

TEACHING PORTFOLIO

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Teaching Philosophy Statement

My teaching philosophy is based on the idea that students learn best when they are engaged in the course material and when they receive individualized instruction. To practice this philosophy, I use a variety of teaching techniques. At our first class session, my students are asked to complete an assessment about their preferred methods of learning. I use this information to design a course that is best suited to my students' needs. This generally involves incorporating different teaching strategies on different days but focusing more heavily on the style preferred by the majority of my students. For example, when I teach classes that require students to learn large amounts of empirically derived material, the preferred method is often PowerPoint presentations. Although the majority of sessions will include PowerPoint presentations, I recognize that students learn best through active participation and through the incorporation of different formats. Therefore, other techniques such as trivia games, role playing, and group discussions are also implemented.

In addition to using an assortment of teaching formats in my classes, I include numerous assessment types ranging from exams to creative projects in which students can excel. Each of these assignments vary depending on the particular course, but have included: pop quizzes, examinations, journal writing, online assessment tests, term papers, reaction papers, multimedia projects, book reviews, article summaries, group projects, experience-based learning projects, and attendance/participation points. I find it imperative to cater the type of assignments to the goals of the course. For example, exams and term papers are effective for assessing students in courses based on theoretical and empirical information. However, when the course objectives include challenging one's own stereotypes and biases and learning to see things from another's perspective, journal writing, book reviews, and experience-based learning projects are more effective for stimulating and assessing students (please refer to pages 6 and 9 for the assignments used in my CHFD 4330: Diversity course). I also design the examinations and assignments to assess a range of cognitive abilities from recall to critical thinking. For example, my exams include different types of questions such as multiple choice, true/false, fill in the blank, short answer, and essays. They also encourage students to synthesize information and to critically evaluate the course material and their own assumptions and biases.

A second but equally important component of my teaching philosophy involves creating a safe atmosphere in my classroom. Due to the personal and sensitive nature of topics covered in my classes, I work hard to create an environment in which students feel comfortable expressing their opinions and listening to the opinions of others. From our first day together, I inform students that we are all teachers and learners. I expect active participation in class discussions and emphasize that as professionals, students must learn to listen to others whose opinions differ from their own. I ask students thought-provoking questions to help them relate the material to their own lives and to challenge their perspectives. Throughout the course, I remind them that I too, am a learner in our class. When they share their perspectives through assignments and class discussions, I understand the material in new ways.

Finally, my role as an educator includes conveying not only the course material, but also mentoring students with their personal and professional development. I meet with students outside of class to discuss their goals and to suggest resources for meeting their goals (e.g., seminars, tutors, on-campus facilities/resources). Based on students' particular research interests, I suggest supplemental materials to enhance their learning experience. For example, I frequently photocopy additional (optional) readings for my students, inform them of campus and city-wide events, and bring in news articles that are related to the course material. I provide information and advice for applying to graduate school and/or choosing a career path. I also devote brief periods of class time to teach about professional development (e.g., the benefits of joining professional associations, email etiquette tips, etc.).

Courses Prepared to Teach

Based on my interests and previous experience, I would feel comfortable teaching the following courses:

Graduate:

- Human Diversity
- Interpersonal Relationships
- Issues in Family Relations
- Qualitative Research Methods
- Theories of Family Studies

Undergraduate:

- Family Communication
- Family Resource Management
- Human Diversity
- Human Sexuality
- Interpersonal Relationships
- Issues in Family Relations
- Research Methods
- Theories of Family Studies

Description of Courses Taught

CHFD 3930, Development of Interpersonal Relationships

Role: Instructor of record
Semesters Taught: Spring 2006
Enrollment: 35 undergraduate students

Course Description:

This course addresses how intimate relationships are formed, maintained, and terminated. Topics relevant to interpersonal relationships such as attraction, communication, love, sex, power, and conflict are covered. This course emphasizes both theory and empirical research. Most departmental majors and all departmental minors are required to take this course. The majority of the students are in their third or fourth year of undergraduate study.

As the instructor of record for this course, I had full responsibility for all aspects of the course including syllabus design, teaching the material, and grading of exams and assignments. I applied my teaching philosophy by assessing students on the first day to find out their preferred method of learning. As a result, the majority of the course was taught using PowerPoint presentations, but other formats such as class discussions, small group work, DVD presentations, guest lectures, and panel discussions were also employed. I included a variety of assessment techniques such as examinations, a term paper, and a media project (a description of the media project is found on page 11). The exam questions included multiple choice, true/false, fill in the blank, and short answer questions. In this way, students who had problems answering particular types of questions (e.g., multiple choice) were accommodated by the inclusion of other formats (e.g., short answer). The questions were also designed to assess a range of cognitive abilities from recall (e.g., defining a concept) to critical thinking (e.g., evaluating and synthesizing information).

CHFD 4330, Diversity in Human Development and Family Systems

Role: Instructor of record
Semesters Taught: Fall 2006
Enrollment: 35 undergraduate students

Course Description:

This course explores diversity related to gender, socioeconomic status, race, ethnicity, family systems, sexual orientation, religion/spirituality, disability, age, and geographic location. Students are challenged to identify and expand on their explicit and implicit perceptions of people who are different from themselves. Students learn to understand how differences can lead to ethnocentrism, biases, prejudice, discrimination, exploitation, and oppression within and between groups. Most departmental majors are required to take this course and minors have the option of taking it. The majority of the students are in their fourth year of undergraduate study.

As the instructor of record for this course, I had full responsibility for all aspects of the course including syllabus design, teaching the material, and grading of assignments. When I began designing the course, I emailed and met with professors from a variety of departments (i.e., Women's Studies, History, Social Work, and the Office of Institutional Diversity) to obtain suggestions for reading materials. After reviewing hundreds of recommended readings, I chose a textbook and supplemental articles that were well suited to the goals of the course. The readings were specifically chosen for their emphasis on personal, real-life experiences because I thought it was important to meet students at their level. Some theoretical and philosophical readings were also included because my first day assessment revealed that a few students had already been exposed to diverse populations and experiences. The course material was taught using a multitude of techniques such as lectures, class discussions, class activities, small group work, DVD presentations, guest lectures, panel discussions, and trivia games. A wide array of assignments were also used in this course (please refer to the syllabus on pages 5-8 and Appendix B for more information).

Assignments

#1 Autobiography - Write a 5-7 page reflective paper on your childhood memories and experiences which helped shape your gender, racial, socio economic, religious, and sexual orientation identities. What messages did you receive as a child about who you should be? Who sent those messages (parents, teachers, coaches, other kids, etc.)? This is not an academic paper but should be a reflective paper regarding your own feelings. This assignment is worth **75 points**. **DUE Tuesday, August 29, 2006.**

#2 Journal – Each student must keep a journal of her or his reflections about the readings, course discussions, guest speakers, and personal reflections for each week of class. All readings must be addressed in the journal entries. You will periodically be asked to bring your journals to class for in-class written reflections.

Feel free to be creative in your expression of thoughts, feelings and experiences. Please write legibly if your journal will be handwritten. The journal will be submitted two times over the course of the semester. The focus of the evaluation will not be on your perspectives but on the **reflective process**. You are not required to share the contents of your journal with anyone (other than the instructor who considers this material confidential). It is important that you journal regularly. Be sure to date each entry with the date and time. Each journal review is worth **50 points**. **DUE in class on Thursday, September 14 and Thursday, October 19, 2006.**

#3 Bias Assessment Paper - Participate in a computer based assessment program that is an examination of one's biases. Do at least two assessments and write a 2-page report about your experiences. For example, why did you choose to take the tests you did? What did you learn about yourself from the tests? The implicit assumption tests can be found online at: <https://implicit.harvard.edu/implicit/demo/measureyourattitudes.html>. This assignment is worth **50 points**. **DUE in class on Tuesday, October 3, 2006.**

#4 Book Review - Read one of the books listed below and write a 5-7 page report, excluding quotations. In your report: 1) Provide a brief summary of the book (1 page); 2) Describe how parts of the book illuminated your perceptions of discrimination based on gender, race/ethnicity, and socio economic status (3-5 pages); and 3) Provide your overall opinion of the book (i.e., Did you like it? Why or why not?) (1 page). This assignment is worth **100 points**. **DUE in class on Thursday, November 2, 2006.**

Bragg, R. (1997). *All over but the shoutin'*. New York, NY: Random House.

Cofer, J. O. (1990). *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood*. University of Houston: Arte Publico Press.

Delaney, S. L., Delaney, A. E., & Delaney, A. H. (1993). *Having our say: The Delaney sisters' first 100 years*. New York, NY: Dell Publishing.

Dyson, M. E. (2006). *Is Bill Cosby right?: Or has the black middle class lost its mind?* New York, NY: Basic Civitas Books.

Ehrenreich, Barbara (2002). *Nickel and dimed: On (not) getting by in America*. New York, NY: Owl Books.

McBride, I. (1997). *The color of water: A Black man's tribute to his White mother*. New York, NY: Riverhead Books.

#5 Cultural Immersion Paper - Immerse yourself in a culturally diverse setting different from your own cultural background or experiences (e.g. an African American church service, an Islamic Mosque service, a Jewish synagogue service, a meeting promoting gay and lesbian rights, or experience with persons with disabilities). Your setting selection must be pre-approved by the instructor. Write a 3-5 page paper about this experience. **DUE in class on Tuesday, November 28, 2006.** Students will also be expected to make a 5-7 minute presentation about their experience on **November 28th and 30th**. This assignment is worth **100 points**.

Grading

	Points Possible	Your Points
10 quizzes (5 points each)	50	
Autobiography	75	
Journal x 2 (50 points each)	100	
Bias Assessment Paper	50	
Book Review	100	
Cultural Immersion Paper	100	
Participation	25	
Total	500	

Grade	Points Required	Percentage
A	465-500	93-100
A-	450-460	90-92
B+	430-445	86-89
B	415-425	83-85
B-	400-410	80-82
C+	380-395	76-79
C	365-375	73-75
C-	350-360	70-72
D	300-349	60-69
F	Less than 300	< 60%

All scores are rounded to nearest whole percent. To be fair to all students, grade cutoffs are final.

Class policies and other information

Questions on Grading and Assignments: Every attempt will be made to fairly and consistently evaluate students' performance on assignments. If you would like your instructor to reconsider points that have been assigned, the request must be submitted in writing at least one day after and within one week from the day the assignment was returned. If you miss an in-class quiz and wish to make it up, you may write a summary for each reading assigned that day and submit the makeup for grading by the next class period.

Timeliness: Class will begin and end on time. Therefore, students are expected to arrive on time and remain for the entire period.

Documentation for absences: Written documentation must be from a physician, law enforcement officer, or other professional in which an explanation is given regarding the seriousness of the issue that prevented the student from completing the assignment on time. Written explanations from family members and friends will not be accepted.

Withdrawal and incomplete: Should you choose to withdraw from this class after drop/add ends (after August 21st), a W only can be assigned if you are passing the course at the time you withdraw. If you are failing the course, you will receive a WF. Also, according to university policy, students who withdraw after the semester mid-point (or those who are withdrawn due to excessive absences) automatically receive a WF. The only exceptions are when the withdrawal is recommended by the Office of Student Affairs because of some emergency or health reasons that they have verified. The midpoint for Fall 2006 is Monday, October 9th. Since you can initiate a withdrawal on-line, be sure you are aware of your progress in the class prior to taking that action. Also remember that a reduction in your course load may affect financial aid eligibility (including HOPE) and full-time student status.

Incompletes: The UGA Undergraduate Bulletin states that a grade of Incomplete "indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. If an "I" is not satisfactorily removed after three semesters, the symbol will be changed to the grade of "F."

Additional considerations

In this class, it is expected that everyone is putting forth their best effort.

Examples of ways students put forth their best effort include: attending class sessions, arriving to class in a timely manner, doing the readings before class, asking questions and actively engaging the material in class, doing the assignments required in the class, doing one's own work, and turning in assignments on time.

Examples of ways the instructor puts forth her best effort include: maintaining knowledge of the material, clearly communicating expectations for the course from the first day of class, providing a clear syllabus and outline of the course, preparing instruction before class, offering ways to engage the material in class, structuring assignments to fulfill the learning objectives, encouraging questions in class, offering feedback on assignments, being available outside of class (students can best reach me via email), and by providing additional resources to the class.

This class is largely discussion based and it is important that we all feel comfortable expressing our personal views. This requires that we respect the views of others. An example of how to respect others includes actively listening when others talk. Listening means that one person talks at a time and that you are not talking or engaging in side conversations. You may not always agree with the opinions others express in class, but as a professional you will need to learn to listen to others whose opinions differ from yours. Differences in opinion are inevitable and to be expected. Differing opinions can be expressed in ways that communicate respect. Use "I" statements when speaking; do not represent a whole group of people with your statements and remember that you are expressing your own opinion, not the opinions of others.

Some additional considerations for this class include: Treat others the way you would like to be treated. For example, limit interruptions, turn off cell phones, enter the room quietly when you are late, and exit the room quietly if you must leave early. We will be discussing a variety of sensitive topics in this class. Please insure the confidentiality of all topics discussed.

UGA Academic Honesty Policy

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. All members of the University community are responsible for knowing and understanding the policy on academic honesty.

Students are responsible for reading the University policy on academic honesty at http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm

Specific information on requirements and prohibited activities are discussed at the web site in sections 5 and 6. Violations include plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, using any source of information that is not common knowledge, writing a lab observation with another student, and giving a false excuse for failing to show up for a class. Students who assist other students in academically dishonest acts are in violation of the policy. Assistance by another person, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

A violation of these regulations is grounds for filing a report to the Vice-President for Academic Affairs.

Sample Teaching Materials: Assignment and Grading Scheme

In the beginning of the term, my students in CHFD 4330 (Diversity) were required to complete an online bias assessment test. Based on their test results and/or issues that came up over the term, they identified a personal bias or prejudice. In order to challenge their bias, they immersed themselves in a cultural setting or event where they could interact with people from this particular cultural group (e.g., people of a different ethnicity, religious faith, etc.). They wrote a paper about their experience and gave a class presentation. Below is a description of the assignment and grading scheme. Page 10 includes an example of how one student represented her experience using a spreadsheet that was handed out to the class for her presentation.

Cultural Immersion Paper

Based on the bias assessment tests or issues that have come up for you over the course of the term, try to identify a personal prejudice or bias. For your cultural immersion paper, select a cultural setting that will challenge your stereotype or bias. Your setting selection must be pre-approved by the instructor. To have your setting approved, email the instructor with 1) your personal bias; and 2) the proposed setting. Your instructor will email you back to give approval or suggestions for refining your selection.

Write a 3-5 page paper about this experience (75 points). **DUE in class on Tuesday, November 28, 2006.**

In your paper, address the following:

- 1) What personal bias did you identify?
- 2) How did you develop this bias?
- 3) Describe the cultural setting you attended (e.g., who was present, what was being discussed, how was your presence received by the group, were you an active participant, etc.)
- 4) What did you learn from this experience?
- 5) Were your biases challenged in the process of completing this assignment?

Students will also be expected to make a 5-7 minute presentation about their experience on **November 28th and 30th** (25 points).

In your presentation, address the following:

- 1) Describe the cultural setting you attended.
- 2) How did you feel about being in this setting?
- 3) What did you learn about yourself from the experience?
- 4) What did you learn about other people?
- 5) Will you continue to immerse yourself in cultural settings that challenge your personal views or biases? Why or why not?

This assignment is worth **100 points**.

Sample of Student Work

Below is a student generated bias assessment test. This student identified a bias against the Christian faith. As part of her cultural immersion project, she attended church services of various Christian denominations and interviewed people at each service. This is a copy of her presentation handout to the class, which summarized the interviews. The grading scheme for this assignment is found on page 9 (previous page).

	What form of Christianity do you practice?	When saved, what was it like?	Do you believe in angels?	Can they take human form?	Do animals have souls?	What do you feel is the biggest sacrifice you've made for your faith?	Are all sins equal in God's eyes?	What do you feel that the greatest advantage of technology for spreading God's word is?	If there is one big "take home message" to people learning about Christianity, it is:
B Rad	Grew up Southern Baptist from Native American family	13, baptised in 8ft deep pool in front of the church in Hull	Yes	Yes, because the devil can as well	Yes, animals have feelings, and emotions, and can reason.	Quitting the Baptist Church bc I felt like I believed in something bigger/ disliked the hatred and discrimination	No	No advantages since evangelical mailing... similar now to junk emails... in a sense, defected religion.	Use your own judgement, accept good parts of Christianity and apply them to your own life. Also be able to avoid passing judgement on the people you disagree with.
Chet	Southern Baptist	6 yo, in Easter play at church, felt presence of God	Yes	Yes	No	The time commitment I make to praying, reading the bible and going to church	Yes	Ability to reach more people, and connect to them in different ways.	Tolerance can be practiced without compromising your beliefs.
Lizzie	Northern Presbyterian	Not Yet	Yes	Yes	Yes, why else would we be able to love them so much?	The time I've dedicated to studying the Bible	No	My church at home is still quite traditional.	Religion is different regionally, but also from church to church. If you haven't found the church for you, keep looking, there are many options out there.
Tara	Pentecostal Interdenominational	10 yo, looked to God when father became seriously ill	Yes	Yes	Yes	Moved away from the organized church, when they suggested my father was ill due to sin.	Yes	My church listens to contemporary music, which has a wider appeal.	
Stevie	Southern Catholic	Saved each time I go to confession	Yes	Yes	Yes	Saving sex til marriage.	No	My church has not changed very much with the advantages of technology.	Remember to give financially to the church, as it is a necessary discipline of religion.

Innovative Teaching Projects

One of the assignments for my interpersonal relationships course (CHFD 3930) involved selecting a form of media (e.g., a book, television program, etc.) and writing a paper to show how 20 of the course concepts are illustrated in the media. A description of this assignment is provided below.

Media Paper (20 points)

For this assignment, you are asked to select a form of media such as a movie, a book, a television show, magazines, songs, or any other form of mass media. You will write a paper describing how 20 concepts from the course are illustrated in this media. You may select concepts from any of the assigned readings, including chapters 1-15 in your textbook and the online articles. In your paper, do the following:

- a. Describe the themes or central ideas of the movie, television show, songs, etc.
- b. Describe each of the 20 concepts (i.e., how is this concept defined in your readings)
- c. Identify how the concept is illustrated in the movie, television show, songs, etc.

You are free to present this information in a variety of formats. For example, some of you may prefer to write the paper in essay format (introduction, main body, conclusion). Others may prefer to describe the central premise of the media in a paragraph or two, followed by point-form definitions and applications of each concept (as we have done in class with our DVD exercises). There is no page limit to this assignment. As long as you adequately address the requirements, you are free to vary the length and format of the paper.

Please note: If you use a movie or book for this assignment, you should have plenty of material from which to apply the concepts. If you use a television show, you might require more than one episode to apply the 20 concepts. It will be difficult to apply 20 concepts using a single song or magazine/newspaper article, so plan to use at least 3-5 songs or articles with these forms of media.

**This assignment is due on May 9th at 12noon.
Please bring your completed assignment to our final exam.**

Professional Activities Related to Teaching

Teaching Awards

Gwendolyn Brooks O'Connell Scholarship for outstanding performance in teaching, University of Georgia, \$750, 2007-2008

Graduate School Teaching Portfolio Certificate, University of Georgia, 2007

Outstanding Teaching Assistant Award, University of Georgia, 2007

Mentoring/advisement of students in pursuing their chosen academic programs

Workshop Coordinator and Panelist, Spring 2007, University of Georgia, College of Family and Consumer Sciences.

Role: Planned and participated in this session to help undergraduate students with decisions about graduate school and career choices.

Panelist, Spring 2007, University of Georgia, Psychology Department.

Role: Participated in a panel discussion to represent the Department of Child and Family Development and to inform undergraduate psychology students about graduate school and career options.

Research Supervisor

Advisor for the Undergraduate Honors Project of J. Heinze, Fall 2006, University of Georgia, College of Public Health.

Role: Designed an honors project for Jessi that would help expand her views on diversity issues, guided her throughout the assignment, and graded her final paper.

Research Supervisor for J. Hinshaw, Fall 2005 and Spring 2006, University of Georgia, Department of Child and Family Development.

Role: Supervised Jessica for two terms of independent study courses (CHFD 3010) in which she conducted literature reviews for articles on relationship processes (i.e., satisfaction, commitment, jealousy, power, etc.).

Special Training or Teaching Related Experience

Instructional Skills Certificate:

This certificate is awarded to graduate students who complete a comprehensive instructor development workshop. Topics covered include: lecture design and implementation, teaching for different learning styles, and dealing with classroom issues.

GRSC 7770:

This course provides prospective instructors with knowledge of pedagogical approaches and support systems available at the university. Topics covered include: syllabus design, teaching and learning styles, test construction, teaching with technology, dealing with diversity, ethics and values in teaching, and mentoring students.

WebCT @ UGA Workshops for Course Designers:

Designer Quickstart

This workshop teaches course instructors the basics about WebCT including how to upload and manage files, customize web pages, create links to course materials, keep track of grading, add WebCT tools, and backup the course. This workshop helped me design and use WebCT in the classes I taught at the University of Georgia (please refer to Appendix A on 14 for a sample of my WebCT homepage).

Evaluation of Teaching

CHFD 3930, Spring 2006, 4.89 on a scale of 1 – 5 (5 is the highest)

Written Evaluations about the Course

“I loved the class. I learned a great deal, especially from researching the term paper.”

“I particularly liked the variety of methods used for teaching the course – DVDs, guest speakers, panel discussions.”

“The teacher was always prepared and got assignments and tests returned in a very timely manner.”

“I really liked the lectures. It was helpful to have an outline of the lectures. And the references to the book throughout the chapter lectures helped me learn and understand the material.”

Written Evaluations about the Instructor

“One of the best instructors I have had at UGA! Great job!”

“The availability of the instructor to meet outside of class was very helpful.”

“You have been one of my favorite professors! I enjoyed how you made class very interesting and engaging. You were very fair and always asked us for our input before making decisions about the class.”

“You knew the topic thoroughly and conveyed your knowledge well.”

CHFD 4330, Fall 2006, 4.75 on a scale of 1 – 5 (5 is the highest)

Written Evaluations about the Course

“Covered a very large amount of information and lots of topics, very well done. I feel like I learned something about everything. Good variety of teaching methods, discussions, group work, activities, videos, assignments. This was my favorite class this semester, thanks so much!”

“The open discussions were great. Leading questions by the professor were thought provoking. She did a great job facilitating discussions.”

“This is honestly one of the best classes I have ever taken. I have never learned so much about myself and been challenged in so many ways. I’m sad it’s over.”

“Every assignment was explained extremely well and all were graded fairly.”

Written Evaluations about the Instructor

“Kelly was by far the BEST teacher I have ever had. She was fair, respectful, helpful, and kind!”

“Kelly’s enthusiasm is outstanding! She is very knowledgeable about her subject matter. Kelly has great, interesting lectures and incorporates lots of stimulating class discussion.”

“Kelly was so passionate about the subject of diversity. She was so respectful of all our opinions, which caused me to respect her even more.”

“Kelly was well prepared for class and listened to what the class wanted to get out of it and fulfilled that.”

Appendix A – Sample WebCT Homepage

Welcome to CHFD 3930!



Course Content



Communication



Student Tools

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We were all meant to shine as children do. It is not just in some of us, it is in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

- Adapted from the words of Nelson Mandela, Marianne Williamson, and the movie Coach Carter

Course Content

Syllabus



Articles



Student Resources



Lecture Notes



**Appendix B – Sample Course Schedule: Diversity in Human Development and Family Systems
(CHFD 4330)**

WEEK	DATE	TOPIC	PREPARATORY READING
1	Aug. 17	Introduction – Orientation to class	
2	Aug. 22	Gender	Text p. xxxii-xxxvii (Introduction)
	Aug. 24	Gender	Trickett, Watts, & Birman; Text p. 73-100
3	Aug. 29	Gender – Due Date Autobiography	
	Aug. 31	Gender	
4	Sept. 5	Socioeconomic Status	Text p. 31-47
	Sept. 7	Socioeconomic Status	
5	Sept. 12	Socioeconomic Status	Text p. 17-23
	Sept. 14	Socioeconomic Status – Due Date Journal 1	
6	Sept. 19	Race and Ethnicity	Lipsitz; Text p. 25-29, 113-125, 137-144, 155-162, and 171-175
	Sept. 21	Race and Ethnicity	Johnson, McIntosh
7	Sept. 26	Race and Ethnicity	
	Sept. 28	Race and Ethnicity	
8	Oct. 3	Family Systems – Due Date Bias Assessment Paper	Coontz1; Zanichowsky
	Oct. 5	Family Systems	Taylor; Shields-Serviss; Savin-Williams & Esterberg
9	Oct. 10	Family Systems	
	Oct. 12	Sexual Orientation	Rutter & Schwartz; Text p. 59-71 and 103-108
10	Oct. 17	Sexual Orientation	Read books for review
	Oct. 19	Sexual Orientation – Due Date Journal 2	Read books for review
11	Oct. 24	Sexual Orientation	Read books for review
	Oct. 26	FALL BREAK: NO CLASS!!!	Read books for review
12	Oct. 31	Religion/Spirituality	Shields-Landsberg; Bodkin
	Nov. 2	Religion/Spirituality – Due Date Book Review	
13	Nov. 7	Disability	Text p. 49-57; Shields-Boyens
	Nov. 9	Disability	
14	Nov. 14	Age	Coontz2
	Nov. 16	Geographic Location/Regional Differences	Macklin p. 29-56
15	Nov. 21	Geographic Location/Regional Differences	
	Nov. 23	THANKSGIVING: NO CLASS!!!	
16	Nov. 28	Due Date Cultural Immersion Paper and	
	Nov. 30	Class Presentations	
17	Dec. 5	Course wrap-up and evaluations	

Our final exam is scheduled for 7-10pm on Tuesday December 12th but no final exam is required for the completion of this course. The final exam is optional.

Appendix C – Emails from Students

The following two pages contain emails written by my students. The emails have been edited for space. For reasons of privacy protection, I have also removed the students' email addresses.

Date: Tue 4 Apr 22:32:32 EDT 2006

From: [Add To Address Book](#)

Subject: Final Exam

To: Kellycb@uga.edu

Dear Kelly,

I am looking forward to writing your course evaluation because, in all honesty, you have been one of the best (and most professional) teachers I have had in college. There are a lot of reasons why, which I can put on your evaluation...but I am a junior and have had my share of professors and I wish more would adopt your teaching style! So thank you for putting so much effort into our class...learning our names...asking for our feedback...etc. I really appreciate all that you're doing.

Amanda

Date: Fri 12 May 22:38:50 EDT 2006

From: [Add To Address Book](#)

Subject: Re: Ashley Lamberton

To: Kelly Campbell <kellycb@uga.edu>

Kelly~

I cannot thank you enough for your dedication to us students. It is because of you that I excelled in my last semesters in school and earned the Dean's List honors. You taught me so much more than was in the course material. You taught me never to settle for a grade, to always want to achieve more, and that it is possible. It is because of you, that I was a better student, and because of you that I am and will continue to strive to be a better teacher. I hope you know how much I appreciate your dedication and eagerness in the classroom.

I hope you have a terrific summer, and again thank you for everything. You really treated us students with a tremendous amount of respect and care. It's been a pleasure having you as a Professor! I hope that you can continue in your teaching, many students will benefit.

Ashley Lamberton

Date: Wed 27 Sep 15:57:32 EDT 2006
From: [Add To Address Book](#)
Subject: Re: Journal 1
To: Kelly Campbell <kellycb@uga.edu>

Kelly,

I want you to know that I really enjoyed the panel of speakers we had yesterday! I found what each of them had to say very interesting. Since I have grown up around many people like myself I never really thought about life from other people's perspective. Your class has definitely helped me to open up my eyes some more and to be more aware of my surroundings. So I would like to thank you!

Jenna

Date: Wed 13 Dec 14:41:11 EST 2006
From: [Add To Address Book](#)
Subject: Re: FINAL ANSWERS
To: kellycb@uga.edu

Kelly-

I just wanted to tell you what a great experience this class has been for me. I have learned more in this class than I have in any other class in college, and your knowledge and enthusiasm has been a big part of that. I know I have a long way to go but my whole way of thinking about people has been changed in a very positive way. Hope you have a great holiday!

-Leigh