PORTLAND STATE UNIVERSITY
UNIVERSITY STUDIES PROGRAM
PROPOSAL FOR A CLUSTER
(Cover Sheet)

Please type:

Title of proposed cluster: Focus on Families

When could the introductory course (Sophomore Inquiry) first be offered? Fall 1995

If multiple sections of Sophomore Inquiry, how many? 20

How many times a year could it be offered? 2X

Statement of cluster theme (please do not exceed space below): see attached

Signatures of all faculty members participating in the cluster (list at least one faculty member for each course proposed).

Amy Boyce 01/15 5-8256
Proposal coordinator Date Phone Dept. Chair or Dean Date

Ellegh Noller 2/15/95 5-5322
Faculty participant Date Phone Dept. Chair or Dean Date

Jill Ridenour 2/15/95 5-5455
Faculty participant Date Phone Dept. Chair or Dean Date

Catherine Smith 3/15/95 5-3985
Faculty participant Date Phone Dept. Chair or Dean Date
Sue D. Parker 9/5/95 5-3834
Faculty participant Date Phone Dept. Chair or Dean Date

Anne Welsh 9/5/95 5-3987
Faculty participant Date Phone Dept. Chair or Dean Date

Elise St. Clair 2/16/95 5-3972
Faculty participant Date Phone Dept. Chair or Dean Date

David Johnson 9/16/95
Faculty participant Date Phone Dept. Chair or Dean Date

Thomas Kindermann 2/16/95 5-3970
Faculty participant Date Phone Dept. Chair or Dean Date

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PROPOSAL FOR COURSE CLUSTER: FOCUS ON FAMILIES

I. STATEMENT OF CLUSTER THEME

The theme of the proposed cluster, Focus on Families, is a broad exploration of families from diverse perspectives and within varied academic disciplines. The assumption is that a cluster directed to understandings of human development in relation to understandings of families will contribute to individual student development. Focus on Families is relevant and personally meaningful to the non-traditional Portland State University student. Students will be able to connect varied academic disciplines to their own lives through the theme of families.

This cluster is proposed by members of the Consortium for Children and Families, a faculty group representing 16 departments, schools, offices, and centers on campus. The Consortium has been working together for more than four years. The Consortium developed and currently oversees the Child and Family Studies undergraduate major program.

II. GENERAL EDUCATION GOALS

Focus on Families is directed to Boyer’s (1994) recent challenge to the university to reconsider its mission to be that of educating students for a life as responsible citizens. Within the cluster of courses, knowledge and skills related to communication, relationships, health, and community will be strengthened in relation to family topics. The program goals of Human Experience and Social Responsibility will certainly be addressed as students are introduced to current social and political forces affecting families.

III. BRIEF DESCRIPTION FOR STUDENTS

Focus on Families is a cluster of courses that begins with an exploration of contemporary family issues. From this foundation, students' may pursue study of human development including infancy, early childhood, adolescence, adult development and aging as an approach to understanding families. Students may also pursue development of multiple perspectives on families in the context of varied academic disciplines including History, Sociology, Public Health Education, Psychology, Speech Communication, and Black Studies.

IV. OUTLINE FOR INTRODUCTORY COURSE

See attached.

V. DESCRIPTIONS FOR CLUSTER COURSES
Rather than develop new courses to meet the goals of Focus on Families, this proposal recommends currently existing and offered courses. The courses listed below meet the goal of understanding families through study of human development at varied life stages, and the goal of developing multiple perspectives on families. For budgetary reasons and to maximize faculty expertise and experience, the planning group for Focus on Families included regularly scheduled courses rather than develop new courses. With the exception of the second-year introductory course and SP 410 Family Communications, the cluster will not make extra demands on departments.

If this proposal is accepted, the members of the Consortium for Children and Families will review the existing courses to assure connections with the theme and to enhance the interdisciplinary component of the cluster.

The proposed cluster courses include:

PSY 311 Human Development*
PSY/WS 467 Work and Family*
PSY 459 Infant Development*
PSY 461 Psychology of Adolescence*
PSY 462 Psychology of Adult Development and Aging*
SOC 339 Marriage and Intimacy*
HST 316 American Family History*
HST 407 Family, Sex, and Marriage in England
BST 407 African American Family
PHE 410 Women's Reproductive Health
PHE 410 Maternal and Child Health
PHE 365 Health Promotion Programs for Children & Youth*
SP 410 Family Communications*
SP 318 Interpersonal Communications*
CFS 407 Interdisciplinary Perspectives on Children & Families

*Course descriptions are found in the Bulletin. Other course syllabi are included in this packet.

Students will be required to represent at least three different disciplines in their cluster selections.

V. INTERDISCIPLINARY BREADTH

Offering courses from seven different disciplines (there is potential for more) begins to address the interdisciplinary breadth of the proposed cluster. In addition, two of the courses are seminar courses with a strong research component (HST 407, CFS 407) and three of the courses have a community-based learning component (CFS 407, PHE 365, PHE 410). If this proposal is approved or if there is interest in its development, the Consortium for Children and Families is committed to course review and revision to promote and strengthen the interdisciplinary connections.
<table>
<thead>
<tr>
<th>Department</th>
<th>Focus on Families/Fall</th>
<th>Sophistry</th>
<th>Sophistry Teams</th>
<th>Committees</th>
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<th>Address</th>
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PORTLAND STATE UNIVERSITY
DEPARTMENT OF PUBLIC HEALTH EDUCATION
INSTRUCTOR: Durre Chowdhury
CLASS: PHE 410/510 Women's Reproductive Health
TIME/PLACE: MTWH 2.00-3.50 p.m. HPE 218
OFFICE HOURS: HPE 239- 725-5107 - M W 4.00 -5.00 P.M. (and also by appointment)
Elsevier Publishing.

Course Description:

This course will present a critical review of current public health and socio-political issues in women's reproductive health. Both national and international topics will be discussed. Students participate in the selection of issues to be discussed and apply reproductive health knowledge in identifying and seeking solutions to the issues which concern health care providers, consumers and policy makers.

Course Objectives:

1. Identify important issues pertaining to women's reproductive health.
2. Critically analyze the issues in women's reproductive health.
3. Demonstrate an increase in the understanding of the reproductive health issues to the extent that personal beliefs and prejudices can be examined.
4. Assess the personal, societal and economic costs of the neglect of women's health issues.
5. Recognize and understand the historical, physiological, psychological, and sociological mechanisms which contribute to women reproductive health status in different parts of the world.

Evaluation:

Class participation and attendance: 10%
Outline of the paper: 10%
Presentation: 20%
*Final Paper: 30%
Final Exam: 30%

* Graduate Students will be required to provide a resource file in addition to the final paper. The resource file will consist of 10 critiques of outstanding research paper on current issues in women's reproductive health.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>June 20</td>
<td>Intro/ Overview/ Biology of Women</td>
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<td>June 21</td>
<td>Silent Emergency: Women's Reproductive Health</td>
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<td>June 22</td>
<td>Women's Health Status: USA</td>
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<td>June 23</td>
<td>Women's Health Status: South-East Asia</td>
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<td>June 27</td>
<td>Abortion</td>
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<td>June 28</td>
<td>Breast Cancer</td>
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<td>June 29</td>
<td>Teen Pregnancy</td>
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<td>June 30</td>
<td>STD's:</td>
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<td>July 5</td>
<td>Cervical Cancer</td>
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<td>July 6</td>
<td>Contraceptives</td>
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<td>July 7</td>
<td>Menopause</td>
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<td>July 11</td>
<td>Research and Women's Health</td>
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<td>July 12</td>
<td>Presentations</td>
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<td>July 13</td>
<td>Presentations</td>
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<td>July 14</td>
<td>Final Exam</td>
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References:


POVERTY STATE UNIVERSITY  
DEPARTMENT OF PUBLIC HEALTH EDUCATION

INSTRUCTOR:  Durre Chowdhury  
CLASS:  PHE 410/510 Maternal and Child Health  
TIME/PLACE:  MTWH 5:30-7:20 p.m.  HPE 244  
OFFICE HOURS:  HPE 239- 725-5107  - M W 4:00 -5:00 P.M. (and also by appointment)  

Course Description:

The curriculum emphasizes the study of biological, social, and environmental influences on the health of mothers and children, the development of policy responses to the needs of maternal and child health populations. Curriculum themes include epidemiology of mortality and morbidity of women, infants and children, factors relating to identification of and service delivery to high risk mothers, women with fertility-related needs, infants and children. Other areas covered include demography and family planning, pregnancy and perinatal care, evaluation and design of community health and social services. Additional areas of emphasis include psycho-social, nutritional and biological aspects of growth and development of infants and children in developing countries.

Course Objectives:

1. To outline the major health problems facing women and children today and to examine selected issues in detail.

2. To examine biological, epidemiological and broad societal issues, including poverty, politics and the organization of health services, that influence the health status of women and children.

3. To demonstrate analytical and critical thinking skills in maternal and child health.

4. To compare and contrast selected maternal and child issues in the U.S. with those in developing countries.

Evaluation:

Class participation:  10%  
Outline of the paper:  10%  
Presentation:  20%  
*Final Paper:  30%  
Final Exam:  30%

* Graduate Students will be required to provide a resource file in addition to the final paper. The resource file will consist of 10 critiques of outstanding research paper on current issues in maternal and child health.
TENTATIVE COURSE SCHEDULE

June 20: Intro/ Overview/ Discussion
June 21: Child Survival
June 22: MCH: USA
June 23: Low Birth Weight Babies
June 27: WIC
June 28: Block Grants
June 29: Teen Pregnancy
June 30: Immunization
July 5: Nutritional Problems
July 6: Breastfeeding
July 7: Field Trip: Neonatal Unit: OHSU
July 11: AIDS
July 12: Class Presentations
July 13: Class Presentations
July 14: Final Exam

References:


Overview

This course offers a review of research and theory concerning the psychological development of African American children. It is a particular instantiation of the more general research domain of cross-cultural studies. As such, the course will begin by establishing two historical perspectives: (1) a characterization of evolution of research on African Americans and (2) the emergence of psychological theories of culture. The aim of this analysis and critique of prevailing social and behavioral science concepts is to make explicit the assumptions and concepts guiding our understanding of development within culturally distinct communities.

This introduction is followed by a systematic but selective analysis of research in the areas of infancy, families and socialization practices, cognitive (including the assessment of intellectual and academic achievement) and language development, social and personality development and related clinical applications. The course takes the view that historical influences and community dynamics are important contributors to an understanding of psychological functioning among African Americans. Emphasis will be on the skills and competencies acquired in typical African American communities and will explore both positive and negative adaptations to present-day conditions, relating where possible to historical antecedents. One purpose of the course is to further develop an urban cultural-cognitive ecological perspective for evaluating research on culturally distinct populations.

Student Responsibilities and Evaluation

Participants are expected to come to class prepared to discuss readings assigned. There will be a mid-term exam consisting of short answer multiple choice questions. There will be an option of either a term paper or a take-home essay final examination. This paper may be either a theoretical library research project, a detailed proposal for research, or a brief initial attempt at collecting data on a topic of interest. Proposals or outlines for this final paper are to be submitted on or before February 4, 1993. Class members may choose to work in collaborative teams of two to three people if they so desire.

The term paper and take-home final examination are due March 15 at 1:30 pm. Late papers/exams will automatically lose 1/2 grade for each day late.

Evaluation (final grade) will be based 50% on mid-term exam and 50% on the final exam or term paper.

READINGS AND SEMINAR SCHEDULE

There is no text for the course and readings will be drawn from several sources (articles, books chapters, research reports, etc.). Assigned readings will be available at CLEAN COPY and a set will be placed on reserve in the Library. There are several texts on the market you may find helpful as overviews, for example:
African American Child


Tentative topics for class meetings are listed below.

**SYLLABUS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 5</td>
<td>Introduction and Overview</td>
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<tr>
<td>2</td>
<td>Jan. 7</td>
<td>Historical Background, Concepts of Development, Culture &amp; Ethnicity</td>
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<td>Defining Africanicity - Culture or Biology?</td>
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<td>3</td>
<td>Jan. 12</td>
<td>Biological Bases of Development: Prenatal Development</td>
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<td>4</td>
<td>Jan. 14</td>
<td>No Class - Video Tape?</td>
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<tr>
<td>5</td>
<td>Jan. 19</td>
<td>Biological Bases of Development &amp; Infancy</td>
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<td>6</td>
<td>Jan. 21</td>
<td>Infancy: Cross-Cultural Studies and Socialization of Competencies</td>
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<td>establishing valid developmental constructs</td>
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<td>7</td>
<td>Jan. 26</td>
<td>Infancy: Cross-cultural studies and socialization (Continued)</td>
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<tr>
<td>8</td>
<td>Jan. 28</td>
<td>Family as a Context for Development</td>
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<td>9</td>
<td>Feb. 2</td>
<td>Family as a Context for Development: child rearing patterns</td>
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<tr>
<td>10</td>
<td>Feb. 4</td>
<td>Early and Middle Childhood: Language development</td>
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</table>
African American Child

11 Feb. 9 Early & Middle Childhood: Social and Personality development, Black Identity, Self-Concept & Self Esteem,

Term project proposals due!

12 Feb. 11 Black Identity, Self-Concept & Self Esteem (Continued)

13 Feb. 16 Social and Personality Development continued Adolescence and Adulthood, Black Women and Black Men.

14 Feb. 17 MIDTERM EXAM

15 Feb. 23 Black Community Dynamics: Cultural-cognitive ecology vs social class explanations.


17 March 2 Cognitive Development: Educational issues, what constitutes optimal educational practices for African American students.

18 March 4 Cognitive Development: Intellectual development and its measurement

19 March 9 Mental Health Issues Among Black American

20 March 11 Last Class -Special topics continued and Summation.

March 15 Final Exam 1:30 - 3:30

Term projects due today; no exceptions unless illness!
**Psych. U410**

**Psychological Development of Black Children**

**Winter Quarter 1993**

### READINGS

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**Defining Africentricity - Culture or Biology?**

#### Assigned Readings


| 3     | Jan. 12 | Biological Bases of development: Prenatal development, nutrition and maternal influences |

#### Assigned Readings
