Course Syllabus  FCS408, Spr 2014

FCS408 – Human Development in Social Context
Thursday, 2:30-5:20 --- 121 Turner Hall

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Office Hours: Tuesday 1:30-2:30, Wednesday 3:00-4:00, Thursday 11:00-noon, or by appointment

Required Texts:
- Lives Across Cultures, 4th edition Gardiner & Kosmitzki (Allyn & Bacon)
- Another Country: Navigating the Emotional Terrain of Our Elders. Pipher (Riverhead)
- Quick Flip Revised Bloom’s Taxonomy (edupress.com)

1. DEPARTMENTAL MISSION STATEMENT: The mission of the department of Family and Consumer Sciences is to provide an integrative study of the human environment and the systems that impact and strengthen individuals, family units, agencies, businesses, and community at large.

2. CATALOG COURSE DESCRIPTION: Theories and research regarding human development and family dynamics and their relationship to apparel and textiles, housing and interior environments, food and nutrition, and other human and non-human resources.

3. COURSE OBJECTIVES: By the end of this course successful students will demonstrate
   - Describe, apply, compare, and integrate theories of human development and family/social dynamics
   - Identify, analyze, and discuss current issues in family and consumer sciences, specifically focusing on those relevant to development across culture
   - Describe the likely impact these issues and cultural elements may have upon human development/family dynamics
   - Evaluate and synthesize current research information in FCS areas applicable to cross-cultural development

4. REQUIREMENTS:
   - Read required material prior to class and participate regularly in class discussions/groups
   - Quizzes
   - One-page synthesis essay of each week’s readings
   - Five-minute teaching
   - Interrupted Case Study Assignments
   - Critical book review

Students will need a good working knowledge of both discussion and printed material, and are expected to attend, arrive on time, and stay the full time. Please turn off and put away all electronics, repeated reminders will result in your being asked to leave the class.

5. QUIZZES: Will cover the topics from the weekly readings from Lives Across Cultures.

5.1 Make-up Policy: Make up for missed quizzes will be considered on an individual basis and circumstances will require appropriate documentation by the student.

6. ASSIGNMENTS:

6.1 Synthesis essays: For each class meeting, a 1 page essay will provide a synthesis of the week’s readings (identify specific articles chosen) and a rationale for your teachings (i.e. what is the importance), conclusions, questions..... The essay should always seek relationships between articles, compare/contrast points, discover how an article completes or challenges another, how the readings connect to previous course topics...

Assignment is due at 9:30am on the day of the class
6.2 **Five-minute teaching:** Involves your synthesis (6.1 above) of all the week’s readings utilized. Two separate points of teaching will be required in each class (these will be included in the essay, 6.1 above). If possible, one teaching moment should come to a *conclusion* and the other to a *question* to be presented to the class.

6.3 **Book review:** A book review is not a book report. This review should be a critical reflection on the contents and current significance of *Another Country* by incorporating other class materials/discussions, and your own background, experience, and intuition, present an informed opinion of the current relevance (and cultural relevance) of the book. In 4-6 pages, explore the role this book could play in the understanding of people of your generation and your culture. Be creative, concise, and thorough. Some class time will be allowed for this.

6.4 **Interrupted Case Studies:** Case studies challenge students to identify with the individuals within context; interrupted case studies use a progressive disclosure of information rather than giving away the entire event/conclusion at the outset. Students will, at ten points in the semester, view individuals in a longitudinal case study. At each point, students will (a) briefly describe where their subjects are at in their lives and why, (b) review the accuracy of recent conclusions or predictions, and (c) make informed, theoretically informed predictions of who/where their subject(s) will be in seven years. 1-2 pages per entry will be sufficient, due before the next class.

6.5 **Quick Thoughts (QT’s) 2** after each class.

6.6 **Critical Reflection Essay:** Review your work from this semester, particularly your QT’s, interrupted case studies, and five-minute teaching synthesis essays. As you reflect, what trends do you see, what have you changed your mind about, what did you say particularly well, what does your work say about you...? Utilize the language of the theories we have utilized this semester when possible.

*General instructions for all assignments:* Work may be discussed with classmates, in fact it is encouraged; however, each student must submit independently produced assignments. If your name is on the assignment I will assume that all work is original with you. --- Submissions are to be double-spaced with a 12-point font. **Place your name** on all assignments. Grammar, spelling, etc. will, oddly enough, be reflected in the grade.

7. **SPECIAL ACCOMMODATIONS:** Illinois State University seeks to provide each individual with ways of functioning independently within the University community and offer equal access and opportunity in accomplishing educational, professional and personal goals. The *Office of Disability Concerns* provides approved accommodation services, in confidence, for students with disabilities. It is located at 350 Fell Hall (438-5853 or ableisu@ilstu.edu). More information at http://www.disabilityconcerns.ilstu.edu/fac_faq/.

9. **POLICY ON ACADEMIC MISCONDUCT:** All acts of dishonesty in any work constitute academic misconduct.
This includes, but is not limited to cheating, plagiarism, fabricating information, misrepresentations, and assisting any of the above. Any of the above will result in notification of Student Dispute Resolution Services and a grade of F in the course. See current ISU catalog for further information.

8. **COURSE GRADES:** Based on a total of 770 possible points, grades will be assigned as follows:
- Quick thoughts (15 at 30 possible points)
- Quizzes (11 at 15 possible points each)
- *Synthesis essay* and *Five-minute teaching* (14 at 16 possible points each)
- Critical book review (100 possible points) Interrupted case study assignment (10 at 200 possible points)
- Critical Reflection Essay (51 possible points)

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<tr>
<td>90-100</td>
<td>A – Exceptional</td>
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<td>80-93.99</td>
<td>B – Above Average</td>
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<td>75-79.99</td>
<td>C – Average</td>
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10. SCHEDULE: READINGS, ASSIGNMENTS, & EXAMS

01/16  Course Introduction – QT1
Syllabus and Another Country
Pre-Test
Culture, Stereotypes, and Stereotyping
Theories and Methodology
• Bloom
• Erikson
• Piaget leading to Perry
Learning and Motivation
• Information Processing
• Expectancy*Value
• Motivational Sequence
7-UP Great Britain - Meeting Neil, Suzy, and Nick

01/23  Introduction – QT2
LAC pp. 1-18 and Quiz #1
Synthesis Essay/Teaching #1 due via ReggieNet by 9:30am
Interrupted case study #1 – 14-UP Great Britain
All following readings are available in ReggieNet’s Resources & Materials folder - All will read:
Choose one of the following:

01/30  Theory and Methodology – QT3
LAC pp.19-52 and Quiz #2
Synthesis Essay/Teaching #2 due via ReggieNet by 9:30am
Interrupted case study #2 – 21-UP Great Britain
Choose two of the following:
• Sutherland, M., & Harkness, S. (2007). At home in an institution: Daily life on a pediatric inpatient psychiatric unit as... developmental niche framework. OTJR, 27, 935- (ReggieNet)
02/06  Culture and Socialization – QT4
*LAC* pp. and 53-82 and Quiz #3
Synthesis Essay/Teaching #3 due via *ReggieNet* by 9:30am
Interrupted case study #3 – 28-UP Great Britain
*Choose one of the following:*

02/13  Cultural Aspects of Development – QT5
*LAC* pp. and 83-107 and Quiz #4
Synthesis Essay/Teaching #4 due via *ReggieNet* by 9:30am
Interrupted case study #4 – 35-UP Great Britain
*Choose two of the following:*

02/20  Culture, Language, and Cognition - QT6
*LAC* pp. 83-107 and Quiz #5
Synthesis Essay/Teaching #5 due via *ReggieNet* by 9:30am
Interrupted case study #5 – 42-UP Great Britain
*Choose two of the following:*

02/27  Culture, Self, and Personality - QT7
*LAC* pp. 134-163 and Quiz #6
Synthesis Essay/Teaching #6 due via ReggieNet by 9:30am
Interrupted case study #6 – 49-UP Great Britain

Choose two of the following:


**03/06 Culture, Gender, and Sexuality – QT8**
*LAC pp. 164-192 and Quiz #7*

Synthesis Essay/Teaching #7 due via ReggieNet by 9:30am
Interrupted case study #7 – 56-UP Great Britain

All of the following are required:


**03/20 Culture and Social Behavior – QT9**
*LAC pp. 193-224 and Quiz #8*

Synthesis Essay/Teaching #8 due via ReggieNet by 9:30am
Interrupted case study #8 – 7-UP South Africa

Choose two of the following


**03/27 Family in Cultural Contest – QT10**
*LAC pp. 225-264 and Quiz #9*

Synthesis Essay/Teaching #9 due via ReggieNet by 9:30am
Interrupted case study – 14-UP South Africa

Choose one of the following

04/03 Course Syllabus

Culture and Health – QT11
LAC pp. 265-297 and Quiz #10
Synthesis Essay/Teaching #10 due via ReggieNet by 9:30am
Interrupted case study – 21-UP South Africa
Choose one of the following


04/04 Virtual Child age 1-6 – QT12
Synthesis Essay/Teaching #11 due via ReggieNet by 9:30am
Another Country Review (minimum through p. 56)
Choose two of the following (located in Infancy folder in ReggieNet Resources & Materials):

- Bornstein, M.H. et al. (1992). Functional analysis of the contents of maternal speech to infants of five and 13 months and for cultures: Argentina, France, Japan, and the United States

04/07 Virtual Child age 7-11 – QT13
Synthesis Essay/Teaching #12 due via ReggieNet by 9:30am
Another Country Review
Choose two of the following (located in Infancy folder in ReggieNet Resources & Materials):


**04/24 Virtual Child age 12-18 – QT14**

Synthesis Essay/Teaching #13 due via ReggieNet by 9:30am

_Another Country Review_

Choose one of the following:


**05/01 Forward in a Changing Society - QT15**

*LAC* pp. 298-320 and Quiz #11

Synthesis Essay/Teaching #14 due via ReggieNet by 9:30am


What will 2020 look like?

**05/08 Critical Book review** due via ReggieNet at 10:00am