

Department: HDFS

Course No.: 2001 [201]

Credits: 3

Title: Diversity Issues in Human Development and Family Studies

Contact: Jane Goldman

Content Area: CA4 Diversity and Multiculturalism

Diversity: CA4 Non-International

Catalog Copy: 201. Diversity Issues in Human Development and Family Studies (Formerly offered as HDFS 201.) Either semester. Three credits. Recommended preparation: HDFS 190. Open to sophomores or higher.

Critical issues in diversity and multiculturalism in human development, family relations, and professional practice.

Course Information:

a. COURSE GOALS AND OBJECTIVES

Goals for students:

- To understand why human diversity and multiculturalism are such critical issues in contemporary society;
- To understand how diversity concepts operate at the individual, familial, and societal levels;
- To understand the following concepts: diversity, multiculturalism, oppression, prejudice, bias, stereotypes, and discrimination; and
- To appreciate diversity in human development and family relations in terms of traditions, values, and family roles and functioning within and across cultural, racial, and ethnic groups.

b. COURSE REQUIREMENTS

Information from the course syllabus:

Your grade in this course will depend on a number of measures, which are listed below. Some will be graded (exams and writing assignments) and some will be based on your level of participation in the course, which can be either written or oral participation. Late papers without documentation for absence will be marked down.

35%	Midterm Exam
40%	Final Exam
10%	Cultural Identity Paper
10%	Social Identity Paper
5%	Class participation

Cultural Identity Paper

In a three-page, typed paper (minimum), I want you to draw from your readings and class discussions to discuss your own cultural heritage within your family as you were growing up. One way this is done is through writing about your cultural artifacts—the food you eat, the music you listen to, an event, place, your home environment, holidays, etc. What are the cultural connections you and your family share? What cultural heritage(s) do you draw from?

Social Identity Paper

In a three-page, typed paper (minimum), I want you to reflect on your professional development, cultural competency, multiculturalism and diversity. Discuss what your professional goals are and what you see to be the need for you to be aware of multiculturalism and diversity for your professional interest area. Using the social identity development theory as a guide, discuss where you might be in your own understanding of multiculturalism and diversity, how you have gotten there, and where you might need to go to reach the professional competency that you feel you should have. Discuss also, any ways that you have or are currently doing work outside of the classroom that enhances your cultural competency.

c. MAJOR THEMES TO BE COVERED

- Why human diversity and multiculturalism are such critical issues in contemporary society;
- How diversity concepts operate at the individual, familial, and societal levels;
- Meanings of the following concepts: diversity, multiculturalism, oppression, prejudice, bias, stereotypes, and discrimination; and
- Diversity in human development and family relations in terms of traditions, values, and family roles and functioning within and across cultural, racial, and ethnic groups.

Meets Goals of Gen Ed.: This course meets many of the goals of General Education. Three examples follow:

Goal 1: Through class participation, written exercises, and interactions with the instructor, students are given the opportunity to become more articulate.

Goal 5: An awareness of the era and society and a consciousness of the diversity of human culture and experience are provided by students' exposure to the multiple perspectives of the many peoples of the United States, contextualized in the immigration histories of those peoples, their current economic and social conditions, and their unique cultural backgrounds.

Goal 6: As explained in the course description, course content covers, among other related topics, why human diversity and multiculturalism are such critical issues in contemporary society; how diversity concepts operate at the individual, familial, and societal levels; and understanding diversity in human development and family relations in terms of traditions, values, and family roles and functioning within and across cultural, racial, and ethnic groups.

CA4 Criteria: As described above in the goals for the course, the course content, and the assignments, the course meets many of the criteria for Diversity and Multiculturalism. For example:

Criterion 1: The course focuses on developing students' awareness of the variety of human experiences in terms of race, ethnicity, class, gender and sexual identity, religion, and ability status.

Criterion 5: Issues of inequality and power are discussed as they pertain to issues of race, ethnicity, class, gender and sexual identity, religion, and ability status.

Role of Grad Students: This course will have discussion sections. Graduate assistants will attend the main lecture, hold office hours to talk with students, and meet with students once per week in discussion sections. Each graduate student will supervise two one-hour sections. Graduate students will be supervised by the faculty member in charge of the main lecture and will meet regularly with that faculty member to discuss the course and the students. Graduate assistants also participate in classes and workshops conducted by the Institute for Teaching and Learning. There are no graduate assistants at the regional campuses.