providers, Centro Cultural Nicaraguense-Norteamericano.
- 1/11/05 Senghas, A., M. Coppola, M. Flaherty, J. Kegl, L. Polich, J. Pyers. R. J. Senghas. The world is watching: History of the Deaf community and Deaf education in Nicaragua, 1946-present. Biblioteca Roberto Incer Barquero del Banco Central, Managua, Nicaragua.
- 1/6/05 Recent directions in anthropological studies of Nicaraguan Sign Language emergence. Presented at the La Pérégola Roundtable, Granada, Nicaragua.
- 1/3/05-1/8/05 La Pérégola Roundtable: An interdisciplinary workshop on research related to deafness in Nicaragua. Core participant. Granada, Nicaragua.
- 4/11/03 Cybernetic systems approaches and language change: the Nicaraguan Sign Language case and principles of evolution. Presented at the Eleventh Annual Symposium about Language and Society –Austin. Austin, TX..
- 12/1/01 Wolf, Whorf, & Anthropological Linguistics in Policy Debates. Presented in the invited panel session “Anthropological Linguistics and Language Policy: Public Debates and Our Possible Roles”, American Anthropological Association 100th Annual Meeting, Washington, DC.
- 12/1/01 Co-organizer (with Mark Allen Peterson) and session chair of the Society for Linguistic Anthropology’s invited panel session “Anthropological Linguistics and Language Policy: Public Debates and Our Possible Roles,” American Anthropological Association 100th Annual Meeting, Washington, DC.
- 5/31/01 Influence & Confluence: Sociocultural Factors in the Development of a New Sign Language in Nicaragua. Presented at the invited symposium “The Emergence of Nicaraguan Sign Language: Questions of Development, Acquisition, & Evolution”, Jean Piaget Society Annual Meeting, Berkeley, CA.
- 5/31/01 Session organizer & chair, invited symposium “The Emergence of Nicaraguan Sign Language: Questions of Development, Acquisition, & Evolution”, Jean Piaget Society Annual Meeting, Berkeley, CA.

- 11/00 Social & Linguistic Structures of a Nicaraguan Sign Language: Influences from Near and Far. Paper presented at the American Anthropological Association 99th Annual Meeting, San Francisco, CA.
- 11/18/99 Somewhere to Belong: Emotion, Ideology, & Identity in Nicaraguan Sign Language Use. Paper presented in the panel session “Longing and Belonging Shifting Language and the (Re)Invention of Community”, American Anthropological Association 98th Annual Meeting, Chicago, IL.
- 12/8/98 When the Superstrate/Substrate Model Doesn’t Fit: Indirect Conceptual Adstrates and the Creolization of Nicaraguan Sign Language. Paper presented in the panel session on Anthropology and Creolization, American Anthropological Association 97th Annual Meeting, Philadelphia, PA.
- 12/6/98 Senghas, Richard J. & Cyndi Dunn. Co-organized and chaired the Society for Linguistic Anthropology Special Event Panel: Formulating Language Policy: Public Debates and the Role of an Anthropological Linguistics. American Anthropological Association 97th Annual Meeting, Philadelphia, PA. Resulted in the formation of a committee of the Society for Linguistic Anthropology to develop a mechanism for producing timely position statements of the SLA regarding language policy issues.
- 11/24/98 How Research on Nicaraguan Sign Language Reveals Information Important to Parents of Preschoolers. Talk presented to the Rohnert Park/Cotati Cooperative Nursery School Adult Education Program. Cotati, CA.
- 11/5/98 Whorf & Creolization: Indirect Conceptual Adstrates as an Expansion of Tradition Creolization Models. Faculty seminar held by the Department of Anthropology/Linguistics, Sonoma State University.
- 11/97 Where Do Language, Culture, & Identity Come From?: The Emergence Of Sign Language And Deaf Identity In Nicaragua. Paper presented at the American Anthropological Association 96th Annual Meeting, Washington, DC.
- 11/96 So who’s the language expert?: Language ideology and linguistic authority in a Deaf linguistic community in Nicaragua. Paper presented at the American Anthropological Association 95th Annual Meeting, San Francisco, CA.
- 1/96 Preliminary Report on the Ethnographic Study of Nicaraguan Deaf Communities (Bluefields and Managua). Invited talk, Centro de Investigaciones y Documentación de la Costa Atlántica (Center for Research and Documentation of the Atlantic Coast), Managua, Nicaragua.
- 11/94 The Language Factor in Cross-Cultural Studies of Deaf Personhood and Community in Nicaragua, Providence Island, And The United States. Paper presented at the American Anthropological Association 93rd Annual Meeting, Atlanta, GA.
- 10/94 Senghas, Richard J., Judy Kegl, & Ann Senghas. Creation Through Contact: The Development of a Nicaraguan Deaf Community and the Nativization of its Language. Paper presented at the 2nd International Conference on Deaf History, Hamburg, Germany.

- 5/94 No Mother Tongue?: The Nicaraguan Sign Language Case and its Importance to Anthropology and Creole Studies. Paper presented at the Northeastern Anthropological Association 1994 Conference, Geneseo, NY.
- 1/94 Senghas, Ann, Judy Kegl, Richard J. Senghas, & Marie Coppola. Sign Language Emergence and Sign Language Change: Children's Contribution to a New Language. Poster presented at the Annual Meeting of the Linguistic Society of America, Boston, MA.
- 1993 Senghas, Ann, Judy Kegl, & Richard J. Senghas. The Role of Language Acquisition Processes in the Emergence of a New Sign Language. Poster presented at Designs of Nature: The Sixth Annual Graduate and Postdoctoral Minisymposium, Rutgers University, Newark, NJ.
- 8/3/93-8/5/93 Kegl, Judy, Ann Senghas, & Richard J. Senghas. The birth and development of Nicaraguan Sign Language. Invited talk and seminar given to all instructors in Deaf Education at the Ministry of Education, Managua, Nicaragua, August 3-5, 1993.

HONORS & AWARDS

- 2012 Certificate of Recognition, SSU Disability Services for Students, for support as an advocate for students with disabilities, and efforts to educate others on disability-related issues
- 2006-2007 SSU Sabbatical (competitive) awarded for sign language research in Stockholm, Sweden
- 2004 Dean of Social Sciences Summer Stipend for Research in Nicaragua.
- 2003 Dean of Social Sciences Summer Stipend for Research in Nicaragua.
- 2001 SSU RSCAP Mini-Grant for Sign Language Transcription Workstation.
- 1999-2000 Faculty Mentor, CSU Sally Casanova Pre-Doctoral Fellowship Program.
- 1999 (Fall) SSU Faculty Diversity Development Program, release time for project to develop web materials for students with linguistic impediments.
- 1999 (June) SSU RSCAP Summer Stipend for research conducted in Managua, Nicaragua.
- 1999 SSU RSCAP Mini-Grant for fieldwork in Managua, Nicaragua.
- 1995-96 Spencer Foundation Dissertation Fellowship.
- 1994-95 Fulbright-Hayes Dissertation Research Fellowship for Study Abroad (Nicaragua).
- 1994 Rush Rhees Fellowship (U Rochester).
- 1991-94 University Fellowship (U Rochester).

PROFESSIONAL MEMBERSHIPS

American Anthropological Association (Life Member)
 American Ethnological Society
 Council on Anthropology and Education
 Society for Linguistic Anthropology

OTHER PROFESSIONAL EXPERIENCE

- 1989-1991 *CAD Tools/Network Administrator*. Hardware Engineering, NeXT, Inc., Redwood City, CA. Primary responsibility over heterogeneous network (150 systems) of Computer Aided Design workstations for the hardware development of computers. Tasks involved writing software “tools” to help automate and assist hardware engineers in their design efforts. Responsible for network design, implementation, maintenance and support.
- 1988-1989 *Programmer/Analyst II*. Administrative Information Systems, University of California at Santa Cruz, Santa Cruz, CA. Designed, developed, and maintained database systems for administrative purposes such as transcript records, document control, housing assignments and billing, and the production of the university General Catalogue.
- 1984-1988 *Systems Administrator*. The Palantir Corporation (since purchased by Caere Corporation), Santa Clara, CA. Solely responsible for purchase, installation, maintenance and support of a network of over 40 UNIX-based, multi-user computers used for optical character-recognition software research and development by a team of 30 engineers. Tasks included automating data acquisition, as well as operating systems diagnostics and accounting functions.
- 1983 *Consultant Programmer/Analyst*. Tandem Computers, Santa Clara, CA. Designed, developed, and debugged a computer component field-failure analysis application for gathering statistical data assisting management decisions in a hardware product assurance team.
- 1982 *Consultant Programmer/Analyst* to Wade Tarzia, Vernon, CT. Developed and debugged computer programs to aid in the examination of oral origins of literary texts as part of Dr. Tarzia’s Ph.D. studies.
- 1979 *Programmer*. Intelligent Software Systems, Amherst, MA. Programmed custom COBOL business applications for Burroughs computer systems, in a software/OEM startup development company. Projects included a job-shop cost-tracking and scheduling system.

Suzanne Maggio-Hucek, LCSW

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SUMMARY OF QUALIFICATIONS

- Dynamic college-level instructor in counseling, human development, psychology, and social work
- Passionate about teaching community college students – possesses a keen understanding of the opportunities of working with a diverse student population
- Committed to cultural proficiency - possesses a keen understanding of the opportunities of working with diverse populations
- Skilled in advising, program coordination and developing new course curriculum
- Experienced in the assessment and evaluation of departmental and course specific SLOs
- Able to create an engaging atmosphere for learning by integrating relevant professional experience
- Dedicated to using multiple modalities of instruction to meet individual needs
- Focused on creating contextually based learning environments that address student learning outcomes
- Strong advocate of service based learning programs that address the needs of the socially and economically disadvantaged. Experienced facilitator of service-learning trips to Central America
- Experienced mental health clinician with over 28 years of dealing with a broad spectrum of psychological and mental health issues involving children, adults, and families
- Seasoned Non-Profit Administrator, Executive Director and Staff Trainer

EDUCATION AND TRAINING

MSW, Clinical Social Work, California State University, Sacramento, CA
BA, English, Boston College, Chestnut Hill, MA
Study Abroad Program, University of Exeter, Exeter, England
Supervisor's Training, Family Institute of San Francisco,
Family Therapy Training Program, Catholic Charities of Marin

ACADEMIC EXPERIENCE

Lecturer, Sonoma State University, Rohnert Park, CA 2007 - present

Psychology Department

- Psychopathology: Psy 425
- Dialogue Series: Psy 311
- Introduction to Psychology: Psy 250
- Marriage, Families and Relationships: Psy 290.2

Designed and taught undergraduate lecture courses focusing on intimate relationships within the lifecycle, abnormal psychology and an overview of career choices possible with a degree in psychology. Developed lecture panel of experts from the fields of social work, psychology, counseling and related fields.

Human Development

2013 - present

- Junior Seminar: HD 391
- Senior Project: HD 490
Coordinate Human Development Department. Provide advising to Human Development majors. Teach Junior and Senior seminar classes.

Sociology Department

2016 - present

- Social Welfare and Social Work: Soci 461
Designed and taught upper division Sociology course for Sociology majors utilizing lecture, small group discussion and service learning pedagogy. Created and facilitated semester long, community based service learning placements for students.

Masters in Counseling Program

1996 -1998

- Marriage & Family Therapy: A Graduate Course for the M.A. in Counseling
Developed and conducted successful courses in the Theory and Practice of Marriage and Family Therapy, An Overview. Approaches included Structural, Strategic, Symbolic- Experimental, Bowenian, Solution-Focused, Narrative, and Post-Modern. Consistently able to bring relevance to course material by drawing on examples from personal clinical experience in the field.
- Group Process: A Graduate Course for the M.A. in Counseling.
Developed and conducted successful process-oriented courses dealing with various types of therapeutic groups and stages of group development from individual and systemic points of view. Students gained practical experience by leading various groups and being group members.
- Introduction to Theories of Practice: A Graduate Course in Psychology.
Designed and developed courses covering various theories of practice, including Developmental, Family, Behavioral, Psychodynamic, Self-Psychological and Client-Centered theories.

Adjunct Instructor, Santa Rosa Junior College, Santa Rosa, CA 2008 – present

Human Services Department

- Skills and Techniques in Human Services, Couns 91
- Introduction to Case Management, Couns 93
Taught counseling and case management skills and techniques to students in the human services certificate program. Participated in departmental assessment and evaluation of SLOs.

Psychology Department

- Introduction to Psychology, Psych 1A
- Abnormal Psychology, Psych 5
- Social Psychology, Psych 30
- Child and Adolescent Psychology, Psych 4
Taught face-to-face, blended, and totally online courses to diverse student populations utilizing a multitude of strategies including lecture, technological, small learning communities, and various interactive strategies. While teaching in the Study Abroad

Program in Barcelona, I tailored the course material to take advantage of the cultural context.

Work Experience Department

- Work Experience Human Services Internship: Couns 99I
Provide supervision and instruction to students enrolled in community-based internships.

Lecturer, California State University, Long Beach, CA

2008 - 2009

Social Work Department

- Fieldwork Seminar
Taught weekly field seminar in the Master's in Social Work Distance Education program

Guest Lecturer, Dominican College, San Rafael, CA

1993 - 1995

Masters in Counseling Program

- Marriage & Family Therapy
By invitation of professor, returned several semesters in a row to teach special portion of Marriage & Family Course dealing with Structural and Symbolic Experiential Family Therapies.

OTHER PROFESSIONAL EXPERIENCE

CLINICAL PRACTICE

Homeward Bound of Marin, Novato, CA 2009 – 2015

Independent Practice, Petaluma, CA 1992 – 2010

Family Institute of Marin, San Rafael, CA 1996-2006

Catholic Charities, San Rafael, CA 1986-2006

- In both private practice and non-profit agency work, counsel a variety of individuals and families regarding such psychological and mental health issues as: educational and behavioral concerns, chronic illness, death and dying, grief and loss, alcohol and drug abuse, codependency, anger and violence, physical and sexual abuse, parenting and child development, divorce, step families, as well as schizophrenia and other mental illnesses

TRAINING/WRITING/ADMINISTRATION:

Homeward Bound of Marin, Novato, CA 2009 - present

Family Institute of Marin, San Rafael, CA, 1996-2006

Catholic Charities, San Rafael, CA, 1986-1996

- Developed training and supervision programs for over 100 graduate and post-graduate clinicians in Psychology, Counseling and Social Work over a 22 year period
- Taught wide spectrum of coursework in Marriage and Family Therapy at the graduate level.
- Provided training consultation and supervision to staff of the prevention/intervention arm of the San Rafael and Novato Police Departments.
- 15+ Years experience as senior management in non-profit mental health organizations.
- 20+ years experience as creative writer. Currently writing online content for local newspaper website. Volunteer instructor for local public school students elementary age through high school. Created and served as editor of school newspaper for local elementary school.

VOLUNTEER AND COMMUNITY SERVICE

- Seeds of Learning, Sonoma, CA. Volunteer Group Leader for youth service trips to Central America
- Cardinal Newman High School, Santa Rosa, CA. Mentor, Community Based Service Learning Program

ADDITIONAL SKILLS

Language Proficiency (Spanish) – B1 - Intermediate

AFFILIATIONS

American Family Therapy Academy
National Association of Social Workers
California Association of Marriage & Family Therapists
Licensed Clinical Social Worker, No. 15245