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|  | 2019-2020 SHSU Common Reader Program  **Curriculum Infusion Guide**  Westover was seventeen the first time she set foot in a classroom. Born to survivalists in the mountains of Idaho, she prepared for the end of the world by stockpiling home-canned peaches and sleeping with her "head-for-the-hills" bag. In the summer, she stewed herbs for her mother, a midwife and healer, and in the winter, she salvaged metal in her father's junkyard.  Tara Westover was born in Idaho in 1986. She received her BA from Brigham Young University in 2008 and subsequently earned a Gates Cambridge Scholarship. She earned an MPhil from Trinity College, Cambridge, in 2009, and in 2010 was a visiting fellow at Harvard University. She returned to Cambridge, where she completed a PhD in history in 2014. Educated is her first book.  Educated is a fearless account of love and brutality, an account of biological relationships, and an account of courage, knowledge, and intellect that lights up every page of her story.  Her memoir reminds us that education is not only about learning history, science, and art; but also about learning how to think for oneself. Westover is aware that her education has accorded her the power to define her life and tell her own memorable story.  Curriculum Infusion Committee  Kay Angrove Lisa Brown Christine Cardinal Kevin Clifton  Jocelyn Frelier Mary Funck Mae Lane Jeffrey Littlejohn  Benjamin Park Todd Primm (Chair)  J. Bart Stykes Susan Strickland  Mike Vaughn |
| **Curriculum Content Categories**  College Success  Business  Criminal Justice  Education  Fine Arts  Science & Engineering Technology  Health  Humanities/Social Sciences Community Engagement  The Curriculum Guide is an aid to course instructors across the university to make integration of educational activities related to the common reader as straightforward as possible. Feel free to use and modify these suggestions as needed for your students. We hope the reader serves as a common educational experience illustrating to students the importance of lifelong learning and that true understanding is often interdisciplinary.  -Best regards, the Curriculum Infusion Committee  SHSU Common Reader <http://www.shsu.edu/commonreader>  Professional & Academic Center for Excellence <http://www.shsu.edu/pace/> | |

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| College Success | | |
| Academic  Skills | **Curriculum Areas** | **Activity Description** |
| Critical Thinking  Metacognition  Communication, written/oral/visual | Humanities Social Sciences | **Active Reading Method and Schedule.**  Please answer the following prompts during your reading: (Triangle, Square, Circle Reflective Reading Method)  1) What three points do you think the author wants you to remember?  2) What are two ideas that square with your beliefs?  3) What one question is still circling your mind?   |  |  |  | | --- | --- | --- | | Students Assigned | Day | Assigned Reading | |  | 1 | Prologue  Choose The Good  The Midwife | |  | 2 | Cream Shoes Apache Women | |  | 3 | Honest Dirt  Shield and Bucker | |  | 4 | The Lord will Provide  Tiny Harlots | |  | 5 | Perfect in his Generations  Shield of Feathers | |  | 6 | Instinct  Fish Eyes | |  | 7 | Silence in the Churches  My Feet No Longer Touch Earth | |  | 8 | No More a Child  Disloyal Man, Disobedient Heaven | |  | 9 | To Keep It Holy  Blood and Feathers | |  | 10 | In the Beginning  Recitals of the Fathers | |  | 11 | Skullcap  What we Whispered and What We Screamed | |  | 12 | I’m From Idaho  A Knight Errant | |  | 13 | The Work of Sulphur  Waiting for the Moving Water | |  | 14 | If I were a Woman  Pygmalion  Graduation | |  | 15 | Hand of the Almighty  Tragedy Then Farce  A Brawling Woman in a Wide House | |  | 16 | Sorcery of Physics  The Substance of Things  West of the Sun | |  | 17 | Four Long Arms, Whirling  Gambling for Redemption  Family | |  | 18 | Watching the Buffalo  Educated | |
| Critical Thinking  Communication, written/oral/visual | Humanities  Social Sciences | **Creating a Sense of Belonging in a New Environment**  *Reading: Chapter 18: Blood and Feathers*  Westover describes several instances where she felt alienated as she transitioned to new environments in college. In chapter 18 she talks about differences with roommates about hygiene (p. 160) and then about differences in knowledge about study habits (pp. 165-166). This feeling of “not belonging” is common among college students for various reasons. Describe a situation where you could (did?) help another college student overcome feelings of “not belonging” due to difference in understands or cultural practices. |
|  |  | ****An Education is the Remaking of a Person****  **Westover states, “an education is the remaking of a person. You can submit to that remaking passively or you can take an active part. To choose the second is to remake yourself, to choose the first is to be made by others” (PBS News Hour Video). What does Westover mean by this? Do you agree with Westover?** **Explain what this means to you.** |
| Business | | |
| Academic Skills | Curriculum Areas | Activity Description |
|  | Business | **Butterfly Expressions Essential Oils**  Near the end of the story, the Westover family was building a large and profitable entrepreneurial business producing the mother’s essential oils. Currently, the family’s ‘Butterfly Expressions’ Essential Oils are even available on Amazon. Assume you have been hired to assist the family with further expanding the company. Develop some or all of the following items for this growing business.  Alternatively, use a jigsaw approach and divide the class into groups - assign different tasks to each group. Have each group present their portion - this will create a comprehensive analysis of the business.   * A marketing campaign, including a slogan, advertising poster, and/or social media tools. * A business plan to be submitted to a financial institution to obtain the external financing necessary to expand the business. * A 5- to 7-minute ‘Shark Tank’ presentation with the aim of obtaining funding from venture capital. * A capital budgeting analysis that includes the development, marketing, and sale of a new product.   A one-page response to the following questions. (1) What type of business organization does this business utilize? (2) What are some advantages and disadvantages associated with this business structure? (3) Would you suggest that this business incorporate? (4) Identify two pros and two cons of incorporation. |
| Communication | Business | **Safety Compliance**  At several points throughout the text, examples are provided of injuries sustained by family members while working in the family’s salvage business. Identify at least one such example, describe the violation that occurred in regards to enforceable safety standards, and use your knowledge as a Human Resources representative to suggest changes to Mr. Westover that will bring the business into safety compliance. |
|  |  | **Gender Discrimination and/or Abuse**  Tara, on her journey to adulthood, faced many instances where she faced discrimination and/or abuse based at least partially on her gender. Some notable examples are (1) restrictions placed on the clothes she was allowed to wear; (2) limitations on activities she was allowed to participate in, including educational opportunities; and (3) physical abuse by her brother Shawn with an associated refusal on the part of her parents (authority figures) to protect her. These same types of discrimination/abuse have been and continued to be faced by women in the workplace. Create a poster that describes landmark cases in which women brought attention to and solicited legislation to protect against these types of activities/environments. Alternatively, assign to each student/group one of these women and have them lead a discussion on the women’s groundbreaking actions and associated impact. |
|  |  | **Breaking the Glass Barrier**  The familial hierarchy for the Westover family based its power structure in part on fundamentalist Mormon beliefs. This patriarchal structure placed much power and authority in the hands of the father (male leadership) and relegated her mother to a subservient position (quite similar to the historic leadership in business). However, the success of the mother’s business elevated, in part, the mother’s power. Identify a female businessperson that broke the ‘glass barrier’, and describe both the obstacles this individual faced and how her success assisted other woman to advance in the workplace. |
|  |  | **Speaking Out**  Compare the complexities in interpersonal family relationship to navigating relationships in the work place. Discuss and provide an example specifically of how Tara being ostracized by several family members after speaking out about her abuse corresponds to the treatment of employees speaking out about mistreatment in the work place. How does this type of intimidating environment impact the success of a business enterprise? |
|  |  | **Employee Safety**  Tara’s father seemed to have very little regard for the safety of his family members. Discuss how this disregard parallels specific examples were employers have shown little regard for the safety of their employees. |
|  |  | **Negative Publicity**  It is said that ‘there is no such thing as bad publicity’. Do you think the publicity surrounding Tara’s book has aided the success of the family’s ‘Butterfly Expressions’ essential oil business? Identify an example of a business entity profiting from negative publicity. Provide an example of a business entity that was substantially damaged by negative publicity. |
|  |  | **Corporate Culture**  The Westover family had a very distinct family culture. Select a business enterprise and discuss: (1) its corporate culture; and (2) the impact of its corporate culture on business activities, the profit earned, treatment of employees, and customer relations. |
| Criminal Justice | | |
| Academic Skills | Curriculum Areas | Activity Description |
| Critical Thinking  Analytical Problem Solving  Social Justice | Criminal Justice  Sociology | **Ruby Ridge: History and Aftermath**  Compare and contrast the story that Tara’s father told with other accounts of the Ruby Ridge incident. What roles did the FBI, the Secret Service, and the ATF have in the Ruby Ridge incident? What did Randy Weaver do to warrant suspicion? What went wrong, and what went right for the Weavers and for law enforcement?  <https://www.britannica.com/event/Ruby-Ridge>; <https://www.history.com/topics/1990s/ruby-ridge> |
| Education | | |
| Academic Skills | Curriculum Areas | Activity Description |
| Critical Thinking; Technology Integration; Content Literacy  Communication  Research  Analysis | Preservice Teacher Methods  Courses | **The Development of Comprehensive, Mandatory Public Schooling**.  Break students into small groups; have each group investigate a significant historical moment in the development of comprehensive, mandatory public schooling. For example, one group could research the Common School movement, one group could look at the role of religious, parochial education, and one group could research the history of the role of gender and access to education, the role of race and the access to education, and the role of geographical differences and access to education. How did each of the groups educate themselves when they were denied access to formal schooling? How do their experiences with self-education compare to the author’s experiences? |
| Critical Thinking  Diversity & Intercultural  Research  Analysis | Education  Social Science | **New Perspectives in Cultural Diversity**  It is late in Tara’s life that she discovers the Civil Rights Movement and becomes aware of racial and gender discrimination. Have your students write a paper about their individual experience with coming to understand something about cultural diversity that is different from what they learned/were taught about a specific group of people. How did that impact their belief system, their relationship with their family, their relationship and viewpoint regarding that group of people? How will this affect them as teachers of diverse students? Which educational theorist does this best relate to? Be able to explain your response. |
| Critical Thinking  Emotional Intelligence  Analysis  Reflection  Diversity & Intercultural | Education; Preservice Teacher Methods  Courses;  Content Literacy | **College Education: Overcoming Criticism**  Tara’s decision to become formally educated caused her to become estranged from her family. How has becoming college educated changed your relationship to your families, to your culture, to where you came from? What decisions have you had to make about relationships, about your own values and non-negotiables, your world-view? Have a class discussion about helpful hints/tips/experiences about these issues and how individual students have overcome and handled them. |
| Critical Thinking  Analysis  Research | Education  Preservice Teacher Methods  Courses;  Content Literacy | **The Role of Religion in How Tara Learned to Read and Write**  There are two critical issues in chapter 18. First, the role of religion in how Tara learned to read and write. How does what we consume influence our abilities in the educational arena? Have each student choose a favorite song or podcast and do a critical content analysis of the lyrics/transcript. What is the message of the song/podcast? What is it teaching you? Is the language positive, negative, inflammatory, what is the overall tone of delivery? |
| Fine Arts | | |
| Communication, written/oral/visual  Critical Thinking  Social Justice  Music  Theater  Dance  Voice | Fine Arts  Humanities | **Tiny Harlots(pp. 76-83)**  Despite her father’s objections, Tara did manage to receive a fine arts education of sorts in music, dance, voice, and theater. Watch the video at the link below. Singing/music was part of Tara’s desire to search out into the world. What was your inspiration to learn more about your chosen field of interest? Make a short one-minute video describing your inspiration. Consider demonstrating your talent in your video. <https://www.youtube.com/watch?v=MlO_QkqQ9cE> |
| Community Engagement  Communication, written/oral/visual  Critical Thinking  Social Justice  History | Fine Arts  Humanities | **Bursts of Movement: A Million Ballerinas Bending**  Please read the excerpt below from the Prologue. Then create, choreograph, and video a performance that interprets some or all elements in this scene depicted by Westover.  “I’m standing on the red railway car that sits abandoned next to the barn. The wind soars, whipping my hair across my face and pushing a chill down the open neck of my shirt. The gales are strong this close to the mountain, as if the peak itself is exhaling. Down below, the valley is peaceful, undisturbed. Meanwhile our farm dances: the heavy conifer trees sway slowly, while the sagebrush and thistles quiver, bowing before every puff and pocket of air. Behind me, a gentle hill slopes upward and stitches itself to the mountain base. If I look up, I can see the dark form of the Indian Princess.  The hill is paved with wild wheat. If the conifers and sagebrush are soloists, the wheat field is a corps de ballet, each stem following all the rest in bursts of movement, a million ballerinas bending, one after the other, as great gales dent their golden heads. The shape of that dent lasts only a moment, and is as close as anyone gets to seeing wind.  Turning toward our house on the hillside, I see movements of a different kind, tall shadows stiffly pushing through the currents. My brothers are awake, testing the weather. I imagine my mother at the stove, hovering over bran pancakes. I picture my father hunched by the back door, lacing his steel-toed boots and threading his callused hands into welding gloves. On the highway below, the school bus rolls past without stopping.  I am only seven, but I understand that it is this fact, more than any other, that makes my family different: we don’t go to school.” (pp. xi-xii) |
| Science & Engineering Technology | | |
| Communication, written/oral/visual Critical Thinking | Science Health  Business Marketing | **Homeopathic and Herbal Medicine Use on the Rise  “**Reports have shown that a robust proportion of the herbal medicines being used globally are by self‑medication, while some even depend on information from retail outlets and advertisement in the media for their use. However, most of these claims are usually mere speculations without scientific back‑up. Herbal medicines are now even available on drugstore shelves and in health food stores, hence increasing the potential to self‑medicate than ever before. Although there are several herbal medicines currently available, only very few have been verified and standardized scientifically with respect to their efficacy and safety” (Chinedu & Jacob, 2018).  Choose one of the following research topics regarding a homeopathic and/or a herbal medicine and write an annotated bibliography to include 5-7 relevant peer-reviewed articles written between 2015 and today.   * Research the economic impact of the herbal and/or homeopathic medicine market in the US. * Research the scientific evidence on the effectiveness of herbal and/or homeopathic medicine. |
| Health | | |
| Academic Skills | Curriculum Areas | Activity Description |
| Community Engagement Communication, written/oral/visual Critical Thinking Diversity & Intercultural Public policy/government | Health  Social Science  Humanities | **Wash Your Hands & Save Lives**  Hand washing has Tara’s grandmother and her college roommates all giving her grief over not washing her hands after using the restroom. Consider these scenes & then, read Dr. Gawande’s article, *The Checklist.* [Gawande, A. (2007). The Checklist. *New Yorker*, *83*(39), 86]. Compare and contrast the reasons for Tara’s reluctance in her youth to wash her hands after using the restroom to the experiences in the article. What impact do culture, health literacy, and socioeconomic status have in each situation? Create a public service announcement aimed at encouraging Tara’s family to wash their hands after using the restroom. |
| Community Engagement Communication, written/oral/visual Critical Thinking Diversity & Intercultural  Public policy  Social Justice History | Health Social Science | **Doctor Illuminati**  Tara has a profound realization after learning of Bob Marley’s death from the spread of his cancer following his refusal of medical treatment. She recognized that she, like Marley, still had an implicit bias against the medical profession, and she made a conscience decision to overcome it. The first step she takes after her realization is to follow the CDC’s recommendations and get vaccinated. Implicit bias refers to the automatic judgments, attitudes, or stereotypes that affect us; they can be favorable or unfavorable and are involuntary. Take an implicit bias test at <https://implicit.harvard.edu/implicit/> . Do you think the results were accurate? What other steps can we take to recognize our own implicit biases? What steps might you take to overcome an implicit bias? Brainstorm at least ten ways implicit bias affects health care outcomes. |
| Community Engagement  Communication, written/oral/visual  Diversity & Intercultural  Public policy  Social Justice | Health Criminal Justice | **Shear Luck**  Throughout the book, several dangerous situations are described that qualify as child endangerment and serious public health risks. For example, Tara described her father’s shear as the most frightening machine she had ever seen. The three-ton pair of scissors cut her brother’s arm all the way to the bone, and then, her father tried to make her use the machine on her own. Look up the doctrine of parens patriae. Explain the duty of the state to protect its minor citizens even when their parents will not. Then, draft your own legislation that would have helped better to protect Tara and her siblings in their youth but still respects individual freedoms. Discuss the competing interests of public health and autonomy**.** |
| Community Engagement  Communication, written/oral/visual  Sustainability  Critical Thinking  Diversity & Intercultural  Public policy/government  Quantitative Literacy  Social Justice  Teamwork & Problem Solving | Health  Social Science | **Knowledge is Power**  Tara learns about bi-polar disorder in college and recognizes the symptoms in her father; then, she personally struggles with night terrors and depression. She writes about how her whole family was negatively impacted by her father’s illness. This is one moment, among many, when Tara fully understands that knowledge is power. 1) Select and read one scholarly journal article on mental health from the Community Mental Health Journal, JAMA Psychiatry, or Mental Health & Prevention to further your own knowledge of mental health. 2) Then, use a social media platform, such as Twitter, to locate a positive or negative celebrity post on mental health. 3) In a paragraph or two, summarize each in a discussion board post. 4) Explain why you believe the authors are correct or incorrect in their assertions. 5) Then, write your own tweet/FB post to help reduce the stigma around mental health. |
| Community Engagement  Diversity & Intercultural  Public Policy | Health  Social Science  Humanities | **Health Practices in Rural Versus Urban Settings**  Research the key differences between medical practices in rural and urban settings within Texas.   * What are the differences in access to quality between rural and urban settings medical care? * What are the trends in growth of medical careers in rural and urban settings? |
| Critical Thinking  Diversity & Intercultural Public Policy  Social Justice  History  Teamwork & Problem Solving | Health  Social Science  Humanities | **Cultural Differences in Health Practices**  Assign difference student groups each a different cultural group. Have each group research and report on the cultural differences in health practices. Compare and contrast results and prepare a training document or video advising health professionals of best practices for recognizing and honoring cultural differences in health care. |
| Humanities & Social Sciences | | |
| Communication, written/oral/visual Critical Thinking  Diversity & Intercultural History | Humanities Social Science | **The Significance of Historical Knowledge** Though Westover says that her story is not representative of the Mormon faith, much of her background reflects both the significance of one’s religious culture, as well as the implications of when historical knowledge challenges those assumptions. As you read the book, pay attention to how her family’s religious ideas structured how they understood the world around them, and then, when she discusses her arrival at BYU and then, later, Cambridge, identify how her new-found historical tools introduced her to a new world of thinking.   * How did the religious beliefs of Westover’s parents shape how they understood their broader community, nation, and world? * How did those religious ideas create boundaries for what could be believed and trusted, as well as undercut the authority of those who challenged those ideas? * When Westover arrived at BYU and took classes in history, how did the *tools* of her historical education, and not just the *content*, change how she viewed the world around her? |
| Communication, written/oral/visual Critical Thinking  Diversity & Intercultural | Social Science  Education | **An Exercise in Sociological Imaginations**  *Required Reading*: (1) entire Westover book, or (2) pp. 1-40.  Mills coined the term *sociological imagination* to understand how one’s biography (or lived experiences) intersected with place and time. The sociological imagination then becomes a lens through which individuals see the world. Write a 3-5 page critical response that addresses the following factors:   * Discuss some of the key, defining moments in Westover’s memoir that shape her experiences. In what ways are these moments embedded in Westover’s geographical place and a specific religious/family context? How do these experiences seem to shape Westover’s view on the importance of education? * Discuss your own sociological imagination. How have your lived experiences intersected with your place and time to shape the way you see your own education? * Lastly, conclude by noting specific similarities and differences between yours and Westover’s sociological imaginations. In what ways do these similarities or differences lead to similar or opposing views regarding education? |
| Communication, written/oral/visual  Critical Thinking  Diversity & Intercultural | Social Science | **Socialization in *Educated*: Tyler’s Story**  *Required Reading*: Honest Dirt (pp. 41-54)  *Socialization* is the process by which individuals learn social norms and values. *Agents of socialization* are the people (e.g., parents, etc.) and social institutions (e.g., religion, media, school, etc.) that transmit these cultural norms and values to individuals. Westover describes her brother Tyler as the one, whose rhythm was off – meaning he didn’t fit the mold of her family and siblings. Write a 3-5 page critical response that addresses the following factors:   * Step 1 – Detail how Tyler’s values were considerably different and distinctive from the rest of the family. There are many differences that you may detail, but be sure to include an emphasis on differences in education. * Step 2 – Identify specific agents of socialization that appear to have enabled Tyler’s interest and pursuit of an education off “the mountain”. Elaborate on how these factors may have led to differences in both Tyler’s and their father’s views on education? * Step 3 – In what ways might Tyler have been agent of socialization in the author’s life and her views on education? |
| Communication, written/oral/visual  Critical Thinking  Diversity & Intercultural | Social Science  Education College Success | **Culture Shock: Tara’s Transition to BYU**  *Required Reading*: Pp. 153-173  Sociologists define culture as a system of values, norms, and material goods that are characteristic of a given group. *Culture shock* refers to a tension that occurs when individuals are immersed in a culture that has a very different system of norms and values than their own culture. This tension is often quite stressful and can have negative impacts on individuals. Write a 3-5 page critical response that addresses the following factors:   * In what ways does Westover experience culture shock when she begins her studies at BYU? In your response, be sure to provide sufficient detail in the differences in norms and values and the confusion or tension that the author experiences as a result of it. * Reflect on your own transition to life as a college student at SHSU. In what ways have you experienced culture shock in your transition from being a high school senior to a first-year Bearkat, and what factors may have contributed to this culture shock? * If you have experienced some form of culture shock (it does not have to be quite as extreme as Westover’s), what are some potential strategies to respond to it and alleviate **additional stress on yourself.** |
| Communication, written/oral/visual  Critical Thinking  Diversity & Intercultural | Humanities Social Sciences  Education | **Defining Family**  Cultural products like *Educated*have the potential to destabilize concepts we often do not question, like "family". In this lesson, students will ask what it means to be "family" and what kinds of associations they have with the word. Begin by having students complete a free-write activity where they jot down everything they think of when they think of family.   * Ask students if their family looks like a Norman Rockwell painting. Does anyone's? Where does the ideal for family come from? Ask them to brainstorm cultural products that offer readers/audiences new definitions of family. Have a few examples prepared yourself. * Ask students what it means to choose family. Ask them if they think family should be rooted in biology or in affect and support. Can it be both? * Have the students complete a chosen family diagram. Prepare yours ahead of time to share with students. * Break students up into groups and assign passages where Westover theorizes her personal definitions of family. Explain what it means to close-read a passage and ask students to perform a close reading of passages where Westover challenges our assumptions about family. Point out that she completed her PhD dissertation on the topic of family and religion. Ask them what they think it means to study family. |
| Community Engagement | | |
| Communication, written/oral/visual  Critical Thinking  Diversity & Intercultural | Humanities Social Sciences  Education Criminal Justice | **Common Reading Program in the Prison Population**  A community engagement project with TDCJ and SHSU   * Inspiration for the program: Interest in prison reform. The most direct way to influence the lives of incarcerated people is to work directly with them. Even if they have done something horrific, how can we help them become fuller human beings? * Program Intended Outcomes: In alignment with the SHSU Common Reader message, to become educated and to improve their lives and the lives of those around them. We want them to become citizens who value the things we value. To help them be more confident in becoming responsible citizens. * Participants: Dr. Jeffrey Littlejohn, Professor of History; Dr. Siham Bouamer, Assistant Professor of French; Dr. Temilola Salami Assistant Professor of Psychology, and prisoners in the Walls Unit in Huntsville, Texas. |
| Additional Resources | | |
| SHSU Common Reader Library Guide: <https://shsulibraryguides.org/educated>  PBS News Hour interview: <https://www.youtube.com/watch?v=ZvYg_gp0JPc>  A Conversation with Bill Gates: <https://www.youtube.com/watch?v=a7Y6Udf_Nzo>  The Ellen Show Interview: <https://www.youtube.com/watch?v=is635n6RNR0> Tara Westover on Twitter: @tarawestover  Foundation for Critical Thinking: <https://www.criticalthinking.org/>  SHSU Common Reader: <http://www.shsu.edu/commonreader>  Association of American Colleges and Universities commentary on common reading programs: <https://www.aacu.org/publications-research/periodicals/creating-common-ground-common-reading-and-first-year-college> | | |