

**Quest III: Community Engagement**  
**Anthropology 221 (number TBD):**  
**Global Landscapes of Aging, 3 Credits**  
**Syllabus, Assignments, Policies**  
**Spring 2021**

**Signature Question – How do people understand and engage in community life?**  
**Explore Category: Society**

Instructor: Dr. Stephanie May de Montigny

Office: Swart 317a

Office Hours: Wednesday 2 to 4pm and by appointment

Office phone 424-7495; Email: [may@uwosh.edu](mailto:may@uwosh.edu)

Class Location: TBA

Class Meeting Times: Tuesdays, Thursdays 9:40 to 11:10 am

**Course Description:**

The objectives of this course are: to acquaint students with ethnographic cases studies on aging in particular socio-cultural contexts around the world; to connect these case studies to global dynamics and policies on care of the elderly; to examine the intersection of local cultural beliefs and practices centered on aging with wider policies and global dynamics; and, through this cross-cultural analysis, to destabilize and challenge stereotypes of aging, build empathy, and critically examine our own beliefs and practices that surround aging. Central to this course is a **civic engagement** (see definition and significance later in the syllabus) experience with a senior living facility in Oshkosh. In this way, the course combines the intellectual exploration of aging with real world interaction with elder residents at the community partner's locations. Through this course students will develop knowledge and skills to better understand, engage, and successfully navigate the world around them in school, work, and everyday life. Such knowledge and skills will make students more competitive in the job market beyond college and open up to them the growing niche of elder care and services.

Students also will gain knowledge and first-hand experience in the ethnographic research methods that are central to Cultural Anthropology. Whether you are a major in Anthropology or not, training in ethnographic practice will develop students' skills in participant-observation, interviewing, research design, and analysis that are in demand with a wide-range of employers. Learning an ethnographic approach will help students develop skills in problem solving, adaptability, critical thinking, collaboration, verbal and written communication that will help you better understand and successfully navigate the typical situations, problems, and social interactions of work and everyday life.

We'll be working with Miravida Living which has six facilities in Oshkosh serving senior citizens including independent living, assisted living, physical rehabilitation, and memory care. Miravida residents vary in age but are typically over 65 and have varying degrees of health and mobility. After the volunteer training, we will be working primarily at the rehabilitation facility, Bethel Homes. Here you'll have many opportunities to select the activities that fit your schedule. Each month there will be a calendar that lists activities you can attend where you can meet, talk with, and get to know the elders. These include games like Bingo, Sheeps Head, and

Wii bowling, as well as Packer's games, happy hours, and more. You may also attend meals and visit with elders one-on-one, and you may partake of the bicycle rickshaw training to take elders on rides around the area.

### **Course Learning Outcomes:**

- Identify and define key anthropological concepts such as: culture, difference, power, ideology, gender, ethnicity, race, identity, sensibility, cultural relativism, ethnocentrism, ethnographic research methods, and so on.
- Understand how oneself is located in a complex social, cultural, and historical context infused with intersecting relationships of power and privilege.
- Develop empathy for others through direct, real-world experience and discussion with diverse individuals.
- Challenge stereotypes and preconceptions concerning people different from oneself.
- Develop a sense of civic responsibility, a "civic imagination," and understanding of one's capacity to envision and affect change.
- Identify, practice, and envision ways to enhance community well-being.
- Define and practice reciprocity and collaboration.
- Practice and improve verbal and written communication skills.
- Identify, analyze, and synthesize information from different perspectives.
- Recognize the applications of course-based knowledge to real world experience.
- Develop skills in critical and reflexive thinking and problem-solving.
- Practice and improve teamwork, leadership, observational, and interpersonal skills.
- Exercise one's creativity, curiosity, open-mindedness, and sense of adventure.
- "Appreciation of the rich resources and accumulated wisdom of diverse communities and cultures." ( <https://uwosh.edu/usp/teaching-in-the-usp/signature-questions/musil-learning-outcomes/> )
- "Willingness to move from the comfort zone to the contact zone by transgressing boundaries that divide." ( <https://uwosh.edu/usp/teaching-in-the-usp/signature-questions/musil-learning-outcomes/> )

### **Required Reading Selections on D2L:**

- Cligett, Lisa. 2005. *Grains From Grass: Aging, Gender, And Famine In Rural Africa*. Ithaca: Cornell University Press.
- Collings, Peter. 2001. 'If You Got Everything, It's Good Enough.' *Perspectives on Successful Aging in a Canadian Inuit Community*.
- Leland, John. 2018. *Happiness is a Choice You Make: Lessons from a Year with the Oldest Old*.
- Joel Savashinsky. 2003. *Bread and Butter Issues: Food, Conflict, and Control in a Nursing Home*. In *Gray Areas: Ethnographic Encounters with Nursing Home Culture*.
- Philip Stafford. 2003. *Homebodies: Voices of Place in a North American Community*. In *Gray Areas: Ethnographic Encounters with Nursing Home Culture*.
- Traphagan, John. 2004. *The Practice of Concern: Ritual, Well-Being, and Aging In Rural Japan*. Durham, N.C.: Carolina Academic Press.
- Mayli Vang. 2002. *Selections from Bamboo Among the Oaks: Contemporary Writing by Hmong Americans*.

Linda Gerdner. 2013. Hmong Americans: The Conceptualization and Experience of Aging in the United States. In Diversity in Diaspora: Hmong Americans in the 21<sup>st</sup> Century.  
Lamb, Sarah. 2000. White Saris and Sweet Mangoes: Aging, Gender, and Body in North India.  
Luke Lassiter. 2009. Anthropology and Culture. Chapter 2 In Invitation to Anthropology.  
Luke Lassiter. 2009. Ethnography. Chapter 3 In Invitation to Anthropology.  
Roman Krznaric. 2014 Empathy: Why it Matters, and How to Get it.  
Steinar Kvale. 2007. Analyzing Interviews. In Doing Interviews. Pp. 101-119.  
James Spradley. 1979. Asking Descriptive Questions In Ethnographic Interviewing. Pp. 78-91.  
Gerald Graff and Cathy Birkenstein. They Say, I Say: The Moves that Matter in Academic Writing. 2006.

### **Course Requirements and Grading:**

Written Discussion Questions (Reading Reflections/Talking Points) – 15%  
Weekly Fieldnote Journal Entries (minimum 1 single spaced page, typed) submitted to D2L Dropboxes – 10%  
Life History Interview Analysis and Synthesis – 15%  
Civic Engagement Project Proposal (6 to 8 pages) – 30%  
Final Written Retrospective Reflection – 10%  
Class Attendance, Discussion, In-class Assignments, and Participation – 20%  
-In-class Written Reflections  
-Class Attendance, Discussion, and Participation  
-Discussion Leader Participation  
-In-class Activities (TBA)  
-Weekly Field Site Attendance

### **Community Engagement Hours:**

-Participation at Miravida Living: 10 hours  
-In-class volunteer training, get-together, presentations by community partners: 4 hours  
-Interview w/ elder: 1 hour  
-Total hours: 15 hours

### **Assignments:**

Some of the assignments are described here to give you an idea of what to expect. More detailed guidelines for particular assignments will be given at the appropriate time. If you do not understand any of these requirements, please ask. You should keep all assignments and assignment guidelines until the course is over. **All written work must be typed unless otherwise noted or it will not receive credit!**

**Specifications Grading:** Some of your assignments are grading according to a system called “Specifications Grading” which is based on adult-learning theory (a.k.a., andragogy (as opposed to pedagogy)). This system recognizes that adults learn best in flexible and challenging learning environments in which they can take responsibility for the grades they achieve. In other words, in this course, you are considered an adult empowered to choose how much work you do to reach your learning goals.

To this end, review the weights of the various assignments above and in the D2L Gradebook to fully understand how to achieve the grade you desire and manage your time and efforts accordingly. To achieve credit, “specs” assignments must meet all the related specifications (in other words, expectations or learning outcomes), be typed, and turned in on time. Please note, there is no partial credit on credit/no credit assignments. If you turn in an assignment and receive no credit, you may re-write and resubmit for re-evaluation. **Late assignments will not be accepted. Emailed assignments will not be accepted.**

**What you will see:** In the D2L gradebook, “specs” graded assignments appear as one item in which each assignment earns one point. Points will be accumulated as you complete each assignment that fulfills the specifications. Here are some examples of how such bundled assignments work:

Discussion Questions (submit print copy; no emailed assignments):

Complete 10 out of 12 Discussion Question assignments = 100% A+

9 out of 12 = 90% A-

8 out of 12 = 80% B-

7 out of 12 = 70% C-

And so on.

In-class Written Reflections (must be present in class to receive credit):

Complete 3 out of 3 = 100% A+

2 out of 3 = 85% B

1 out of 3 = 75% C

0 out of 3 = 57% F

Discussion Leader Participation (must be present in class to receive credit):

Complete 3 out of 3 = 100% A+

2 out of 3 = 85% B

1 out of 3 = 75% C

0 out of 3 = 57% F

Field Note Journals (must be submitted to dropbox; no emailed assignments):

Complete 10 out of 12 Journal Entries = 100% A+

9 out of 12 = 90% A-

8 out of 12 = 80% B-

7 out of 12 = 70% C-

6 out of 12 = 60% D-

And so on.

**Discussion Questions** (a.k.a. Reading Reflections, Talking Points):

On certain days, you will turn in a **typed** reflection on **three to five** questions or comments that you generate yourself about the readings assigned for that date.

**Specifications:** Discussion Questions are graded on a credit/no credit basis. To receive credit, they must be typed and must fulfill the following learning outcomes:

1-Develop your critical thinking by:

-Posing thoughtful questions that can generate class discussion.

2-Practice your writing skills by:

-Thoroughly discussing and exploring those issues in your written response.

3-Develop your skills in synthesizing information from more than one source by:

-Connecting the issue from the reading to your knowledge and experience beyond the text.

If your assignment does not fulfill these three learning outcomes, you will not receive credit for the assignment. If that is the case, I encourage you to come discuss the assignment with me to better understand how you may achieve these outcomes and receive credit.

### **A sample question and reflection follows:**

Lewis discusses how capoeira developed among African slaves in Brazil. But how does that compare to the practice of capoeira today? How has it changed? Lewis shows that not only has capoeira spread all over the world, but it has also changed within Brazil itself. In addition, capoeira has become popular among people of different socio-economic classes. It seems to me that people with privilege around the world have appropriated capoeira. I'm not sure why they do it. Perhaps they feel marginalized in their own social spheres. Perhaps they want to reach out and learn about people different from themselves. But I wonder what it means to the descendants of the slaves in Brazil who started capoeira and still today live in impoverished circumstances. I wonder if this cultural tourism of which capoeira is a part takes advantage of people or empowers them.

### **Discussion Participation:**

We will use your discussion questions as the springboard for our explorations of the readings in class. Part of your grade will consist of your contributions to class discussion (see requirements above and D2L gradebook). The discussion question assignments described above are intended to ease your participation by preparing you ahead of time. You will be expected to offer some of the issues that you wrote about to class discussion to raise the participation portion of your grade.

### **Weekly Field Note Journals:**

Journals target learning outcomes of synthesis, critical thinking, research skill of ethnographic observation, writing skills. Consists of at least **one single spaced page** submitted to the D2L dropbox in which you write about the following prompt: **What did you observe, do, talk about? How does what you've experienced at Miravida compare and contrast to what you read this week?**

### **Life History Interview Analysis and Synthesis:**

This assignment focuses on learning outcomes of research skills of interviewing, transcription, application, coding and analysis of data, as well as critical thinking and writing skills. You'll be expected to conduct a 20 minute interview with an elder (who may be at Miravida or not) based on a questionnaire you've developed. The interview must be fully transcribed and brought to class where we will collaborate (or "crowd-source") to begin analysis.

**Analysis:** Then you will turn in your final written analysis **applying Kvale's 9 modes of analysis** to the interview.

**Synthesis:** You will be required to summary relevant information from **one** text read for class and compare it to what you've learned in the interview. In this way, you will practice and develop the same skills that will be required in your final **Civic Engagement Proposal**.

As part of this analysis, you will also return a polished print copy of the interview transcript (with photo of your and the elder) to the elder participant at the end of the semester.

## **Civic Engagement Project Proposal**

For the proposal, you will apply what you've learned about ethnographic research methods and experiences of aging across cultures to design a proposal for a project that would improve the quality of life for senior living facility residents. The focus of the project is open so that you may be creative in your solution. You'll be expected to integrate discussion of **one** text from class and synthesize this information with your ethnographic observation as part of your proposal. In doing so, the assignment targets the learning outcomes of developing your sense of civic responsibility, research skills in ethnographic project design, formulating a research question, doing the background research, and assessing project feasibility. The assignment also illustrates how to apply an ethnographic approach to problem solving, whether in research, work, or everyday life. And you'll practice your writing and critical thinking skills.

### **About the University Studies Program (USP) and Quest III** **USP and a Liberal Arts Education**

The content and objectives of Anthropology and of this course, in particular, echo the goals of the USP and a college education in the liberal arts (humanities, natural and social sciences) more broadly. These include practical and intellectual skills, knowledge, and abilities that will help students expand their horizons, develop personally, and successfully encounter and negotiate the world beyond college.

#### **The learning outcomes of a liberal arts education (and the USP curriculum) that you will encounter in this course include:**

- knowledge of diverse human cultures and ways of knowing,
- empathy,
- creative thinking,
- written and oral communication,
- teamwork,
- leadership,
- developing a sense of social and community responsibility

#### **The USP Signature Question: How do people understand and engage in community life?**

**“We are caught in an inescapable network of mutuality, tied in a single garment of destiny.” – Dr. Martin Luther King, Jr. “Letter from a Birmingham Jail,” April 16, 1963**

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities. (<https://uwosh.edu/usp/teaching-in-the-usp/signature-questions/>)

**The Other Signature Questions:** Both overlap with the signature question central to this course.

-How do people understand and bridge cultural differences?

-How do people understand and create a more sustainable world? Especially in terms of Social Justice issues and their impact on experiences of aging and quality of life.

### **Community-Based Learning and the USP Quest III Experience**

The USP aims to meet the goals of a liberal arts education (see above). Now that students have completed Quest I and II, Quest III aims to immerse students in experience with diverse people and the local community to both address the signature question(s) and help students strengthen their sense of community connectedness and civic responsibility. If students bring to the Quest III experience an open-mind, diligence, and a sense of adventure, each may discover his or her own capacity to make things happen for the benefit of oneself, one's fellow human beings, community, society, and world!

The idea behind "field-based 'experiential learning' . . . is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community." Such experiences give students a chance "to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life." (High-Impact Practice, AACU, 2011; <http://www.uwosh.edu/usp> )

"...Universities offer an intellectual and public commons where it is possible not only to theorize about what education for democratic citizenship might require in a diverse society, but also to rehearse that citizenship daily in the fertile, roiling context of pedagogic inquiry and hands-on experiences." (*A Crucible Moment*, AAC&U (2012); <http://www.uwosh.edu/usp> )

As representatives of UW Oshkosh, students are expected to comport themselves in a respectful, civil, and ethical manner while working at the schools. This is an opportunity for students to learn from diverse peoples and connect what students learn in the classroom to real-world experience. Yet this collaboration is intended also to empower and build self-esteem for the elementary schoolchildren involved in the program. So students should be always mindful of this in terms of their own behavior towards the children and their parents.

*Students are expected to abide by the UW Oshkosh Student Academic and Non-Academic Disciplinary Procedures during their Quest III Community Experience. All students will be asked to acknowledge in writing that they have been made aware of these policies. Other policies that may be relevant to the Community Experience in this course are described in the online Quest III Handbook available on the course D2L site and may include criminal background checks, travel arrangements, and/or expectations for research with human subjects.* (<http://www.uwosh.edu/usp> )

At Miravida Living, students are expected to abide by all of the facility's policies, observe HIPAA guidelines, and ask for help from facility staff in any situation about which you are unsure.

### **Course Policies**

**Attendance:**

As this is a community engagement course, your attendance is especially important. Attendance will be taken and will impact your grade. You get three absences without penalty. Absences beyond that will impact your participation grade in the course—so will excessive lateness. You may be able to make up assignments if you have documentation for an excusable absence. In-class activities, group work, writing exercises, and so on, will count towards your grade. **In-class work cannot be made up** if you miss a class since it depends on interaction with other students.

Attendance and at the field sites is mandatory! You must keep track of your hours on the tracking sheet, have the Miravida receptionist sign each time you attend, then turn in at the end of the semester. Students must arrange their own transportation to the field site. You may carpool, take the bus, or bike as Miravida is less than ten minutes away from campus.

### **Participation:**

We will explore various issues and topics through discussion, and you should take notes at these times so that you can better understand and remember the topics emphasized. Your thoughtful and sensitive contributions are very valuable (and will improve your grade). Your participation will be evaluated on how well you listen to the comments of others and build upon them furthering these investigations for the class as a whole moreso than the mere quantity of comments. I encourage you to express your thoughts in ways that are respectful and sensitive to your instructor and fellow classmates. Of course, you should give others 100 percent of your attention when they are speaking. Behavior that is disruptive or distracting such as excessive late arrivals, **text messaging**, and so on will count against your grade.

### **Policy on Electronic Devices in the Classroom:**

The only reason you should be using electronic devices in the classroom is to read the assigned readings. You should have a copy (print or electronic) of the assigned readings with you in class on the days they are being discussed.

Otherwise, **electronic devices will not be allowed in this class.** That means no cell phones, text messaging, laptops, or tablets. Exceptions may be made for students who: a) discuss with me a compelling reason to take notes on a laptop, b) enter into a written agreement with me to not use your laptop for anything other than taking notes, and c) agree to sit in the first two rows of the classroom. Anyone using electronic devices in the classroom for reasons not related to the course will receive **points deducted from their class participation grade.**

All cell phones and texting devices must be silenced and put away during class. It is your responsibility to refrain from using electronic devices. Whether or not the professor calls attention to your inappropriate use of electronic devices in class, for example, text messaging, you still will receive deductions for it in your grade. (It may surprise you that the professor standing at the front of the room can, indeed, see you text messaging!) Students who repeatedly violate this policy may be asked to leave the classroom and will not be allowed to make up work missed.

Don't take my word for it!

“College students who frequently text message during class have difficulty staying attentive to classroom lectures and consequently risk having poor learning outcomes, finds a new study . . .” <http://www.sciencedaily.com/releases/2012/04/120404101822.htm>

### **Handing in Assignments:**

- For written assignments, you must turn in a **paper** copy unless otherwise noted. I do not accept assignments via email!
- Late assignments receive a ten percent penalty for each day late (5 percent if on the same day, after class). After five days late, I no longer accept assignments.
- Written assignments must be typed unless otherwise specified. Please, use 12 point size in a reasonable font and one inch margins.
- If you have a problem and think you may have to turn in an assignment late, please, discuss it with me **before** the due date so we may determine if accommodations can be made.

**Scholastic Honesty and Responsibility:**

All classwork and written assignments must be your own original work. You may **not** turn in papers you have done for other classes. Collaboration with another student or other individual is only acceptable when specified by the professor (as in designated group work). For example, your research paper must be your own work exclusively. Turning in work that is not your own (such as papers or portions of papers, articles, etc.), or any other form of scholastic dishonesty, such as plagiarism or collusion (unauthorized collaboration), will result in a major course penalty, possibly failure of the course. It will also be reported to the appropriate University administrator and may result in further repercussions for you. If you have any questions about how to appropriately cite and acknowledge sources, or what constitutes plagiarism and/or collusion, see me or the consultants at the University's Writing Center.

**Disabilities:** If you require any accommodations for a disability, please inform me as soon as possible.

**Grading Scale:**

The grades conform to the following:

|    |          |
|----|----------|
| A  | 93-100   |
| A- | 90-92    |
| B+ | 87-89    |
| B  | 83-86    |
| B- | 80-82    |
| C+ | 77-79    |
| C  | 73-76    |
| C- | 70-72    |
| D+ | 67-69    |
| D  | 63-66    |
| D- | 60-62    |
| F  | 59+below |

To ensure the confidentiality of your grade, I will not discuss it via email or telephone, nor with anyone outside the University, such as your family members.

**Resources for Student Success**

**Early Alert.** If you are struggling academically or with attendance in the class, you'll receive an "Early Alert." If this happens, please discuss strategies with the instructor asap to turn things around!

**At Student Success Center, Suite 102:**

**Center for Academic Resources:** 424-2290; [uwosh.edu/car](http://uwosh.edu/car)

**Writing Center:** 920-424-1152; [uwosh.edu/wcenter](http://uwosh.edu/wcenter)

**English Language Tutoring:** 424-2304

**Reading and Study Skills Center:** Nursing Ed Room 201; 424-1031;

[uwosh.edu/readingstudycenter](http://uwosh.edu/readingstudycenter)

**Multicultural Education Center:** 751 Algoma Blvd; <http://www.uwosh.edu/acad-supp/our-programs/mec>

**Office of Academic Support of Inclusive Excellence:** Center for Equity and Diversity;

<http://www.uwosh.edu/acad-supp>

**Polk Library Research Assistance:** <http://www.uwosh.edu/library/services/forms/schedule-research-assistance>

**Contacting the Professor:** Your professor is also one of your resources! Please, do not hesitate to contact me if you have any questions. The best way to contact me is by email. My office hours are listed above. Please, contact me for an appointment if those hours do not fit your schedule.

**Inclement Weather:** In general, the University does not cancel class for bad weather. However, it is February in Wisconsin! In the case of bad weather, please, check your email before going to class. If any unexpected circumstances impact our class meeting, I will inform you by email, if possible. If time does not permit this, an announcement will be posted at the classroom door (barring any unforeseen circumstances).

**Course Syllabus:**

Readings and assignments should be completed by the day they are listed on the grid below. **The syllabus is subject to change as deemed necessary by the professor. The student is responsible for keeping track of any changes announced in class or otherwise.** You should bring your syllabus to class each time so you may make note of any changes that arise. If you have any questions, please see me.

| <b>Date</b>  | <b>Readings</b> (Complete readings by date listed) | <b>Assignment Due Dates / Activities</b> |
|--|--|--|
| <p style="text-align: center;"><b>Section 1: Introduction: Civic Engagement, Cultural Anthropology, and Ethnographic Practice</b></p> <p>Why should civic engagement be important to you?<br/>What is a “civic imagination”?<br/>How does Anthropology teach the tools to gather the information needed to learn a community’s needs and affect change to enhance well-being?<br/>What is Anthropology? What is Ethnography? What is Culture?<br/>How do Anthropologists study aging?<br/>What themes, issues, and problems do their studies of aging address?</p> |  |  |
| <b>Week 1</b><br>Thurs   |  | Introductions                            |

|   |  |   |
|---|--|---|
| <b>Week 2</b><br>Tues   | <b>Readings:</b> Lassiter,<br>Chapter 2 & 3  | <b>Discussion Questions Due - All</b><br>In-class Preflection<br>Preconceptions, Stereotypes, Expectations about Aging  |
| Thurs   |  | Miravida Volunteer training<br>Sign up for Bicycle Rickshaw training if desired<br>Begin Out-of-class Volunteer Hours (1 hour per week at Miravida Living)  |
| <b>Section 2: Aging Across Cultures: Assumptions, Stereotypes, Experiences</b>  |  |   |
| <p>What preconceptions of aging do we start with?<br/> Where do these ideas come from? What are their impact?<br/> How does greater knowledge of individuals' experiences of aging challenge these stereotypes?<br/> What terms should we use to empower participants and challenge stereotypes?<br/> What are the global demographic trends of aging?<br/> What is ageism? Is the U.S. age segregated?<br/> What impact might cross-cultural analyses of aging have on our understandings of our own beliefs and practices around aging?<br/> What is empathy? What is empathic action? Why is it important to civic engagement?</p> |  |   |
| <b>Week 3</b><br>Tues   | <b>Readings:</b> Leland<br>Chapters 1 - 5    | <b>Discussion Questions Due – Discussion Leaders Group 1</b><br>The Power of Words: Exploring the Language of Aging and its Impact  |
| Thurs   |  | Theresa Bertram, Miravida CEO, guest lecture  |
| <b>*Fieldnote journal entry 1 due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday to midnight Friday)</b>  |  |   |
| <b>Week 4</b><br>Tues   | <b>Readings:</b> Leland<br>Chapters 6 - 9    | <b>Discussion Questions Due – Discussion Leaders Group 2</b><br><b>In-class quiz:</b> Miravida Policies and Procedures  |
| Thurs   | <b>Readings:</b> Spradley                    | Designing Interview Questionnaires; No DQs; Be ready to use Spradley's tips<br>*Note: If you haven't interviewed an elder yet, be sure to do it this week!  |
| <b>*Fieldnote journal entry 2 due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday to midnight Friday)</b>  |  |   |
| <b>Week 5</b><br>Tues   | <b>Readings:</b> Krznaric,<br><i>Empathy</i> | <b>Discussion Questions Due – All</b>   |
| Thurs   | <b>Readings:</b> <i>They Say, I Say</i>      | In class Reflection: Miravida First Impressions;<br>No DQs today; be ready to use <i>They Say, I Say</i> templates in class;<br>Bring copies of Krznaric, Leland, Lassiter readings<br>*Note: If you haven't transcribed your interview yet, be sure to do it this week to give yourself enough time. You can expect transcribing to take at least 3 times the length of the interview! |
| <b>*Fieldnote journal entry 3 due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday to midnight Friday)</b>  |  |   |

|   |   |   |
|---|---|---|
| <b>Week 6</b><br>Tues   | <b>Readings:</b> Stafford,<br>Savashinsky | <b>Discussion Questions Due – Discussion Leaders Group 3</b>  |
| Thurs   | <b>Readings:</b> Kvale                    | <b>Life History Interview <u>Transcript</u> Due:</b> Bring 4 print copies to class for in-class analysis activity, one to turn in<br><b>No DQs Due:</b> Be ready to apply Kvale’s 9 types of analysis to interview transcripts in class |
| <b>*Fieldnote journal entry 4 due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday to midnight Friday)</b>  |   |   |
| <b>Section 3: Experiences of Aging; Ways of Knowing</b><br>How does one learn about people’s lives, perspectives, and experiences through different literary genres such as ethnography, memoir, life history, fiction, and poetry?<br>How does one accomplish a culturally sensitive analysis of experiences of aging?<br>How do factors such as culture, gender, religion, family, social relations, policies, globalization, power, inequality, and hierarchy impact experiences of aging? |   |   |
| <b>Week 7</b><br>Tues   | <b>Readings:</b> Vang;<br>Gerdner         | <b>Discussion Questions Due – Discussion Leaders Group 1</b>  |
| Thurs   |   | <b>Life History Interview Analysis and Synthesis Due</b>  |
| <b>*Fieldnote journal 5 entry due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday to midnight Friday)</b>  |   |   |
| <b>Week 8</b><br>Tues   | <b>Spring Break</b>                       | <b>No Class</b>   |
| Thurs   | <b>Spring Break</b>                       | <b>No Class</b>   |
| <b>*<u>Optional</u> Friday Fieldnote journal entry due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday 3/9 to midnight Friday 3/10)</b>  |   |   |
| <b>Week 9</b><br>Tues   | <b>Readings:</b> Cligett                  | <b>Discussion Questions Due – Discussion Leaders Group 2</b>  |
| Thurs   |   | Mid-semester In-class Reflection  |
| <b>*Friday Fieldnote journal 6 entry due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday 3/9 to midnight Friday 3/10)</b>  |   |   |
| <b>Wk 10</b><br>Tues  | <b>Readings:</b> Collings                 | <b>Discussion Questions Due – Discussion Leaders Group 3</b>  |
| Thurs   |   |   |
| <b>*Fieldnote journal 7 entry due (Minimum 2 pages, ss, typed) (D2L Dropbox open from 6pm Thursday to midnight Friday)</b>  |   |   |
| <b>Wk 11</b><br>Tues  | <b>Readings:</b><br>Traphagan             | <b>Discussion Questions Due – Discussion Leaders Group 1</b>  |
| Thurs   |   |   |

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| <b>*Fieldnote journal 8 entry due (Minimum 2 pages, ss, typed)</b> (D2L Dropbox open from 6pm Thursday to midnight Friday)  |  |   |
| <b>Wk 12</b><br>Tues  | <b>Readings:</b> Lamb,<br>Ch 4             | <b>Discussion Questions Due – Discussion Leaders Group 2</b>  |
| Thurs   |  |   |
| <b>*Fieldnote journal 9 entry due (Minimum 2 pages, ss, typed)</b> (D2L Dropbox open from 6pm Thursday 3/9 to midnight Friday 3/10)   |  |   |
| <b>Section 4: Revisiting Assumptions, Challenging Stereotypes, Redefining Aging</b><br>Reflecting back on the assumptions and stereotypes defined at the beginning of the semester, how have your ideas changed?<br>How do people resist negative ideas about aging and redefine aging in more positive ways that empower them and build self esteem? |  |   |
| <b>Wk 13</b><br>Tues  | <b>Readings:</b> Lamb,<br>Ch 6             | <b>Discussion Questions Due – Discussion Leaders Group 3</b>  |
| Thurs   |  | <b>Final Typewritten Retrospective Reflections Due</b>  |
| <b>*Fieldnote journal 10 entry due (Minimum 2 pages, ss, typed)</b> (D2L Dropbox open from 6pm Thursday to midnight Friday)   |  |   |
| <b>Wk 14</b><br>Tues  | <b>Readings:</b> Leland<br>Ch 9 - Epilogue | <b>Discussion Questions Due - All</b>   |
| Thurs   |  |   |
| <b>*Fieldnote journal 11 entry due (Minimum 2 pages, ss, typed)</b> (D2L Dropbox open from 6pm Thursday to midnight Friday)   |  |   |
| <b>Wk 15</b><br>Tues  |  | <b>Civic Engagement Proposals Due</b><br>Experts (from Miravida and elsewhere) Guest Panel: Careers w/ an Aging Population: Anthropology, Business, Psychology, Nursing, and More |
| Thurs   |  | End of Semester Celebration at Miravida Living – Deliver transcribed interviews to participants, if applicable (add a photo of you and the elder if you can)                      |