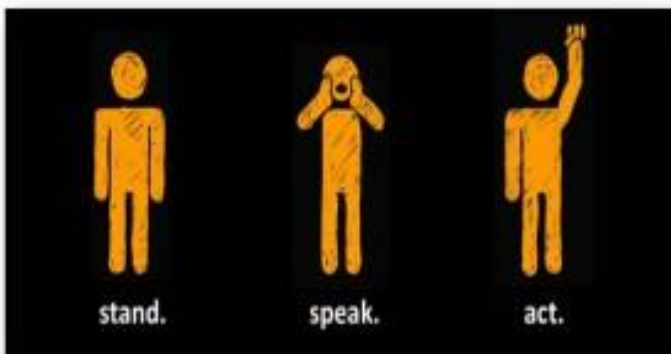

SW321S

Foundations of Social Justice

Fall 2016, Section 60525
Friday, 8:30 to 11:30 am
Room 2.112, Social Work Building

Dr. Lauren E. Gulbas
Email: laurengulbas@austin.utexas.edu
Phone: 512.232.4418
Office: 3.116B
Office Hours: By appointment only



REQUIRED TEXTS & MATERIALS

Danquah, M. N. (1998). *Willow weep for me: A Black woman's journey through depression*. W. W. Norton & Company.

Texts can be purchased at the University Co-Op, 2246 Guadalupe, <http://www.universitycoop.com>.

Additional required readings are listed on the syllabus and will be available on Canvas.

STANDARDIZED COURSE DESCRIPTION

This course is based on the following assumptions: 1) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increase risk factors for exposure to discrimination, economic deprivation, and oppression; 2) professional social work ethics and values demand culturally competent practices; 3) it is necessary for students to learn and apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

STANDARDIZED COURSE OBJECTIVES

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

1. Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, interventions and research **(PB 18, 19, 20)**
2. Demonstrate familiarity with the history and heritage of population at-risk groups, including women and culturally diverse populations, globally as well as those prevalent in the southwestern region of the United States **(PB 14, 16, 17)**
3. Understand the social construction of race and ethnicity, gender, and sexual orientation **(PB 14)**
4. Examine the personal and professional use of self in ethnical, culturally competent, and socially just social work practices **(PB 15)**
5. Assess the impact of discrimination (e.g., racism, sexism, homophobia) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice **(PB 18, 19, 20)**

ACCREDITATION

The University of Texas' School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to

demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in your Student Handbook.

EP2.1.4 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create, or enhance privilege and power
Course Objectives 2 and 3
Class Assignment: Participation, reflection journals, current events presentation, action plan project
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
Course Objective 4
Class Assignment: Participation, reflection journals, current events presentation
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences
Course Objective 2
Class Assignment: Participation, reflection journals, current events presentation, action plan project
- PB17 View selves as learners and engage those with whom they work as informants
Course Objective 2
Class Assignment: Participation, reflection journals, current events presentation, action plan project

EP2.1.5 ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

- PB18 Understand the forms and mechanisms of oppression and discrimination
Course Objectives 1 and 5
Class Assignment: Participation, reflection journals, current events presentation, action plan project
- PB19 Advocate for human rights and social and economic justice
Course Objectives 1 and 5
Class Assignment: Action plan project
- PB20 Engage in practices that advance social and economic justice
Course Objectives 1 and 5
Class Assignment: Action plan project

UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse

ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

CLASSROOM POLICIES

COURSE CENTERS. In this class, traditional office hours will be supplemented with "course centers." The course center is intended to provide a dedicated space for you to receive guidance and feedback while working on class assignments. Course centers allow students to engage in a variety of collaborative learning activities within a comfortable group atmosphere that motivates students to ask for help.¹ The course center is intended to provide you with a space to work

quietly, ask questions, and solicit feedback. For example, you can come prepared with questions about readings and/or assignments, or just use the time to do work and listen to the questions that other students ask. For example, have a question about APA format? Come to a course center!

Please note that attendance is purely voluntary: your grade will not be affected in any way should you choose to attend a course center or not. Course centers are scheduled to take place immediately following class until 12:30 in Room 2.118. If you would like to attend a course center, but you are unable to do because of scheduling commitments, let me know.

PARTICIPATION. You are expected to participate actively in classroom discussions. This means coming to class having completed the readings for that day and bringing both your questions and ideas / thoughts / reflections concerning those readings. If class discussion lags, I will not hesitate to call on you to offer your ideas. I also encourage you to bring “additional” sources of information to share with the class as pertaining to the topic(s) of discussion. This may include sharing information you have learned from other classes, news or pop culture media, or simply relating your own experiences and observations of everyday life.

We will be discussing a variety of controversial issues that may hold special significance to students. It is important to discuss ideas in a supportive and respectful manner, acknowledging that others may have different opinions. I encourage you to see things from a different point of view and use feedback from each other to augment your ideas. And while I encourage debate and disagreement as a productive aspect of classroom discussion, all students will be expected to act in a respectful manner towards classmates, the professor, and any guest speakers at all times.

To help foster a productive learning environment, each member of this class should avoid behaviors that are disruptive to other students and the professor. This means:

- Turning off cell phones *before* coming to class. If you must keep your cell phone available for emergency purposes, please notify me before class.
- Do not hold side conversations with your classmates at any time during class.
- Computers are not allowed in this class. Although instruction will consist of both lecture and class discussion, I feel that discussion is a crucial part of the learning process. The use of computers often distracts from this productive activity.

LATE WORK. Late work will be penalized 10% for every 24-hour period following the deadline for a given assignment (including weekends), and will only be accepted in the first week following an assignment’s due date. If you anticipate being unable to meet an assignment deadline, let me know in advance.

GRADED ASSIGNMENTS

For all written assignments, you are required to properly cite and reference your sources of information. Any quotation, concept, idea, or piece of information that is taken directly or paraphrased from another source must be properly cited and referenced according to American Psychological Association (APA) guidelines. If you have any questions or are unsure about what constitutes plagiarism, please come see me. I also strongly encourage you to take advantage of the Writing Consultation Services available to graduate students via the DiNitto Center for Career Services (<http://www.utexas.edu/ssw/dccs/students-and-alumni/writing-consultations/>).

All graded assignments will be scored according to a grading rubric. These will be available on Canvas, and I encourage you to reference them in advance of completing the assignment so that you are informed of the criteria you need to meet to achieve your desired grade!

CLASS PARTICIPATION (10%). Students will receive participation points for in-class assignments, attendance, and modelling professional behavior (please refer to the Standards for Social Work Education available online at <http://www.utexas.edu/ssw/current/forms/>). Additionally, you will be asked to complete small assignments outside of class (e.g., bringing in media images, coming prepared to class with a question). These small assignments will also count toward your overall class participation grade. You must communicate with me before missing class if you anticipate being absent (although this does not guarantee that I will excuse you). For extreme circumstances, please let me know within 24

hours of missing class.

READING REFLECTIONS (30%).² Good participation means good preparation! This means coming to class having completed the readings for that day. To facilitate your preparation for class, you will write a reading reflection each week. Reading reflections are due before class begins. Reading reflections will be graded according to a check-plus, check, check-minus system (see the rubric). A check-plus is worth 95 points; a check is worth 90 points; and a check-minus is worth 85 points. Reading reflections that do not respond to the prompt will be returned ungraded. I will drop the lowest reading reflection grade. You might be asking why the highest grade available for reading reflections is a 95. This is because I define A+ work as going above and beyond what is required for a given assignment. And thus, for each reading reflection, you will have an opportunity to do extra credit, for a total of 5 points added onto your reading reflection grade. Detailed instructions for completing this assignment will be provided in class and on Canvas.

CURRENT EVENTS PRESENTATION (5%). For this assignment, you will share a magazine or newspaper article with the class, explaining how you see it connecting with the issues discussed in the readings for that week. Use this as an opportunity to query the world around you and integrate your own interests into the course material. To successfully complete this assignment, you should be prepared to quickly and concisely summarize the article and effectively describe the connections you identified between the article and theme(s) in the readings. You should end by introducing a question that will advance our discussion of the class topic. A sign-up sheet for presentation dates will be circulated on the first day of class. Detailed instructions for completing this assignment will be provided in class and on Canvas.

ACTION PLAN PROJECT (55%). In this assignment, you will identify and assess an issue you want to take action on in your community to promote social justice. By the end of this assignment you will have:

- Identified and evaluated a social issue or social problem
- Developed an action plan
- Implemented and evaluated one component of your action plan
- Reflected on your experience doing this assignment in written and oral form

Detailed explanations of this assignment will be available on Canvas and discussed in class, and it is in your best interests to read the instructions of this assignment closely.

Grade Scale

A	94.0 +	C+	77.0 – 79.999	D-	60.0 – 63.999
A-	90.0 – 93.999	C	74.0 – 76.9991	F	Below 60.0
B+	87.0 – 89.999	C-	70.0 – 73.999		
B	84.0 – 86.999	D+	67.0 – 69.999		<i>Please Note: Grades will not be rounded.</i>
B-	80.0 – 83.999	D	64.0 – 66.999		

WEEKLY SCHEDULE OF READINGS & ASSIGNMENTS

August 28 | Course Introduction

PART I: Conceptual Foundations

September 4 | What is Social Justice?

Required Readings:

- Capeheart, L., & Milovanovic, D. (2007). Conceptions of justice: Classic and modern forms. In *Social justice: Theories, issues, and movements* (pp. 11-28). New Brunswick, NJ: Rutgers University Press.
- Sandel, M. J. (2009). Doing the right thing. In *Justice: What's the right thing to do?* (pp. 3-30). New York, NY: Farrar, Straus, and Giroux.
- Young, I. M. (1990). Displacing the distributive paradigm. In *Justice and the politics of difference* (pp. 15-38). Princeton, NJ: Princeton University Press.
- Sen, A. (2009). Three children and a flute: An illustration. In *The idea of justice* (pp. 12-15). Boston, MA: Harvard University Press.
- NASW Code of Ethics (2008). Available online: <http://www.socialworkers.org/pubs/code/code.asp>.

September 11 | A Politics of Difference

Required Readings:

- Young, I. M. (1990). Five faces of oppression. In *Justice and the politics of difference* (pp. 39-65). Princeton, NJ: Princeton University Press.
- Thompson, N. (2002). Developing anti-discriminatory practice. In D. R. Tomlinson & W. Trew (Eds.), *Equalising opportunities, minimising oppression: A critical review of anti-discriminatory policies in health and social welfare* (pp. 41-55). New York, NY: Routledge.
- Sisneros, J., Joyner, M. C., Schmitz, C. L. (2008). Creating your web: Positioning and shifting. In *Critical multicultural social work* (pp. 81-94). Lyceum Books, Inc.

September 18 | The Origins of Difference

Required Readings:

- Jenkins, R. (2000). Categorization: Identity, social process and epistemology. *Current sociology*, 48(3), 7-25.
- Gil, D. G. (1998). Injustice and Oppression: Origins, Evolution, Dynamics, and Consequences. In *Confronting injustice and oppression: Concepts and strategies for social workers* (pp. 19-34). New York, NY: Colombia University Press.

PART II: The Diverse Forms of Oppression

September 25 | Race & Racism

FILM: Race: Power of an Illusion

Required Readings:

- Omni, M. & Winant, H. (2014). Racial formations. In P. S. Rothenberg (Ed.). *Race, class, and gender in the United States* (9th ed., pp. 13-22). New York, NY: Worth Publishers
- Bonilla-Silva, E., Lewis, A., & Embrick, D. G. (2004, December). "I Did Not Get that Job Because of a Black Man": The Story Lines and Testimonies of Color-Blind Racism. In *Sociological Forum*, 19(4), 555-581.
- Bourgois, P. & Schonberg, J. (2009) A Community of addicted bodies. In *Righteous dopefiend* (pp. 79-116). Berkeley: UC Press.

Recommended Reading:

- Gulbas, L. E. (2013). Embodying racism: Race, rhinoplasty, and self-esteem in Venezuela. *Qualitative health research*, 23(3), 326-335.

October 2 | Peer Review

DUE: Individual Draft of "Evaluation of an Issue" Paper

October 9 | Class and Classism

Required Readings:

- Leondar-Wright, B. & Yeskel, F. (2007). Chapter 13. In M. Adams, L A. Bel, & P. Griffin (Eds.), *Teaching for diversity and social justice* (pp. 309-317). New York, NY: Routledge.
- Sapolsky, R. (2005). Sick of poverty. *Scientific American*, 293(6), 92-99.
- Hansen, H., Bourgois, P., & Drucker, E. (2014). Pathologizing poverty: New forms of diagnosis, disability, and structural stigma under welfare reform. *Social Science & Medicine*, 103, 76-83.

Recommended Reading

- Specter, M. (2010). A deadly misdiagnosis. *New Yorker*, 86, 48-53.

October 16 | Gender, Sexism, and Transgender Oppression

FILM: Growing up Trans

Required Readings:

- Lobrer, J. (2014). "Night to his Day": The social construction of gender. In P. S. Rothenberg (Ed.). *Race, class, and gender in the United States* (9th ed., pp. 54-65). New York, NY: Worth Publishers.

- Johnson, A. G. (2014). Patriarchy. In P. S. Rothenberg (Ed.). *Race, class, and gender in the United States* (9th ed., pp. 153-162). New York, NY: Worth Publishers.
- Ong, A. (2003). Refugee love as feminist compassion. In *Buddha is hiding: Refugees, citizenship, and the New America* (pp. 142-167). Berkeley: University of California Press.
- Stryker, S. (1998). The transgender issue: An introduction. *GLQ: A Journal of Lesbian and Gay Studies*, 4(2), 145-158.

Recommended Reading:

- Nordberg, J. (2010, September 20). Facing social pressures, families disguise girls as boys in Afghanistan. *New York Times*. Retrieved from: <http://www.nytimes.com/2010/09/21/world/asia/21gender.html? r=0>.

October 23 | Heterosexism

Required Readings:

- Hubbard, R. (2014). The social construction of sexuality. In P. S. Rothenberg (Ed.). *Race, class, and gender in the United States* (9th ed., pp. 66-69). New York, NY: Worth Publishers.
- Stevens, P. E., & Hall, J. M. (1991). A critical historical analysis of the medical construction of lesbianism. *International Journal of Health Services*, 21(2), 291-307.
- Ajandi, J. (2011). "Single mothers by choice": Disrupting dominant discourses of the family through social justice alternatives. *International Journal of Child, Youth and Family Studies*, 2 (3/4), 410-431.

Recommended Reading:

- Padilla, M. B. (2008). The embodiment of tourism among bisexually-behaving Dominican male sex workers. *Archives of sexual behavior*, 37(5), 783-793.

October 30 | Religious Oppression

DUE: Group Evaluation of an Issue Paper

Required Readings:

- Schlosser, L. Z. (2003). Christian privilege: Breaking a sacred taboo. *Journal of Multicultural Counseling and Development*, 31(1), 44-51.
- Blumenfeld, W. J. (2006). Christian privilege and the promotion of "secular" and not-so "secular" mainline Christianity in public schooling and in the larger society. *Equity & Excellence in Education*, 39(3), 195-210.
- Aviv, R. (2013). Where is your mother? A woman's fight to keep her child. *The New Yorker*, December 2, pp. 52-65.
- Rouse, Carolyn. 2004. "If she's a vegetable, we'll be her garden: Embodiment, Transcendence, and Citations of Competing Metaphors in the Case of a Dying Child." *American Ethnologist* 31(4), 514-529.

Recommended Reading:

- Goldberg, J. (2015). Is it time for the Jews to leave Europe? *The Atlantic*. Retrieved from: <http://www.theatlantic.com/features/archive/2015/03/is-it-time-for-the-jews-to-leave-europe/386279/>

November 6 | Ableism

Required Readings:

- Kantartzis, S., & Molineux, M. (2011). The influence of western society's construction of a healthy daily life on the conceptualisation of occupation. *Journal of Occupational Science*, 18(1), 62-80.
- Johnson, H. M. (2003). Unspeakable conversations. *The New York Times*, February 16, 2003.
- O'Rourke, M. (2013). What's wrong with me? *The New Yorker*, August, 26.
- Ginsburg, F. & Rapp, R. (2015). No judgments: Fieldwork on the spectrum. *Somatosphere*, July 20. <http://somatosphere.net/2015/07/no-judgments-fieldwork-on-the-spectrum.html>

Recommended Reading:

- Kusters, A. (2015). Regulations versus hierarchies: Commuters creating inhabitable worlds in the Mumbai suburban trains. *Somatosphere*. Retrieved from: <http://somatosphere.net/2015/05/regulations-versus-hierarchies-commuters-creating-inhabitable-worlds-in-the-mumbai-suburban-trains.html>

November 13 | Ageism and Adulthood

Required Readings:

- Stone, S. D. (2003). Disability, dependence, and old age: Problematic constructions. *Canadian Journal on Aging/La Revue canadienne du vieillissement*, 22(01), 59-67.
- Wilson, H., & Huntington, A. (2006). Deviant (m) others: The construction of teenage motherhood in contemporary discourse. *Journal of social policy*, 35(01), 59-76.
- Kaufman, S. R. (1994). The social construction of frailty: an anthropological perspective. *Journal of Aging Studies*, 8(1), 45-58.
- Borovoy, A. & Hine, J. (2008). "Managing the unmanageable: Elderly Russian Jewish emigres and the biomedical culture of diabetes care." *Medical anthropology quarterly*, 22(1), 1-26.

Recommended Reading:

- Quesada, J. (1998). Suffering child: An embodiment of war and its aftermath in post-Sandinista Nicaragua. *Medical Anthropology Quarterly*, 12(1), 51-73.
- Traphagan, J. W. (2004). Interpretations of elder suicide, stress, and dependency among rural Japanese. *Ethnology*, 43(4), 315-329.

November 20 | Memoir Analysis

Required Readings:

- Danquah, M. N. (1999). *Willow weep for me: A Black woman's journey through depression*. New York, NY: One World/Ballantine Press.

December 5 | Group Presentations

DUE: Action Plan Project Presentations

DUE: Reflection and Final Action Plans

¹ Chung, C., & Hsu, L. (2006). Encouraging students to seek help: Supplementing office hours with a course center. *College Teaching*, 54(3), 253-258.

² This assignment is modified from the following source: Fernald, Peter S., "The Monte Carlo Quiz: Encouraging Punctual Completion and Deep Processing of Assigned Readings," *College Teaching*, 52:3 (2004), pp. 95-99.