1. Course Description:

This course will employ multicultural and critical perspectives to understand individuals, families, and their interpersonal and group relationships, life span development, and theories of well-being, stress, coping, and adaptation. This course will emphasize knowledge about individuals and small social systems and the implications of this knowledge for all domains of social work practice. Students will be introduced to the concepts of risk
and protective factors, with relevant examples at the individual and small system levels. Students will also consider the implications of this knowledge for intervening in social problems and supporting rehabilitation once problems have developed. Major components of the course will be concerned with the processes of oppression, privilege, and discrimination and factors that help people and small social systems to change. The knowledge presented will include the interrelationships between smaller and larger social systems, and in particular, how biological factors and the larger social and physical environments shape and influence individual and family well-being.

2. Course Content:

Content will include selected theories of human behavior, human development, families and small groups, and individual and small system change. Students will consider how relevant concepts have been developed, the types of knowledge and data that inform different theories, and current gaps and controversies in biological, behavioral, and social science knowledge and theory. Emphasis will be placed on similarities and differences related to human diversity and dynamics of oppression and privilege. In addition, this course will focus on how individual and small system factors and processes can facilitate attitudes, beliefs, behaviors, family characteristics, and group processes that either promote multicultural human well-being and social justice or help to recreate inequities and problems.

3. Course Objectives:

Upon completion of the course, students will be able to:

1. Demonstrate knowledge about and be able to critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course emphasizing similarities and differences and the effects of oppression and privilege.

2. Articulate the concepts of risk and protective factors and give examples at the individual, group, and family levels.

3. Describe the impact of such characteristics as socioeconomic status, culture, race/ethnicity, gender, sexual orientation, disability status, religion, and age on risk and protective factors, human development, human interactions, and the structures of small social systems.

4. Identify the interrelationships between smaller and larger social systems and describe how biological factors and larger social and physical environments interact to influence individual and family well-being.

5. Describe how relevant concepts have been socially constructed, what knowledge and empirical evidence support selected theories, some current gaps in knowledge, and key controversies about these theories and related knowledge.
6. Conceptualize how individual and small system factors and processes can either promote multicultural human well-being or recreate inequities and problems.

7. Examine theories of individual, family, and group change and their relevance for all types of social work practice towards a multicultural and socially just world.

8. Discuss typical ethical concerns related to human differences, social relationships, well-being, and change through the life course.

4. Relation of the Course to Four Curricular Themes:

   - **Multiculturalism and Diversity.** Students will examine the ways in which gender, race, ethnicity, social class, age, and other forms of social stratification and disenfranchisement affect individuals and small social systems. Emphasis will also be placed on the processes of oppression, privilege, and discrimination, as well as the factors that help people and small social systems to change.

   - **Social Justice and Social Change.** Students will analyze selected theories in terms of the factors and processes that either promote social justice and change or help to recreate inequities and problems.

   - **Promotion, Prevention, Treatment, and Rehabilitation.** Students will learn about social problems, as well as the spectrum of interventions and supportive rehabilitation currently used to alleviate these problems.

   - **Behavioral and Social Science Research.** Students will critically analyze relevant theories of human behavior, human development, families and small groups, and individual and small system change through the life course. The research supporting these theories will provide a foundation for the content in this course.

5. Relationship of the Course to Social Work Ethics and Values:

   This course will address ethical and value issues related to working with individuals, families, communities, and small social systems. The NASW Code of Ethics will be used to inform practice in this area. For example, students will learn about client issues, such as confidentiality, privacy, rights and prerogatives of clients, the client’s best interest, proper and improper relationships with clients, interruption of services, and termination. In addition, this course will focus on the social worker’s responsibility to promote the general welfare of society by preventing and eliminating discrimination, ensuring equal access to resources, expanding choices and opportunities for all persons, encouraging respect for diversity, advocating for changes in social policies, and encouraging informed participation by the public.

6. Class Design and Expectations for Students:

   This course is being co-taught by the three instructors who will each lecture on topics in her area of expertise. The instructor of your section will be responsible for leading discussion
in your section in the second half of the class day, grading your Mid-Term Essay, grading your class participation, and assigning your grade for the course.

The class format will generally be a lecture for an hour and a half followed by a break and then an hour of discussion and/or activities in a smaller section with your instructor of record.

A rough schedule for each day will be:
2:10 to 3:30, Lecture
3:30 to 3:50, Break and switching to discussion section
3:50 to 5:00, Discussion section lead by your instructor of record

**PLEASE NOTE: There are two exceptions to this schedule:
1. One of the sections led by Dr. Lydia Li will have its discussion section Tuesday 5:10 to 6:20
2. On exam days, there will be no discussion section. Exams will be given in the lecture room from 2:10 to 3:00, followed by a break to 3:20 and then by lecture from 3:20 to 5:00.

Across these class formats, the course will include lectures, small group and class discussions, audiovisuals, experiential exercises, and guest speakers. Activities will be integrated at critical points in the semester to facilitate understanding of course content.

Lecture Power Point slides and other class materials will be available at our Ctools website accessible through: http://ctools.umich.edu/. The instructors will post the slides for each lecture by noon before class each Tuesday.

Students are expected to attend all classes, complete assigned readings for each week, participate actively in class discussion, and complete all course requirements on time.

**Accommodations / Special Needs:** If you have a disability or impairment that requires an accommodation, please contact your instructor within the first two weeks of the course to discuss what modifications will be necessary.

7. Assignments and Grading:

- Exam 1 (Date: Oct. 11; covers classes 1 to 5) (20%)
- Exam 2 (Date: Nov. 15; covers classes 6 to 9) (20%)
- Exam 3 (Date: Dec. 13; covers classes 10 to 13) (20%)
- Mid-term essay (Due: Nov. 1) (30%)
- Class participation and Attendance (10%)

**Description of Assignments:**

**Exams**
The course includes three, in-class exams, all of which are required. There will be no exam during finals period. All exams are closed book—no notes, books, laptops, pdas, etc, will be allowed. Exam questions come from the textbook, lectures, guest speakers, and videos; the format includes multiple choice, true/false, and/or short answers.

Exams will be given during the first 50 minutes of the class day on which they are scheduled (see class calendar below).
Mid-Term Essay

The mid-term essay requires you to address a controversial topic from a scientific perspective based on knowledge about human development and the social environment. A list of potential topics will be provided. Please consult your instructor first if you want to pursue a topic that is not on the list. Your essay should demonstrate a thorough understanding of the issue, and a critical analysis of different arguments. At least 3 peer-reviewed journal articles should be cited in your essay. A more detailed handout describing this assignment will be distributed.

APA editorial style is required for the mid-term essay, with 1” margin each side and 12-point font size throughout. It should be a minimum of 7 and maximum of 8 pages, double-spaced. The essay is graded on content (completeness and thoroughness; originality and creativity), writing style (organization and clarity), and format (appropriate referencing and formatting). It is your responsibility to avoid plagiarism which, if identified, can result in severe penalties.

Class Participation and Attendance

You are expected to prepare for and to attend all classes, to participate actively in class discussions, and to be on time and stay throughout each class and discussion section. Attendance will be taken at both lecture and discussion sections each class day. To accommodate conflicts, you are permitted to miss two classes without penalty. Missing more than two classes either in part or in total (e.g., only the discussion section) will result in a 3-point deduction per class day. Good attendance will help your final grade, particularly if it falls on a margin.

Grading Procedure:

Points from each assignment will be added; the conversion of the total point to final grade is as follows:

A = 100% - 95%          B+ = 89% - 86%          C+ = 79% - 76%
A- = 94% - 90%           B = 85% - 83%          C = 75% - 73%
                 B- = 82% - 80%          C- = 72% - 70%

8. Required Text:


*Additional reading may be assigned during the semester.
### 9. Class Calendar and Readings

<table>
<thead>
<tr>
<th>Date</th>
<th>Class #</th>
<th>Topics</th>
<th>Readings</th>
<th># of pp</th>
<th>Due Dates of Exams and Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/6</td>
<td>1</td>
<td>Lecture: All Human Development: Themes, Theories, and Research</td>
<td>Chapter 1 (pp. 4-39)</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>2</td>
<td>Lecture: Hollingsworth Prenatal Development, Infancy, and Early Childhood</td>
<td>Chapter 2 (pp. 46-80)</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>9/20</td>
<td>3</td>
<td>Lecture: Gershoff Physical Development in Early Childhood</td>
<td>Chapter 3 (pp. 86-123)</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td>4</td>
<td>Lecture: Gershoff Cognitive and Language Development in Early Childhood</td>
<td>Chapter 4 (pp. 130-167)</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>10/4</td>
<td>5</td>
<td>Lecture: Gershoff Socioemotional Development in Early Childhood</td>
<td>Chapter 5 (pp. 174-205)</td>
<td>32</td>
<td>EXAM 1 Covers classes 1-5</td>
</tr>
<tr>
<td>10/11</td>
<td>6</td>
<td>Lecture: Gershoff Cognitive and Moral Development in Middle Childhood and Adolescence</td>
<td>Chapter 6 (pp. 214-237) Chapter 8 (pp. 316-330)</td>
<td>39</td>
<td>MID-TERM ESSAY DUE</td>
</tr>
<tr>
<td>10/18</td>
<td>--</td>
<td>FALL BREAK NO CLASS</td>
<td>NO CLASS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>10/25</td>
<td>7</td>
<td>Lecture: Hollingsworth Family, Peers, and the Media</td>
<td>Chapter 7 (pp. 258-295)</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>11/1</td>
<td>8</td>
<td>Lecture: Hollingsworth Physical and Socioemotional Development in Adolescence</td>
<td>Chapter 8 (pp. 302-315) Chapter 9 (pp. 336-366)</td>
<td>45</td>
<td>EXAM 2 Covers classes 6-9</td>
</tr>
<tr>
<td>11/8</td>
<td>9</td>
<td>Lecture: Li Physical, Cognitive, and Personality Development in Young and Middle Adulthood</td>
<td>Chapter 10 (pp. 374-395) Chapter 13 (pp. 490-515)</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>11/15</td>
<td>10</td>
<td>Lecture: Li Relationships, Parenthood, and Grandparenthood</td>
<td>Chapter 11 (pp. 413-445) Chapter 13 (pp. 515-526) Chapter 15 (pp. 591-599)</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td>12</td>
<td>Lecture: Li Older Adults: Demographics, Physical and Mental Health</td>
<td>Chapter 14 (pp. 532-569) Chapter 15 (575-586)</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>12/6</td>
<td>13</td>
<td>Lecture: Li The Final Passage</td>
<td>Chapter 16 (pp. 619-653)</td>
<td>34</td>
<td>EXAM 3 Covers classes 10-13</td>
</tr>
<tr>
<td>12/13</td>
<td>14</td>
<td>Lecture: All Human Development in Perspective</td>
<td>None!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average pages per week: 42