TO: The Executive Committee
FROM: The Committee on Instruction and Curriculum (CIC)
SUBJECT: 14-15 CIC 17: Human Development application for D1-3 GE
PURPOSE: For Action by the Academic Senate

BACKGROUND INFORMATION:
At its meeting on February 2, 2015, CIC unanimously approved Human Development in Contemporary Society 2001 course for lower division area D. Prior to the approval, the CIC was told by the department chair, Keri O'Neal, that the instructor would be provided graders and that, when enrollment exceeds 90 pursuant to CLASS policy, there will be a 1.5 workload multiplier due to the large enrollment (100 course cap). To give the students more of a small-enrollment feel, students will work in groups and only have access to group boards and the like, rather than a massive online structure for all of the students.

ACTION REQUESTED:
That the Academic Senate accept Human Development’s application for lower division GE credit for their Human Development in Contemporary Society 2001 course.
Application for General Education Credit  
for Lower Division Social Science Course (Area D1-3)  

Course title Human Development in Contemporary Society  
Course number 2001  
Maximum enrollment 100  

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible in your explanations, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students’ acquisition of the learning outcomes. Remember, there may be no one on the review committees who has any knowledge of your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.  

Please use this template to address ALL of the following learning outcomes.  

Courses in this area acquaint students with fundamental principles and methods of inquiry, theoretical problems, and applications grounded in social science disciplines whose field of study is human behavior in its social environment.  

1. Students will demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society.  
State at least two standard or basic theories and models  

Students are exposed to several of the major theories in the social sciences. This includes but is not limited to Bronfenbrenner’s Ecological Model, Learning Theory, Attachment Theory, and Piaget’s Theory of Cognitive Development. Each theory is reviewed and integrated in course material, discussion questions, and exam questions. Theories are critically reviewed and applicability is considered in multi-cultural contexts. Indicator: Successful use in exams, written work, and in class discussion.  

Define key disciplinary terms  

Several of the key concepts used for this course include but are not limited to lifespan, culture, development, collectivistic, individualistic, theory, methodology, identity, socialization, and ethnocentrism. Students will have various opportunities to demonstrate their level of comprehension with these terms in exams, class discussions, and short essays. Indicator: Successful use in exams, written work, and in class discussion.  

Identify professional applications of disciplinary concepts  

Throughout the course current news events are discussed which provide students the opportunity to practically apply course concepts. Indicator: Successful use in exams, written work, and in class discussions.
2. Students will demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines.

   Identify key research issues

   Students will be exposed to a variety of research issues throughout the class. Current issues are integrated into course material and group discussions. Further, students will be reading and critiquing academic journal articles on topics relevant to the course. Indicator: Successful use in class discussions, exams, and completion of journal article critiques.

   Describe how hypotheses or research questions are formed

   As part of the aforementioned journal article critiques, students are asked to think about the strengths and weaknesses of the piece. They are then asked to think about how it helps us to better understand the developing human. Indicator: Successful completion of article critiques.

   List examples of data that are examined

   Students will be exposed to a wide range of social science data. Particular attention will be given towards current trends of the developing individual across the lifespan. For example, when looking at the adolescent period the class will examine current teen pregnancy trends – both in the U.S. and globally. Indicator: Successful use in class discussions, written work, and exams.

   Describe how data are analyzed

   Students will be exposed to a variety of methodologies in the social sciences, both qualitative and quantitative. They will be challenged to think about how culture influences the type of data collected and what inferences can or cannot be drawn due to culture. Indicator: Successful use in exams, in class discussions, written work.

   *Appendix A provides an abstract of the type of journal article students are exposed to in the course.

3. Students will demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global
Multiple opportunities exist in this course for students to consider and explain diversity and the societal influences on both individual and collective human behavior. In course materials, students are asked to consider the impact of culture and to articulate the similarities and differences that exist. Additionally, exams will allow students the opportunity to demonstrate, in written form, their understanding of diversity. Indicator: Successful use in exams, in class discussions, and written work.

4. Students will demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States.

The nature of this course easily lends itself to discussions of the developing human outside of the U.S. As previously mentioned trends will be examined using global data. Indicator: Successful use in exams, written work, and in class discussions.

5. Students will demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting US society as applied to human behavior. (Possible areas include: biomedical and health issues, class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)

Weekly, students will be exposed to a variety of contemporary topics confronting US society as applied to human behavior. They will be asked to think about their own stance on these issues and articulate them to the rest of the class. Critical thinking and articulation of a position will be required. (See Appendix B)

Additionally, students will write a short essay discussing, and giving examples, of how our current culture impacts human development in a given age range. (See Syllabus).
Sample Syllabus

CALIFORNIA STATE UNIVERSITY, EAST BAY
Department of Human Development & Women’s Studies

HDEV 2001: Human Development in Contemporary Society

Course Objective: This is an introductory course examining the social and environmental issues influencing the developing human across the lifespan. Particular attention is given to how current societal conditions impact development.

Student Learning Outcomes:

Students will be able to articulate and demonstrate the experiences of the developing human in contemporary society using scientific, methodological, and theoretical knowledge.

Students will be able to articulate and demonstrate the diversity within and amongst developing individuals in contemporary society.

Students will be able to apply critical thinking skills to evaluate human development in contemporary society.

Required Reading:


Additional weekly readings will be provided for you.

Grading:
Each student’s grade is calculated on a 150 point system, with letter grades assigned according to a standard grading scale (A = 150-140; A- = 139-135; B+ = 134, B = 133-125; B - = 124 - 120; C+ = 119; C = 118 to 110; C- = 109 - 105; D+ 104; D = 103 – 95; D - = 94- 90; F= 89 and below).
I will strictly adhere to this grading scale. If, for example, you receive 139 points you will get an “A-“. Please do not ask me to bump you up to the next grade; whatever you earn that will be your grade. No exceptions.

The total possible 150 points are broken down as follows:

* 70 points total for the quizzes. Quizzes will be taken for each unit. There will be 7 quizzes total worth 10 points each. The quizzes will be given online and will be open note/book. The format will be short essay, multiple choice, and true/false. Your quizzes will be based on these sections of the textbook and additional course related material posted per unit.

*70 points total for Reading Responses; 7 responses worth 10 points total. Each unit will have one article that corresponds to the topic for the unit. This may be an article from a scholarly journal, an article from the mainstream media, or a piece of fiction.

Discussion questions will accompany each reading.

You will post your response to these questions on discussion boards created for each unit.

Your response is worth 8 points.

To receive the additional 2 points available for the unit you will comment on one other student’s work. This must be a meaningful comment to receive credit. It is not appropriate to just say “I liked what you wrote.” You must be more specific. You may find that you agree with the student and can state why or you may respectfully disagree with the student and state why.

*10 points total for short essay on the impact of contemporary society on the developing human. Due at the end of Unit 5.

In this assignment I want you to select one of the following age ranges: infancy, toddler/preschool, elementary, adolescent, young adult, middle adult, or senior adult. Then you are to discuss how our current culture impacts how an individual develops through that age range.

In your essay:
First, describe how you are defining the age range you selected and why you chose that particular age. Then indicate how you are choosing to define culture.

Second, clearly state how you believe culture is impacting individuals’ development in your chosen age range.

Third, provide an example to back up your belief. This may be a personal story, something you have witnessed, something you have read or seen in the media, etc.

My expectation in terms of length is that it will be roughly 2-3 paragraphs in length. I will grade it not only on content but also on grammatical accuracy. So please make sure you proofread carefully before posting.

You will post this assignment on Blackboard on the Discussion Board entitled “Women and the Media.” This will be located towards the beginning of all the boards and comes right after the board entitled “Open Forum.” You are NOT required to respond to another student’s post. You may if you’d like but it will not be graded or given any points.

Unit Topics

Unit 1 (textbook, pages 3 – 40)

The Birth of a Human Being: What Makes Us Who We Are?
The Balancing Act: Psychodynamic Insights

Unit 2 (textbook, pages 41 – 91)

A Secure Base: The Importance of Attachment
The Emergence of Reason: The Developing Ability to Understand
Making Connections: Ideas from Behaviourism

Unit 3 (textbook, pages 92-128)

Who Am I Going to Be? Adolescence, Identity and Change
Acting Like a Grown-up: Challenges of Adulthood
Unit 4 (textbook, pages 129 – 144)
No Man Is an Island: Family Systems and Their Life Cycle

Unit 5 (textbook, pages 145 – 160)
Access to Adulthood: Growing up with a Disability

Unit 6 (textbook, pages 161 – 176)
It Takes a Village: The Sociological Perspective

Unit 7 (textbook, pages 177 – 202)
Coming to a Conclusion: Themes in Old Age
That Good Night: Death, Dying and Bereavement

****If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency, please contact me as soon as possible

**** If at any time you are experiencing difficulty with the material please ask me questions and get clarification! Do this promptly; don't wait until the end of the quarter!

****MAKE-UP EXAMS WILL ONLY BE GIVEN DUE TO EXTREME CIRCUMSTANCES THAT ARE PRE-APPROVED PRIOR TO THE EXAM DATE.

****By enrolling in this class the student agrees to uphold the standards of academic integrity described in the catalog at: http://www20.csueastbay.edu/academic/academic-policies/academic-dishonesty.html.
Differences in Teenage Pregnancy Rates Among Five Developed Countries: The Roles of Sexual Activity and Contraceptive Use

By Jacqueline E. Darroch, Susheela Singh, Jennifer J. Frost and the Study Team

Context: Adolescent pregnancy, birth, abortion and sexually transmitted disease (STD) rates are much higher in the United States than in most other developed countries.

Methods: Government statistics or nationally representative survey data were supplemented with data collected by private organizations or for regional or local populations to conduct studies of adolescent births, abortions, sexual activity and contraceptive use in Canada, the United States, Sweden, France and Great Britain.

Results: Adolescent childbearing is more common in the United States (22% of women reported having had a child before age 20) than in Great Britain (15%), Canada (11%), France (6%) and Sweden (4%); differences are even greater for births to younger teenagers. A lower proportion of teenage pregnancies are resolved through abortion in the United States than in the other countries; however, because of their high pregnancy rate, U.S. teenagers have the highest abortion rate. The age of sexual debut varies little across countries, yet American teenagers are the most likely to have multiple partners. A greater proportion of U.S. women reported no contraceptive use at either first or recent intercourse (25% and 20%, respectively) than reported nonuse in France (11% and 12%, respectively), Great Britain (21% and 4%, respectively) and Sweden (22% and 7%, respectively).

Conclusions: Data on contraceptive use are more important than data on sexual activity in explaining variation in levels of adolescent pregnancy and childbearing among the five developed countries; however, the higher level of multiple sexual partnership among American teenagers may help explain their higher STD rates.

Family Planning Perspectives, 2001, 33(5):244-250 & 281
Read the following two articles.

Discussion Questions: Do you agree with the arguments? Do you think identity development is influenced by such stereotypes? What solutions or compromises, if any, do you think should be reached?

Stereotypes/Discrimination/Identity

By David P. Rider, Ph.D.

One of Psychology's most respected authors, Erik Erikson (1968), noted that minorities throughout the world have struggled to maintain an ethnic identity, even when forced to co-exist within the context of a dominant culture. In nations where ethnic minorities were historical victims of persecution, oppression, slavery, or genocide, the dominant culture typically invokes prejudicial attitudes toward the minority group as a justification for the actions of the oppressor group (Cox, 1948; Trimble, 1988).

Laboratory research readily demonstrates that when one group of experimental subjects is directed to inflict pain or harm to members of another experimental group of subjects, the "victim" group is routinely derogated and dehumanized verbally by the "oppressor" group (Davis & Jones, 1960; Glass, 1964; Worchel & Andreoli, 1978). By developing such negative attitudes toward their own victims, "exploiters can not only avoid thinking of themselves as villains, but they can also justify further exploitation" (Franzoi, 1996, p. 394).

Negative images and attitudes toward American Indians have served precisely the same function: To protect the historical oppressors from a sense of guilt over the atrocities committed against Indians and to justify further exploitation. Indians as well as other ethnic minorities in America today "become acutely aware of the [negative] evaluations of their ethnic group by the majority white culture" (Santrock, 1997, p. 402). In a study of identity formation among minorities, Phinney (1989) reported that African Americans, Asian Americans, Hispanics, and American Indians all suffer from negative stereotypes imposed by the dominant American culture, which denigrates precisely those aspects of ethnic culture that minorities take pride in.

Research on the adverse outcome of such negative stereotypes on the functioning of minorities in America is voluminous (see Spencer & Dombusch, 1990, for an overview). Negative appraisals of non-whites in America lead to perceptions among minorities that employment avenues are cut off and that success is out of their reach.

Nowhere are such negative appraisals of minority groups more blatant than in the mascots and Indian names of sports teams that proliferate in the American education system. While other minority groups in America must endure negative stereotypes, Indians are the only minority group that has those stereotypes advertised in government-funded public schools. Indian mascots help to promote and perpetuate the dehumanizing stereotypes that developed among European colonizers centuries ago. As such, they are harmful to both Indians and non-Indians. Indians endure the psychological damage of seeing cartoon-like caricatures of themselves embodied in the mascots, perhaps the ultimate in dehumanizing victims. It is no coincidence that Indians have the highest suicide rate, school drop-out rate, and unemployment rate of any group in the United States.
Indian mascots also harm non-Indians, for they perpetuate stereotypes that impair students from learning accurate accounts of American history and Indian/white relations throughout the post-contact era.

Adapted from: Why Educators Can't Ignore Indian Mascots

By Dr. Cornel Pewewardy

The Issues

Many schools around the country exhibit Indian mascots and logos, using nicknames, and doing the tomahawk chop in sports stadiums with inauthentic representations of Indigenous cultures. Many school officials think they are honoring Indigenous Peoples and insist their schools' sponsored activities aren't offensive, but rather a compliment. However, I argue otherwise. There's nothing in Indigenous cultures that I'm aware of that aspires to be a mascot, logo, or nickname for athletic teams. Teachers should research the matter and discover that Indigenous Peoples would never have associated the sacred practices of becoming a warrior with the hoopla of a pep rally, half-time entertainment, or a side-kick to cheerleaders. Even though this issue has become as American as apple pie and baseball, making fun of Indigenous Peoples in athletic events across the country is wrong!

This behavior makes a mockery of Indigenous cultural identity and causes many young Indigenous people to feel shame about who they are as a cultural being, because racial stereotypes play an important role in shaping a young person's consciousness. Subjective feelings, such as inferiority, are an integral part of consciousness, and work together with the objective reality of poverty and deprivation to shape a young person's worldview. Beginning with Wild West shows and continuing with contemporary movies, television, and literature, the image of Indigenous Peoples has radically shifted from any reference to living people to a field of urban fantasy in which wish fulfillment replaces reality. The challenge that we have today is to deconstruct a reality that has been manufactured by the American media and scholars.

 Manufactured Images

The portrayal of Indigenous Peoples in sports takes many forms. Some teams use generic Indigenous names, such as Indians, Braves, or Chiefs, while others adopt specific tribal names like Seminoles, Cherokees, or Apaches. Indian mascots exhibit either idealized or comical facial features and "native" dress ranging from body-length feathered (usually turkey) headdresses to more subtle fake buckskin attire to skimpy loincloths. Some teams and supporters display counterfeit Indigenous paraphernalia, including tomahawks, feathers, facial paints, symbolic drums and pipes, as well as mock-Indigenous behaviors, such as the "tomahawk chop," dances, chants, drumbeating, war-whooping and symbolic scalping.

So-called Indian mascots reduce hundreds of Indigenous tribes to generic cartoons. These "Wild West" figments of the white imagination distort both Indigenous and non-Indigenous children's attitudes toward an oppressed -- and diverse -- minority. Schools should be places where students come to unlearn the stereotypes such mascots represent. The Indigenous portrait of the moment may be bellicose or ludicrous or romantic, but almost never is the portrait we see of Indian mascots a real person. Most children in America do not have the faintest idea that "Indigenous Peoples" are real human beings.
Children's self images are very pliable and susceptible to external forces, especially if they are steeped in violent and negative images. Unfortunately, for Indigenous Peoples many false images of ethnicity still dominate the consciousness of the American psyche. I have found that many ethnic images have been manufactured and created in the image of other racial groups. The manufactured "savage," "pagan," "retarded," "culturally deprived," non-European is the flipside of the European Civilization myth. Many ethnic images distort reality while creating new and seductive realities of their own. Students in schools cannot understand the realities of modern American life and the prospect for the next generations without understanding the popular images of the past and the present.

Conclusion

If your team name were the Pittsburgh Negroes, Kansas City Jews, Redding Redskins, Houston Hispanics, Chicago Chicanos, San Francisco Asians, or Washington Whities, and someone from those communities found the invented name, stereotyped labels, and ethnic symbols associated with it offensive and asked that it be changed, would you not change the name? If not, why not?

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