

HUMAN DEVELOPMENT UNDERGRADUATE PROGRAM REVIEW

SELF STUDY

Fall 2023

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PROGRAM CONTEXT AND CURRICULUM

Introduction: Program and Mission

The Human Development Program (i.e., HD) is designed to provide students with a comprehensive grounding in the way that the life course comes to be culturally shaped as well as inflected by social positions such as gender, race, sexuality, dis/ability, and class. The comprehensive grounding in human development that students receive is explicitly and intentionally interdisciplinary: students learn to apply social, cultural, psychological, biological, and critical perspectives to the life course, perspectives that are made available through a curriculum that – outside of the coursework offered in HD itself - draws on courses from the Departments of Anthropology, Women and Gender Studies, Early Childhood Studies, Nursing, and Biology. Successful completion of the Program requirements results in the granting of a B.A. in Human Development. HD offers no minor or other certificate.

HD's approach to the "life course" situates change and growth across individual lives relative to structures and processes that operate on longer and broader time-scales (e.g., structures that are social and cultural and processes that are biological and historical); as such, the program has unique value for students whose interests sit at the interface of the individual and these broader fields of structure and process. In practice, most Human Development students see themselves as preparing for work and activism in "human services" fields such as counseling, social work, human resources, education, and in health services. For these students, the Human Development program functions as an interdisciplinary "social work" program at Sonoma State: students are trained in seeing "beyond the individual" to understand (and potentially intervene in) the role of broader structures in shaping individual outcomes.

The mission of HD has increasingly come to leverage our concern on the life course to address possibilities for social justice. In the program revision implemented in academic year 2023-2024, for example, the Program has committed to the following program learning outcome: HD students will "critically reflect on how human development knowledge can be used to facilitate positive change in the life course in contexts of inequity and structural violence." In embracing this learning outcome, we subvert concerns about the inherent normativity of a concept like "human development." Instead of using this concept as a way to specify what "normal" or "optimal" development looks like, the Program is committed to thinking about how social and cultural contexts – rendered unequal by conditions of capitalism, race, gender and disability – can upend the goals of communities to create conditions for their well-being.

Program highlights

The Human Development program takes special pride in the progress we have made on three goals since the program's previous review:

1. Increasing commitment to high impact practices:

The HD program has institutionalized a heavy commitment to practices that push students to learn actively, reflect on that learning in new contexts, and reflectively build relationships with peers, faculty, and the community (i.e., high impact practices). The revised program learning outcomes for the Human Development Program include two high impact practices as learning outcomes for the major: service-learning and the production and presentation of student research. These program learning outcomes are stated as follows: HD students will 1) through service-learning, identify and experience some of the ethical and political concerns that characterize the provision of service in the "helping professions" and 2) experience designing, undertaking, and presenting research that is empirically rigorous as well as ethically and methodologically sound.

The latest revision to the major – implemented in the current 23-24 academic year – included in it a revision to two classes that now serve to bring about these two outcomes. One of these classes was revised from a class that focused on issues of research design (HD 450 Qualitative Research Design) to a class more clearly focused on developing, carrying out, and presenting collaborative research projects (HD 450 Producing Research the Life Course). Supported by the Center for Community Engagement, another class (HD 322 Politics and Ethics of Service in the Helping Professions) was revised to be a service-learning class; as a direct result, students in Fall 2023 are providing service in the Jewish Community Free Clinic and the Living Room, understood as experiences that allow students to reflect on the ethics and politics of service.

A commitment to student research and community engagement is a major concern of the single tenure-line faculty associated exclusively with the HD program. Over the course of the Fall and Spring 23 semesters, Dr. Benjamin Smith - the author of this report, and only full-time HD faculty - has supervised 8 special studies classes. These classes pushed students to conduct independent research projects, assemble literature reviews, and – in some cases – engage with local non-profit organizations. Although this pace is unlikely to be duplicated, it is fair to say that a commitment to student research, student research presentation, and community engagement will continue to be a part of the HD curriculum in the form of special studies classes.

2. **Creating a public-facing community of learning and scholarship:**

Over the course of these last 6 years, the HD Program has increasingly taken shape as a public-facing community of learning and scholarship. Supported by Instructionally Related Activities funding, the Program has sponsored four spring “Culture, Well-being, and Social Justice” mini-conferences. These mini-conferences grow out of collaborative undergraduate student research being conducted in the author’s HD 450 classes (“Producing Research on the Life Course”). Each spring mini-conference focuses on a specific theme that orients student research: new media in the life course, the politics of service in the helping professions, the role of non-humans in human well-being, and the impact of the Tubbs Fire on the life course of vulnerable populations in Sonoma County. Student presentations have centered on, for example, the supportive and disruptive role of pets during the “stay at home” period of the Covid-19 pandemic, the challenges college students face picking out profile pictures for their social media accounts, and the impact of the Tubbs Fire on the lives of individuals who experienced it in high school. As much as the mini-conference has served as a venue for student presentations, it has also served as a venue for invited speakers to contribute their expertise on the issues at hand. To take the example of the mini-conference on the role of non-humans, students were able to enjoy presentations by Dr. Summerson Carr of the University of Chicago on the training of therapy dogs and by Dr. Nicole Martinez of Stanford University on the emergence of digital mental health platforms. With these scholars in the audience (and at the podium), HD students were able to experience and be a part of a broader scholarly community, and they were able to do so on matters of broad public and scholarly concern.

The Spring 2023 mini-conference introduced a new component to the event that proved successful: with the focus on the experience that vulnerable populations had of the 2017 Tubbs (or Santa Rosa) wildfire, the research presented at the mini-conference addressed a scholarly concern that was also a concern of deep importance to our local community. The digital audio files produced by the interviews conducted by HD students have, for example, been archived by the Sonoma County Library’s Digital Collections. In addition, the invited speakers to the event were not just scholars; on behalf of HD, the Center for Community Engagement reached out to figures of importance in the local policy community for the event: Nancy Brown of the County of Sonoma and Jeanette Pantoja of the Community Organizations Active in Disaster. Students were also able to learn from Provost Karen Moranski, who shared her experiences at the helm of emergency response for SSU during the fires.

On the whole, then, the “Culture, Well-Being, and Social Justice” mini-conference has become a “signature event” for the program, especially given the program’s

commitment to high impact practices. It reveals to students both what it means to be a part of a broader scholarly community, and – in its current iteration – how scholarship and community-building can address matters of public (and local) concern. The event will serve as a mainstay of the student experience in HD.

3. Commitment to “health” and “dis/ability” built into curriculum:

A recent innovation in the HD curriculum has been an increasing commitment to the study of health, well-being, and dis/ability, understood as major issues that shape and differentiate the life course. This commitment partly grows out of the HD Program Coordinator’s scholarly expertise; it also addresses a growing interest among HD students as well as a topic highlighted for investment at the campus level. As of the 23-24 catalog copy of HD, this commitment has now been institutionalized in the form of a program learning objective. It is now a goal of the program that students be able to “Critically evaluate the ways that health, well-being and ability can be used as frameworks for understanding processes of development in the life course.” A first step towards realizing this objective has been the establishment of two classes that previously ran as experimental topics classes: HD 340 Culture and Language of Biomedicine and HD 341 Mental Health in Culture.

Institutionalizing health, well-being, and dis/ability as a programmatic concern has also been enhanced by the scholarship being conducted by the tenure line faculty person associated with the program, whose most recent project (working with Dr. Alexis Boutin of the Anthropology Department) centers on the history of developmental disability at the Sonoma Developmental Center. This project has led to special studies classes with students, an invited speaker addressing an HD class alongside the broader public, and new topics covered in pre-existing classes.

Contribution to University Core Values

The mission and recent accomplishments of the HD Program help bring into being the following three core university values, as outlined in the Strategic Plan 2025:

1. Diversity and Social Justice:

A central piece of the HD mission is to invite students to reflect on how human development knowledge can be used to facilitate positive life course change, especially in contexts of inequity and structural violence. Whereas a good deal of knowledge production in the field of human development centers on articulating “gaps” in life course outcomes across forms of difference grounded in race, gender, disability, etc. (e.g., different levels of educational achievement, life expectancy and health outcomes, etc.), the HD program at SSU invites students to reflect on the structural conditions that produce these differences in developmental outcomes. This kind of question pushes HD students to consider the role of systemic racism, the unequal distribution of resources, the legacies of colonialism, etc. in creating these “gaps” in outcome. It also pushes students to link issues of social justice directly to issues of human development.

2. Connectivity and Community Engagement:

The field of Human Development produces forms of knowledge designed to produce positive life course outcomes for individuals and communities; the “applied” focus of HD knowledge pushes students towards community engagement. One of HD’s program learning outcomes, for example, pushes students to reflect on the politics and ethics of providing service in helping professions; it directly specifies that this goal be achieved in and through service learning (e.g., in non-profit contexts like community health clinics).

3. Adaptability and Responsiveness:

The HD program aims to adapt and respond to emerging conditions that create opportunities for students. As noted, the program has responded to the increasing interest that students and the university community have in issues of health, well-being, and ability. This response has consisted of a new program learning outcome, two new classes, and broad engagement with community health clinics as a site for service-learning. The HD program has also been responsive to matters of local concern (e.g., the impact of wildfires and the status of the Sonoma Developmental Center), understood as a way to drive student interest and engagement in matters of local public concern.

Program history

The Human Development program at Sonoma State has a history that can be divided up into five partly overlapping time periods. This history tells an important story, if not a complete one: as told here, it is an account of how the relatively distinctive commitments of the current HD program have come to be established as program learning objectives and how they have been partially built into the curriculum of the program. Please note that the text used here to describe the first two periods is drawn mostly from the 2016-2017 HD self-study, prepared by Dr. Karin Jaffe.

Founding, early history, and intellectual blueprint:

As Dr. Jaffe notes, “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.” A special influence on what has become the intellectual agenda of the program was Dr. Sue Taylor Parker, a founding faculty-person whose appointment was in the Department of Anthropology. Her scholarship addressed a distinctively anthropological concern with the comparative capability of primate species, making use of Jean Piaget’s human development theory on the development of cognition as a lens onto cross-species capability. Her work and vision made possible a human development program that is distinctively anthropological in orientation. That orientation remains visible in the HD program today, and it continues to serve as a blueprint for curricular design.

Periods of early precarity and stagnation:

The HD program has had multiple cycles of precarity, primarily due to the relative lack of faculty resources devoted to it. From its inception until 2016, the program depended on the faculty from allied departments volunteering time to the program. It is not the goal of this document to map out these periods of precarity in a precise way. A first moment of precarity occurred, as Dr. Jaffe notes in the 2016-2017 self-study, when a few of the founding faculty retired, causing admissions to be suspended. A moment of more immediate relevance is the period that led to the 2016 appointment of a full-time Human Development faculty person. During the 2010-2014 time-period, the program reached a low point in terms of the number of faculty willing to donate time to the program as faculty affiliates. Not coincidentally, the time-period Fall 2008-Spring 2016 was a period in which the structure of the major was not updated.

Renewal under Department of Anthropology as an institutional home:

The ongoing precarity of the HD program came to a head in a set of conversations about whether the program should be discontinued; however, the ongoing strong demand from students to major in the program offered considerable warrant to continue the program. These discussions ultimately led to a Fall 2014 decision to move the program into the Department of Anthropology, appoint Dr. Karin Jaffe as Program Coordinator, and hire a tenure line faculty with an exclusive appointment to the Human

Development Program. Besides developing a robust advising program for HD majors during this time period, Dr. Jaffe developed a new curriculum that, beginning in the academic year 2016-2017, allowed for the new faculty hire to develop a set of core HD classes (classes originally listed as HD350 Topics in HD and then subsequently added as full independent classes to the HD core curriculum) and drew upon the curricula of contributing departments in a more effective way (i.e., the “topical areas” that drew on classes outside of the department).

The period of enrollment management challenges:

The HD program has long had challenges balancing the number of students interested in the major with the relatively minimal resources devoted to the program, a problem that motivated adding a new program to the HD curriculum in 2019 (i.e., the pre-HD program). Despite the benefits of HD’s move into the Department of Anthropology (its stabilized advising structure, reinvigorated curriculum development, and the effective mentoring of its new faculty-person through the RTP process), the move did not solve one of the central challenges of the program: HD’s popularity with students, its relative lack of faculty resources, and a curriculum that could be mostly completed before declaring as an HD major (given that the curriculum was largely taught outside of the HD/Anthropology programs, students could mostly complete it before declaring HD!). As a curricular and advising unit, the HD program functioned largely independently of the anthropology department, despite the relationship between the programs.

The primary strategy used to balance student interest and minimal resources was the invocation of “impaction criteria” for the program, a strategy that was further developed, starting fall 2019, into the Pre-Human Development program. As an impacted program, HD maintained a set of supplementary admissions criteria such as a minimum GPA of 2.5 and the completion of specific classes in the GE pattern. Given the fact, however, that students could take more than half of the HD curriculum before declaring HD, these criteria sadly did not create an effective trajectory into the major (e.g., a student could take the more than 50% of the HD curriculum taught outside of the department, and still have trouble declaring HD because of a GPA below the threshold), causing delays in academic progress. As a response to these concerns, Dr. Jaffe implemented a non-degree granting program called Pre-Human Development that was designed to serve as an entry point and advising tool for students seeking to declare the major, a program that was successful before quickly becoming unnecessary.

Un-impacting HD amid slackening of university enrollments:

In anticipation of the Fall 2022 semester, it became clear that – in consultation with the Dean of Social Sciences office – it would be wise to lift enrollment restrictions on two upper division classes in the major (at the time these classes had enrollments of 18 students in classes capped at 30). This conversation led to a broader one in which, given anticipated further enrollment drops at the university level, and with further consultation with the Office of the Provost, Dr. Benjamin Smith – the program

coordinator in Fall 2022 – decided to lift all impactation criteria for the major. In an 8/23/22 email communicating this decision, Dr. Smith noted that, although only 32 seats out of a total of 198 in the available HD classes remained available (a 84% fill rate), this slackening in some course enrollments represented sufficient reason to smooth the process of entry into HD classes and the HD major. In this context, dropping barriers to entry to HD was not a knee jerk response to a crisis, but a “pro-active attempt to maximize the possibilities for growth” - as Smith noted in this email.

Transforming from quasi-department into a program:

At the beginning of the period of review, the HD program functioned as, essentially, a quasi-department lodged in another department. Given HD’s size and limited faculty resources relative to the Department of Anthropology, this arrangement made sense. Over the course of the period of review, however, HD has started to function more like a program housed within a broader department. From 2016 until Spring 2020, for example, the HD program had a seat on the Dean of Social Science’s Council of Department Chairs. HD was submitting its own hiring rationales to the Dean of Social Sciences up until Spring 2020. Through Spring 2023, the Program Coordinator was handling Chair-level responsibilities around student disputes and lecturer relations, among other Chair-level tasks; this level of responsibility was compensated for in the form of 3 units of reassigned time. Beginning in Fall 2023, these Chair-level responsibilities were shifted to the Department Chair of Anthropology, and the reassigned time for the Program Coordinator was eliminated.

Un-impacting HD and the 23-24 program revision:

The un-impacting of HD has been a moment that required curricular change for the program. It meant, for example, that the pre-HD program would need to be discontinued. However, it was also a moment that created opportunities for change, change that has resulted in the current version of the major. There was a need to create a more robust curriculum in the lower division of the major, given that the 48 pre-Human Development students (i.e., mostly first and second years) would suddenly have no “curricular home” in the program. More broadly, however, it was a moment useful for Dr. Smith to partially implement the curricular vision for the program that had been in development. In what follows, then, this document shifts from a narrative grounded in a history of the department into a more structural account of the characteristics of the program (e.g., its program learning outcomes, structure, etc.), albeit a structural account that gives reasons why these particular curricular changes were implemented.

Program Learning Outcomes

The Human Development Program developed a set of program learning outcomes partly as a result of the last program review (completed in academic year 2016-17). They first appeared in the 2019-2020 catalog. These program learning outcomes represented the first and clearest statement of the direction the program was going in; they grew out of the initial curricular work of the first full-time HD faculty-person (hired in 2016).

These learning outcomes sketch out a program of human development focused on the cultural shaping of the life course, albeit a shaping that occurs in contemporary, unequal fields of social life (characterized by social positions like gender, race, dis/ability, etc.). The program also takes up this issue in a way that draws on multiple disciplinary perspectives, highlights the importance of applied and project-based work, and considers what positive change for individual lives might look like.

These program learning outcomes are reproduced here:

Students majoring in HD are expected to have mastered the following learning outcomes by the time they graduate.

Core HD content and theory PLOs:

- | |
|---|
| 1. Recognize the way in which the life course comes to be culturally shaped as well as inflected by social positions such as gender, race, sexuality, and class. |
| 2. Evaluate the concepts and theories that shape scholarship and practice in human development, including from biological, social, cultural and psychological perspectives. |

Applied and project-based PLOs:

- | |
|--|
| 3. Experience designing, undertaking, and presenting research that is empirically rigorous as well as ethically and methodologically sound. |
| 4. Identify and experience some of the ethical and political concerns that characterize the provision of service in the “helping professions.” |

Diversity and social justice PLO:

- | |
|--|
| 5. Critically reflect on how human development knowledge can be used to facilitate positive change in the life course in contexts of inequity and structural violence. |
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The 2023-24 revision to the HD major tweaked and added to these program learning outcomes. They are reproduced below. Additions are in bold.

Human Development Majors are expected to have mastered the following learning outcomes by the time they graduate.

Core HD content and theory PLOs:

1. Recognize the way in which the life course comes to be culturally shaped as well as inflected by social positions such as gender, race, sexuality, disability and class.
2. Evaluate the concepts and theories that shape scholarship and practice in human development, including from biological, social, cultural and psychological perspectives.
3. Critically evaluate the ways that health, well-being and ability can be used as frameworks for understanding processes of development in the life course.

High impact practices and community engagement PLOs:

4. Experience designing, undertaking, and presenting research that is empirically rigorous as well as ethically and methodologically sound.
5. Through service-learning , identify and experience some of the ethical and political concerns that characterize the provision of service in the “helping professions.”

Diversity and social justice PLO:

6. Critically reflect on how human development knowledge can be used to facilitate positive change in the life course in contexts of inequity and structural violence.
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The new outcomes introduce a concern for disability as a form of social difference significant for the life course, service-learning as a pedagogy, and issues of health, well-being, and ability as a field of inquiry. Relative to the previous set of program learning outcomes, these outcomes sharpen and deepen the program’s commitment to high impact practices, expand the program’s concern for social positionality to disability, and introduce a major new curricular theme on health and well-being.

Program Structure: Previous and Current Program Structure

PREVIOUS HD PROGRAM (40 units)	CURRENT HD PROGRAM (40 units)
CORE HD CLASSES (20 units)	CORE HD CLASSES (21 units)
HD 320 Culture and the Life Course (topics class: 4 units) HD 490 Senior Project (1 unit) ANTH 318 HD in Evolutionary Perspective (3 units) HD 321 Human Development Core Concepts (4 units) HD 322 Applied Human Development (4 units) HD 450 Qualitative Research Design (4 units)	HD 320 Culture and the Life Course (topics class: 4 units) HD 490 Senior Project (1 unit) ANTH 318 HD in Evolutionary Perspective (3 units) HD 321 Social Science Theory and the Life Course (4 units) HD 322 Politics and Ethics of Service in the Helping Professions (4 units) HD 450 Producing Research on the Life Course (4 units) HD 200 Introduction to Human Aging (3 units) ANTH 200 Intro to Language Studies OR ANTH 203 Intro to Cultural Anthropology
CHILDHOOD AND ADOLESCENCE (at least 1 class)	CHILDHOOD AND ADOLESCENCE (at least 1 class) (3-4 units)
EDEC 220 Child Observation with Field Experience (4 units) EDEC 435 Leadership on Behalf of Children and Families (4 units) EDEC 437 Integrated Curriculum with Field Experience (4 units) EDEC 420 Child Dev. in the Family, School and Community (3 units) EDSS 418 Dev. in Adolescence and Emerging Adulthood (3 units) HD 325 Topics in HD: Childhood and Adolescence (3-4 units)	EDEC 220 Child Observation with Field Experience (4 units) EDEC 435 Leadership on Behalf of Children and Families (4 units) EDEC 437 Integrated Curriculum with Field Experience (4 units) EDEC 420 Child Dev. in the Family, School and Community (3 units) EDSS 418 Dev. in Adolescence and Emerging Adulthood (3 units) HD 325 Topics in HD: Childhood and Adolescence (3-4 units) HD 330 Unequal Childhoods in the United States
ADULTHOOD AND LIFESPAN (at least 1 class)	ADULTHOOD AND LIFESPAN (at least 1 class) (3-4 units)
ANTH 303 Human Behavioral Ecology (4 units) BIOL 218 Biology of Aging (GE-E) (3 units) HD 200 Introduction to Human Aging (GE-E) (3 units) SOCI 319 Aging and Society (GE-D1) (4 units) KIN 410 Lifespan Motor Development (3 units) HD 335 Topics in HD: Adulthood and Lifespan (3-4 units)	ANTH 303 Human Behavioral Ecology (4 units) BIOL 218 Biology of Aging (GE-E) (3 units) HD 200 Introduction to Human Aging (GE-E) (3 units) SOCI 319 Aging and Society (GE-D1) (4 units) KIN 410 Lifespan Motor Development (3 units) HD 335 Topics in HD: Adulthood and Lifespan (3-4 units) HD 331 Diversity and Inequity in the American Aging Experience HD 333 Language and the Politics of Socialization in Contexts of Immigration
GENDER AND SEXUALITY (at least 1 class)	GENDER AND SEXUALITY (at least 1 class) (3-4 units)
NURS 480 Health, Sexuality and Society (3 units) WGS 325 Youth: Gender Perspectives (3-4 units) WGS 375 Gender, Race and Class (3 units) WGS 385 Transnational Feminisms (3-4 units) WGS 390 Gender and Work (4 units) HD 365 Topics in HD: Gender and Sexuality (3-4 units)	NURS 480 Health, Sexuality and Society (3 units) WGS 325 Youth: Gender Perspectives (3-4 units) WGS 375 Gender, Race and Class (3 units) WGS 385 Transnational Feminisms (3-4 units) WGS 390 Gender and Work (4 units) HD 365 Topics in HD: Gender and Sexuality (3-4 units)
SOCIETY CULTURE AND LANGUAGE (at least 1 class)	SOCIETY CULTURE AND LANGUAGE (at least 1 class) (3-4 units)
ANTH 240 Living in our Globalized World (GE-E) (3 units) ANTH 342 Organization of Societies (4 units) EDMS 419 Identity/Agency for Socially Just Classrooms EDUC 417 School and Society (3 units) SOCI 326 Social Psychology (3 units) ANTH 380 Language, Culture and Society (4 units) ANTH 383 Language in Sociopolitical Context (4 units) ANTH 386 Sign Language and Signing Communities (4 units) HD 375 Topics in HD: Society, Culture and Language (3-4 units)	ANTH 240 Living in our Globalized World (GE-E) (3 units) ANTH 342 Organization of Societies (4 units) EDMS 419 Identity and Agency for Socially Just Classrooms and Communities EDUC 417 School and Society (3 units) SOCI 326 Social Psychology (3 units) ANTH 380 Language, Culture and Society (4 units) ANTH 383 Language in Sociopolitical Context (4 units) ANTH 386 Sign Language and Signing Communities (4 units) HD 375 Topics in HD: Society, Culture and Language (3-4 units) HD 340 Culture and Language of Biomedicine HD 341 Mental Health in Culture
ELECTIVES (to reach 40 units)	ELECTIVES (to reach 40 units)
ANTH 451 Applied Ethnographic Methods (4 units) ANTH 480 Studies of Language Use (4 units) EDEC 460 Introduction to Research in Early Childhood Studies EDEC 490 Special Topics in Early Childhood Studies (1-4 units) HD 496 Internship (1-4 units) / HD 495 Special Studies (1-4 units)	ANTH 451 Applied Ethnographic Methods (4 units) ANTH 480 Studies of Language Use (4 units) EDEC 460 Introduction to Research in Early Childhood Studies EDEC 490 Special Topics in Early Childhood Studies (1-4 units) HD 496 Internship (1-4 units) / HD 495 Special Studies (1-4 units) ANTH 240 Living in our Globalized World (GE-E) (3 units) BIO 218 Biology of Aging (GE-E) (3 units)

The table on the previous page shows the previous and current structure of the HD program. The current structure was put into place for the 23-24 academic year.

The new structure of the HD major accomplishes the following goals:

1. It includes a more robust, lower division core curriculum, a special need given the effective discontinuance of the pre-HD program in Fall 2022.
2. The core curriculum of HD now includes more anthropological content; two of these classes (ANTH 200 and 203) were redesigned for HD majors.
3. It extends the HD curriculum into the topical area component of the curriculum. Whereas the previous version of the major used the topical areas as a way to include content outside of the HD major, HD classes now compose at least half of student options in three out of the four topical areas.
4. The classes available for selection in the topical areas focus more narrowly on issues related to the life course.
5. The new program includes new or revised classes that make use of service-learning as a pedagogy, highlight the production of research as a high impact practice, and incorporate themes of health/well-being (2 new classes) and social justice (3 new classes) into the curriculum in a robust way.

Stepping back from these narrow goals, the revision to the major put in place a more coherent curriculum that threads HD content through its component parts, highlights innovative concerns in the field with issues of social justice and health/well-being, starts to maximize the possibilities for convergence with the anthropological curriculum, and foregrounds high impact practices.

As much as this curricular revision advances the goals of the program, the Coordinator and the Department of Anthropology have framed this revision as the first of two necessary curricular steps. Note, for example, that the current curricular structure maintains the structure of the topical areas established in 2016-2017; these topics remain important domains of scholarship in the field of human development. However, a goal for the program is to develop a curricular structure that more fully maps onto the learning outcomes of the program (e.g., a topical area or curricular structure devoted to health, well-being, and ability).

Curricular Map and Assessment Plan

HD program assessment is grounded in measuring our success with respect to our program learning outcomes. These are our program learning outcomes:

The Human Development program is designed to allow students to do the following:

1. **Recognize** the way in which the life course comes to be culturally shaped as well as inflected by social positions such as gender, race, sexuality, disability and class.
2. **Evaluate** the concepts and theories that shape scholarship and practice in human development, including from biological, social, cultural and psychological perspectives.
3. **Experience** designing, undertaking, and presenting research that is empirically rigorous as well as ethically and methodologically sound.
4. **Through service-learning, identify and experience** some of the ethical and political concerns that characterize the provision of service in the “helping professions.”
5. **Critically reflect on** how human development knowledge can be used to facilitate positive change in the life course in contexts of inequity and structural violence.
6. **Critically evaluate** the ways that health, well-being and ability can be used as frameworks for understanding processes of development in the life course.

These outcomes are achieved through our courses and curriculum. The following chart indicates how these outcomes are scaffolded across the courses. Note that the six program learning outcomes are abbreviated by number and associated with a word that is suggestive of the content of the outcomes (PL#1 Culture Life Course, PL#2 Theory, PL#3 Research, PL#4 Service, PL#5 Social justice, and PL#6 Health).

The initials I, D and M refer to the introduction of the program learning outcome, its development, and its mastery, respectively. This chart, then, shows how our curriculum scaffolds the achievement of these outcomes. The other initials refer to the topical areas that compose the major: CA = Childhood and Adolescence, Adulthood and Lifespan = AL, SCL = Society, Culture and Language, and GS = Gender and Sexuality.

	PL#1 Culture Life Course	PL#2 Theory	PL#3 Research	PL#4 Service	PL#5 Social Justice	PL#6 Health
HD 200	I	I	I	I		I
ANTH 200	I		I		I	
ANTH 203	I	I	I		I	I
CA	M*					
AL	M*					
GS		D			D	
SCL		D			D	M*
HD 318	D	D	D			D
HD 321		M		D	D	
HD 322		D		M	M	D
HD 450	D		M	D		

*These are structural weak points in this assessment plan. For example, although the SCL topical area now includes classes that thematize health, not all of the classes in this topical area do so. It would therefore be possible for a student to take a class for this area that does not examine issues of health.

Learning Experiences

The HD program offers a rich and varied set of learning experiences. The centerpieces of the student learning experience have been described earlier in this document (i.e., the section on “program highlights” on page 4). Students coming into the current HD program can reasonably expect to have experience with two high impact practices: 1) service-learning, a pedagogy central to the required HD 322 class; and 2) student research and research presentation, skills central in HD 450.

In addition to these two practices, students increasingly experience the HD program as a public facing community of scholarship and praxis (see page 4). The spring semester “Culture, Well-Being, and Social Justice” mini-conference allows students to experience being a part of the broader scholarly community, and to learn how scholarly activity can shape our response to and understanding of matters of local, public concern. This conference is, in other words, more than just a venue for carrying out the presentation of research; its value as a learning experience partly defines the HD experience.

The Instructionally Related Activities award (called the “HD Career and Community Outreach” project) that funds the spring conference also funds other learning activities throughout the academic year. Funds from the award have been used to bring in representatives from local non-profits to discuss their work with students.

Lastly, the HD program is currently attempting to bring back its internship program as a “service-learning plus” model. The HD internship program was put on hiatus from fall 2021 until this academic year, due to the impact of the pandemic. In its return, students will be able to take up internships as a way to deepen their engagement with the community partners that participate in HD’s service-learning program (currently, The Living Room and the Jewish Community Free Clinic). Students currently in HD 322 (the required service-learning course) will be able to take an internship in any semester that follows their service-learning coursework.

The benefits of this way of running the internship program are that our partners can work with students over longer periods of time, student learning in the internship period remains grounded in a set of class themes and concerns, students can spend longer periods of time in an organization, and these internship experiences deepen the relationship between the HD program and our community partners.

Contribution to General Education

The HD program makes a small but meaningful contribution to the SSU General Education program in the form of HD 200 Introduction to Human Aging, a class that fulfills the Area E requirement for students.

The development of HD 200 as a general education course has been an accomplishment of the HD program since the last program review. In fall of 2019, Dr. Jaffe worked with the instructor to transform what had been an upper division gerontology class into a lower division GE E human development class. Since its inception, HD 200 has been a popular class that regularly fills up to 90 or more students. As a class that has embraced the asynchronous modality in a sophisticated way, it is a class that regularly runs through CSU Online to enroll non-SSU students.

The HD program contributes to the GE program in less direct ways. There are a number of classes that are not HD classes yet count towards both the GE program and the HD major. HD students regularly take these classes. For example, ANTH 200 Introduction to Language Studies counts fulfills the Area C2 requirement and it also counts towards the HD major. Readers interested in learning more about the characteristics of these classes should reach out to the departments that manage them.

Curricular Change in Response to Previous Review

The external program review conducted in Fall 2016 – a review authored by Dr. Heather Rae-Espinoza of the Department of Human Development at CSU Long Beach – was a productive exercise for the HD program that resulted in a number of recommendations being implemented. The most central of these recommendations have already been discussed, given how foundational their impact has been.

1. ***Develop a pre-Human Development program:*** Dr. Rae-Espinoza recommended that the HD program develop a non-degree granting program that would help students navigate the prerequisites for declaring the HD major. She conceived of this program as playing a supportive role for students, functioning largely as a mechanism for more effective advising and program administration. As noted on page 9, this was a recommendation adopted by the HD program and set into place for the academic year 2019. This program, though relatively short-lived, was successfully addressing these advising concerns; however, as enrollments slackened in specific HD classes, there was no longer any need for the kind of sophisticated enrollment management tools that pre-HD offered.
2. ***Establish student or program learning outcomes:*** The report of the external reviewer recommended that the HD program develop a set of program learning outcomes. In fact, the learning outcomes outlined on page 11 – even though they were not yet officially endorsed as program learning outcomes – were shared with Dr. Rae-Espinoza. She largely thought that these outcomes made sense for the program, and she recommended that they be adopted so as to allow for ongoing program assessment and revision. Her suggestion that these outcomes be better linked to Bloom’s Taxonomy and the WASC VALUE Rubrics remains a useful one, and it is a worthy goal for ongoing assessment efforts.
3. ***Develop sequential curriculum based on SLOs:*** The external reviewer suggested the development of a “stacked” curriculum that would more effectively scaffold student mastery of program learning outcomes. Although many of the suggestions made require resource commitments well beyond what a 1 faculty-person program can muster, some progress has been made on this score. As of the 23-24 curricular revision, the HD core curriculum now contains three lower division classes: HD 200 Introduction to Human Aging and ANTH 200 Introduction to Language Studies or ANTH 203 Introduction to Cultural Anthropology. (Note that these last two classes were revised so as to better serve the needs of HD students). Although these classes do not technically serve as prerequisites for upper division HD classes, they function that way for students and therefore make available a more scaffolded curriculum.

ASSESSMENT

Introduction to HD assessment

This section introduces a first attempt to measure the effectiveness of the HD program relative to its program learning outcomes. The method to be used is a form of direct assessment modeled on the assessment practices used in the SSU GE program: the focus of the assessment practice is on a set of “cumulative assessments” used in courses that, as noted in the plan mapped out on page 15, are moments in which specific program learning outcomes are expected to have been mastered. The focus in what follows is on program learning outcomes #2 and #4 (the theory and service-learning outcomes, respectively), as mastered in HD321 and HD322.

Note that the method of assessment utilized in this section differs from assessment practices used in the HD program previously. Previous practice relied on an exit survey given to graduating students in the HD 490 Senior Seminar. The survey was a qualitative measure of general student satisfaction not linked to a set of program learning outcomes. Although this kind of indirect form of program assessment is useful, the current Program Coordinator has chosen to direct their limited time for assessment to the direct measurement of program learning outcomes. A revamped, more indirect measure is a natural next step, after the direct measures have been set into place.

The assessment logic for the HD program has been to first allow for the development of a curriculum grounded in the expertise of the faculty-person hired to do just that. This process of development began in academic year 2016-2017, first bore fruit in the revamping of the HD core in 2018-2019, was made explicit as program learning outcomes in 2019-2020, and then was spelled out most fully in the 2023-2024 program revision. Although it might make sense to have program assessment drive a process of curricular development, this is an instance where the chicken and egg problem has a clear solution. One can't assess a program in the absence of a program. The chicken: faculty content expertise. The egg: a curriculum. Egg quality control: assessment.

An additional challenge for assessment, then, has been the fact that the HD program has very much been a moving target. With the ongoing process of academic re-organization at SSU, and the shifting relationship between HD and the Department of Anthropology (see page 10), it will continue to move, move, and move. These last seven years have, of course, brought more than just curricular movement. In the face of an ongoing global pandemic as well as disruptive wildfire seasons in 2017 through 2020, the conditions for assessing a relatively stable curriculum and a relatively stable set of pedagogies across a period of time have not been ripe, to put it mildly. Nevertheless, what follows is an attempt to do just that, focusing on program learning outcomes that have been relatively stable across at least two academic years.

Qualitative assessment of PLO #4: service-learning pedagogy

A qualitative assessment of program learning outcome #4 in the context of student participation in HD 322 suggests that HD students are, indeed, mastering that learning outcome. Program learning outcome #4 reads as follows: HD students will, “through service-learning, identify and experience some of the ethical and political concerns that characterize the provision of service in the helping professions.” HD 322 is class entitled Politics and Ethics of Service in the Helping Professions, and its basic purpose is to give students critical tools for thinking about what it means to “help” (i.e., as a social worker or therapist or health service provider) in ways that are likely to be both ethical and effective. The class introduces concerns about how to make these spaces more fully collaborative, how to inhabit “expertise” in ways that are both socially legible and non-threatening, the origin of many of our “helping professions” as discriminatory projects helping to found a prescriptively white nation-state, the gendering of “helping” that makes women vulnerable to exploitative practices, etc.

The central, partly cumulative assignment for the class is a service-learning project in which students complete projects for one of two local non-profits: the Jewish Community Free Clinic, a free provider of community health services; and the Living Room, a provider of housing and other services to women and children who are unhoused. Students provide weekly reflections on their work at these sites, reflections in which they are instructed, simply, to make connections between their service to the ethical and political concerns raised in class. This is an assignment, then, that can truly reveal mastery of program learning outcome #4: students must creatively apply a set of concepts about helping to their experiences at these sites.

The subsection that follows is a case study of a student who submitted these reflections: Lara Morales (pseudonym), a first generation Mexican-American student who took HD 322 in fall 2022. The case study begins with Lara’s more descriptive account of her service and then is followed by an account of her conceptual analysis. Concepts from the class are in *bold and italicized*.

Case study: Lara Morales on race, culture, and translation

Lara’s excited to provide service at the Jewish Community Free Clinic (JCFC), in no small part because her career goal is to become a medical technician. She’s surprised at how easy it is to feel like a part of the medical team at the JCFC. She enjoys socializing with the staff. She feels startled when fellow staff assume that she has received the advanced medical training that they have; they assume that she is one of them. After starting out with doing work with files, she is quickly drafted into using her skills in Spanish to translate for Spanish-language dominant patients in the clinic. She enjoys the work, but she feels some frustration at her challenges translating some of the more technical medical terms for patients. After a handful of translation exchanges, Lara senses that her translation work is being monitored closely by English-dominant

colleagues. In one instance, she is told not to allow a patient's family member to translate the medical encounter into Spanish for them; it was her job to do that. She found another instance troubling: she was asked not to speak to Spanish speakers in the clinic outside of specifically medical exchanges. Her work engaging in "small talk" with Spanish speakers was not welcomed. She felt that her exchanges with the patients about their regional origins in Mexico or elsewhere put them at ease.

These narratives from Lara were distributed across four service-learning reflections; these reflections also included significant engagement with the tools provided in HD 322 for thinking through the politics and ethics of providing service in settings like this one. She examined how **expertise** in these settings is in part a social role that can be performed even in the absence of having the knowledge that is thought to warrant it (i.e., advanced medical training). Her easy sociability with staff was mistaken for shared expertise, in her mind. At the same time that her sociability allowed her access to a shared expertise, Lara found that her Spanish translation work caused her to be perceived as different. She argued that a more **culturally competent approach** to medicine would welcome a cultural practice that would make patients feel more comfortable. She came to be worried that the relationship between English and Spanish in this setting both **marginalized** and even **racialized** Spanish-speaking patients.

Lara's case study shows clear mastery of class concepts to make sense of some of the ethical and political dimensions of providing service in a context like the JCFC. Her use of these concepts was grounded in the meanings attached to them in class discussion, and she used them to make sense of her own evolving sense of solidarity/alienation relative to staff at the clinic. Her English-based socializing with staff gave her an unearned, shared expertise, while her Spanish translation work proved more alienating. Lara's usage of concepts like cultural competence, marginalization, and racialization reveals an evolving and increasingly sophisticated framing of this experience. Her use of class concepts to reflect on, make sense of, and even evaluate her experience are compelling examples of the pedagogical utility of service-learning.

Although there are clear shortcomings to grounding assessment in a single qualitative case study, the qualitative richness of this case suggests that the curricular mechanism for achieving program learning outcome #4 – the culminating service-learning that is a part of HD 322 – is capable of and is bringing about mastery of these concepts.

Quantitative assessment of PLO #2: theory and the life course

A quantitative assessment of program learning outcome #2 in the context of student work in HD 321 suggests that HD students are learning how to make sense of the life course drawing on a broad range of social scientific concepts. Program learning outcome #2 reads as follows: HD students must learn how to “Evaluate the concepts and theories that shape scholarship and practice in human development, including from biological, social, cultural and psychological perspectives.” HD 321 is a class entitled Social Science Theory and the Life Course, and it is the course in which students are expected to master this particular learning outcome (see page 15).

One of the cumulative assignments in this course has students watch a documentary that tells the “coming of age” stories of four teenage boys in an impoverished, post-industrial city. In this assignment, students are asked to draw on specific thinkers/approaches associated with three broad conceptual frames: 1) political-economic analysis (Marx, Adorno, and Gramsci); 2) social and cultural analysis (Durkheim, Goffman, and Crenshaw); and 3) biological and psychological analysis (biological theory on altruism, Vygotsky, and Piaget). Although this assignment falls short of pushing students to evaluate these theories, it clearly measures student ability to identify and apply these theories. Students are simply asked to make use of as many of these theorists as they feel comfortable using; they are not compelled to make use of all nine.

The table below shows how frequently students in the Spring 23 section of this class cited one of these thinkers/approaches in a way that correctly connected them to their concept/approach. These simple frequency statistics can be understood as a proxy for how comfortable they are making use of these concepts:

	# of correct mentions
Political-economic: Marx	9
Adorno	
Gramsci	4
Social and cultural: Durkheim	4
Goffman	3
Crenshaw	11
Bio- and psychological: Altruism	7
Vygotsky	11
Piaget	2

Students in this class showed a theoretical fluency across these three broad categories of theory: the political-economic (13 mentions), the social and cultural (18), and the biological and psychological (20). This data suggests that this cohort of HD majors was on its way to mastery of program learning outcome #2.

Conclusion: assessment moving forward

These data suggest in a preliminary way that the HD program has successfully brought about its programmatic commitments to have students 1) reflect on the ethics of providing “help” through service-learning, and 2) apply a variety of social scientific theories to the life course. Of course, these data are merely suggestive. The single case study does not imply that all students in that course were able to master program learning outcome #4. Also, the issue captured in the simple quantitative data presented on the previous page does not provide a full picture on whether students were able to *evaluate* the utility of these competing theories; it speaks to the correct identification of these theories. In some ways, these are limitations of the kind of data presented. There will always be issues with generalizability with single case studies. There will always be issues in making quantitative data speak to issues as complex as “evaluation.”

Going forward, the HD program will need to enact a more complete assessment plan, especially now as the 2023-2024 version of the major is on the books. The challenge is to push towards higher quality and more complete forms of assessment in a workload-friendly way. In the context of the HD program, this would mean, at the least, assessing all six program learning outcomes. As noted previously, it would also be useful to complement these direct assessment measures with a more indirect and global sense of student satisfaction with the quality of their HD student experience. It will also require resolving the issue noted on page 15 (see the asterisk). There are two program learning outcomes that – given the current curricular structure of HD, a structure not centered around these two outcomes – are challenging to assess up to the level of mastery.

FACULTY

Faculty Resources in HD

As of Fall 2023, the HD program faculty consists of one full-time faculty member, two lecturers, and four faculty advisors housed in the Department of Anthropology. Dr. Benjamin Smith serves as the Program Coordinator and has served in that role since 2020-21. See below for more information on these faculty:

Full-time faculty

Benjamin Smith (Ph.D. HD & Linguistics, Univ. of Chicago 2011; Associate Professor)
Cultural approaches to childhood; language socialization; history of mental illness and disability in the United States; Peru, Latin America

Part-time faculty

Pamela Abbott-Enz (Ph.D. Divinity, Esoteric Interfaith Seminary 2017; Lecturer)
Gerontology; spirituality and aging; women and aging

Jason Ingersoll (Ph.D. Comparative HD, University of Chicago 2010; Lecturer)
Psychiatric and medical anthropology; mental health and culture; China

Faculty advisors in the Department of Anthropology

Alexis Boutin (PhD. Anthropology, University of Pennsylvania 2008; Professor)
Bioarchaeology; forensic anthropology; life course approaches to identity and personhood in the past; ancient Near East; California

Karin E. Jaffe (Ph.D. Anthropology, UC Davis 2002; Professor)
Primate behavior; applied ethology; evolution of behavior; biological anthropology

Richard J. Senghas (Ph.D. Anthropology, U. of Rochester 1997; Professor)
Linguistic anthropology; linguistics of signed and spoken languages; social anthropology; Deaf studies; Nicaragua, North America

Thomas Whitley (Ph.D. Anthropology, U. of Pittsburgh 2000; Associate Professor)
Archaeology; Cultural Resources Management; digital technologies; North American Prehistory and Contact Period

Dr. Benjamin Smith is a specialist in how processes of language learning help children to become more fully cultural beings (i.e., processes of “language socialization”). In his early work on this topic, he focused on how these processes of socialization crucially

involve non-human agents and things. In a series of studies on boyhood in the Peruvian Andes, he has shown how the emergence of masculine authority in boyhood there hinges on the ability to wield authority over agents conceived of as non-human or not-fully-human: alpacas and sheep, disruptive younger brothers, and material things in the context of game play. His more recent, theoretical work brings a more fully sociopolitical lens onto these processes. Writing with co-author Dr. Elise Berman, he has shown how processes of “growth and learning” are unequally distributed across populations; being framed, ideologically, as a type of person capable of “growth” is privilege. He has published this work across 13 different articles. Along with co-author Dr. Berman, he is currently under contract with the Oxford University Press to produce a new edition of the OUP Handbook of Language Socialization. His broad writing on the sociopolitical contexts of language and culture in childhood inform a broad pedagogical program centered on socialization, language, childhood, and the way that inequality shapes processes of socialization. His interests in social science theory and qualitative methods serve, also, as a foundation for the HD core curriculum.

Another, parallel domain of specialization for Dr. Smith is his writing on the history of mental illness and its treatment in the United States. This work has centered on the emergence of concepts of “real selfhood” in the humanistic therapeutic practices developed in the post-World War II era United States. Most recently, Dr. Smith has – in collaboration with Dr. Boutin of the Anthropology Department – initiated an investigation of the history of developmental disability at the Sonoma Developmental Center. Dr. Smith’s research and writing on these historical issues also increasingly informs his contributions to the HD curriculum. He has developed a new class on the culture and language of biomedicine (HD 330), and he has supervised the development of a class on mental health (HD 331 Mental Health in Culture).

A special mention here, too, must be made of the contributions to the curriculum of Dr. Jaffe. Her ANTH 318 Human Development in Evolutionary Perspective has long been a feature of the core curriculum of the program. In the context of the HD curriculum, it serves the unique function of introducing a biological perspective on Human Development. Of course, Dr. Jaffe – as the ex-Program Coordinator of HD – also brings to the program a wealth of institutional knowledge.

Dr. Pamela Abbott-Enz is a scholar in the field of gerontology who is both an experienced teacher and policy expert in fields of aging. She has developed the HD 200 Introduction to Human Aging class described on page 17. In the service of creating a curriculum more fully focused on issues of social justice, she has also – in collaboration with Dr. Smith – developed a class that focuses on inequities in the American aging experience (HD 331). This class has become a mainstay of the curriculum.

Dr. Jason Ingersoll is an anthropological scholar of mental health and culture who has particular expertise in issues of mental health in China. His HD 341 class on Mental Health in Culture is a central piece of the new HD curricular concern on health and well-being.

Evaluation of faculty resources

Faculty resources for offering the Human Development curriculum are exceedingly minimal. The lack of resources poses significant challenges for mounting a full curriculum and co-curricular experience: the HD teaching and advising program is highly contingent on a single faculty person's availability, does not fully address the program's program learning outcomes, feels highly enclosed or even isolating for students, and is highly circumscribed in its ability to respond to both current and new curricular needs. In what follows, the review takes up each of these issues in turn.

1. HD faculty resources are minimal.

The amount of faculty resources devoted to the HD program is small. There is a single full time faculty person devoted to a program that currently has 66 majors (as of 10/27, as noted in Loboconnect). Note that the claim here is not just that this amounts to a 66:1 ratio, although this is true. The claim is that there is a single full time faculty person devoted to a program that has 66 students. A program that has 660 students with 10 full-time faculty would also have a 66:1 ratio. However, any single faculty person in that program would be able to rotate courses with a colleague, step in in case of illness or other concern, confer with a colleague about a shared student, reflect together on a joint issue of pedagogy, etc. By way of comparison, a single full-time faculty person in a program of 66 majors has a unique weight on them. It is not just that faculty resources devoted to the HD program are minimal. They feel minimal.

Faculty resources devoted to the HD program are minimal by other measures. The SFR ratio of FTEs to full-time faculty has varied from 28.9 in Fall 2020, 48.3 in Fall 2021, and 39.3 in Fall 2022, for an average of 38.83 across these years. The School of Social Science average from Fall 2018 through Fall 2022 was 26.74. The HD figure is 45% higher than the Social Science average. Suffice it to say, the faculty resources devoted to the HD program feel small, are small, and are small relative to other units.

2. Challenges delivering the HD curriculum with minimal faculty resources.

HD faculty face challenges delivering and supporting student navigation through even a highly focused curriculum. In the core, required curriculum, 15 units out of the total required 21 are classes with HD prefixes. Out of the classes available in the topical areas of the major, HD prefixed classes comprise 5 out of the total 13 available classes (from which students must select three classes). To the extent that the HD program functions, it functions because of its highly focused curriculum: the HD program focuses on the cultural shaping of the life course, the role that inequality plays in that process, and the impact of that shaping for experiences of health, well-being, and dis/ability. Relative to the curricular offerings of other HD programs in the CSU, this is a highly

targeted curriculum. It is a curriculum that, in its methodological offerings, for example, focuses exclusively on qualitative methods. Given the focus on culture and inequality, also, the curriculum is weighted towards social and cultural approaches to the life course. The only viable route for the HD curriculum has been to try to do one or two things reasonably well; the alternative is to do a number of things poorly. As noted in point 5 below, however, the HD program has not been able to mount a curriculum that - even as targeted as it is - allows students to master its program learning outcomes.

One ongoing weakness in the ability of the HD faculty to offer its program: our inability to make use of the full range of HD advisors to support students. At the HD faculty retreat of Fall 2021, it was decided that the advising load of the one full-time faculty-person had grown excessive. In Fall 2021, there were 95 students across the HD and pre-HD programs. In the absence of additional HD faculty resources, the Anthropology faculty listed above graciously offered to serve as advisors for the HD program. Despite this judicious shift in resources, the advising responsibilities in the HD program have continued to fall almost exclusively on the full-time HD faculty-person. The appropriate context for understanding this ongoing issue— besides the small size of the full-time HD faculty – is the issue discussed on #4 in this list: the experience HD students have of a curriculum and co-curriculum overwhelmingly driven by the single full-time HD faculty person.

3. The HD experience for students is highly contingent on a single faculty person's availability.

The ability of the HD program to offer its curriculum and co-curriculum is highly contingent on the availability of the one full-time HD faculty member. Out of the 9 HD prefixed classes in the curriculum (not including the “topics in HD” classes), this one faculty member is the only person on staff who can teach 5 of these classes.

More striking, perhaps, is the contingency of the co-curriculum and possibility of internship work on the presence of the one full-time HD faculty person. This contingency has been made especially clear in the context of Dr. Smith's spring 2024 sabbatical. In Dr. Smith's absence, HD will not be able to host its annual spring “Culture, Well-Being, and Social Justice” mini-conference, an event that grows out of HD 450 Producing Research on the Life Course. This event, described on page 5 of this document, is a key feature of the HD student experience: it helps the program to realize its commitment to the production and presentation of student research (that is, program learning outcome #3). It is also the signature experience of the HD program for students. It is the event in which the HD community gets realized as the public-facing community of learning and scholarship described on page 5. Although the mini-conference could have been re-scheduled for Fall 2023, Dr. Smith's teaching capacity had to be redirected to other areas of the HD curriculum, given HD student needs.

Another point of contingency in the HD curriculum is the HD internship program. This academic year marked the planned return of the program as a “service-learning plus” model (see discussion of the model on page 16). Briefly, the model of the program is to have internships grow out of the HD program’s commitment to service-learning as a key pedagogy (see program learning outcome #4). After taking HD 321, the program’s required service-learning class, students may elect to pursue internships with the community partner for which they had been providing service. There have been three HD students who have noted interest in pursuing a “service-learning plus” internship for Spring 24. However, due to the full time HD faculty person’s Spring sabbatical, it is unclear whether there will be sufficient staffing to supervise these internships. The issue has been raised with the Department of Anthropology, and a solution is being sought.

4. The HD program feels enclosed and isolating for students, creating advising and other workload issues for the one full-time HD faculty-person.

A regular complaint of HD students has been that the program “feels like elementary school.” Fortunately, this complaint does not center on issues of academic rigor. Students here are noting that their experience of their major (and, by extension, the university as a whole) is highly mediated by a single figure. The analogue here is an elementary school student who spends their entire school day with the same teacher and with the same cohort of students. In the case of HD, that figure is the single, full-time HD faculty member. This occasional joke from students captures something true about the HD experience: students mostly move through the major in cohorts, taking the same core HD classes (often with the same instructor), and newer HD topical classes (often with the same instructor) in sequence. Classes with instructors outside of the HD-specific faculty feel like “one-offs” that do not generate relationships.

The appropriate generalization here is that, for HD students, their experience of the program is that it feels enclosed and even isolating. It is this experience that explains the relative lack of success in making use of the broader set of HD faculty advisors, advisors drawn from the Department of Anthropology (see list above). In Spring 23, the faculty of the Department of Anthropology tracked data on how Anthropology and HD students were making use of their faculty advisors. These data reveal that, of the 39 HD students who sought out advising over the course of the Spring, not a single student sought out advising from someone other than the full-time HD faculty-person. Given the intense cohort-structuring of the HD program, and the dense relationships that HD students build with the full-time HD faculty member, they do not “naturally” reach out to faculty outside of the one they know best. This density of relationships to the full-time HD faculty-person creates other workload issues (e.g., around recommendation letters).

5. HD's minimal resources prevent the Program from offering a curriculum that allows for student mastery of all program learning outcomes.

The relative lack of faculty resources devoted to HD has also created problems for the program's attempt to map two of its program learning outcomes into its curriculum: the "social justice" program learning outcome (outcome #5; see page 11) and the health, well-being, and dis/ability" outcome (outcome #6). The HD program has developed five classes that can help students master these outcomes:

For the "social justice" program learning outcome:

HD 330 Unequal Childhoods in the United States

HD 331 Diversity and Inequity in the American Aging Experience

HD 331 Language and the Politics of Socialization in Contexts of Immigration

For the "health, well-being, and dis/ability" outcome:

HD 340 Culture and Language of Biomedicine

HD 341 Mental Health in Culture

As Program faculty developed the program revision that resulted in the 2023-2024 HD catalog copy, there was considerable thought devoted to the possibility of a more sweeping change to the major that would institutionalize these program learning outcomes as topical areas from which students would have to take one class (e.g., a topical area called "Social Justice in the Life Course"). However, it was decided that the HD program did not have sufficient faculty resources to be able to re-structure the major in this way. Instead, the HD program has maintained the "topical area" structure established in 2015 (see page 13), centered on topical categories like "Gender and Sexuality," "Childhood and Adolescence," etc. As a result of this decision, the program learning outcomes do not fully map into the structure of the major. (Note the "structural weaknesses" described in the Curricular Map and Assessment Plan on page 15). The HD program is unable to ensure that students will take the classes (i.e., one class per each of these outcomes) that would allow them to master these two program learning outcomes. This also means that the current direction of the HD field - as imagined in these new program learning outcomes - is not reflected fully in the HD curriculum.

The HD Program Coordinator has, also, had to postpone work on their proposed "Health, Culture, and Social Justice" minor, due to workload issues. This is a minor that met with approval from the Department of Anthropology, and – in the context of a Social Sciences Curriculum Meeting – received considerable interest from other departments. It currently exists in the form of a curricular sketch, secured interest from multiple departments, a set of program learning outcomes, and interest in moving forward from the Associate Dean of Academic Programs, Dr. Jennifer Lillig. At the current moment, the HD Program has neither the resources to marshal the program through the curricular process nor the workload bandwidth to coordinate and teach in the minor.

PROGRAM RESOURCES

Broader University Assets for the HD Program

The HD Program has received considerable support from the broader university, school, and department. What follows is – by necessity – a selective list:

- 1. Instructionally Related Activities Award:** The HD Program's has received considerable support from the university's Instructionally Related Activities Award program. The \$4,440 figure allocated to the HD program sponsors the annual spring "Culture, Well-Being, and Social Justice" mini-conference. As noted throughout this document, this mini-conference is a signature event for the program. It helps HD realize its commitment to high impact practices, to the production and presentation of student research (i.e., as a program learning outcome), and to its status as a public-facing community of learning and scholarship. These funds are also used to bring in speakers throughout the year, always in support of the curriculum or student career exploration.
- 2. Center for Community Engagement:** The HD Program has received invaluable help from the CCE, particularly as the Program came to center service-learning as an essential pedagogy for HD students. The CCE has provided training in service-learning, facilitated community contacts with both organizations and individuals, helped navigate the risk management process for students, and provided support in moments of misunderstanding with community partners. A robust CCE has made HD's program commitment to service-learning possible; its absence imperils a significant component of the HD curriculum.
- 3. School of Social Sciences:** The School of Social Sciences and Dean's Office have provided a number of crucial resources for the HD Program. The Dean's Office has offered administrative support for the "Culture, Well-Being, and Social Justice" mini-conference. Dean Troi Carleton has been an advocate for student research, and the Dean's support for programs such as the Community Impact Research Award has been an asset for HD students. This support has helped HD to center student research and the presentation of that research.
- 4. Department of Anthropology:** The Department of Anthropology has been HD's institutional home since the time of the last review; it has offered constant support. The Department has nurtured the professional development of HD faculty (e.g., the RTP process of the full-time HD faculty-person), shared a lab space with HD, and served as a source of collegiality, among other benefits.

**Diminished support:
elimination of reassigned time for HD program coordinator**

The HD program has experienced one significant change in support from the university that needs ongoing evaluation: starting in Fall 2023, the HD Program Coordinator position stopped receiving reassigned time for their work as coordinator. The Chair-level responsibilities of the position have been shifted to the Chair of the Department of Anthropology. Any responsibility that requires HD-specific content knowledge will continue to fall within the purview of the HD Program Coordinator.

The promise of this move is that the Program Coordinator will be freed up from administrative responsibility, expand the HD curriculum by being more fully available to teach, and center more fully on Program-level forms of service.

There are concerns about whether or not these promises can be fulfilled. The HD Program, since its move into the Department of Anthropology, has mostly served as something of a quasi-department that just so happened to be lodged within another department. See page 10 for an account of the transformation of the HD Program from a quasi-department into a program. Even despite this movement towards more of a program-like status, HD still functions as an independent entity in some ways: there are few shared students across two BA programs (there are three HD/ANTH double majors); there are some shared pieces of curricula, but that convergence hasn't been realized; HD students do not seek out Anthropology faculty as advisors; and, HD business is rarely the object of first or second interest in Department meetings. For the HD program to be effectively managed as a part of the Department of Anthropology, there will need to be a "re-set" of the Anthropology and HD relationship. In the absence of greater understanding across the programs, and a sense of attention to HD-specific concerns, the concern is that the HD program will either go unattended to, or that the chair-like responsibilities related to issues like recruiting students, keeping other administrative units apprised of the needs of HD, etc., fall on the HD program coordinator without compensation.

STUDENT POPULATION

Number of students across period of review

The number of HD students from Fall 2017 to Fall 23 exhibited considerable variability:

		Number of students in HD programs across period of review						
		Fall 17	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Human Development	HD-BA	64	54	46	72		55	70
	HD-OBA						1	
	PRE-HD			42	42		39	
	Total	64	54	88	114		95	70

Before interpreting these data, a couple of quick notes are in order. First, note the three-year existence of the Pre-Human Development Program. This was a non-degree granting program designed to facilitate successful entry into what was then an impacted program. When Pre-HD was, in effect, discontinued in Fall 22, the students who had been Pre-HD students (mostly first and second year students) were reclassified as HD students. They did not have to submit a change of major form. Taking these considerations into effect, the best way to read this chart is, luckily, the easiest: the blue, bottom line numbers give a clear sense of the changing number of HD students.

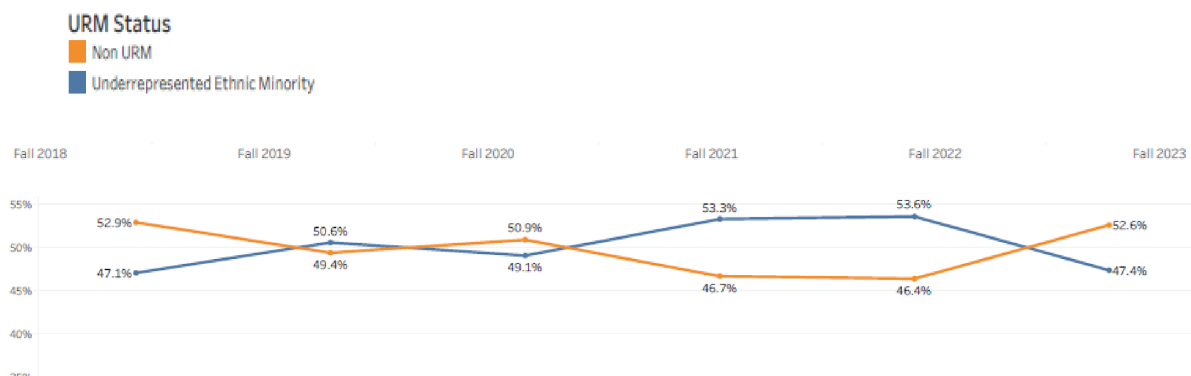
The first number that stands out is the single year bump in HD students in Fall 2020. This increase consisted mostly of entering transfer students (note that the population of pre-HD students remains the same). This bump upwards is likely random (and, it is out of line with trends downward at the school and university level), or it is perhaps due to the impact of the global pandemic interacting with the kind of student interested in HD.

Outside of this single year blip, two larger trends stand out: 1) a three-year period of a heightened number of HD students (from Fall 19-Fall 21, when HD had 99 students on average); and 2) periods of from Fall 17 through Fall 18 and again in Fall 22 and Fall 23 when the number of HD students hovered between 54 and 70 (averaging 62 students).

During this same time period, the trend lines for students at the university and school suffered incremental drops year-by-year. In HD, they rose a bit and then returned to about the same level (note that Loboconnect lists the current number of HD majors as 66). In fact, HD and Psychology are the only departments in the School of Social Sciences that have gained majors relative to 2018. Admittedly, in the case of HD, this fact obscures a clear downward trend to “normal” these last two years. Still, interest in HD appears to have been just a bit less affected than the downward trend across the university, even if the trend in these last two years is downward.

Demographics of students across period of review

The HD program has had about an equal number of under-represented minority (URM) and non-URM students across the period of review:



Across the period of review, HD had slightly more URM (50.2%) students than non-URM. Across this same time period, the HD program had a higher number of URM students than did the School of Social Sciences as a whole (44.6%).

The HD program also has a higher percentage of EOP students than the School of Social Sciences as a whole. 15.2% of students in HD are EOP students. 9.8% of the students in the Social Sciences are EOP students. (This data was drawn from Loboconnect on 10/21 and the percentages were calculated by the author).

HD's student population continues have a high majority of women:

Percentage of women HD students across years:

2017	2018	2019	2020	2021	2022	2023
84% female	87%	89%	79%	77%	86%	84%

There is a very slight trend downward here. This is because of 1 or 2 students per year identifying as non-binary, whereas previously none were counted.

The 84% figure in 2023 is significantly higher than the percentage of women students at the university (62%) or in the social sciences (70%).

The higher number of women in HD is not necessarily surprising. Majors and careers that belong to the "helping professions" or that count as a form of "human service" tend to be overwhelmingly populated by women.

In sum, the story that these figures tell about HD students is a positive one. The numbers suggest that HD has been a welcoming place for students coming from groups traditionally marginalized in the university setting (URM, EOP, and women students).

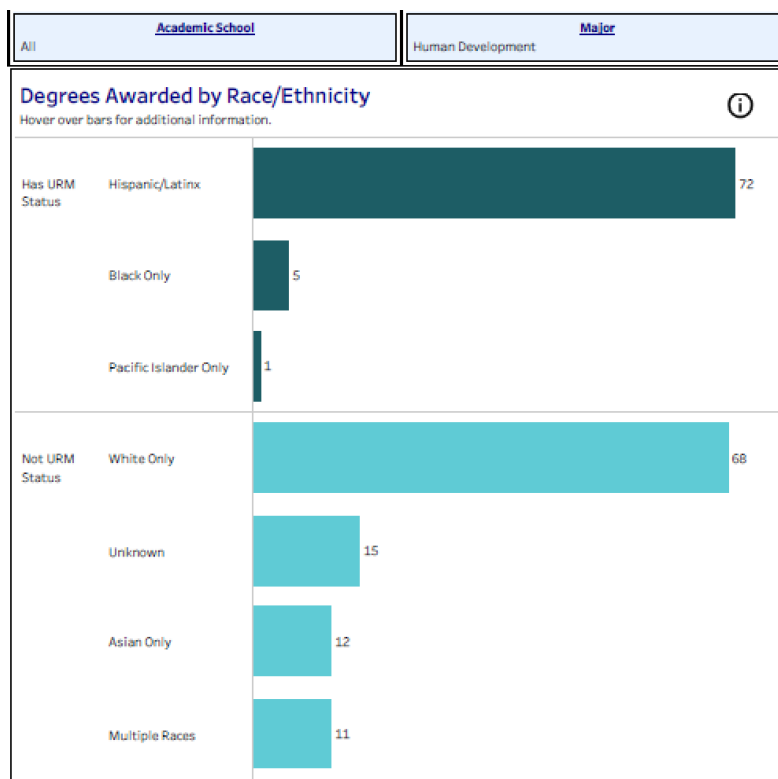
HD student success

HD has had a good deal of success graduating its students. The following lists the number of HD students graduating across the years of review:

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
53	48	36	21	47	32
53	48	36	21	47	32

The HD program has averaged 40 student graduates per academic year.

The group of graduating students across these years has been majority non-white:



The HD program has had students go on to graduate studies in the following programs over the period of review. This is not a complete list.

- Counseling Program, Sonoma State University
- Master's in Social Work, CSU-Bernardino
- Master's in Social Work, CSU-East Bay
- Master's in Public Health, University of Southern California
- Master's in Speech Language Pathology, University of Colorado-Boulder
- Master's in Speech Language Pathology, North Carolina Central University
- MA in Counseling, Sophia University
- MA in Social Welfare, University of California-Berkeley
- MA in Education, Alder Graduate School

PROPOSED PLAN OF ACTION

Taking stock: strengths and weaknesses

Since the Program's last review, HD has developed a curricular vision focused on the cultural shaping of the life course, a process shaped by inequality and structural violence, and realized through experiences of health, well-being, and dis/ability. This is a curricular vision that positions HD in a way that is distinctive relative to other programs in Human Development in the CSU. On campus, it's a vision that allows for HD to play an active role in discussions around social justice and human flourishing.

HD has a number of strengths as a program:

1. A concerted focus on providing high impact practices for students
2. A programmatic vision centered on service-learning as a pedagogy that pushes students to embrace community transformation while also understanding the limitations of the contexts in which that work occurs
3. A yearly spring mini-conference on "Culture, Well-Being, and Social Justice" that centers student research alongside the work of other scholars and policy makers on matters of public concern
4. New curricular emphases on social justice; health, well-being, and dis/ability
5. An emerging "service-learning plus" internship model in which internship experiences grow out of service-learning coursework
6. Appeal to URM, EOP, and women students
7. Graduating classes on average of 40 students per year

HD also confronts a series of challenges:

1. A team of faculty that includes just one full-time program-specific faculty person (for a major that has 66 students)
2. The contingency of the HD student experience on a single faculty person's availability (e.g., providing internship supervision in Spring 2024 and in ensuring the continuity of the Spring mini-conference)
3. Issues providing advising for students, given the structural makeup of the program (i.e., the sense of "enclosure" students have in HD; see page 28).
4. Faculty resources are insufficient for mounting a curriculum that fully reflects program learning outcomes (see page 29)
5. Navigating the turn from functioning as a quasi-department to functioning as a program lodged within a department (see page 35)

Plan for Action

Create cross-school, joint partnerships to leverage resources for roll-out of health, well-being, and dis/ability learning outcome: The HD program must continue to forge unexpected relationships with academic units across schools, in the service of leveraging resources to solve challenge #4 above. One compelling conversation has emerged with the Department of Kinesiology, where there is a programmatic convergence with HD around issues of aging and disability – as well as a general commitment to service-learning as a pedagogy. Given the size and relatively minimal faculty resources devoted to these programs, an ongoing collaboration or appointment between the programs would make for a small, impactful investment towards a genuinely interdisciplinary engagement on health, well-being, and dis/ability.

Creating a single BA program out of the HD and Anthropology programs: The faculty in the Anthropology Department and HD Program have made significant headway formulating a new curricular vision that would effectively merge the HD and ANTH BAs. A reimagined HD/ANTH program could, for example, fold two of HD's primary curricular concerns (i.e., the cultural shaping of the life course and health, well-being, and dis/ability) into the structure of a broader, joint curriculum. This reimagined BA program could center around a set of themes on 1) Human Development Across the Life Course; 2) Health, Well-Being, and Dis/ability; and 3) Heritage and the Environment.

Continuing these discussions is a high priority for the HD program. Folding the two programs into each other provides a possible solution to the challenges cited above. The resulting joint program would have more than one full-time faculty. The HD piece of the curriculum would be so integrated into the broader program that issues such as curricular contingency, the “enclosure” of the HD experience, etc. would all be mitigated if not obviated entirely. Given the Anthropology faculty's expertise in issues of health, medicine, and disability, there would also be new opportunities for mapping a learning outcome on health into an assessable curriculum. Also, the Department of Anthropology's course offerings on culture and society could be framed and expanded in such a way that they would allow HD students to master the program's “social justice” learning outcome. Between the two programs, lastly, the number of HD majors (66) and Anthropology majors (41) would result in a sufficiently large, stable program.

Of course, there are risks to this proposal. One challenge will be to create an HD-centered concentration that does not simply reproduce all of the concerns above (i.e., a new kind of enclosure) – just under a new name. There is some possibility, too, of losing students attracted to an HD program that is specifically and only an HD program (i.e., at other CSUs with large programs devoted specifically to HD). However, the opportunity to retain HD's strengths while also reimagining its possibilities as a genuine and equal partner with Anthropology holds considerable promise for making a version of what is now the HD program a viable academic unit going forward.

APPENDIX

Curricular Map and Assessment Plan

HD program assessment is grounded in measuring our success with respect to our program learning outcomes. These are our program learning outcomes:

The Human Development program is designed to allow students to do the following:

7. **Recognize** the way in which the life course comes to be culturally shaped as well as inflected by social positions such as gender, race, sexuality, disability and class.
8. **Evaluate** the concepts and theories that shape scholarship and practice in human development, including from biological, social, cultural and psychological perspectives.
9. **Experience** designing, undertaking, and presenting research that is empirically rigorous as well as ethically and methodologically sound.
10. **Through service-learning, identify and experience** some of the ethical and political concerns that characterize the provision of service in the “helping professions.”
11. **Critically reflect on** how human development knowledge can be used to facilitate positive change in the life course in contexts of inequity and structural violence.
12. **Critically evaluate** the ways that health, well-being and ability can be used as frameworks for understanding processes of development in the life course.

These outcomes are achieved through our courses and curriculum. The following chart indicates how these outcomes are scaffolded across the courses. Note that the six program learning outcomes are abbreviated by number and associated with a word that is suggestive of the content of the outcomes (PL#1 Culture Life Course, PL#2 Theory, PL#3 Research, PL#4 Service, PL#5 Social justice, and PL#6 Health).

The initials I, D and M refer to the introduction of the program learning outcome, its development, and its mastery, respectively. This chart, then, shows how our curriculum scaffolds the achievement of these outcomes. The other initials refer to the topical areas that compose the major: CA = Childhood and Adolescence, Adulthood and Lifespan = AL, SCL = Society, Culture and Language, and GS = Gender and Sexuality.

	PL#1 Culture Life Course	PL#2 Theory	PL#3 Research	PL#4 Service	PL#5 Social Justice	PL#6 Health
HD 200	I	I	I	I		I
ANTH 200	I		I		I	
ANTH 203	I	I	I		I	I
CA	M*					
AL	M*					
GS		D			D	
SCL		D			D	M*
HD 318	D	D	D			D
HD 321		M		D	D	
HD 322		D		M	M	D
HD 450	D		M	D		

*These are structural weak points in this assessment plan. For example, although the SCL topical area now includes classes that thematize health, not all of the classes in this topical area do so. It would therefore be possible for a student to take a class for this area that does not examine issues of health.

APPENDIX

Sonoma State University Human Development HD 200 – Introduction to Human Aging

Instructor Contact Information

Instructor: Pamela Abbott-Enz, Ph.D., MPA, CPG
Contact information: abbotten@sonoma.edu 707-664-3135
Office hours: Mondays 2-4pm and by arrangement
Office Location: Stevenson 3054

General Course Information

Class Sessions:
 Section 1: MONDAY 4-6:40, Darwin 102
 Section 2: WEDNESDAY 4-6:40, Darwin 102
[GE/SSU Studies Category](#) This course meets the requirements for Area E Lifelong Learning and Self Development.

Course Description

HD 200 is an introduction to the field of human aging. The course is a multidisciplinary examination of the way in which human aging is viewed by individuals and society from multiple perspectives including social, political and biological sciences, caregiving, social services and ethics. Satisfies GE area E (Lifelong Learning).

Library Research Guides and Subject Librarians

The University Library can help you find information and conduct research. You can make an appointment with a subject librarian, get help online, or drop by the library during open [Research Help Hours](#).

Course Format and Instructional Methods:

This is a blended course, where significant portions of the course will take place both in a traditional face-to-face classroom and also online via Canvas, SSU's learning management system, where you will interact with your classmates and with the instructor. Within the course Canvas site you will access the learning materials and syllabus; discuss issues; submit assignments; take quizzes; participate in online group activities; and share your projects. Refer to the course calendar/schedule and assignment instructions for information on where and when to submit your work. *(See the last page of the syllabus for information on how to access and use CANVAS)*

Course Goals and Student Learning Objectives

This course is designed to:

1. Raise student awareness about the later stages of human life cycle,
2. Raise student awareness about the needs and challenges facing the current generation of older adults, as well as the emerging generation of older Americans,
3. Explore social/political perspectives, behavioral, and biological aspects of aging,
4. Explore the ways aging affects areas such as sexuality, family relations, personality, and creativity,

5. Explore existing and potential careers in the field of aging, and
6. Factors that would contribute to successful aging.

Student Learning Outcomes (SLO)

Student Learning Outcomes (SLOs) are general skills, knowledge, or masteries which students are expected to have after completing a course or program of study. The SLOs that have been established for this course are below. I will be assessing your level of skills, knowledge, or masteries of the three SLOs below that have been established for this course.

Upon the completion of HD 200 (grade C or higher), you will be able to:

1. *Define* and explain the concept of gerontology.
2. *Explain* the physical and social effects of aging.
3. *Distinguish* between the theoretical frameworks associated with issues of aging.
4. *Identify and reflect* on the social, familial, and community support networks for aging individuals.
5. *Explain* the differing experiences of aging individuals based on personality, race, ethnicity, culture, and social class.
6. *Explain* the roles and challenges of those caring for older adults.
7. *Explain* the changes in the roles and activities of older adults historically and in contemporary society.
8. *Demonstrate* the ability to analyze the various social policies and social problems affecting older adults.
9. *Identify* potential career pathways for gerontology and related fields.
10. *Create* a final project that displays an ability apply concepts and theories discussed in lecture and readings to reflect and assess the life experience of an older adult.

GE Learning Outcomes (GELOs)

1. Problem solve creatively - applying knowledge, skills and multiple perspectives in new situations to analyze and formulate solutions to complex problems with confidence and creativity.
2. Communicate clearly and eloquently in written, oral and performative forms in a variety of genres and disciplines.
3. Diverse Cultural Competencies - Attain and apply knowledge of social power and the difference in relations between self, other people, and social structures locally and nationally while honoring contributions of people of different identities.
4. Demonstrate Disciplinary and Interdisciplinary Knowledge:
 - a. Identify, interpret and apply methods, intellectual approaches and fundamental concepts from social science, natural and physical sciences, arts and humanities.
 - b. Reflect on the self and relate course content to personal development.
 - c. Engage and reflect upon the role of elders in the community.
 - d. Explore the sociological, physiological and psychological impact of aging on the self.
 - e. Understand the larger social context of aging in terms of identity and position.

Textbook

Available in Print or E-Book format: **Introduction to Aging - A Positive Interdisciplinary Approach** Judith Sugar, Et. Al. ISBN: 978-0-8261-0880-7 e-book ISBN: 978-0-8261-0881-4

Available in Print or E-Book Format, **"The 100 Year Life"** Gratton & Scott, Paperback ISBN: 978-4729-3017-0, or e-pub 978-1429-3016-3 (Kindle)

In addition to the text, students will be required to read journal articles and other materials that will be provided to the student in PDF format on CANVAS. It is at the students' discretion if they wish to print out these materials.

Classroom Protocol

Student Expectations:

- Students will read all material for the class before they come to class.
- Students will attend all classes and participate in class discussion and activity.
- All students will actively participate in any group assignments conducted in class.
- Students will at all times be respectful of classmates, speakers, the instructor, and administrative staff.

Students are expected to be active learners by:

Osmosis is a process where people learn by absorbing the material with seemingly unconscious effort. In order to succeed in our future careers, we need to be conscious of the behaviors of people and the theories they use to help others change the negative behaviors, to this end, students are expected to engage in the learning process by bringing the course information into their consciousness.

Arriving on time for class and staying for the duration of the class, completing assigned readings, and participating in class discussions. Class participation involves being physically present for the class, actively listening/paying attention to the material being presented, and actively participating verbally in class discussions and exercises.

Tests will be only be offered during the scheduled time.

Unless arrangements are made with the instructor prior to the exam date, all tests are available for the duration designated in CANVAS. The tests will cover lectures, readings, guest speakers, student presentations, handouts and any other instructional material used during the class period. Instructor will make a reasonable effort to provide all of these materials electronically on CANVAS.

Paper Format

All assigned papers must be typed, double-spaced and must be referenced in accordance with the guidelines in their major. These submissions will be subject to a plagiarism checker, and MUST be at least 85% original work

Computers:

Please note on the CANVAS schedule that there are COMPUTER NIGHTS, where you'll need a computer or tablet to participate in to class (not a phone). We will be "flipping" the classroom. That means that you'll have watched lecture videos prior to coming to class – we will use the time together to do internet research, writing and other activities.

There are also NO COMPUTER nights scheduled. On these evenings, please leave your computers (and other tempting technology) at home. Those nights will be "paper and pencil" nights, so come to class prepared with notebook paper and a few writing tools.

Generally, the rule is this: Laptops (or any wireless computers or similar electronic devices) may be used for note-taking or specified course activities with the instructor's permission. Students using these devices for note-taking must turn off the wireless function and close all applications/windows other than the appropriate document or application unless the instructor specifically permits otherwise. Students must avoid non course-related activities such as checking email or social networking sites, web-surfing, or playing games because these diminish their—and their classmates'—engagement with instructional activities.

A word about e-mail and communication:

- I am available during office hours as scheduled, and by appointment.

- E-mail is generally answered within 72-hours Monday-Thursday. I turn off my computer on Friday at noon, and do not turn it on again until Monday at noon. Please do not expect a reply during those “off” times.
- I do not respond to “what did I miss” e-mails, nor will I reply to absence notifications. •I do not have a home phone, and do not offer my personal cell to students, so please reach me via e- mail or by calling campus voicemail. (Note: I am way better answering e-mail than voice). •
- E-mails should be addressed in a formal manner appropriate for University communication.
- Please defer from “hey” “u” “so” or other introductions. A simple “Hi Pam,” or “Professor...” will suffice. I know it sounds harsh, but I simply will not reply to these informally structured e- mails.
- Be sure to clearly indicate student name, course section and specific request in the subject line of any e-mail.
- If the information you seek is in the syllabus or CANVAS, I expect you to find the answer. I will not respond. If the possible answer is “It’s on CANVAS” or “It’s in the Syllabus,” don’t expect an answer.
- And finally, DO NOT send me your work via e-mail as a backup. If there has been an issue uploading to CANVAS, please let me know. We can go from there. Be very clear about due dates, and make allowances for technological issues in submissions. (I am not particularly sympathetic to those who wait until 11:30pm to submit work, and then freak out when the tech isn’t working.... Plan ahead, please. Consider a CANVAS due date a “drop dead” date.

Attendance and Participation

This course is highly interactive, so your attendance and participation is vital to everyone’s learning experience. You are expected to attend all required class meetings. Attendance will be taken each face to-face class meeting. Participation grade will be based 50% on attendance, and 50% on regular participation in both in-class and online activities.

Students are expected to participate in making the class a meaningful learning experience for all. Ask questions of other students; avoid just lecturing about personal opinions to the class. Raise questions, reflect on the comments of others, and show an interest in hearing their perspectives.

Conduct Code/Ethics Expectation

Academic Integrity

A fundamental tenet of all institutions of higher learning is academic honesty and therefore any infractions are considered serious. A student's participation at Sonoma State University may be terminated when there is evidence of academic misconduct and/or when there is reason to believe the professional performance represents non-compatibility with academic standards as an undergraduate student. Academic Misconduct Infractions of academic discipline are dealt with in accordance with the Department of Social Sciences. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the professor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations; presenting, as one’s own, the ideas or words of another for academic evaluation without proper citation of sources; doing unauthorized academic work for which another person

will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved. In addition, academic misconduct involves attempting to influence one's academic evaluation by means other than academic achievement or merit.

Disruptions

Mobile phones must be put away during class. If I see you on your phone in class, you will be notified and lose 10 points off your final grade. Should you have emergency circumstances for which special considerations to this policy would be requested, please contact the instructor in advance.

Plagiarism

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

Course Requirements

The course is designed to offer students a variety of learning experiences and requires that students be personally responsible for individual learning.

Exams:

Objective: To evaluate students' understanding of the

concepts/ideas presented • There will be TWO exams.

- Each of these will consist of 100 points and be available through CANVAS as an open-book exam.
- The tests will be online, during the week assigned.
- One hour of class time will be allocated to take the exam.

• Students may take the exam in the classroom on a laptop, in the library or other location. (Helps students achieve SLO 1-9 and GELO 1, 3, 4)

Major Papers:

Interview with an Older Adult: Interview/Analysis/Tapestry. (100 pts)

Objectives: 1) Allows students to demonstrate what they have learned about human aging. 2) Enables students to apply their integration of real world experience with the theoretical knowledge gained in class. 3) Allows students the opportunity to present what they have learned in a creative way)

- Students will interview a person aged 65 years or older to create an 8-10 page expository and creative paper inclusive of images, dialogue, stories and personal observations.
- Using a series of questions developed for guided autobiography, and other discussion triggering tools, students will correlate the life experience of the interview subject, the foundational materials discussed in class, and their own interpretation of the experience.

- The end product will be a narrative style 10 page (2000 -2500 word) paper that explores the interview experience and how the student has learned about both the individual and how the course materials correlate to their experience of aging.
- The graphic of the self-discovery tapestry or other visual interview tools will be included in the final submission.

(Helps students achieve SLO 2,3,4,5,10; GELO 1,2,3,4)

Financial Plan/Retirement Project (50 pts)

Objectives: 1) Allows students to identify and interpret financial data and apply it to real world scenarios. 2) Enables students to creatively problem solve and demonstrate what they have learned in class and through extended research. 3) Provides students the opportunity to demonstrate ability to explore alternative solutions to individual life plan.

- Students will complete a projection paper that will carefully outline what financial choices will be required to best plan for long term financial health.
- Students will determine the career into which they expect to graduate, and use a variety of financial projection tools to help establish savings goals, and plan for retirement.
- Students will submit all work completed in class, as well as a summary of 500 words.
- This paper is graded on depth of research and evidence of thought.
- Papers not meeting minimum submission requirements will be penalized.

(Helps students achieve SLO 2,5; GELO 1,2,4)

Funeral/End of Life Project. (50pts)

Objectives: 1) To help students understand the breadth of decisions that must be made at the end of life, and to apply this knowledge in a tangible way.

- Each student will research the real costs of funeral planning and other end of life issues.
- Students will prepare a 1000 word (or optional format) end of life and funeral plan based on personal preference, internet research, lecture and local research.
- Must include a discussion of end of life choices for healthcare and funeral planning.
- Grade will be based on thoroughness, evidence of thought, strength of research, organization and insight.
- This a very personal activity, and students are encouraged to be creative, utilizing presentation software, traditional format, video or other alternatives.
- Graded on evidence of thought, addressing all components of assignment.

(Helps students achieve SLO 1,3,4,9; GELO 1,2,4)

In Class Activities and Experiential Writing:

During the semester, students will participate in a number of online activities, and to develop responses summaries or other reflection papers. Assignments are listed in CANVAS and on the schedule on the last page of syllabus. Objectives: 1) Encourage students to engage with, and apply, reading and lecture material in new ways. 2) Help students employ quantitative analysis to evaluate interdisciplinary knowledge of human aging. 3) Allow students to practice their oral communication and collaboration skills. 4) Foster active learning. There are 9 in-class activities during the semester.

- In-class activities will vary each week and may take the form of games, reading and discussing short articles, or working with data in various forms.
- In-class activities are a form of attendance and participation. Students are required to attend the entire class meeting, come fully prepared to participate (bring readings, etc.), and stay the entire time.
- More details about the In-Class Activities are on the Canvas site.
- **IMPORTANT:** Students who leave a class meeting early or arrive late without instructor permission will not receive full credit for the activities. There are no make-up group activities. (Helps students achieve SLOs: 1, 2, 4, 5, 6; GELOs: 1, 2, 3, 4)

Course Schedule – HD 200

Week	Topic	Reading	Activities and Assignments
1	Introductions/ Stereotypes of Aging Population Trends Impact of Longevity Population Pyramids Stereotypes	Ch. 1 (Sugar) Ch. 1 (G & S) (GELO 3,4) Readings as assigned in CANVAS	Lecture IN CLASS: Living to 100 IN CLASS: Aging IQ START IN CLASS: MYTHBUSTERS (15pts) (GELO 2,3,4/SLO 5,8) Discussion 1: Introductions: Tell us about yourself. What interactions have you had with older adults? How do you generally feel about them? What was your interest in taking this course? (10 pts)
2	Theories of Aging Social theories of aging Role theory and activity theory Disengagement theory Continuity Theory Stage Theories (Erikson) Symbolic interactionism Social exchange Feminist perspective	Ch. 2 (Sugar) Ch 6 (G&S) (GELO 3,4)	Lecture Discussion 2: “How do you personally feel about getting older? Are you looking forward to some things? Dreading others? Incorporate lecture on theories, stereotypes or demographics into your response. (10pts) (SLO 5, GELO 2,4)

3	Relationships and Intimacy Attitudes and beliefs about sexuality Myths vs. reality Sibling and Adult Relationships Formal and informal support systems Changing family structure Never married or childless elders Grandparents	Ch. 6, 12 (Sugar) Ch. 9 (G&S) (GELO 3,4)	Lecture IN CLASS: Social Web Experience (10 pts) (SLO 4,5; GELO 2,3) Extra Credit: Review the NPR reading on “Dementia Complicates Romance in Nursing Homes”. Complete a journal post on the following “What do you think would be best practice for nursing homes who are trying to set guidelines for intimate relationships for residents with cognitive impairment. How would you feel if you were the resident? How would you feel the resident was your grandparent or parent? ”
4	Personality and Coping Skills Life satisfaction and locus of control Personality development Religiosity vs. spirituality	Ch. 4 (Sugar) Ch. 8 (G & S) (GELO 3,4)	Lecture IN CLASS: Meyers Briggs Analysis (10 pts). (SLO5, GELO 2,4)
5	Finance: Saving and Planning Definitions and critique of retirement Employment Status Understanding social security, pensions and retirement funding Poverty among elderly	Ch.8-10 (Sugar) Ch. 2, 3, 7 (G&S) (GELO 3,4)	Lecture BEGIN FINANCIAL PLANNING/RETIREMENT PROJECT (SLO 2,5; GELO 1,2,4) IN CLASS: (Part 1) How much do you cost? (Part 2) How much will you earn?
6	Finance: Living and Working	Ch. 8-10 (Sugar) Ch. 2, 3, 7 (G & S) (GELO 3,4)	Lecture IN CLASS: (Part 3) How much will you spend/save?)
7	Finance: Health and Housing	Ch. 12-14 (Sugar) (GELO 3,4)	Lecture IN CLASS: (Part 4) Vision for Later Life Financial Plan Summary Due 2/27 (50 pts)

8	Living arrangements Elder friendly environments Relocation Impact of neighborhood Aging in Place Technology to help independence	Ch. 12-14 (Sugar) (GELO 3,4)	Mid-Term (Available March 11-15) (SLO 1-9; GELO 1, 3, 4)
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9	SPRING BREAK		
10	Aging Bodies Evaluating theory Physical changes of aging Normal Aging vs. Disease Chronic vs. Acute Disease Health Promotion	Ch. 3(Sugar) (GELO 3,4)	Lecture Discussion 3: Explore and share different products that have been developed to help support physical or sensory changes associated with aging (i.e. mobility walker). How would you feel about using a tool such as this? Do you think they're effective? What are the limitations of the tool?" Make sure to incorporate the video and readings into your response. (SLO 4,8,9; GELO 1,2,4) BEGIN INTERVIEW (SLO 2,3,4,5,10; GELO 1,2,3,4)
11	Aging Mind Healthy aging Depression, Dementia, Delirium Alzheimer's	Ch. 5 (Sugar) Ch. 4 (G&S) (GELO 3,4)	Lecture Understanding Alzheimer's Disease (20) (SLO 1,2,6,9; GELO 1,2,3,4) Extra Credit: "What do you think about using art museums, music, storytelling, or other forms of visual/performance art as a way to 'treat' Alzheimer's? Is it helpful or a waste of resources? Make sure to incorporate the video and readings into your response."
12	End of Life The changing context of dying The dying process End of life care Bereavement, grief and mourning rituals Widowhood Right to Die Advance Directives	Ch. 7 (Sugar) (GELO 3,4)	Lecture End of Life Consideration -Project (50) (SLO 1,3,4,9; GELO 1,2,3,4) Extra Credit: "What did you learned about right to die? Did anything surprise you? How do you feel about the Teri Schiavo case? How do you feel about physician-assisted suicide? Do you think it should be available as an option at end of life? Would you ever personally consider using it for an end of life resource?" Make sure to incorporate the video and readings into

			your response.
13	Diversity Worldwide Impact of aging Cultural Trends Cross-cultural view of elders Homelessness Special Populations Elders in Prison Aging Veterans Elders of Color Special needs of older women LGBT elders	Current literature	CYBER Lecture – Videos Delivered via LMS Discussion 4: Late Life Diversity – Parameters Posted in Lecture (25 pts) (SLO 2,4,5; GELO 2,3,4)

14	Elders at Risk Managing Chronic Conditions Preventing Elder Abuse Caregiving (formal & informal) Support Services Mandated Reporting	Ch 16/17 (Sugar) (GELO 3,4)	Lecture Senior Resource Guide (10) (SLO 4,5,8,9; GELO 2,3)
15	Politics and Policy Older Americans Act Senior Activities Clubs Senior companions Foster grandparents	Ch. 18 (Sugar) (GELO 3,4)	Lecture Policy Analysis (10) (SLO 3,4,5,6,7,8; GELO 1,2,3,4)
16	Optimistic Aging		Lecture End of Semester Reflection (SLO 1-9, GELO 2,4) Interview Due (SLO 2,3,4,5,10; GELO 1,2,3,4)
17	FINAL EXAMS WEEK		Final Exam Available During Finals Week (SLO 1-9; GELO 1, 3, 4)

Grading Policy

Written Paper Grading Guidelines

Writing is a crucial component of effective social work practice and of this course. You will be expected to produce professionally written assignments in this course. Papers should demonstrate depth of social work knowledge, values, and skills, and should be well-organized, and sound in the rules of spelling, grammar, and sentence structure. All papers submitted electronically **MUST** be submitted no later than (11:59pm) on the due date. Papers submitted after that time will receive a reduction by one letter grade per each 24 hours the paper is late. Your work for this course will be graded in accordance with assignment rubrics the included in this syllabus, and will include evaluation of your ability to integrate required expectations into scholarly writing that involves correct APA or MLA style/formatting, the use of critical thinking skills, content, grammar, spelling, & following assignment outlines.

Policy Regarding Completion of All Assignments

ALL assignments for the course must be completed in order for students to receive credit for the course. Incomplete assignments will result in an F for the course.

Grades are recalculated on a point system. There is no curve. All assignments must be completed to receive a grade for the course.

Assignments turned in after the due date will NOT be accepted.

The grading scale (for your own reference) is as follows:

Points Earned	Percentage	Grade Description	Letter Grade
630-700	90-100%	Excellent – Excels	A

560-629	80-89%	Very Good	B
490-559	70-79%	Competent	C
420-489	60-69%	Marginal	D
419 and below		Does Not Meet Min	F

Discussion Board Rubric and Grading

There are 4 graded discussions in the curriculum. Your work on the Discussion Board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by noon on **FRIDAY** of each week. You will be graded on this initial posting with the following rubric:

Initial Posting Rubric: Ideas and Organization	
* Proficient (A) – well-developed (about 2 fully developed paragraphs); answers the questions asked; introduces new ideas; incorporates readings. (250 words or more)	5
* Basic (B) – primary ideas are posted; organization of ideas is weak, does not meet 250 word minimum.	4

* Minimal/Below average (C) – poorly developed: does not add to the discussion; misses the questions; late work, does not meet 250 word minimum	3
* Unacceptable (F) – failure to submit	0

At least two responses to postings of colleagues are due by midnight on Friday. You are expected to read the postings throughout the module. Some weeks you may post more than this. The responses should not be all made at once, but spread out, to allow discussions to develop. Your responses (all of them) will be graded together, using the following rubric:

Response Posting Rubric: Critical Thinking and Integration	
* TWO responses to colleagues which are articulate; specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking	5
No points for ONE posting, or two postings that do not meet the above.	0

Interview, Retirement Planning and End of Life/Funeral Paper Rubric and Grading

There are three research based projects in the curriculum. All are graded on the following criteria. Note: Interview Project is based on 100 points; Retirement and End of Life Projects are based on 50 points each)

Research Paper Grading Rubric.	
Proficient: demonstrates that the author understands and has applied concepts and shows analysis and synthesis of ideas. Applies appropriate core principles. Presentation is effective, well written and well organized. Research is property cited and referenced.	50/100
Basic: demonstrates that the author understands, for the most part, understands and has applied concepts; some conclusions are not supported in the body of the paper. Applies some principles, but lacks detail and clarity. Presentation is fairly effective, and well written but some detail is missing or there are style and grammatical errors. Most research is property cited.	35/75
Minimal/Below Average: demonstrates, to a certain extent, understanding of the concepts. Conclusions ae vague or unsupported; lacks detail or evidence of research. Presentation and writing/grammar/organization needs work, does not flow well. Errors in citation and references.	25/50
Unacceptable: does not demonstrate understanding, or applied concepts. Submitted past due date, presentation is poorly written or developed, lacks organization, citations are missing or incomplete.	0

TOTAL:	50/100
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Reflection Paper and In-Class Activities Rubric and Grading

There are nine reflection/in class activities in the curriculum. Students are expected to respond with evidence that they have considered the topic, share experience and opinion in a thoughtful way. Each submission should be no less than 250 words (1 page).

Reflection Paper Grading Rubric.	
Proficient: demonstrates attention to topic and evidence of thought and synthesis of topic	10-25
Basic: demonstrate a basic level evidence of thought and synthesis of topic, but does not integrate detail or synthesis	5-10
Unacceptable: does not demonstrate attention to topic or evidence of thought or synthesis of project	0

Syllabus Modifications

The instructor reserves the right to modify anything in the syllabus and course outline, with prior warning via email and Canvas Announcements. Students are responsible for being apprised of any such modifications.

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

University Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See [Important Policies and Procedures for Students](#).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Add a Class](#) has step-by-step instructions. [Registration Information](#) lists important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](#).

Emergency Evacuation (Optional/suggested statement)

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 your instructor should 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). We 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.

Academic Integrity

Students should be familiar with the University's [Cheating and Plagiarism Policy](#). 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 failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Writing Support

The SSU Learning and Academic Resource Center (LARK), located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Learning and Academic Resource Center \(LARK\) Homepage](#) for more information on how to schedule time with a Writing Center tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The [CAPS website](#) provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. – 5:00 p.m., Monday-Friday during the academic year.

Canvas (Learning Management System)

Canvas is SSU's Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access the Canvas course use your SSU Seawolf ID and password to log into [SSU's Online Services portal](#). Click on the **Canvas** link. When you get to the Canvas Dashboard, click on the course title you would like to access.

Visit the [SSU Canvas Support Center](#) to review frequently asked questions about using Canvas and also to view a list of technical recommendations.

Canvas Help and Student Computing Resources

Canvas and General IT Help Desk

Contact [Information Technology \(IT\)](#) if you need assistance accessing Canvas or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are: • Call: 707-664-4357

- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

About Canvas

- [Getting Started with Canvas](#)

- [Student FAQs](#)
- [Canvas Student Overview Video](#)
- [How to Get Started with Canvas](#) (Students)
- [Canvas Community Student Video Guides](#)
- [Canvas Student Written Guides](#)

Plugins

[Download plugins](#) that may be needed to access some content on or linked from SSU websites and Canvas. (If applicable, list any other plugins that may be needed to access/use publisher materials).

Canvas Community

Visit the [Canvas Community](#) to view written [Instructor Guides](#), written [Student Guides](#), and/or [Video Guides](#).

General Student Computing

Review the information posted at [IT Get Started, Students](#). There you will find computer use guidelines and a list of available computer labs.

Hyperlink URL's

1. Syllabus Policy - <http://www.sonoma.edu/policies/syllabus-policy>
2. GE/SSU Studies Categories:
<http://www.sonoma.edu/academics/schools-departments>
3. Catalog:
<http://www.sonoma.edu/academics/catalog>
4. Research Help Hours: <http://library.sonoma.edu/about/hours/detailed>
5. Research Guides: <http://libguides.sonoma.edu/?b=s>
6. Subject Librarians: <http://library.sonoma.edu/research/subjectlibrarians>
7. Information for Distance Learners:
<http://library.sonoma.edu/services/distancelearners>
8. SSU's Online Services Portal: <https://login.sonoma.edu/>
9. Sonoma State University Homepage: <https://www.sonoma.edu/>
10. SSU Canvas Support Center: <https://lms.sonoma.edu/>
11. Information Technology (IT): <http://it.sonoma.edu/get-started>
12. Getting Started with Canvas: <https://lms.sonoma.edu/get-started-canvas?>
13. Student FAQs: <https://lms.sonoma.edu/canvas-students/student-faqs>
14. Canvas Student Overview Video:
<https://community.canvaslms.com/videos/1124-canvas-overview-students>

**Sonoma State University
Human Development Program**

HD 321 Social Science Theory and the Life Course

Spring 2022

Instructor:	Benjamin Smith
Email:	smithbe@sonoma.edu
Office Hours:	Tuesdays 1:30-3:30PM, Wednesdays 3-5pm; over zoom
Means of contact:	Email preferred means of contact
Class Days/Time:	Mondays and Wednesdays 1-2:50pm
Classroom:	Darwin 31

Course Description:

This course offers an introduction to the social scientific theories that influence the study of human development. We consider a range of social scientific theories on political economy, culture, psychology, and biology. We then go on to examine how theorists of the life course have drawn on this classic social scientific work, as well as the possibilities for additional theoretical interchange. The course emphasizes the close reading and discussion of texts representative of major approaches.

Student Learning Outcomes:

By the end of this class, students will be able to

- Recognize and evaluate major theoretical approaches to human social life (approaches that focus, for example, on political economy, culture, the psyche and/or natural selection, among other central concerns).
- Demonstrate how theorists of the life course like Elder, Bronfenbrenner, Vygotsky, and Bowlby have drawn (or not) on these major approaches to social science.
- Show how these theories of the life course, considered relative to major social scientific theory, can make sense of individuals and their life histories.

Readings for Class

There are no required textbooks for this class. All readings can be accessed through Canvas. Students will be required to have access to three films.

Classroom Protocol

I have the following expectations for both students and myself:

1. *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, participation points will be deducted at my discretion.
2. *Respectfulness*: Mutual respect is the foundation for successful learning. 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 the instructor and your fellow students. Everyone should feel safe to express their opinions.
3. *Communication*: We must remain in communication outside of class. Our class canvas page allows you to keep up to date on our readings, class topics, and assignment due dates. Please also regularly check your sonoma.edu email.

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!

Course Requirements

1. *Reading quizzes (10%)*: On the class sessions marked with a “Q” in canvas, we will have a quiz at the beginning of class (for a total of 12). 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 lowest quiz grade.
2. *Reading responses (10%)*: On the class sessions marked with a “RR,” you must submit a reading response to the link provided on canvas. It should be

submitted before the class begins. You will be able to skip one reading response.

3. *Participation in reading and discussion days (10%)*: These are class sessions in which we have less work to do in preparation for class; more of our work will be done in class. For that reason, I will pay special attention to your attendance and participation on these class days. This grade is separate from #4 below. You may skip one reading and discussion day without consequence for your grade.
4. *Participation in discussion (10%)*: I will make a global evaluation of the quantity and quality of your contributions to class discussion. This evaluation will be made at the end of the semester. Missing one class will not affect your participation grade (i.e., one day other than a reading and discussion day). If you miss more than four classes, you will not pass the class.
5. *Final paper (20%)*: You will write a three-page paper analyze a “coming of age” film using the theories we’ve studied in this class.
6. *First and second exams (40% total)*: Exams will consist of true/false questions, short answer questions, and an essay or two. The second exam will not be cumulative. There is no exam during finals week for this class.

Course Schedule

1/27 POLITICAL-ECONOMY: Alienation

Selections from Karl Marx, 1884, Economic and Philosophical Manuscripts

2/1 POLITICAL-ECONOMY: Commodification

Selection from Theodor Adorno, 1963, Culture Industry Reconsidered

2/3 POLITICAL-ECONOMY: Class conflict

Selection from Marx and Engels, The Communist Manifesto

2/8 Discussion day: Capitalism and American family life

Selection from Arlie Hochschild, 1997, Time Bind

2/10 SOCIOCULTURAL: The anthropological or modern conception of "culture"

Selections from Margaret Mead, 1930, Growing Up in New Guinea

2/15 SOCIOCULTURAL: Some limits of the concept "culture"

Selections from Paul Willis, 1977, Learning to Labour

2/17 SOCIOCULTURAL: Value

Selections from Emile Durkheim, 1912, Elementary Forms of the Religious Life

2/22 SOCIOCULTURAL: Symbolic interaction

Selections from Erving Goffman, 1956, Presentation of Self in Everyday Life

2/24 Discussion day: applying theory to “hoarding”

Class reading: Hoarding case study

3/1 In-class exam review session

3/3 Class exam

3/8 Post-exam decompress: essay question discussion; moving forward

3/10 Re-imagining social theory: Intersectionality

Selections from Kimberle Crenshaw, 1993, Mapping the Margins

3/15 BIOLOGICAL/PSYCHOLOGICAL: Models of psychological development-1

Selection from Jean Piaget, 1968, Six Psychological Studies

3/17 BIOLOGICAL/PSYCHOLOGICAL: Models of psychological development-2

Selection from Lev Vygotsky, 1978, Mind in Society

3/29 BIOLOGICAL/PSYCHOLOGICAL: Natural selection

Selection from Charles Darwin, 1859, Origin of Species

4/5 BIOLOGICAL/PSYCHOLOGICAL: Evolving care

Selection from Stephen Jay Gould, 1980, Panda's Thumb

4/7 INTERDISCIPLINARY HD: Attachment theory

Selection from John Bowlby, 1988, A Secure Base

4/12 INTERDISCIPLINARY HD: Extending our critiques of attachment

See canvas prompt on reading.

4/14 In-class exam review session

4/19 Class exam

4/21 INTERDISCIPLINARY HD: Ecological systems theory

Selection from Urie Bronfenbrenner, 1977, Toward an Experimental Ecology of HD

4/26 INTERDISCIPLINARY HD: Poking at ecological systems theory

See canvas prompt on reading.

4/28 INTERDISCIPLINARY HD: Life course theory

Selection from Glen Elder, 1998, Life Course as Developmental Theory

5/3 INTERDISCIPLINARY HD: Marx on life course theory

See canvas prompt on reading.

5/5 Watch: Mind the Gap

5/10 Discussion day: seeing lives through theory (in Mind the Gap!)

5/12 Class discussion on final paper work

Grading Policy

Grading scale

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
C+	79-77%	F	59% or less

Late Work Policy

Your final paper and two exams may be submitted within 48 hours of the deadline with a small penalty. For the other assignments, no late work is allowed.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Register](#)

<https://registrar.sonoma.edu/how-register#howto> has step-by-step instructions and important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Schulz 1014A, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](https://policies.sonoma.edu/policies/disability-access-students) <https://policies.sonoma.edu/policies/disability-access-students>.

Emergency Evacuation

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 your instructor should 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). We encourage you to review [SSU's Evacuation Procedures](https://emergency.sonoma.edu/procedures/evacuation) <https://emergency.sonoma.edu/procedures/evacuation>, 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 be familiar with the University's [Cheating and Plagiarism Policy](https://policies.sonoma.edu/policies/cheating-and-plagiarism) <https://policies.sonoma.edu/policies/cheating-and-plagiarism>. 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 coursework. 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 failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Additional Resources

Writing Support

The SSU Learning and Academic Resource Center (LARC), located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Learning and Academic Resource Center \(LARC\) Homepage](https://larc.sonoma.edu/) <https://larc.sonoma.edu/> for more information on how to schedule time with a Writing Center tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The [CAPS website](https://caps.sonoma.edu/) <https://caps.sonoma.edu/> provides information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. – 5:00 p.m., Monday-Friday during the academic year.

Basic Needs

We learn as whole people. To learn effectively, you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you are having trouble with any of those things, please visit [Student Affairs' Basic Needs webpage](https://studentaffairs.sonoma.edu/basicneeds) <https://studentaffairs.sonoma.edu/basicneeds> for resources to support your well-being both inside and outside the classroom.

**Sonoma State University
Human Development Program**

HD 322 Politics and Ethics of Service in the Helping Professions

Fall 2022

Instructor:	Benjamin Smith
Email:	smithbe@sonoma.edu
Office Hours:	Tuesdays 1:30-3:30PM, Wednesdays 3-5pm; over zoom
Means of contact:	Email preferred means of contact
Class Days/Time:	Mondays and Wednesdays 1-2:50pm
Classroom:	Darwin 30

Course Description:

This course considers some of the political and ethical risks of providing “service” in helping professions (e.g., social work, counseling, teaching, community health work, etc.). Key topics include how to make these settings more collaborative, how expertise gets constructed and interpreted in these contexts, the (ironic) risk of reinforcing inequities around race and class through 'service', and the gendered political economy of “service” labor. This is a service-learning class that requires students to work with a local community partner on issues of community health.

Student Learning Outcomes:

By the end of this class, students will be able to

1. Recognize different approaches to “helping” that are applied, more or less participatory, and community-engaged or community-based.
2. Identify ethical risks of providing “service” in the helping professions, particularly ways in which inequities can be reproduced through service.
3. Critically reflect on the gendered political economy of service work, and the vulnerabilities that creates for workers in the “helping professions.”
4. Demonstrate an understanding of these issues of ethical risk in a specific context of “helping” labor like social work, counseling, community health, or related field.
5. Experience and reflect on these ethical concerns in the context of a service-learning project carried out in a local provider of health services.

Readings for Class

There are no required textbooks for this class. All readings can be accessed through Canvas. Students will be required to have access to three films.

Classroom Protocol

I have the following expectations for both students and myself:

1. *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, participation points will be deducted at my discretion.
2. *Respectfulness*: Mutual respect is the foundation for successful learning. 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 the instructor and your fellow students. Everyone should feel safe to express their opinions.
3. *Communication*: We must remain in communication outside of class. Our class canvas page allows you to keep up to date on our readings, class topics, and assignment due dates. Please also regularly check your sonoma.edu email.

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!

Course Requirements

1. *Response exercises (15%, lowest two grades dropped)*: Most class sessions will require you to submit a response to some learning material (e.g., a class reading). These will be by the end of the day before the class session. These exercises help you to develop a “first take” on the conceptual issues at stake in a given class session. They will often be used to drive our discussion.
2. *Supplemental class exercises (15%, lowest grade dropped)*: In class sessions that are discussion driven, students will be required to respond to a prompt that will allow them to systematize their class notes for a given discussion. Students will submit their response to canvas as directed by the instructor.

3. *Take home exam (25%)*: This is an exam that will require students to apply and evaluate class concepts relative to specific examples of “helping.” The concepts to be mastered are described in learning outcomes 1-3 above. The exam will be given about a week before the middle part of the semester.
4. *Service-learning project (25%)*: Students are required to work in a local, community health service provider for about 30 hours across the semester. This percentage of your grade will assess your participation in this project as well as your regular submission of reflections on your work. This project takes place over the course of the last 2/3rds of class.
5. *Final project paper (20%)*: Students will write a 5-page paper that develops their service-learning reflections into a more systematic, partly research based paper. This paper is due during exam week as noted on canvas.

Course Schedule

8/22 Introductions

8/24 Different models of helping-1 [reading response]

Garcia-Sanchez, I., et al. 2011. Facilitating Intercultural Communication in Parent-Teacher Conferences. *Multicultural Perspectives* 13(3):148-154.

Yoshihama, Mieko and S. [Carr](#). 2002. Community Participation Reconsidered: Feminist Participatory Action Research with Hmong Women. *Journal of Community Practice* 10: 85-103.

8/29 Different models of helping-2 [reading response]

Halttunen, Karen. 1995. Humanitarianism and the Pornography of Pain in Anglo-American Culture. *American History Review* 100(2).

8/31 Gender and the political-economy of helping-1 [reading response]

Selections from Hochschild, Arlie. 2012. *The Managed Heart: The commercialization of human feeling*. Berkeley, CA: University of California Press.

9/7 Gender and the political-economy of helping-2 [reading response]

[Williams](#), Christine. 1992. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions. *Social Problems* 38(3): 253-267.

9/12 Individual meetings on service-learning projects

9/14 Helping as a discriminatory project [reading response]

Ou Jin Lee, Edward and Ilyan Ferrer. 2014. Examining Social Work as a Canadian Settler Colonial Project. *CAOS: The Journal of Critical, Anti-Oppressive Social Inquiry* 1

9/19 Introducing the free clinic context [reading response]

Volunteer Experiences at a Free Clinic in the United States: A Qualitative Study.

Perspectives of Health Care Services among Free Clinic Patients: A Qualitative Study.

9/21 Professional helpers: What is expertise? [reading response]

[Carr](#), Summerson. 2010. Enactments of Expertise. Annual Review of Anthropology 39:17-32.

9/26 Community health clinics in Sonoma County [reading response]

See links to health clinics on canvas and respond to prompt there.

9/28 An example of helping: global health volunteering [reading response]

Chapters 3 and 4 from Lasker, Judith. 2016. Hoping to Help: The Promises and Pitfalls of Global Health Volunteering. Ithaca, NY: Cornell University Press.

10/3 Service-learning project [journal due 10/3]

See canvas site for prompt on reflection.

10/5 Take home exam [no meeting in class]

10/10 Service-learning project [journal due 10/10]

See canvas site for prompt on reflection.

10/12 Consolidating our class perspective [reading response]

See canvas prompt for review exercise.

10/17 Service-learning project [journal due 10/17]

See canvas site for prompt on reflection.

10/19 Helping in film [reading response]

See canvas prompt for link to movie and prompt for response.

10/24 Service-learning project [journal due 10/24]

See canvas site for prompt on reflection.

10/26 Community health: an ethnographic introduction [reading response]

Selection from [Carr](#), Summerson. 2010. Scripting Addiction: The Politics of Therapeutic Talk and American Sobriety. Princeton, NJ: Princeton University Press.

10/31 Service-learning project [journal due 10/31]

See canvas site for prompt on reflection.

11/2 Social work in a community health setting [reading response]

Selection from [Carr](#), Summerson. 2010. Scripting Addiction: The Politics of Therapeutic Talk and American Sobriety. Princeton, NJ: Princeton University Press.

11/7 Service-learning project [journal due 11/7]

See canvas site for prompt on reflection.

11/9 Administrating non-profits: the board of directors [reading response]

Selection from [Carr](#), Summerson. 2010. Scripting Addiction: The Politics of Therapeutic Talk and American Sobriety. Princeton, NJ: Princeton University Press.

11/14 Service-learning project [journal due 11/14]

See canvas site for prompt on reflection.

11/16 Community health: re-casting community mental health [reading response]

Gone, J. P. (in press). The (post)colonial predicament in community mental health services for American Indians: Exploring alter-Native psy-ence. American Psychologist.

11/28 Service-learning project [journal due 11/28]

See canvas site for prompt on reflection.

11/30 Beyond historical trauma in Indigenous health [reading response]

Gone, J.P. (in press). Recounting coup as the recirculation of Indigenous vitality: a narrative alternative to historical trauma. Transcultural Psychiatry.

12/5 Service-learning project [journal due 12/5]

See canvas site for prompt on reflection.

12/7 Final discussion and class evaluation**Grading Policy***Grading scale*

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
C+	79-77%	F	59% or less

Late Work Policy

Your final paper and take-home exam may be submitted within 48 hours of the deadline with a small penalty. For the other assignments, no late work is allowed. However, see my lowest grade dropped policy above. This allows for the equivalent of a “late work policy” with respect to some assignments.

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University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

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Writing Support

The SSU Learning and Academic Resource Center (LARC), located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the [Learning and Academic Resource Center \(LARC\) Homepage https://larc.sonoma.edu/](https://larc.sonoma.edu/) for more information on how to schedule time with a Writing Center tutor.

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Basic Needs

We learn as whole people. To learn effectively, you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you are having trouble with any of those things, please visit [Student Affairs' Basic Needs webpage https://studentaffairs.sonoma.edu/basicneeds](https://studentaffairs.sonoma.edu/basicneeds) for resources to support your well-being both inside and outside the classroom.

**Sonoma State University
Human Development Program**

**HD 331 Diversity and Inequity in American Aging
Fall 2022**

Instructor Information:

Name: Pamela Abbott-Enz, Ph.D

E-Mail: abboten@sonoma.edu

Online Office Hours: Monday-Thursday, 10-12 by appointment. Conducted via Zoom.

Response time to e-mail, Monday-Thursday is 24-48 hours.

General Course Information:

Class Days/Time: Tuesday/Thursday, 1-2:50 (Hybrid Modality)

Classroom: International Hall 104

Course Description:

Aging is one of the most unifying and even “universal” factors of human development; at the same time, it is a social process where the cumulative advantages of individuals and groups come to be most visible and socially impactful. In this course, we consider “age” and “aging” relative to broader issues about inequity and social justice, focusing particularly on the United States. We will take up differences in health, social and economic outcomes across aging populations as inflected by race, class, gender, and disability; we will also consider the public policies that shape these outcomes. The course is designed to provide students the opportunity for both live lecture/discussion and time to research specific topics that impact life satisfaction in a rapidly growing and widely diverse older population.

Student Learning Outcomes:

By the end of the course, students will be able to

- Identify and discuss the main features of policies in the United States that affect the incomes, employment, housing, health, and long-term care of elders
- Explain how diversity impacts the patterns of health status, economic status, and social status across the aging process.
- Discuss social, economic, historical, legal and political contexts within which policies for an aging society exist and are proposed
- Describe key public programs and policies designed to assist older adults and their families, and the major problems and controversies that surround them.
- Critically analyze and discuss readings in aging-policy literature, and apply in-class knowledge to current “real-life” situations

Readings for Class:

Required:

9781138775824 Gerontology: The Basics by Sasser, Jennifer R. / Moody, Harry R. (Available as Kindle E-Book, and Paperback)

Ageing, Diversity and Equality : Social Justice Perspectives, 1st ed., Routledge, 2017. Web (This book is available at no cost through the SSU Library)

In addition to the text, students will be required to read journal articles and other materials that will be provided to the student in PDF form on CANVAS. It is at the students' discretion if they wish to print out these materials

Suggested - Choose One (or select something that interests you, with my approval):

This Chair Rocks: A Manifesto Against Ageism, by Ashton Applewhite., ISBN: 978-1250297259 (Available as Kindle E-Book, Paperback and Audible)

Elderhood: Redefining Aging, Transforming Medicine, Reimagining Life. Kindle Edition by Louise Aronson. ISBN: 1620405474 (Available in multiple formats)

Ageism Unmasked: Exploring Age Bias and How to End It. by Tracey Gendron

Classroom Protocol:

I have the following expectations for our sessions conducted over zoom:

Engagement: Nothing is worse than talking to black boxes. Please use your camera during the live session (to save your instructor's ego), or post a photograph for use during those times you need to mute your camera.

A blank box is a poor substitute for participation. Please let me know if you need to learn how to mute your background (for privacy).

Safety: Schedule your life as though you will be on campus, without distractions. Please, please do NOT use your camera to attend classes while you are driving or in any situation where it is unsafe. Of course, if you want to listen to lectures while mowing the lawn, don't let me stop you!

Decorum: It must be said that when we are in our own homes, sometimes we can be a bit too "informal." Be mindful of what might be happening in your environment during class sessions. Remember, there are things one cannot "un-see"!

I have the following expectations for all of our class sessions:

- Students will read all material for the class
- Students will participate in class discussion
- All students will actively participate in any group assignments
- Students will at all times be respectful of classmates, speakers, the instructor, and the administrative staff.

Students are expected to be active learners by:

Osmosis is a process where people learn by absorbing the material with seemingly unconscious effort. In order to succeed in our future careers, we need to be conscious of the behaviors of people and the theories they use to help others change their negative behaviors, to this end, students are expected to engage in the learning process by bringing the course information into their consciousness.

Class participation involves being intellectually present for the class, actively listening/paying attention to the material being presented, and actively participating verbally in class discussions and exercises.

Course requirements:

Points	Percent	
100	10%	Attendance & Engagement
200	20%	Discussion Boards (10)
250	25%	Response Papers (10)
100	10%	Policy Analysis Paper
150	15%	Current Issue Paper
200	20%	Culminating Project

Attendance & Engagement:

Student participation is important in learning, particularly in this hybrid class format; participation will count as 10% of your grade.

Each week, all students in the class should read all of the readings (before the lecture) since they describe the basic topic for the week and give concrete examples of how the concepts are relevant in the real world. The quality of a student's participation is at least as, if not more, important as the quantity. Comments/questions should draw on text and materials from the course and show evidence of analytic thinking.

Opportunities for participation include contributing to class discussion and asking questions, participating in small group discussions, completing written exercises that are assigned throughout the semester, and making a brief oral presentation to the class. Exercises must be turned in on time, and cannot be made up, but you will not be penalized for missing an in-class or out-of-class assignment if you have an excused absence for that day.

Discussion Boards:

The semester will assign opportunities to share thoughts frequently (10 times). These discussion boards are helpful in several ways: They encourage students to keep up with the course readings; assess their understanding of course materials, and build “regular and effective communication” into the online component of the class.

Topical discussions are designed to provide students an opportunity to share insights and observations and offer a bit of structure to what might turn into a last-minute cram session!

Response Papers:

Ten times during the semester, and no more than once in any given week, you will write a 150-200 word journal response to the assigned class reading. Your paper should include a synopsis of the social issue, and share some of your thoughts regarding the reading. Here are some examples of what you might want to discuss:

Policy Paper:

500-750 words (2-3 pages)

Prepare a written essay on the aging policy or problem that matters most to you and why. The policy can be local, state, national or international. Your interest can be personal, ethical, social, economic, or religious, but it should move beyond what you’ve studied in other classes and include a connection to public policy. Discuss all of the following areas: 1) What is the aging policy problem that matters most to you? 2) Why do you care about this issue? 3) Why should others care about this issue?

Some illustrative examples of relevant policy problems include i) the epidemic of loneliness among older adults during Covid-19, ii) the evacuation of older adults during wildfires in California, and iii) nursing home quality and affordability in the US.

Please note that this is a personal reflection, should reflect you, your voice, and be written by you and only you. You do not need to offer a solution to this problem. But, rather you need to explain why it is important and why others should pay attention to it.

Current Issue Paper:

250-500 words (1-2 pages)

Do an online search of news publications and choose a news story concerning an actual older person who has been affected by a LOCAL or STATE public policy.

Culminating Project:

The course project consists of two parts: 1) research conducted with one other class member on a selected topic concerning aging and inequality, 2) development of a web page based on this research that you will share with the class and future students.

Schedule of Course Readings

Week 1: 8/23 and 8/25: Why Study Aging?

A crash course in aging demographics

Week 2: 8/30 and 9/2: Population Aging and Implications for Social Inequality

Sasser & Moody, Chapter 1-3.

“Who are the Elderly”? See website link.

“The Challenges Facing the Elderly” See website link.

Week 3: 9/6 and 9/8: Individual Aging: Gender, Sexuality, Culture and Religion

Gerontology, The Basics, Chapter 4.

Select one reading from canvas on Ageism.

Week 4: 9/13 and 9/15: Finances, Economics and an Aging Workforce

See link on economic security of Seniors.

Explore poverty age 65+ in the United States using canvas link.

Rennemark, M. and T. Berggren. 2006. Relationships between work-states and leisure lifestyle at the age of 60 years old. European Journal of Ageing.

Week 5: 9/20 and 9/22: Retirement in a Diverse Society

Crimmins et al. Poverty and Biological Risk: The Earlier “Aging” of the Poor. The Journals of Gerontology. 64(2):292-296.

Ferraro, J. Aging and Cumulative Inequality: How does Inequality Get Under the Skin?. *The Gerontologist* 49(3):333-343.

See canvas links on unemployment, aging, and the Age Discrimination Act (1967).

Week 6: 9/27 and 9/29: Where We Live as We Age

Greenfield, Emily. 2018. Age-Friendly Initiatives, Social Inequalities, and Spatial Justice. *The Hastings Center Report*. 48(3):41-45.

Burr, J. 2010. Patterns of Residential Crowding among Hispanics in Later life: Immigration, Assimilation and Housing Market Factors. *The Journals of Gerontology* 65(6):772-782.

See canvas links for policies on housing.

Week 7: 10/4 and 10/6: Healthcare

Gilmore-Bykovskiy, Andrea et al. 2021. Traversing the Aging Research and Health Equity Divide: Towards Intersectional Frameworks of Research Justice and Participation. *The Gerontologist* 62(5): 711-720.

Kobayashi, Karen. And Prus, Steven. 2012. Examining the gender, ethnicity and age dimensions of the healthy immigrant effect: factors in the development of equitable health policy. *International Journal for Equity in Health* 11(8).

Berling, Nancy and Mildred Solomon. 2018. Becoming Good Citizens of Aging Societies. *The Hasting Center report* 48(3): 2-9.

Week 8: 10/11 and 10/13: Caring, Protecting and Advocating for Older Adults

See online resources from Pew Research Center.

Week 9: 10/18 and 10/20: Dementia and Cognitive Decline

Improving Dementia Care: A Blueprint Report (Rand.org)

The Economic Burden of Alzheimer's Disease and Managed Care (AJMC.org)

Care Needed: Improving the Lives of People with Dementia (OECD Library.org)

Week 10: 10/25 and 10/27: Aging and Disability

Nevel, Kathleen. 2010. Down Syndrome and Aging: A Leadership and Social Justice Landscape. *Journal of Cultural Diversity*.

Bishop, K., and S. Hobson. 2015. Perceptions of Aging for Persons with Adult-Onset Disability. *Perspectives* 37(4):6-19.

See canvas links on ADA.

Week 11: 11/1 and 11/3: Old Age Resources and the Role of Social Policies

See canvas links on social insurance programs and aging.

Week 12: 11/8 and 11/10: Inequality at the End of Life

See canvas links on the end of life and dying.

Week 13: 11/15 and 11/17: Social Security and the Future of Entitlements

Social Security and the Racial Wealth Gap. (NASI website resource)

Administration of Community living Programs and Initiatives.(NASI website resource)

Overcoming Barriers to Retirement for Women (NASI website resource)

Week 14: 11/22 and 11/24: Continued work on projects

Week 15: 11/29 and 12/1: Work groups for final project

See canvas activities.

Week 16: 12/6 and 12/8: Protecting the Vulnerable

Recognizing and Reporting Elder Abuse.

Elder Abuse in California: The Basic Law.

What is Elder Neglect under California Law?

Kosbert, Joran et al. 2003. Study of Elder Abuse within Diverse Cultures. Journal of Elderly Abuse and Neglect. 15(3-4):71-89.

Elder Abuse and Neglect: An Overlooked Patient Safety Issue. BMC Health Service.

Yunus, Raudah et al. 2021. Elder Abuse and Neglect in the midst of COVID-19. Journal of Global Health 11:312-322.

Grading Policy

Grade Structure

Points	Percentage	Letter Grade
1000-900	100%-90%	A
800-899	80-89%	B
700-799	70-79%	C
600-699	60-69%	D
599 and below		F

Late Work

Discussion Boards Close at 11:59 on the due date and will not be opened for late submissions.

Weekly response papers and other written assignments may be submitted LATE with a 10% penalty per day.

Exceptions may be granted for extenuating circumstances. Please contact me as soon as you realize that you must turn the assignment in late.

- No late work will be accepted after 7 days.
- No late work can earn a grade higher than a B.
- Contact me early if you need more time to complete an assignment.

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**Sonoma State University
Human Development Program**

**HD 340 Culture and Language of Biomedicine
Fall 2022**

Instructor:	Benjamin Smith
Email:	smithbe@sonoma.edu
Office Hours:	Tuesdays 1:30-3:30PM, Wednesdays 3-5pm; over zoom
Means of contact:	Email preferred means of contact
Class Days/Time:	Mondays and Wednesdays 1-2:50pm
Classroom:	International Hall 201

Course Description:

This class examines “Western biomedicine” as a system of cultural and communicative practices. We take up ideas of disease and illness and the concept of the “patient,” among others, alongside a concern with the characteristic interactional routines of biomedicine (e.g., the medical interview). A second major theme of the class is the way in which these healing practices produce unequal health outcomes along lines of race and class as well as other forms of social difference, a theme we take up under the concept of “medical pluralism.” Students develop a final project and paper that considers themes of social justice in medicine.

Student Learning Outcomes:

By the end of the course, students will be able to

- Identify some of the central cultural frameworks and communicative practices of Western biomedical practice
- Identify how biomedical practices stand relative to a broader, comparative understanding of healing (i.e., the issue of medical pluralism)
- Reflect on how biomedical practice structures the frameworks and practices of forms of healing understood to be its “alternatives”
- Critically evaluate how biomedical practices create and sustain inequities in health outcomes across race, class, disability and cultural identity

Readings for Class

There are no required textbooks for this class. All readings can be accessed through Canvas. Students will be required to have access to three films.

Classroom Protocol

I have the following expectations for both students and myself:

1. *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, participation points will be deducted at my discretion.
2. *Respectfulness*: Mutual respect is the foundation for successful learning. 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 the instructor and your fellow students. Everyone should feel safe to express their opinions.
3. *Communication*: We must remain in communication outside of class. Our class canvas page allows you to keep up to date on our readings, class topics, and assignment due dates. Please also regularly check your sonoma.edu email.

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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!

Course Requirements

1. *Short exams (35%)*: You will complete four short exams over the course of the semester. Your lowest grade will be dropped.
2. *Integration exercises (15%)*: We will have 6 integration exercises over the course of the semester. They will require you to reflect on a series of readings. Mostly, these exercises are online discussions. You may drop your lowest grade.
3. *Class preparation activities (20%)*: Most modules will require you to submit a reading response, or do some other activity before class. You may drop your three lowest "class prep" grades.
4. *Final project work (10%)*: You will submit items that will propel your final project forward.
5. *Final project presentation (5%) and short paper (15%)*: Your final project will culminate in an in-class presentation as well as a short, 2 page final write up.

COURSE SCHEDULE

8/23 Introductions

UNDERSTANDING THE BIOMEDICAL AS A CULTURAL SYSTEM

8/25 Cultural Character of medicine; reading response

Class reading: Davis on the cultural authority of biomedicine.

8/30 Biomedical authority: concepts of disease and illness; reading response

Class reading-1: Sullivan on the dualism of contemporary medicine

9/1 Medical authority and social roles; reading response

Class reading-1: Parsons on the “sick role”

9/6 Therapeutic authority: concepts of mental illness; reading response

Class reading-1: Luhrmann on competing visions of mental illness

9/8 Distinguishing the “institutionalized” patient; reading response

Goffman on the moral career of the mental patient

9/13 Short exam and integrative exercise; see canvas

KINDS AND CHARACTERISTICS OF MEDICAL PLURALISM

9/15 Cultural conflict-1: Hmong in a California hospital; reading response

Class reading: Fadiman. Selection from Spirit Catches You.

9/20 Cultural conflict-2: Hmong in a California hospital; reading response

Class reading: Fadiman. Selection from Spirit Catches You.

9/22 Cultural conflict-3: Hmong in a California hospital; reading response

Class reading: Fadiman. Selection from Spirit Catches You.

9/27 Cultural variation: where there is no patient; reading response

Class reading: Harvey on variability in the category “patient”

9/29 Pluralism: the biomedical, the therapeutic and the alternative; reading response

Class reading: Pritzker. The body in biomedical, complementary and integrative medicines.

10/4 Short exam; integrative exercise; see canvas

MEDICAL AUTHORITY IN LANGUAGE PRACTICES

10/6 Biomedical authority and its contingencies in interaction; reading response

Class reading: Heritage on the authority of the physician in the clinical encounter

10/11 Therapeutic authority in interaction; reading response

Class reading: Smith on language in therapy

10/13 Religious authority in medical interaction; reading response

Class reading: Perrino on Senegalese healing practices

10/18 Contesting medical authority in interaction: the patient-1; reading response

Class reading: Bergen and Stivers on patient resistance across national contexts

10/20 Contesting medical authority in interaction: the patient-2; reading response

Class reading: Stivers and Bergen on patient disclosure of non-compliance

10/25 Short exam; integrative exercise; see canvas

SOCIAL DIFFERENCE AND DISCRIMINATION IN MEDICAL INTERACTION

10/27 Does racism “interfere” with physician/patient interaction?; reading response

Class reading: race and racism in medical interaction

11/1 Racism in medical interaction-1; reading response

Class reading: the issue of “mistrust” and racism in medical interaction.

11/3 Racism in medical interaction-2; reading response

Finding-a-class-reading reading: review article on racism and medical microaggressions

11/8 Asymmetries in the socialization of patient-hood; reading response

Class reading: Stivers on race/class in how doctors question children

11/10 Immigration and language brokers in medical interaction; reading response

Class reading: child “language brokering” in medical contexts

11/15 Short exam; integrative exercise; see canvas

DISCRIMINATION IN NON-BIOMEDICAL FORMS OF INTERACTION

11/17 Does racism “interfere” with therapeutic interaction?; reading response

Class reading: stereotyping and the uptake of mental health services among Black women

11/29 Race, local and biomedical knowledges, and hypertension; reading response

Class reading: Schoenberg and Drew on hypertension

FINAL PROJECT: HOW ELSE DOES DISCRIMINATION “INTERFERE”?**12/1 Final project work-1; submit preparatory work**

In-class final project work

12/6 Final project work-2; submit preparatory work

In-class final project work

12/8 Final project presentations**Grading Policy***Grading scale*

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
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Your final project paper may be submitted within 48 hours of the deadline with a small penalty. For the other assignments, no late work is allowed.

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Basic Needs

We learn as whole people. To learn effectively, you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you are having trouble with any of those things, please visit [Student Affairs' Basic Needs webpage https://studentaffairs.sonoma.edu/basicneeds](https://studentaffairs.sonoma.edu/basicneeds) for resources to support your well-being both inside and outside the classroom.

Sonoma State University
Human Development
HD 341 Mental Health in Culture

Fall 2021

Instructor Contact

Name: Jason W. Ingersoll

Email: ingersollj@sonoma.edu

Office Hours: Mondays, 3:00-4:00pm; also by appointment (please email requested times)

<https://sonomastate.zoom.us/j/3643151207>

General Course Information

Class Days/Time: Mondays & Wednesdays, 1:00-2:50pm

Classroom: Online via Zoom only

Course Description

This course introduces students to the study of the complex and dynamic interchanges between the 1) culture and history of institutions (including psychiatry and the psychological disciplines) that have produced a concern with “mental health,” and 2) the person and the subjective experience of “mental illness” within and against this culture and history. Students in this course will be prompted to reexamine many aspects of the received knowledges and practices surrounding “mental health.” Who and what distinguishes between mental “health” and “illness”? Is “mental” health/illness distinct from “body” or “physical” health/illness? Is culture separable and distinct from “mind/body,” or “health/illness”? Are mental illnesses universal/particular? Are certain categories or classes of persons, groups, or societies less or more “protected” from or “vulnerable” to certain mental illnesses? At the end of this course students will be able to view mental illness and health in culture through a critical integrated and interdisciplinary lens sensitive to embedded forms of local and individual knowledge, practice, health, suffering, and healing.

Student Learning Outcomes:

By the end of the course, students will be able to

- Identify and recognize basic concepts in the field of culture and mental health (e.g., concepts like suffering, medicalization, culturally competent care)
- Critically reflect on psychiatry and psychiatric practice as a cultural domain and social institution as well as mental health and illness as cultural objects of knowledge, social utility, and intervention
- Identify differences in social and cultural settings through an engagement with ethnographic studies of mental health/illness across local contexts
- Critically evaluate the different methodologies used to understand the relationship between culture and mental health

Classroom Protocol

Attendance is mandatory and students should arrive on time. If you must miss a class or arrive late you must contact the instructor as soon as possible to provide a valid reason. As this course will be fully taught online, students are expected to find a quiet place with a stable internet connection, dress properly, and arrive prepared (mentally and physically) and engaged to learn. Please leave your cameras on unless you already have or can produce the instructor with a credible reason for not doing so if requested. Earphones or earbuds are highly recommended for use in each class. Cellphone use is prohibited except in case of emergency.

Course Requirements

Descriptions of graded work:

1. Participation in class activities (30%). All students are expected to fully participate in class and to complete online assignments posted on Canvas in a timely manner. There will be two primary online assignments, each due on separate days of the week:

(i) Reading Responses (15%). Each week a prompt will be posted on Canvas related to the coming week's readings requiring students to submit a thoughtful and informed response no longer (or shorter) than a full-sized paragraph (~4-6 sentences). Reading responses will be due Sunday by the end of the day in preparation for the coming week.

(ii) Discussion Forum (15%). In between Monday and Wednesday classes, a small student group assigned to that week's readings will submit to the instructor for a dedicated Canvas discussion forum an original critique or argument specifically addressing and incorporating themes, questions, and/or assertions drawn from the week's topic(s) and readings that will serve as the Discussion Forum Prompt for the rest of the class.

2. Midterm paper (30%). You will write a 5-6 page paper responding to an essay question selected based on the cumulative readings to date. Midterm paper questions will be distributed Week 8 and due Week 9.

3. Final paper (40%). You will write a 6-7 page paper analyzing an interview or case study using the theories, concepts, and methods learned in class involving a topic of your choosing in consult with the instructor. A final paper one-page abstract including a separate brief annotated bibliography will be due Week 15 (10%). The final paper will be due during finals week (30%). There is no exam during finals week for this class.

Course Schedule

Week 1 (W 8/18): Introduction, "Mental Health in Culture"

No assigned readings for this class.

Week 2 (M 8/23, W 8/25): Madness, Insanity, Abnormality, Psychiatric Disorder?

CLASS | Monday 8/23

Horwitz, A. 2020. "Before Psychiatry (Chapter 2)", in *Between Sanity & Madness*

CLASS | Wednesday 8/25

Hacking, I. 1999. "Madness: Biological or Constructed? (Chapter 4)", in *The Social Construction of What?*

WEEK 2 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 2 | Reading Response | Due Sunday 8/22 11:59PM (PST)

ASSESSMENT II | STUDENT GROUP ASSIGNMENTS

Week 2 | Student Group Assignment Sign-Up | Due Wednesday 8/25 by 1:00PM (start of class)

Week 3 (M 8/30, W 9/1): Psychiatry as Culture I & II

CLASS | Monday 8/30

Reading #1: Diagnostic and Statistical Manual of Mental Disorders: DSM-5 (short selections)

Reading #2: Young, Allan. 1997. "The Technology of Diagnosis (Chapter Five)." In *Harmony of Illusions*, 145–75. Princeton University Press.

CLASS | Wednesday 9/1

Luhmann, T. M. "The Arrow of Harm (Chapter Two)" & "The Psychiatric Scientist and The Psychoanalyst (Chapter Four)." In *Of Two Minds: The Growing Disorder in American Psychiatry*, 84-118; 158-202. New York: Knopf, 2000.

WEEK 3 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 3 | Reading Response | Due Sunday 8/29 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 3 | Discussion Prompt Submission (Student Group Only) | Due Monday 8/30 11:59PM

2. Week 3 | Student Group Discussion Forum (All Other Students) | Due Tuesday 8/31 11:59PM

Week 4 [NO CLASS M 9/6, LABOR DAY] (W 9/8): Psychiatry & Subject-Making I

NO CLASS | Monday 9/6 | LABOR DAY

No class today (Labor Day)

CLASS | Wednesday 9/8

Reading #1: Goffman, Erving. "On the Characteristics of Total Institutions (selections)." In *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*, 1-35; 43-48; 70-74. Chicago: Aldine, 1962.

Reading #2: Rosenhan, David. 1973. 'On Being Sane in Insane Places.' *Science*, 179: 250-258.

WEEK 4 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 4 | Reading Response | Due *TUESDAY* 9/7 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 4 | Discussion Prompt Submission (Student Group Only) | ****UPDATED**** Due Tuesday 9/7 12:00PM (PST)
2. Week 4 | Student Group Discussion Forum (All Other Students) | Due Tuesday 9/7 11:59PM

FYI | FILM (AND BOOK) RECOMMENDATIONS

One Flew Over the Cuckoo's Nest

Film: https://www.rottentomatoes.com/m/one_flew_over_the_cuckoos_nest

Novel: https://www.goodreads.com/book/show/332613.One_Flew_Over_the_Cuckoo_s_Nest

Girl, Interrupted Film: https://www.rottentomatoes.com/m/girl_interrupted

Autobiography: https://www.goodreads.com/book/show/68783.Girl_Interrupted

Week 5 (M 9/13, W 9/15): Psychiatry & Subject-Making II; The Therapeutic Self I

CLASS | Monday 9/13 | Psychiatry & Subject-Making II

Foucault, M. "The Means of Correct Training" & "Panopticism (selections)." In *Discipline and Punish: The Birth of the Prison*, 170-194; 200-203, 215-216, 227-228. New York: Vintage, 1995.

CLASS | Wednesday 9/15 | The Therapeutic Self I

Behrouzan, Orkideh. 2015. 'Medicalization as a way of life.' *Medicine Anthropology Theory*, 2, no. 3: 40-60.

WEEK 5 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 5 | Reading Response | Due Sunday 9/12 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 5 | Discussion Prompt Submission (Student Group Only) | Due Monday 9/13 11:59PM (PST)
2. Week 5 | Student Group Discussion Forum (All Other Students) | Due Tuesday 9/14 11:59PM (PST)

Week 6 (M 9/20, W 9/22): The Therapeutic Self II & III

CLASS | Monday 9/20

Rose, Nikolas. 2003. 'Neurochemical Selves.' *Society*, 41, no. 1: 46-59.

CLASS | Wednesday 9/22

Sax, William. 2014. 'Ritual Healing and Mental Health in India.' *Transcultural Psychiatry*, 51, no. 6: 829-849.

WEEK 6 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 6 | Reading Response | Due Sunday 9/19 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 6 | Discussion Prompt Submission (Student Group Only) | Due Monday 9/20 11:59PM

2. Week 6 | Student Group Discussion Forum (All Other Students) | Due Tuesday 9/21 11:59PM (PST)

Week 7 (M 9/27, W 9/29): Culture & Psychiatry I & II

CLASS | Monday 9/27

Kleinman, A. "What Is A Psychiatric Diagnosis? (Chapter 1)" & "Do Psychiatric Disorders Differ in Different Cultures? Methodological Questions (Chapter 2)." In *Rethinking Psychiatry: From Cultural Category to Personal Experience*, 1988.

CLASS | Wednesday 9/29

Reading #1: Good, Byron. 1997. 'Studying Mental Illness in Context: Local, Global, or Universal?' *Ethos*, 25: 230-248.

Reading #2: Eguchi, Shigeyuki. 1991. 'Between Folk Concepts of Illness and Psychiatric Diagnosis: Kitsune-Tsuki (Fox Possession) in a Mountain Village of Western Japan.' *Culture, Medicine & Psychiatry*, 15: 421-452.

WEEK 7 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 7 | Reading Response | Due Sunday 9/26 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 7 | Discussion Prompt Submission (Student Group Only) | Due Monday 9/27 11:59PM

2. Week 7 | Student Group Discussion Forum (All Other Students) | Due Tuesday 9/28 11:59PM

Week 8 (M 10/4, W 10/6): Embodiment and Suffering, "Subjectivity, Self, & The Person"

CLASS | Monday 10/4

Taylor, Charles. 1985. "The Person", In *The Category of the Person*.

CLASS | Wednesday 10/6

Good, Byron. 2012. 'Theorizing the "Subject" of Medical and Psychiatric Anthropology', *Journal of the Royal Anthropological Institute*, 18: 515–535.

WEEK 8 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 8 | Reading Response | Due Sunday 10/3 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 8 | Discussion Prompt Submission (Student Group Only) | Due Monday 10/4 11:59PM
2. Week 8 | Student Group Discussion Forum (All Other Students) | Due Tuesday 10/5 11:59PM

ASSESSMENT III | MIDTERM EXAM PAPER QUESTIONS DISTRIBUTED

Week 8 | Midterm Exam Paper Questions Distributed (W 10/6)

Week 9 (M 10/11, W 10/13): Embodiment and Suffering, "Narrative & Experience"

CLASS | Monday 10/11

Kleinman, Arthur. "The Personal and Social Meanings of Illness (Chapter One)" & "The Meaning of Symptoms and Disorders (Chapter Two)." In *The Illness Narratives: Suffering, Healing, and the Human Condition*, 3-55. New York: Basic Books.

CLASS | Wednesday 10/13

Reading #1: Lovell, Anne M. 1997. "'The City Is My Mother": Narratives of Schizophrenia and Homelessness.' *American Anthropologist* 99, no. 2: 355–68.

Cain, Carol. 1991. 'Personal stories: Identity acquisition and self-understanding in Alcoholics

Anonymous.' *Ethos* 19, no. 2: 210-253.

WEEK 9 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 9 | Reading Response | Due Sunday 10/10 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

Week 9 | NO STUDENT GROUP DISCUSSION ASSIGNMENTS THIS WEEK | MIDTERM EXAM WEEK
ASSESSMENT III | MIDTERM EXAM PAPERS | **DUE FRIDAY** 10/15 11:59PM (PST)

Week 9 | MIDTERM EXAM PAPERS | **DUE FRIDAY** 10/15 11:59PM (PST)

Week 10 (M 10/18, W 10/20): Depression & Somatization

CLASS | Monday 10/18

Kleinman, Arthur. 1982. 'Neurasthenia and Depression: A Study of Somatization and Culture in China.' *Culture, Medicine and Psychiatry* 6: 117-190.

CLASS | Wednesday 10/20

Lee, Sing. 1999. 'Diagnosis Postponed: Shenjing Shuairuo and The Transformation of Psychiatry in Post-Mao China.' *Culture, Medicine and Psychiatry* 23: 349–380.

WEEK 10 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 10 | Reading Response | Due Sunday 10/17 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 10 | Discussion Prompt Submission (Student Group Only) | Due Monday 10/18 11:59PM
2. Week 10 | Student Group Discussion Forum (All Other Students) | Due Tuesday 10/19 11:59PM

Week 11 (M 10/25, W 10/27): Schizophrenia & Psychoses

CLASS | Monday 10/25

Jenkins, Janis. "Schizophrenia as a Paradigm Case for Understanding Fundamental Human Processes (Chapter 1)." In *Schizophrenia, Culture, and Subjectivity: The Edge of Experience*, Jenkins, Janis D., and Robert J. Barrett (eds.), 29-61.

CLASS | Wednesday 10/27

Desjarlais, Robert. 1997. 'Struggling Along: The Possibilities for Experience Among the Homeless Mentally Ill.' *American Anthropologist*, 96, no. 4: 886-901.

WEEK 11 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 11 | Reading Response | Due Sunday 10/24 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 11 | Discussion Prompt Submission (Student Group Only) | Due Monday 10/25 11:59PM
2. Week 11 | Student Group Discussion Forum (All Other Students) | Due Tuesday 10/26 11:59PM

Week 12 (M 11/1, W 11/3): Eating Disorders; Addiction

CLASS | Monday 11/1

Lester, R. *Famished: Eating Disorders and Failed Care in America*. Oakland, California: University of California Press, 2019. (selections)

CLASS | Wednesday 11/3

Schüll, N. *Addiction by Design: Machine Gambling in Las Vegas*. Princeton: Princeton University Press, 2012. (selections)

WEEK 12 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 12 | Reading Response | Due Sunday 10/31 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 12 | Discussion Prompt Submission (Student Group Only) | Due Monday 11/1 11:59PM

2. Week 12 | Student Group Discussion Forum (All Other Students) | Due Tuesday 11/2 11:59PM

ASSESSMENT III | FINAL EXAM PAPER

BEGIN DISCUSSIONS W/INSTRUCTOR RE: FINAL EXAM PAPER ABSTRACT & BIBLIOGRAPHY [DUE SUNDAY 11/21 11:59PM (PST)]

Week 13 (M 11/8, W 11/10): Race/Ethnicity, Difference, & [Mental] Disorder

CLASS | Monday 11/8

Fanon, F. *Black Skin, White Masks*. New York: Grove Press, 1967. (selections)

CLASS | Wednesday 11/10

Santiago-Irizarry, V. *Medicalizing Ethnicity: The Construction of Latino Identity in a Psychiatric Setting*. Ithaca: Cornell University Press, 2001. (selections)

WEEK 13 | ASSESSMENTS

ASSESSMENT I | READING RESPONSE

Week 13 | Reading Response | Due Sunday 11/7 11:59PM (PST)

ASSESSMENT II | DISCUSSION FORUM

1. Week 13 | Discussion Prompt Submission (Student Group Only) | Due Monday 11/8 11:59PM

2. Week 13 | Student Group Discussion Forum (All Other Students) | Due Tuesday 11/9 11:59PM

ASSESSMENT III | FINAL EXAM PAPER

CONTINUE DISCUSSIONS W/INSTRUCTOR RE: FINAL EXAM PAPER ABSTRACT & BIBLIOGRAPHY [DUE SUNDAY 11/21 11:59PM]

Week 14 (M 11/15, W 11/17): Gender & Mental Illness/Health

CLASS | Monday 11/15

Martin, Emily. 1987. "Medical Metaphors of Women's Bodies: Menstruation and Menopause," in *The Woman in the Body: A Cultural Analysis of Reproduction*, 27-53. Boston: Beacon Press.

CLASS | Wednesday 11/17

Metzel, Jonathan. 2003. "Mother's Little Helper: The Crisis of Psychoanalysis and the Miltown Revolution." *Gender & History* 15(2): 228-255.

WEEK 14 | ASSESSMENTS
 ASSESSMENT I | READING RESPONSE
 Week 14 | Reading Response | Due Sunday 11/14 11:59PM (PST)
 ASSESSMENT II | DISCUSSION FORUM
 1. Week 14 | Discussion Prompt Submission (Student Group Only) | Due Monday 11/15 11:59PM
 2. Week 14 | Student Group Discussion Forum (All Other Students) | Due Tuesday 11/16 11:59PM
 Assessment III | FINAL EXAM PAPER
 Week 15 | FINAL EXAM PAPER | Final Exam Paper Abstract w/Bibliography **DUE SUNDAY**
 11/21 11:59PM

Week 15 (M 11/22) [NO CLASS W 11/24, THANKSGIVING]: Trauma, Violence, & Poverty

CLASS | Monday 11/22

Farmer, P. Pathologies of Power: Health, Human Rights, and the New War on the Poor.

University of California Press, 2003.

NO CLASS | Wednesday 11/24 | THANKSGIVING
 No class today (Thanksgiving)
 WEEK 15 | ASSESSMENTS
 ASSESSMENT I | READING RESPONSE
 Week 15 | Reading Response | Due Sunday 11/21 11:59PM
 ASSESSMENT II | DISCUSSION FORUM
 Week 9 | NO STUDENT GROUP DISCUSSION ASSIGNMENTS THIS WEEK | MIDTERM EXAM WEEK
 Assessment III | FINAL EXAM PAPER
 Week 15 | FINAL EXAM PAPER | Final Exam Paper Abstract w/Bibliography **DUE SUNDAY**
 11/21 11:59PM

Week 16 (M 11/29, W 12/1): Global Mental Health — A Path Forward?

CLASS | Monday 11/29

Video Lecture (52 min): Kirmayer, L. 2012. "Revisioning Psychiatry: Cultural Phenomenology, Critical Neuroscience, and Global Mental Health."

Link: <http://somatosphere.net/2012/laurence-kirmayer-revisioning-psychiatry-cultural-phenomenology-critical-neuroscience-and-global-mental-health.html/>

CLASS | Wednesday 12/1

Video #1 (23 min): Patel, Vikram. 2012. "Why mental health matters to global health."

Link: <https://vimeo.com/48897107>

Video #2 (11 min): Summerfield, D. 2012. "Why export mental health?"

Link: <https://vimeo.com/54631746>

WEEK 16 | ASSESSMENTS
 ASSESSMENT I | READING RESPONSE
 Week 16 | Reading Response | Due Sunday 11/28 11:59PM (PST)
 ASSESSMENT II | DISCUSSION FORUM

1. Week 16 | Discussion Prompt Submission (Student Group Only) | Due Monday 11/29 11:59PM
2. Week 16 | Student Group Discussion Forum (All Other Students) | Due Tuesday 11/30 11:59PM

Finals week: (F 12/10): ****FINAL EXAM PAPERS DUE****

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**Sonoma State University
Human Development Program**

HD 450 Producing Research on the Life Course

Spring 2022

Instructor:	Benjamin Smith
Email:	smithbe@sonoma.edu
Office Hours:	Tuesdays 1:30-3:30PM, Wednesdays 3-5pm; over zoom
Means of contact:	Email preferred means of contact
Class Days/Time:	Wednesdays 2-5:40pm
Classroom:	PhysEd 31

Course Description:

This course trains students in how to produce and present research on the life course, with an emphasis on qualitative research design. After considering what it means to pose an interesting, viable, and ethical research design, the class provides training in a method central to the study of the cultural character of the life course: the life history. Students will develop and carry out a collaborative research project throughout the course of the class, and they will help organize a conference in which they will report on their results.

Student Learning Outcomes:

By the end of this class, students will be able to

- Demonstrate competence in methodologically and ethically sound forms of qualitative research design.
- Carry out a collaborative research project that makes rigorous use of the life history method.
- Present research in a compelling, coherent way in a public setting.
- Organize a mini-conference in which they present on their research.

Readings for Class

There are no required textbooks for this class. All readings can be accessed through Canvas. Students will be required to have access to three films.

Classroom Protocol

I have the following expectations for both students and myself:

1. *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, participation points will be deducted at my discretion.
2. *Respectfulness*: Mutual respect is the foundation for successful learning. 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 the instructor and your fellow students. Everyone should feel safe to express their opinions.
3. *Communication*: We must remain in communication outside of class. Our class canvas page allows you to keep up to date on our readings, class topics, and assignment due dates. Please also regularly check your sonoma.edu email.

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!

Course Requirements

1. *Project-related submissions (15%)*: In the second half of the class, you will be regularly submitting parts of your research project (copies of transcripts, an account of your coding system, etc.).
2. *Mini-conference organization and engagement (15%)*: The class culminates in a mini-conference that students organize as well as use as a venue for their research. This part of your group assesses your participation in this work.

3. *Class preparation exercises (20%)*: Most modules will require you to contribute to some kind of discussion forum, submit a reading response, complete a quiz, or do some other activity. You may drop your two lowest exercise grades.
4. *Final paper (30%)*: You will develop a research project over the course of the semester. This will result in a 5-6 page paper due during exam week.
5. *Exam (25%)*: The exam consists of true/false questions, short answer questions and two or more short essay questions.

Course Schedule

1/23 Class intros

1/30 An intro to research design: paradigms and research questions

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

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

2/6 Q Ethical research practice: reflexivity and informed consent

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

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

2/13 Community-engaged research; literature review activity introduced

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

2/20 Reviewing the literature, continued; BRING LAPTOP TO CLASS

2/27 Sampling in qualitative research; research proposals

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

3/6 Exam

3/13 Q Types of Interviews; the life history in HD scholarship

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

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

3/27 Preparing for and doing life history research

Coles, Arda and J. Gary Knowles. 2000. Chapter 3 and 4. *Lives in Context: The Art of Life History Research*. London: Altamira Press.

4/3 Conducting life history research-1

See canvas for prompt on project.

4/10 Conducting life history research-2

See canvas for prompt on project.

4/17 Project Coding and Analysis-1; submit audio files

Consult the following link during class:

<https://www.nature.com/articles/sj.bdj.2008.292#t1>

4/24 Project Coding and Analysis-2

Selections from Charmaz, Kathy. 2014. *Constructing Grounded Theory, Second Edition*. London: Sage Press.

5/1 Conference Preparation

See canvas link for video to watch before class.

5/8 Conference

5/16 Final paper due date

Grading Policy

Grading scale

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%

B-	83-80%	D-	63-60%
C+	79-77%	F	59% or less

Late Work Policy

Your final paper and exam may be submitted within 48 hours of the deadline with a small penalty. For the other assignments, no late work is allowed.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [How to Register](https://registrar.sonoma.edu/how-register#howto) <https://registrar.sonoma.edu/how-register#howto> has step-by-step instructions and important deadlines and penalties for adding and dropping classes.

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Schulz 1014A, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on [Disability Access for Students](https://policies.sonoma.edu/policies/disability-access-students) <https://policies.sonoma.edu/policies/disability-access-students>.

Emergency Evacuation

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Academic Integrity

Students should be familiar with the University's [Cheating and Plagiarism Policy](https://policies.sonoma.edu/policies/cheating-and-plagiarism) <https://policies.sonoma.edu/policies/cheating-and-plagiarism>. 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 coursework. 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 failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Additional Resources

Writing Support

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HD 490: Senior Project

General Course Information

- Prerequisites: Upper-division HD majors only

Instructor information

Pamela Abbott-Enz, Ph.D, MPA, CPG

abbotten@sonoma.edu

See below for office hours information

Course Description

A senior capstone course devoted to senior projects required of Human Development students.

Course Goals and Learning Objectives

The primary goal of this course is to help students prepare for life after graduation from SSU with a BA in Human Development. Students will accomplish this goal in two ways:

1. By working in groups to research a career area relevant to Human Development, building a Google Doc for future reference, and presenting their findings to the class.
2. By participating in class discussions on topics designed to help graduating students prepare for life after SSU, whether that's a job or graduate school.

Required Texts/Readings

There is no required text for HD 490. All readings/resources will be made available through Canvas.

Anything I want you to read or review before we meet will be listed on Canvas.

Office Hours

Office hour appointments will be carried out over Zoom or phone BY APPOINTMENT. Please contact me directly via Canvas In-Box, and we can set up some time. My schedule is relatively flexible, and want to support your learning, so reach out!

Course Requirements

Your grade in HD 490 will be based on the following:

1. Class and Discussion Activities (50%)
2. Career Presentation (50%)

Class and Discussion Activities

Half of your grade in HD 490 is based on your participation and class and discussion activities. "Participation," in this case, means submitting responses to discussion activities and submitting other information as requested (e.g., resumes).

Students can miss up to two class/discussion activities with no consequence for their final grade.

Career Presentation

Half of your grade in HD 490 is based on your contribution to a career presentation to be submitted via Canvas. This is a semester-long project. Please see the Career Presentation link for more information.

Grading Policy

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

93 - 100% = A
90 - 92.9% = 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

Class Policies

Syllabus Modifications

The instructor reserves the right to modify anything in the syllabus and course outline.

Attendance and Participation

Class is scheduled for Thursday, 3-3:50 pm. Once a month, students will be required to attend a live-camera zoom session. For the rest of the scheduled sessions, assignments have been posted, most designed to take one hour to complete. Please use this class time to complete the assignment for each week.

Student Conduct

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency.

University Policies

There are important University policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures; accommodations for students with disabilities and the diversity vision statement. See [Important Policies and Procedures for Students](http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml) <http://www.sonoma.edu/uaffairs/policies/studentinfo.shtml>.

Dropping and Adding

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