

MCMASTER UNIVERSITY
DEPARTMENT OF HEALTH, AGING AND SOCIETY
HLTH AGE 4H03: HISTORY AND CULTURE OF AGING
FALL 2016

Instructor: Dr. Sarah Clancy
Lectures: 2:30-5:20pm, Tuesdays

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Office Hours: Mondays 10-11am

COURSE DESCRIPTION

This course will explore how aging has been conceptualized cross-culturally over the course of ancient history to the 21st century. In order to explore the history and culture of aging over time, the course is divided in three parts. In the first part of the course, we will examine definitions, stereotypes and conceptualizations of aging to understand the diverse range in which we have and continue to perceive aging, the aged and the aging process. In this part of the course, we will also examine theories of aging. The second part of the course will examine historical conceptions of aging. In doing so, we will look at the roles, identities, responsibilities, services available to the aged, as well as social, cultural, religious, political, and economic impacts and relations with the aged and aging process. We will begin by looking at aging in the context of ancient Rome and Greece, as well as in the 15th-18th centuries, 19th and 20th century, and finally aging in the 21st century. The last part of the course will further explore issues, experiences, and policies that impact the process of aging in the 21st century, focusing on the relevant social, cultural, religious, political, and economic impacts. This is a seminar style course format that requires active participation, attendance and contribution from all members of the class. More information on the seminar style approach is noted below.

COURSE OBJECTIVES

- Explore the definitions, stereotypes and conceptualization of aging, as well as the theories of aging
- Gain a critical understanding of the historical conceptions of aging, from time periods such as ancient, historical, modern, and contemporary times
- Development of a knowledge base on the contemporary issues that both affect and impact the aging process (and vice versa) in the 21st century
- Understand how conceptualizations and definitions surrounding the aged and the aging process can impact areas of social, cultural, religious, political, and economic life
- Build on group collaboration skills, oral presentation skills, and time management through completion of a group seminar presentation
- Improve critical reflection skills, as well as research and writing skills through completion of assignments
- Engage in scholarly debate with classroom colleagues through in-class participation in lectures and group-based activities

COURSE EVALUATION - OVERVIEW

Group seminar presentation - 15%	As assigned in class
Research proposal - 25%	September 27, 2016
Critical self reflection on participation and attendance - 2%	November 23, 2016
Final research paper presentation - 5%	November 29, 2016
Final research paper - 45%	November 29, 2016
Class participation/attendance - 8%	Throughout the term

COURSE READINGS

1. COURSE TEXTBOOK (available for purchase at the Campus Bookstore)

i. Johnson, P. & Thane, P. (1998). (Eds.). *Old age from antiquity to postmodernity*. London, UK: Routledge. *(please note this book is also available as a download from the McMaster Library)*

2. COURSE READINGS

Additional readings are available freely online or through McMaster Library Electronic Database. Please see the libaccess links posted below in the weekly schedule and readings.

ORGANIZATION OF THE COURSE

COURSE FORMAT

This is a seminar style course held on Tuesdays from 2:30-5:20pm. Seminar style course format requires active participation, attendance and contribution from all members of the class. In the first portion of the course, the format will be interactive lecture-based with active participation, contribution and discussion from students. For the remainder of the course, the first part of the every weekly class will be interactive lecture-style. The second half of the weekly class will be student-led. More information is provided below in the “evaluation components.”

COURSE WEBSITE

This course will use Avenue to Learn (<http://avenue.mcmaster.ca/>). Please check the website frequently for class announcements and other important information. We may be using the site for posting of grades. More information will be provided in class.

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

EVALUATION COMPONENTS

1. GROUP SEMINAR PRESENTATION - 15% - DATE AS ASSIGNED IN CLASS

In groups (max. number of students per group dependent on final class size), students are required to critically present the readings under weekly discussion to the class, lead a discussion,

pose questions, and incorporate information and material from outside of the course readings. I will make an announcement about the size of groups once we have final class numbers. Students will sign up for their selected week during the second or third class of the term. Seminars will begin in either week 5 or week 7 of the course (dependent on final class size and number of seminar presentation dates required). **Once signed up to a particular week and with a particular group, no changes are permitted. These presentations are expected to be no longer than 45 minutes, not including the question and answer period. Ensure that your presentation meets these guidelines. Please note that all students in the seminar group will receive the same grade.** More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

2. RESEARCH PROPOSAL - 25% - DUE ON SEPTEMBER 27, 2016

The purpose of this assignment is to work through the steps in researching and writing your final paper. This assignment will allow you to clearly define your research question/thesis statement and further develop it through addressing other key components of the research paper. Importantly, this assignment encourages you to start working on your paper early in the term, allowing adequate time for researching, writing and revising your final paper. You may choose any topic related to the history and culture of aging. More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

3. CRITICAL SELF REFLECTION ON PARTICIPATION AND ATTENDANCE - 2% - NOVEMBER 23, 2016 (PLEASE NOTE: THIS IS DUE ON A WEDNESDAY, THE DAY AFTER CLASS)

Students are expected to engage in critical self-reflection about both their attendance and participation throughout the term. Students will reflect on their triumphs, shortcomings, and areas for improvement in a short 1/2 page reflection. This will be submitted to the dropbox on Avenue. The purpose of this assignment is to build on critical reflection skills as well as to be self-aware of one's role as a student in the course over the past 3 months. This assignment is a valuable skill-building exercise.

4. FINAL RESEARCH PAPER PRESENTATIONS - 5% - NOVEMBER 29, 2016

Students are required to present the findings of their individually written research paper. Presentations will be 5 minutes in length. The purpose of this assignment includes: (1) communication of research with fellow peers; (2) working on oral presentation skills; and, (3) the ability to present one's work in a clear, concise, and coherent format. Students are allowed to use any medium to communicate their findings, such as a short video, PowerPoint presentation, etc.; however, it must be no longer than 5 minutes in length. More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

5. FINAL RESEARCH PAPER - 45% - DUE ON NOVEMBER 29, 2016

Students are required to individually research and write a research paper on a topic of interest that has been discussed in the course. Students **may not** write the final research paper on the same topic/theme as their seminar presentation. More information, including assignment guidelines, will be posted on Avenue to Learn during the first week of class.

6. CLASS PARTICIPATION AND ATTENDANCE - 8% - THROUGHOUT THE TERM

Full participation, regular attendance, as well as full commitment and equal share of work in the seminar groups are required throughout the term. Students are expected to come to class each week with the assigned readings read and ready to engage in class discussions and participate in any discussions or activities.

POLICIES AND PROCEDURES

1. COMPLETION OF ALL ASSIGNMENTS AND EXAMS ARE MANDATORY TO PASS THE COURSE. IF ANY COURSE REQUIREMENT IS NOT COMPLETED, YOU WILL RECEIVE A GRADE OF 0 AND NOT PASS THE COURSE.

Please submit your assignments (hard copies only) in class on the day that they are due. The exceptions to this are the critical self-reflection and the final paper, which will be submitted to a dropbox on Avenue to Learn. Faxed or emailed assignments will NOT be accepted.

Your assignments should be typed and double-spaced in either 10 or 12 point Times New Roman or Arial font. **The due dates for all assignments are fixed and non-negotiable.** There will be a **deduction of 15% per day** for all late assignments, including weekends (15% for the whole weekend). If an assignment is due on Tuesday, but handed in on or after 12:00am on Wednesday, the deduction will be 15% for that day and so on. Deductions are calculated per day, not per 24 hour period. **No assignments will be accepted 3 days after the original due date; there are no exceptions. Please refer to assignment handouts for exact dates. Any late papers/assignments will receive a grade only; no comments.**

2. ILLNESSES AND EMERGENCIES

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”. Please note these regulations have changed beginning Fall 2015.

3. REVIEW OF MARKS

Assignments and exams are marked fairly and carefully. However, in the event that a student disagrees with his/her mark, the following procedure will be followed:

1. The student must write a detailed one-page note (hard copy only; emails will not be accepted) outlining the reason for the review of the mark. This note must be attached to the original assignment and handed in to the instructor
2. The instructor will review the request and review the original assignment and provide the student with written feedback
3. Students must not submit a request for review any earlier than 1 week after the paper/exams are returned and no later than 2 weeks after
4. Please note that upon re-review, there is a chance that the new grade may be lower than the original grade received

4. ACCOMMODATIONS

Please feel free to discuss your personal needs with me. Arrangements for Individualized accommodations can be made through Students Accessibility Services (<http://sas.mcmaster.ca/>). Students Accessibility Services (<http://sas.mcmaster.ca/>) also provides helpful information on time management, note-taking, keeping up with readings, and taking multiple choice tests.

If you require course information in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Student Accessibility Services (SAS):

Students who require academic accommodations must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation for Students with Disabilities](#).

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://sas.mcmaster.ca>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

5. COMPUTER USE IN THE CLASSROOM

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

6. OFFICE HOURS and EMAIL COMMUNICATION

I maintain regular office hours - no appointment is necessary. I am also available by email (clancysj@mcmaster.ca). Please use proper email etiquette when sending an email: include the course name in your subject line; provide a salutation (Dear Dr. Clancy); and include your name and student number. You can expect a response to your email within 48 hours, **excluding weekends, holidays and university scheduled breaks such as Fall break, etc.,**

Faculty Of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Avenue Mail: Please use your McMaster e-mail account to contact the instructor. There is a technical difference between the Mail feature in Avenue to Learn and the McMaster e-mail services, including UnivMail, the mail service used by most instructors. Messages sent from Avenue to e-mail, for example, can often cause unhelpful delays and errors.

7. ACADEMIC DISHONESTY

University Policy on Academic Dishonesty: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the University.

Avoiding Academic Dishonesty: It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the McMaster Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only a few forms of academic dishonesty:

1. Submitting work that is not your own.
2. Submitting your own material for which other credit has already been obtained in another course.
3. Using another writer's sentences, phrasing, or writing structure without properly indicating your debt by using quotation marks.
4. Neglecting to properly cite the source of your ideas.
5. Improper collaboration in non-group work.
6. Copying or using unauthorized aids in tests and examinations.
7. Requesting accommodation or exceptions in bad faith or under false pretenses.

Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

WEEKLY TOPICS AND READING SCHEDULE

TOPIC	ASSIGNED READINGS	IMPORTANT NOTES
WEEK ONE: SEPTEMBER 6, 2016		
Introduction to the course	1. Text: Chapter 1	
WEEK TWO: SEPTEMBER 13, 2016		
What is aging? Defining aging and understanding stereotypes about aging; theories of aging	<p>1. Text: Chapter 6</p> <p>2. Thornton, J.E. (2002). Myths of aging or ageist stereotypes. <i>Educational Gerontology</i>, 28(4), 301–312.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url =http://dx.doi.org/10.1080/036012702753590415</p> <p>3. Coudin, G., & Alexopoulos, T. (2010). ‘Help me! I’m old!’ How negative aging stereotypes create dependency among older adults. <i>Aging & Mental Health</i>, 14(5), 516-523.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url =http://dx.doi.org/10.1080/13607861003713182</p>	
WEEK THREE: SEPTEMBER 20, 2016		
Ancient conceptualizations of aging: Greece, Rome and Egypt	<p>1. Text: Chapter 2</p> <p>2. Gillerd, C. (2007). Old age in Ancient Greece: Narratives of desire, narratives of disgust. <i>Journal of Aging Studies</i>, 21(1), 81-92.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url =http://dx.doi.org/10.1016/j.jaging.2006.02.002</p> <p>3. Harlow, M., & Laurence, R. (2003). Old age in ancient Rome. <i>History Today</i>, 53(4), 22-27.</p>	

	<p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://go.galegroup.com/ps/i.do?id=GALE%7CA99746721&v=2.1&u=ocul_mcmaster&it=r&p=AONE&sw=w&asid=dc9a5f68822d7e41819eaaf3975a994e</p>	
WEEK FOUR: SEPTEMBER 27, 2016 - RESEARCH PROPOSAL DUE TODAY (25%)		
Aging in the 15th-18th centuries; introduction to the 19th and 20th century	<ol style="list-style-type: none"> 1. Text: Chapter 3 2. Text: Chapter 4 3. Text: Chapter 5 4. Demos, J. (1978). Old age in early New England. [Supplement]. <i>American Journal of Sociology</i>, 84, S248-S287. <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://www.jstor.org/stable/3083229</p>	RESEARCH PROPOSAL DUE TODAY (25%)
WEEK FIVE: OCTOBER 4, 2016		
Aging in the 19th-20th centuries	<ol style="list-style-type: none"> 1. Text: Chapter 7 2. Ruggles, S. (2003). Multigenerational families in nineteenth-century America. <i>Continuity and Change</i>, 18(1), 139-165. <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1017/S0268416003004466</p> <ol style="list-style-type: none"> 3. Hirschbein, L.D. (2001). Popular views of old age in America, 1900–1950. <i>Journal of the American Geriatrics Society</i>, 49(11), 1555-1560. <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1046/j.1532-5415.2001.4911253.x</p>	STUDENT LED SEMINARS BEGIN TODAY (15%)

	<p>4. Fleming, K.C., Evans, J.M. & Chutka, D.S. (2003). A cultural and economic history of old age in America. <i>Mayo Clinic Proceedings</i>, 78(7), 914-921.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.4065/78.7.914</p>	
WEEK SIX: OCTOBER 11, 2016 - FALL BREAK RECESS - NO CLASS		
FALL BREAK RECESS	FALL BREAK RECESS	FALL BREAK RECESS
WEEK SEVEN: OCTOBER 18, 2016		
<p>Aging in the 21st century; Case studies in contemporary aging: The aging body and selfhood in a world of consumption, technology and recreation</p>	<p>1. Text: Chapter 8</p> <p>2. Musie, A. & Desmarais, S. (2010). Women’s perceptions and use of “anti-aging” products. <i>Sex Roles</i>, 63(1-2), 126-137.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1007/s11199-010-9791-5</p> <p>3. Patterson, I. (2007). Information sources used by older adults for decision making about tourist and travel destinations. <i>International Journal of Consumer Studies</i>, 31, 528-533.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1111/j.1470-6431.2007.00609.x</p> <p>4. Twigg, J. & Majima, S. (2014). Consumption and the constitution of age: Expenditure patterns on clothing, hair and cosmetics among post-war ‘baby boomers’. <i>Journal of Aging Studies</i>, 30, 23-32.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1016/j.jaging.20</p>	STUDENT LED SEMINARS BEGIN (15%)

	14.03.003	
WEEK EIGHT: OCTOBER 25, 2016		
Case studies in contemporary aging: Retirement, finances, and changing socio-economic status	<ol style="list-style-type: none"> 1. Text: Chapter 10 2. Gilleard, C. & Higgs, P. (2002). The third age: Class, cohort or generation? <i>Ageing & Society</i>, 22, 369–382. Libaccess: http://libaccess.mcmaster.ca/login?url =http://dx.doi.org/10.1017/S0144686X0200870X 3. Kohon, J. & Carder, P. (2014). Exploring identity and aging: Auto-photography and narratives of low income older adults. <i>Journal of Aging Studies</i>, 30, 47-55. Libaccess: http://libaccess.mcmaster.ca/login?url =http://dx.doi.org/10.1016/j.jaging.2014.02.006 4. Oksanen, T. & Virtanen, M. (2012). Health and retirement: A complex relationship. <i>European Journal of Ageing</i>, 9, 221-225. Libaccess: http://libaccess.mcmaster.ca/login?url =http://dx.doi.org/10.1007/s10433-012-0243-7 	STUDENT LED SEMINARS (15%)
WEEK NINE: NOVEMBER 1, 2016		
Case studies in contemporary aging: Role of and within the family	<ol style="list-style-type: none"> 1. Text: Chapter 9 2. Hjälm, A. (2012). “Because we know our limits”: Elderly parents' views on intergenerational proximity and intimacy, <i>Journal of Aging Studies</i>, 26(3), 296-308. Libaccess: http://libaccess.mcmaster.ca/login?url =http://dx.doi.org/10.1016/j.jaging.2014.02.006 	STUDENT LED SEMINARS (15%)

	<p>12.01.005</p> <p>3. Bangerter, L.R. & Waldron, V.R. (2014). Turning points in long distance grandparent–grandchild relationships. <i>Journal of Aging Studies</i>, 29, 88-97.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1016/j.jaging.2014.01.004</p> <p>4. Moss, M.S. & Moss, S.Z. (2014). Widowhood in old age: Viewed in a family context. <i>Journal of Aging Studies</i>, 29, 98-106.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1016/j.jaging.2014.02.001</p>	
WEEK TEN: NOVEMBER 8, 2016		
<p>Case studies in contemporary aging: Living longer, illness, mortality and death</p>	<p>1. Stewart, T.A., Chipperfield, J.G., Perry, R.P. & Weiner, P. (2012). Attributing illness to ‘old age: ‘Consequences of a self-directed stereotype for health and mortality. <i>Psychology and Health</i>, 27(8), 881-897.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1080/08870446.2011.630735</p> <p>2. Kalache, A., Aboderin, I. & Hoskins, I. (2002). Compression of morbidity and active ageing: Key priorities for public health policy in the 21st century. <i>Bulletin of the World Health Organization</i>, 80(3), 243-250.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://www.ncbi.nlm.nih.gov/pmc/ar</p>	<p>STUDENT LED SEMINARS (15%)</p>

	<p>ticles/PMC2567740/</p> <p>3. Ball, M.M., Kemp, C.L., Hollingsworth, C. & Perkins, M.M. (2014). "This is our last stop": Negotiating end-of-life transitions in assisted living. <i>Journal of Aging Studies</i>, 30, 1-13</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1016/j.jaging.2014.02.002</p> <p>4. Solomon, P., O'Brien, K., Wilkins, S. & Gervais, N. (2014). Aging with HIV and disability: The role of uncertainty. <i>AIDS Care</i>, 26(2), 240-245.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1080/09540121.2013.811209</p>	
WEEK ELEVEN: NOVEMBER 15, 2016		
<p>Case studies in contemporary aging: Incarcerated elderly</p>	<p>1. Stal, M. (2012). Treatment of older and elderly inmates within prisons. <i>Journal of Correctional Health Care</i>, 19(1), 69-73.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1177/1078345812458245</p> <p>2. Feczko, A. (2014). Dementia in the incarcerated elderly adult: Innovative solutions to promote quality care. <i>Journal of the American Association of Nurse Practitioners</i>. 26, 640-648.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1002/2327-6924.12189</p>	<p>LAST DAY OF STUDENT LED SEMINARS (15%)</p>

	<p>3. Linder, J.F. & Meyers, F.J. (2009). Palliative and end-of-life care in correctional settings. <i>Journal of Social Work in End-of-Life & Palliative Care</i>, 5, 7-33.</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1080/15524250903173579</p> <p>4. Handtke, V., Bretschneider, W., Elger, B., & Wangmo, T. (2015). Easily forgotten: Elderly female prisoners. <i>Journal of Aging Studies</i>, 32(Complete), 1-11</p> <p>Libaccess: http://libaccess.mcmaster.ca/login?url = http://dx.doi.org/10.1016/j.jaging.2014.10.003</p>	
WEEK TWELVE: NOVEMBER 22, 2016 - CRITICAL SELF- REFLECTION DUE THE DAY AFTER CLASS - 2% - NOVEMBER 23, 2016		
Critical self-reflection and evaluation	<p>1. Speakers.com. (2013). "Kare Anderson on the importance of self-reflection. Retrieved from https://www.youtube.com/watch?v=D9D8iuVghfU</p>	CRITICAL SELF-REFLECTION DUE THE DAY AFTER CLASS - 2% - NOVEMBER 23, 2016 - SUBMIT TO DROPBOX ON AVENUE
WEEK THIRTEEN: NOVEMBER 29, 2016 - FINAL PAPER PRESENTATIONS (5%) TODAY; FINAL PAPERS DUE TODAY (45%)		
Final paper presentations	No assigned readings	FINAL PAPER PRESENTATIONS (5%) FINAL PAPERS DUE TODAY (45%) - SUBMIT TO DROPBOX ON AVENUE
WEEK FOURTEEN: DECEMBER 6, 2016		
Course wrap-up and evaluations	No assigned readings	