



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

| Name | User ID | College | Department |
|-----------------|---------|-----------------------------------|---------------|
| KATHRYN HYNES | kbh13 | Health and Human Development (HH) | Not Available |
| SHANNON CORKERY | sac301 | Health and Human Development (HH) | Not Available |

Academic Home: Health and Human Development (HH)

Type of Proposal: Add Change Drop

Course Designation

(HDFS 254N) Reading Our Lives: Understanding Diversity and Human Development through Memoirs

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Diversity & HumDev
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Human Development And Family Studies (UPHH_HDFS)

Effective Semester: FA 2018

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Students will learn to critically read, interpret, and integrate information from the humanities and social sciences to explore the way people and their environments interact to influence human development. The course is designed to increase students' exposure to and comfort with diverse groups, while teaching them to use social science research and theory as a framework for critical and compassionate discussions about diverse experiences and developmental outcomes.

Specifically, the course will be divided into units that each include a memoir, relevant social science research and theory, additional personal narratives (e.g. students sharing their own experiences or conducting interviews, to increase exposure to diverse experiences), and discussion. Faculty may vary the memoirs and corresponding social science theories and research based on their areas of expertise, pressing social issues, or cutting-edge contemporary memoirs, but for all offerings:

- Each set of memoirs should include significant variation in racial, cultural, socioeconomic, and historical contexts. To maintain the US Cultures designation, 75% of the memoir material should relate to US cultures; the remaining 25% may be US or international.
- The social science material may vary to correspond to the topics raised in the selected memoirs, but each course offering should include micro- and macro-analytic perspectives, requiring students to understand the range of contexts influencing people's beliefs, behaviors, and outcomes.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Foundational Frameworks and Course Themes (2 weeks):

- Key social science themes (e.g. lifespan development, ecological systems theory, inequality)
- Core humanities themes (e.g. values, cultural relativism vs. universalism, narratives and objective facts, structure and agency)
- Methods of inquiry: Social science and humanist methods (differences, similarities, strengths, limitations, and uses of each)

Memoir Unit 1 (2-3 weeks)

Memoir Unit 2 (2-3 weeks)

Memoir Unit 3 (2-3 weeks)

Memoir Unit 4 (2-3 weeks)

Each memoir unit should include:

- A memoir, relevant social science research and theory, relevant humanist themes, additional personal narrative(s), and a skill-based lesson
- Assignments to foster integration across themes, theories, and information sources

Cross-Unit Integration (2 weeks)

- Discussion and final project requiring analysis of a core humanist theme's contribution to our understanding of human development, through integration of social science and personal narrative sources from several memoir units

Examples of memoir unit content

Sample Memoir Unit 1

- Memoir: The Other Wes Moore by Wes Moore: Examines the divergent trajectories of two African-American youth with the same name from a poor urban neighborhood
- Social science theory and research about resilience and stereotypes
- Humanities themes: Choice and agency; perceptions and personal narratives
- Other narratives: Students will share their own experiences with the class
- Skill-based learning introducing the characteristics of quality discussions (critical and compassionate, engaging multiple perspectives and information sources, focused) and a discussion quality rubric
- Individual reflection assignment, discussion preparation, integrative discussion

Sample Memoir Unit 2

- Memoir: Hillbilly Elegy by J.D. Vance: Examines the childhood and coming of age of Vance, who grew up in a poor, rural, white community
- Social science theory and research about how culture shapes beliefs and behavior, and about adapting to different cultures
- Humanities themes: Values, cultural relativism
- Other narratives: Each student will conduct an interview with someone who grew up in a culture different from the student's own, students will share what they learned from these interviews with the class
- Skill-based learning around interviewing and listening
- Individual reflection assignment, discussion preparation, integrative discussion

Course Description:

Students will explore the way people and their environments interact to influence human development through the integration of memoirs and other personal narratives, humanist themes and methods of inquiry, and social science theory and research. The personal narratives will expose students to the diversity of human experience including differences in gender, race, socioeconomic status, cultural and historical contexts. To frame and inform discussions of each memoir, students will examine relevant social science theories and research. The social science material will include key developmental frameworks such as lifespan development and ecological systems theory, and micro- and macro-level contextual factors influencing development, such as interpersonal relationships, cultural norms, and structural constraints. Students will also examine core humanist themes relevant to each memoir, such as values, cultural relativism vs. universalism, narratives and objective facts, structure and agency. Students will learn to read, interpret, and integrate information from the humanities and social sciences. They will learn to critically reflect on their own experiences, perceptions, and values, while developing an understanding of other people's experiences, perceptions, and values. Students will also learn to engage in compassionate, informed, and knowledge-generating discussions to understand the complexity of human experiences.

The name(s) of the faculty member(s) responsible for the development of the course:

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City:

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Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon successful completion of this course, students will have improved their ability to:

- Explore the many ways that people and their environments interact to influence beliefs, behaviors, and developmental outcomes.
- Understand the beliefs, opportunities, constraints, and experiences of people with diverse gender, racial, ethnic, socioeconomic, and cultural backgrounds.
- Balance critical reflection with compassion and empathy by highlighting the importance of understanding where people are coming from and why they have made choices, without having to agree with or condone those choices.
- Engage in productive discussions by applying information and ideas from a variety of knowledge sources, to generate a more complex and complete understanding of human development.
- Compare, contrast, and appreciate the different methods of inquiry and contributions of the humanities and the social sciences to our understanding of human development.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Students will be assessed on their learning through structured individual reflection assignments (e.g., linking social science themes

to memoirs or personal experiences); structured group discussion assignments (e.g., discussion-preparation, submission of discussion questions, participation in group discussion; completion of discussion-evaluations); a personal narrative project (e.g., interviews with people who have distinct differences from student); and an integrative final project (e.g. paper, video, presentation) in which they analyze a humanist theme using social science theory, research, and multiple narratives.

A typical grading break down should be approximately:

- Individual reflections assignments (30-40%)
- Group discussion assignments (25-35%)
- Interview or other personal narrative project (10-20%)
- Integrative final project (15-25%)

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is designed to be a stand-alone General Education course. There are no other courses in HDFS or at Penn State that apply developmental and sociological social science theory to the study of individual lives as described in memoirs. The course assumes no prior background in either social science or in analysis of memoirs. The skills and content taught will support the College of HHD's strategic focus on preparing students to be responsible and thoughtful participants in their lives and work, by ensuring they have the knowledge and empathy to foster strong relationships with, and provide supports to, diverse populations. It exposes students to diverse populations and people, and teaches the skills necessary to engage with them in respectful ways, thereby supporting Penn State Values.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

For students pursuing the HDFS major or minor, this course will serve as a lower-level supporting course. For General Education students, this course also will count towards the required Integrative Studies requirement as an Inter-Domain course, and it will count toward the US Cultures requirement.

A description of any special facilities:

None

Frequency of Offering and Enrollment:

Fall, spring, and summer, no more than 40 students per section

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

K1: Effective communication: Students will receive explicit instruction on how to participate effectively in group discussions and will be assessed on the quality of their discussions several times during the semester. Students will also be expected to communicate complex ideas through writing individual reflections, sharing experiences with their classmates, and a final integrative project.

K2: Key literacies: Students will read and interpret information from a range of sources, with a focus on humanities sources (including memoirs and interviews) and social science sources (including theories and empirical research), Lessons will focus on what can and cannot be learned from different information sources.

K4: Integrative thinking: A central goal of this course is to build students up to a high level of integrative thinking. The course is structured to help students begin by reflecting on one information source, then reflect across two or more information sources (within a memoir unit), and ultimately to combine information from several memoir units into a final integrative project.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

K1: Effective communication: Preparing for, participating in, and reflecting on discussion quality constitute a key component of the course. Students will also be expected to write clearly in their individual reflection assignments and final integrative project.

K2: Key literacies: Students will read memoirs and relevant social science materials. Individual reflection assignments will encourage deep reading. Discussions will help students share and evaluate their understanding from various sources.

K4: Integrative thinking: Because the course is structured around integrative memoir units, and builds up to a final cross unit integrative project, students will practice and be assessed on integrative thinking throughout the course, including individual reflection assignments, discussions, and the integrative final project.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

GH1: Methods of inquiry. Because of the integrative focus of the course, a lesson early in the course will explain social science and humanist methods of inquiry, comparing and contrasting the two. Students will need to show an understanding of the uses of each type of information as they move back and forth between social science and humanities sources to develop a more complex understanding of course material. Specifically, through their individual reflection assignments, students will practice and receive feedback on their ability to draw from humanist materials, and integrate them with social science theory and research, in an appropriate way that highlights the strengths and limitations of each. In the final integrative project, they will be required to show this understanding.

GH2: Competence in critical thinking about humanities texts and topics through clear, well-reasoned responses: Throughout the course, students will be deeply reading memoirs and drawing from that content to engage in increasingly complex discussions and written responses about what people need for healthy development, and how their social, cultural, and historical contexts influence their opportunities and constraints, beliefs, values, behaviors, and outcomes. In course assignments, students will evaluate different perspectives and interpretations, in order to more fully understand these themes. Specifically, students will practice these skills and receive feedback through their individual reflection assignments and discussions, and will be assessed on these skills in the final integrative project.

GH4: Knowledge of major cultural currents, exposure to unfamiliar material. The memoirs and other personal narratives selected for the course are designed to expose students to a wide range of cultural contexts. While the specific memoirs selected may differ across instructors, they should always include a range of racial, ethnic, socioeconomic, and historical contexts. One of the goals of the course is to increase students' exposure to the range of cultures and contexts in which people develop, and to help them understand why people make choices that might be different from the choices they might make. The individual reflection assignments, discussions, and final integrative project will require students to draw from this knowledge to explore core course themes.

GS Criteria

Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas

Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences

Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings

Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems

Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

GS1: Methods of inquiry. Because of the integrative focus of the course, a lesson early in the course will explain social science and humanist methods of inquiry, comparing and contrasting the two. Throughout the course, students will need to show an understanding of the uses of each type of information as they move back and forth between social science and humanities sources to develop a more complex understanding of course material. Through individual reflection assignments and discussions, students will practice and receive feedback on their ability to apply social science theory and research appropriately. In the final integrative project, they will be required to show this understanding.

GS2: Foundational theories and bodies of work. Lessons will present students with foundational theories and sample empirical studies from the social and behavioral sciences. Students will use this material to understand their own lives and those of the people in the memoirs and interviews. They will also use the information from the memoirs and other narratives to explore more deeply the concepts and ideas presented in the social science theory and research. While the specific theories covered may differ across course offerings, foundational theories about lifespan development and ecological systems should always be covered, and the range of theories selected should span contexts ranging from micro to macro, including topics such as individual decision making, interpersonal relationships, cultural norms, and broader social structures. The individual reflection assignments, discussions, and final integrative project all require students to appropriately select, explain, and apply the social science theories and research being taught in the class.

GS3: Factors interact to influence behavior. Students will be reading memoirs and interviewing people from a wide range of historical and contemporary settings, with the explicit idea of learning theories and research that will help them understand how behavior and developmental outcomes are shaped by a variety of historical, cultural, and social contexts. Students will be addressing this topic in their individual reflection assignments, discussions, and final integrative project.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The intellectual frameworks and methodologies of the social sciences and humanities will be addressed through an initial lesson that explains their differences, contributions, limitations, and intersection. Within each memoir unit, students will draw from both knowledge domains to develop a deeper understanding of the way various environments influence human development.

This integration is facilitated by the reality that scholarship in both domains is often influenced by the other. While social scientists focus on gathering and analyzing data for empirical studies, the range of methods goes from large scale data collection to interviews, case studies, and ethnography. These in depth examinations of one or a few lives involve social scientists in grappling with complex issues about narrative and context which are similar to the deep contextual reading and discussion favored in the humanities. Social scientists also often draw from humanities sources to develop key concepts and measurement of those concepts. Similarly, humanities scholars draw regularly from social science research as they examine the origins of knowledge, grapple with the way key concepts are defined, and engage in complex discussions about the difference between how things are and how they ought to be (and who gets to decide that). They also use social science findings to inform their understanding of the complicated realities of individuals' opportunities, constraints, and preferences, and how those influence ethics and morality. Each discipline recognizes the contributions of the other as we seek to understand what humans are doing, why they are doing it, and how we can use that understanding to improve well-being.

Assignments within each memoir unit, and across memoir units, will require students to practice drawing from narratives, social science research, and theory, and using each source appropriately. Practice will be ongoing through written assignments and discussions, as students articulate what they can learn, and what they cannot learn, from each source. Discussions and the final product will also be tied to exploring core humanist themes.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Humanities and social science content contribute equally to each memoir unit, which keeps the domains in balance. Most assignments will require integration across both domains. Indeed, the whole course is structured around the idea that drawing students into a discussion of humanist themes through engaging personal narratives, while infusing social science research and theory to inform and frame those discussions, will create a more compassionate, nuanced understanding of the diversity of human experience. The final project requires integration of material across memoir units, including the use of material from both domains.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

The course is being initially developed with a General Education seed grant. Drs. Corkery & Hynes are social scientists and are leading the course development. The seed grant funds are being used primarily to pay for consultation from Dr. Miller, who is a humanities faculty member (Assoc. Prof. of Philosophy). To ensure that the humanities content is deeply and accurately embedded throughout the course material, Dr. Miller collaborated on the overall course design and is reviewing all course materials including lessons, assignments, and grading rubrics. We will also develop an instructor guide for the course, to provide clear guidance to subsequent instructors to be sure they understand the way the course is structured to facilitate integrative thinking across the humanities and social science domains. We will make these materials available to any campus that is considering offering this course.

With the curriculum developed in consultation with an experienced humanities faculty member, and with a good instructor guide, we are planning to staff the teaching of this course with an HDFS faculty member. HDFS is a highly interdisciplinary department that recognizes the importance of contributions from many disciplines in efforts to understand human development. To help students deeply explore course material, HDFS faculty frequently draw from students' experiences, case studies, interviews, and ethnographies in their teaching. This course differs from others in the extent of its emphasis on memoirs and interviews and the explicit effort to highlight the contributions of the humanities to the field of study; however, just as many researchers draw from the humanities in their scholarship, many instructors already use these tools in their teaching.

An appropriate HDFS instructor for this course should have a strong interdisciplinary background, experience doing research or working in diverse settings with people from different backgrounds, and experience conducting qualitative research or teaching with case studies, memoirs, interviews, or other similar materials. An appropriate instructor should also be able to model the skills being taught in this course, including balancing critical reflection and compassion, engaging in productive discussions, and valuing the contributions of diverse fields toward the understanding of human development. An appropriate instructor should have experience providing students with detailed feedback to help them effectively grapple with complex ideas and develop new skills.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students will apply integrative thinking throughout the course. They will complete individual reflective assignments in which they integrate social science theory and research with the ideas they take from the memoirs and interviews. They will participate in

discussions in which they will be assessed on their ability to use a variety of information sources to discuss concepts and claims. As the course progresses, they will have more theories, memoirs, and narratives to draw from as they grapple with concepts about how a variety of contexts influence behavior and outcomes. At the end of the course, students will participate in an integrative discussion, in preparation for completing an integrative project, in which they must draw from both humanities and social science sources to more deeply explore a course theme of their choosing.

General Education Designation Requirements

Intercultural Requirements:

1. This course meets the definition of a United States cultures course.
2. Course outline, objectives, and listing of major topics

COURSE OUTLINE

Students will learn to critically read, interpret, and integrate information from the humanities and social sciences to explore the way people and their environments interact to influence human development. The course is designed to increase students' exposure to and comfort with diverse groups, while teaching them to use social science research and theory as a framework for critical and compassionate discussions about diverse experiences and developmental outcomes.

Specifically, the course will be divided into units that each include a memoir, relevant social science research and theory, additional personal narratives (such as student experiences and interviews), and discussion. Faculty may vary the memoirs and corresponding social science theories and research based on their areas of expertise, pressing social issues, or cutting-edge contemporary memoirs, but for all offerings:

- Each set of memoirs should include significant variation in racial, cultural, socioeconomic, and historical contexts. To maintain the US Cultures designation, 75% of the memoir material should relate to US cultures; the remaining 25% may be US or international.
- The social science material may vary to correspond to the topics raised in the selected memoirs, but each course offering should include micro- and macro-analytic perspectives, requiring students to understand the range of contexts influencing people's beliefs, behaviors, and outcomes.

COURSE OBJECTIVES

Upon successful completion of this course, students will have improved their ability to:

- Explore the many ways that people and their environments interact to influence beliefs, behaviors, and developmental outcomes.
- Understand the beliefs, opportunities, constraints, and experiences of people with diverse racial, ethnic, socioeconomic, and cultural backgrounds.
- Balance critical reflection with compassion and empathy by highlighting the importance of understanding where people are coming from and why they have made choices, without having to agree with or condone those choices.
- Engage in productive discussions that draw from a variety of knowledge sources, to generate a more complex and complete understanding of human development.
- Compare, contrast, and appreciate the different methods of inquiry and contributions of the humanities and the social sciences to our understanding of human development.

LISTING OF TOPICS

Weeks 1 - 2: Foundational Frameworks and Course Themes, to include:

- Key social science theories (e.g. lifespan development, ecological systems theory, inequality)
- Core humanities themes (e.g. values, cultural relativism vs. universalism, narratives and objective facts, structure and agency)
- Methods of inquiry: Social science and humanist methods (differences, similarities, strengths, limitations, and uses of each)

Weeks 3 – 4: Memoir Unit 1

Weeks 5 – 7: Memoir Unit 2

Weeks 8 – 10: Memoir Unit 3

Weeks 11 – 13: Memoir Unit 4

Each memoir unit should include:

- A memoir, relevant social science research and theory, relevant humanist themes, additional personal narrative(s), and a skill-based lesson
- Assignments to foster integration across themes, theories, and information sources

Weeks 14 – 15: Cross-Unit Integration

- Discussion and final project requiring analysis of a core humanist theme's contribution to our understanding of human development, through integration of social science and personal narrative sources from several memoir units

Examples of memoir unit content

Sample Memoir Unit 1

- Memoir: *The Other Wes Moore* by Wes Moore: Examines the divergent trajectories of two African-American youth with the same name from a poor urban neighborhood
- Social science theory and research: Resilience; stereotypes
- Humanities themes: Choice and agency; perceptions and personal narratives
- Other narratives: Sharing of student experiences
- Skill-based learning introducing the characteristics of quality discussions (critical and compassionate, engaging multiple perspectives and information sources, focused) and a discussion quality rubric
- Individual reflection assignment, discussion preparation, integrative discussion

Sample Memoir Unit 2

- Memoir: *Hillbilly Elegy* by J.D. Vance: Examines the childhood and coming of age of Vance, who grew up in a poor, rural, white community
- Social science theory and research: Culture, how it shapes beliefs and behavior, adapting to different cultures
- Humanities themes: Values, cultural relativism

- Other narratives: Interview with someone who grew up in a culture different from the student's own
- Skill-based learning around interviewing and listening
- Individual reflection assignment, discussion preparation, integrative discussion

3. Pertinent information on the US aspect of the course in the long course description

LONG COURSE DESCRIPTION

Students will explore the way people and their environments interact to influence human development through the integration of memoirs and other personal narratives, humanist themes and methods of inquiry, and social science theory and research. The personal narratives will expose students to the diversity of human experience including differences in racial, cultural, socioeconomic, and historical contexts. To frame and inform discussions of each memoir, students will examine relevant social science theories and research. The social science material will include key developmental theories such as lifespan development and ecological systems theory, and micro- and macro-level contextual factors influencing development, such as interpersonal relationships, cultural norms, and structural constraints. Students will also examine core humanist themes relevant to each memoir, such as values, cultural relativism vs. universalism, narratives and objective facts, structure and agency. Students will learn to read, interpret, and integrate information from the humanities and social sciences. They will learn to critically reflect on their own experiences, perceptions, and values, while developing an understanding of other people's experiences, perceptions, and values. Students will also learn to engage in compassionate, informed, and knowledge-generating discussions to understand the complexity of human experiences.

4. Describe how the course meets three or more of the US cultures criteria:

b) Cultivate awareness of the pluralism and diversity within the United States: A central goal of this course is to expose students to a wide variety of people and cultures within the United States. Students will read memoirs that vary by race/ethnicity, socioeconomic status, sexual orientation, and historical context. They will also gather other personal narratives (e.g. by conducting interviews, learning from their classmates) that will expand their exposure to different US cultures.

c) Increase knowledge of different cultural values, traditions, beliefs, and customs: The course focuses on understanding the factors that influence beliefs, behaviors, and developmental outcomes for different people from diverse contexts. Culture, values, and beliefs will be explored through the memoirs and other narratives, and framed by social science research and theory, as well as humanist inquiry.

f) recognize and be sensitive to the different ways social identities have been valued: Drawing from memoirs and other personal narratives helps students empathize with the experiences of people from various US Cultures, including experiences of oppression. Social science research and theory on inequality, as well as humanist themes about what is valued and where there are power dynamics, will encourage a deep understanding of the way different identities have been valued.

5. How the achievement of US objectives will be assessed: Knowledge of different values, traditions, and beliefs will be assessed via individual reflection assignments. Students must show that they understand the different experiences described in the narratives. Awareness of pluralism and diversity, and sensitivity to the different ways social identities have been valued, will be assessed via discussions and through the integrative final project. The final project requires integration of social science research with several different narratives to deeply explore a core humanist theme.

Campuses That Have Offered () Over The Past 4 Years

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|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| semester | AB | AL | BK | BR | BW | CR | DS | ER | FE | GA | GV | HB | HN | HY | LV | MA | NK | PC | SH | SL | UP | WB | WC | WS | XC | XP | XS | YK |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

UPLOADED DOCUMENTS FOLLOW:

COURSE SYLLABUS

Course Abbreviation and Number: HDFS 254

Course Name: Reading Our Lives: Understanding Diversity and Human Development through Memoirs

Credit: 3

Prerequisites: None

Course Attributes: GS, GH, Inter-Domain, US Cultures

General Education Learning Objectives

K1: Effective communication

K2: Key literacies

K4: Integrative thinking

Course Description

Students will explore the way people and their environments interact to influence human development through the integration of memoirs and other personal narratives, humanist themes and methods of inquiry, and social science theory and research. The personal narratives will expose students to the diversity of human experience including differences in gender, race, socioeconomic status, cultural and historical contexts. To frame and inform discussions of each memoir, students will examine relevant social science theories and research. The social science material will include key developmental frameworks such as lifespan development and ecological systems theory, and micro- and macro-level contextual factors influencing development, such as interpersonal relationships, cultural norms, and structural constraints. Students will also examine core humanist themes relevant to each memoir, such as values, cultural relativism vs. universalism, narratives and objective facts, structure and agency. Students will learn to read, interpret, and integrate information from the humanities and social sciences. They will learn to critically reflect on their own experiences, perceptions, and values, while developing an understanding of other people's experiences, perceptions, and values. Students will also learn to engage in compassionate, informed, and knowledge-generating discussions to understand the complexity of human experiences.

Course Learning Objectives

Upon successful completion of this course, students will have improved their ability to:

- Explore the many ways that people and their environments interact to influence beliefs, behaviors, and developmental outcomes.
- Understand the beliefs, opportunities, constraints, and experiences of people with diverse gender, racial, ethnic, socioeconomic, and cultural backgrounds.
- Balance critical reflection with compassion and empathy by highlighting the importance of understanding where people are coming from and why they have made choices, without having to agree with or condone those choices.

- Engage in productive discussions by applying information and ideas from a variety of knowledge sources, to generate a more complex and complete understanding of human development.
- Compare, contrast, and appreciate the different methods of inquiry and contributions of the humanities and the social sciences to our understanding of human development.