

**WST3930/HSC4950: Social and Cultural Dimensions of Women's Well-being****Tuesday Period 9, Thursday Periods 9-10**

Taylor Locker, M.S.  
[taylor.locker@ufl.edu](mailto:taylor.locker@ufl.edu)

Office: PSY 002  
 Office hours: TH periods 6-8

TA: Lauren Smith  
[laurensmith@ufl.edu](mailto:laurensmith@ufl.edu)

Office: TBA  
 Office hours: TBA

This course focuses on the role of society and culture on the lives of women in the United States. In this course, we will use a feminist lens to evaluate media representations and societal norms of the wellness and well-being problems facing girls and women across time. To this end, we will discuss how the feminist movement has shaped social structures and our modern understandings of women's well-being in the United States, such as the creation of social services for children and women and women's clinics. An intersectionality approach will be utilized to explore how socio-cultural forces such as sexism, racism, heterosexism and other forms of discrimination that have negative impacts on women's well-being across the life span. Importantly, well-being in this course is broadly defined, from psychological, physical, and emotional wellness indicators to relationship quality, life roles, and career development. The course is structured developmentally; as such we will start with birth and end with death. Throughout the semester we will discuss how women may have different salient concerns in different life phases. This is an interdisciplinary course in which I have drawn from psychology, sociology, women's studies, public health, anthropology, medicine, and history for lectures, activities, readings, and films. To facilitate critical evaluation of the course content, a strong emphasis on social and behavioral science research is necessary. Insofar, you will learn how to read and evaluate both qualitative and quantitative research in the social and behavioral sciences.

**Course Objectives:**

- **Understand policies and societal structures impacting women's well-being in the US**
- **Explore the role of feminism in shaping social institutions benefitting girls and women in the US**
- **Make feminist critiques of women's bodies, minds, and wellness concerns as represented by the media**
- **Learn to read and evaluate scholarly research articles in the social and behavioral sciences**
- **Gain knowledge of the major wellness and life-satisfaction concerns of girls and women in the US**
- **Explore how intersecting identities impact women's well-being**
- **Experience involvement in women's wellness activism**
- **Make personal connection to women's wellness concerns**

More broadly, this course contributes to the University of Florida's General Education curriculum, specifically in the areas of Social Science (S) and Diversity (D). With respect to the social science area of study, discussions, assignments, and course materials will familiarize students with key themes, principles and terminology of the social science disciplines covered herein; focus on the history, underlying theory and methodologies used in these disciplines; help students to identify, describe and explain social institutions, structures and processes; and emphasize the effective application of accepted problem-solving techniques as well as the evaluation of opinions and outcomes. Like other courses which fulfill the diversity standards, the purpose of this course is three-fold. That is, this class is intended to introduce students to values, attitudes, and norms that create cultural differences within the United States; encourage students to recognize how social roles and status affect different groups and impact U. S. society; and guide students to analyze and to evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups. As a result, participants in this course are expected to achieve the following learning outcomes:

- (1) demonstrate knowledge of key themes, principles, terminology, history, theory, and methodologies of the social sciences (broadly understood);
- (2) identify, describe, and explain social institutions and structures;

- (3) apply formal and informal qualitative analysis effectively to examine the process and means by which individuals make personal and group decisions;
- (4) assess and analyze ethical perspectives in individual and society decisions;
- (5) communicate knowledge, thoughts and reasoning clearly and effectively, both individually and in groups;
- (6) show comprehension of the roles of social structure and the status of different groups within the United States;
- (7) analyze and evaluate their own cultural norms and values in relation to those of other cultures; and
- (8) identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons and groups.

**Required Materials:** Research Articles, Fact Sheets, and Additional Readings available on Sakai. (See attached schedule and reading list)

### **Course Information**

Detailed schedule of the course, in-depth instructions for each assignment, supplementary materials, readings, and other course information are available on the course Sakai site. You should check our site regularly (several times a week) for course announcements, updates, grades, and other course related information. <http://lss.at.ufl.edu/>.

### **General Policies:**

*Attendance:* I expect you to attend all scheduled classes since the success or failure of this course largely depends on what you bring to the table. In order for there to be an open exchange of ideas and dialogue, you must come to class alert, prepared, and ready to contribute to discussion by asking questions, bringing outside material to share, presenting alternative points of view, etc. You are therefore required to be present in order to act in this capacity. You will be rewarded for attendance through course credit earnable by participating in in-class activities. There are no make-up activities however; students will be allowed to miss two (2) activities with no penalty.

*Electronic Devices & Distractions:* Personal electronics such as phones, ipods, e-readers and others are to be **OFF** during class. Some student effectively use laptops to take notes, others do not. If you fall into the latter category please do not bring your laptop to class. If it comes to my attention that students are not using laptops for in-class scholarly purposes, I will ban the use of laptops in my classroom. Further, it is inappropriate to read the *Alligator*, magazines or do cross-words in class, if I see you doing so I will ask you stop and/or ask you leave class.

*Respect, Discomfort and In-class Decorum:* Please be aware that some topics covered in the course will invoke new or difficult thoughts or feelings. Remember to be respectful of others' thoughts, opinions, and experiences. It is expected that students do not engage in the perpetuation of stereotypes, discrimination, prejudice, or other forms of bias and intolerance. Refrain from name-calling, character attacks, and from shutting down from listening to others. During the first week, and as often as needed, we will discuss the use of "I-language" and its importance in our course discussions. Additionally, due to the nature and content of this course you may experience instances of discomfort as well as curiosity. If you encounter personal issues you would like to explore in further depth, I would recommend you consider speaking with one of the counselors with the Counseling and Wellness Center (<http://www.counsel.ufl.edu>; 392-1575).

*Academic Honesty:* **Cheating is NOT tolerated.** If a student is caught cheating, the first offense will, at the very least, result in a zero for that exam or paper and a record of the event and will be forwarded to the Office of Student Affairs. The second offense will be forwarded to the Office of Students Affairs and will result in an Honor Court hearing. According to the UF Honor Code, on all work submitted for credit by students at the university, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**" Please see the UF Honor Code here: <http://www.registrar.ufl.edu/catalog/policies/students.html> .

**Plagiarism** means to take someone else's thoughts, ideas, writings, or other intellectual property and pass it off as your own. This means taking a sentence off of a website such as Wikipedia and not citing it is plagiarism, so is passing off the ideas or work of your classmates as your own. In your work, follow the appropriate citation guidelines. If you are ever in doubt, it is better to cite than not to cite. ***\*All assignments are checked through Turnitin***

*Accommodations:* Students requiring classroom accommodation must first register with the Dean of Students Office. The office will provide documentation to the student who must then give this documentation to me when requesting classroom accommodation. Please talk to me about accommodations as early in the semester as feasible.

*Late work:* Late work is **NOT** accepted. Any assignment turned in after the deadline will automatically earn a zero. All written assignments are to be submitted through our Sakai site AND hardcopy, meaning you could submit the electronic copy from nearly anywhere in the world. Major assignments will have a window of submission (generally one-two weeks) giving you ample time to submit assignments before the deadline. Please plan ahead! For assignments requiring both a hardcopy and electronic copy, make arrangements to get your hard copy to class even if you aren't.

*Make-up Policy:* There are no make-up in-class activities in the course. Because you are allowed to drop your lowest two activity scores, make-ups in those assignment categories are not offered. This course has a final exam. The only way you will be allowed to make-up this exam is if you abide by the following: (1) You must notify the instructor at least 24 hours in advance if you cannot take an exam and (2) you provide proper documentation to validate your absence. Any unexcused absences from the final exam will result in a grade of zero.

### **Grades:**

UF has a plus/minus grading scheme (see chart below). Your final grade is determined by the number of points you earn divided by total points possible (600) and multiplied by 100. This formula is how you figure your grade throughout the semester. When your final grade is computed I will abide by the following round rule: if the first decimal place (the tenth) is greater than 5 it will be rounded up to the next highest percentage. If the first decimal place is less than 5 it will be rounded down. For example 87.6% which becomes an 88% or B+.

I do not have a fixed number of how many students will get A's, how many will get B's, etc. I would be delighted if everyone in the class were to receive A's and B's. The grades you receive on the quizzes, assignments, and final exam are completely in your hands. **No adjustments to grades will be made.** Please do not ask me to artificially increase your grade, it is unfair to other students for me to make allowances for individuals and deviate from the set grading guidelines.

Grade	GPA Point	Percentage	What does that mean?
A	4.00	≥ 94%	Exceptional quality of work, above and beyond course requirements
A-	3.67	89%-93%	
B+	3.33	86%-88%	
B	3.00	82%-85%	Above average work quality, exceeds basic course requirements
B-	2.67	79%-81%	
C+	2.33	76%-78%	
C**	2.00	72%-75%	Average work quality, meets basic course requirements
C-	1.67	69%-71%	
D+	1.33	66%-68%	
D	1.00	62%-65%	Less than average work quality, failure to meet full requirements
D-	0.67	59%-61%	
E	0.00	≤ 58%	Does not meet course requirements

\*\*A grade of C or better is required in order for this class to count for Gen Ed credit or credit in the major.

Additional information on grading is available at:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

### **Assignments:**

#### **150 points Weekly Reading Organizer and Reflection Paper**

For each week you'll be given reading questions to help you hit the major points of the readings. In addition to answering the reading questions you will write a 1 page reflection paper. This assignment will serve as way to organize your thoughts, reactions, ideas to weekly readings, lectures, guest speakers, activities, and films. (10 points weekly).

#### **50 point In-Class Activities**

Attendance is a must for this course. I will provide supplemental material on Sakai but the bulk of lecture material will ONLY be available during lecture. To encourage attendance there will be several in-class activities (no make-ups!). On average we will have in-class activities for each week (either Tuesday or Thursday). Because there will no make-ups students will be allowed to miss two activities without penalty, after two missed activities

#### **100 points Fact Sheet**

This project involves (1) developing a factsheet for everyone in the class; and (2) sharing the fact sheet with the rest of the class. Its purpose is to allow students to explore a single question or topic in women's well-being, gather information not presented through lecture/readings, and share it with other students. Fact sheets will be due throughout the semester. I will have a sign-up sheet that you will choose a week to turn in your fact sheet the second week of class.

#### **100 points Interview a Woman**

In this assignment you are to interview a woman who is struggling with either a physical or mental illness/disability/barrier. The nature of this assignment is very sensitive so I expect that you conduct yourselves with the utmost respect when you contact and talk with your interviewee. Your interviewee may be someone you are already in contact with such as a family member, acquaintance, or co-worker, however, the topic of the conversation (see full assignment details) must center on issues of the wellness concern and its consequences. I am requiring your interview be (audio) recorded and handed in to me with your paper. The paper is not to be a transcript of your interview, but a 2-3 page paper of your personal reactions and reflections to the experience and connecting the experience to course content.

#### **100 points Women's Wellness Activism Experience**

This project requires you to seek out a women's wellness activism experience in the community sometime over the course of the semester. To earn points for this assignment you must (1) get my approval to do the activism experience, (2) complete the experience, and (3) write a short paper (2-3 pages) about your experience and it relates to course material.

#### **100 points Final Exam**

The final exam is a cumulative exam that will have a similar format to your weekly quizzes. The final exam will focus on synthesis of the course. You will be given short answer questions and essays (blue book exam). When studying, look for connections and build webs of interrelated concepts. Excellent examinations ask and address "what," "how," and "why" questions in a concise, logical, and analytical manner.

#### **600 points Total**

### **How to Read the "Tentative Weekly Schedule & Readings"**

Reading assignments are what you are assigned to read for the current week of class. Importantly, our weekly reflection papers are always due at the beginning of class and will not be accepted late. *Disclaimer:* From time to time we may become engrossed in topic during the week which may result in neglecting other readings in discussion. You are responsible for all assigned readings, regardless of whether or not it was discussed explicitly in lecture that week. Additionally, time constraints may necessity schedule adjustments. You will know of changes by attending class and checking Sakai regularly. However, the final exam date will not change, nor will the due dates of major assignments

**Tentative Weekly Schedule & Readings:****8/23 - 8/25 Week 1: The Female Body, Female Mind: Introductions**

Topics: *Brief History of Women's Wellness in USA, Common Language Building, Introduction to Feminism*

**Readings:**

- Martin, E. (1996). The egg and the sperm: How science has constructed a romance based on stereotyped male-female roles. In B. Laslett et al. (Eds.), *Gender and Scientific Authority*. (pp. 324 – 328). Chicago, IL: University of Chicago Press.
- Oudshoorn, N. (1994). Sex and the body. In N. Oudshoorn (Ed.), *Beyond the Natural Body: An Archaeology of Sex Hormones*. (pp. 6-11). New York, NY: Routledge.
- Rosser, S. V. (2009). Introduction. In S. V. Rosser (Ed.), *Diversity and Women's Health* (pp. 1 – 14). The John Hopkins University Press.
- Steinem, Gloria. "If Men Could Menstruate," *Outrageous Acts and Everyday Rebellions*. NY: NAL, 1986.
- West, C. & Zimmerman, D. H. (1987). Doing gender. *Gender and Society*, 1, 125-151.

**8/30 – 9/1 Week 2: Making of Little Women: Birth – Girlhood**

Topics: *Gender Socialization, Intersex Conditions, and Childhood Gender Identity Disorders*

**Readings:**

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders (4<sup>th</sup> ed. text revision, Childhood Gender Identity Disorders*, pp. 576-582). Washington, D.C.
- American Psychological Association. (2006). *Answers to your questions about individuals with intersex conditions* [Brochure]. Washington, D.C., APA Task Force on Gender Identity, Gender Variance, and Intersex Conditions.
- Burnham, D. K., & Harris, M. B. (1992). Effects of real gender and labeled gender on adults' perceptions of infants. *The Journal of Genetic Psychology*, 153(2), 165-183.
- Fagot, B. I., Rodgers, C. S., & Leinhach, M. D. (2000). Theories of Gender Socialization. In T. Eckes & H. M. Trautner (Eds.), *The Developmental Social Psychology of Gender* (pp. 65 – 87). Lawrence Erlbaum Associates, Inc. Publishers.

**Assignments:**

9/1 Sign up for Fact Sheets & Weekly Reading Organizer and Reflection Paper Due

**9/6 – 9/8 Week 3: The Perils of Girlhood**

Topics: *Bullying, Anxiety Disorders, Childhood Abuse*

**Readings:**

- Faller, K. C. (1989). Characteristics of a clinical sample of sexually abused children: How boy and girl victims differ. *Child Abuse and Neglect*, 13, 281-291.
- Lewinsohn, P. M., Gotlib, I. H., Lewinsohn, M., Seeley, J. R., & Allen, N. B. (1998). Gender differences in anxiety disorders and anxiety symptoms in adolescents. *Journal of Abnormal Psychology*, 107, 109-117.
- Paul, P. (2010, October 8). The playground gets even tougher. *The New York Times*. Retrieved from <http://www.nytimes.com>

**Assignments:**

9/6 Weekly Reading Organizer and Reflection Paper Due; 9/8 1st Fact Sheet Group Due

**9/13 – 9/15 Week 4: The Changing Body: Adolescence**

Topics: *Menstruation, Puberty, Body Image, Eating Disorders*

Readings:

- Ge, X., Conger, R. D., & Elder, G. H. (1996). Coming of age too early: Pubertal influences of girls' vulnerability to psychological distress. *Child Development, 67*, 3386-3400.
- Granberg, E. M., Simons, L. G., & Simons, R. L. (2009). Body size and social self-image adolescent African American girls: The moderating influence of family racial socialization. *Youth & Society, 41*, 256-277.
- Zaitsoff, S. L., Geller, J., & Srikameswaran, S. (2002). Silencing the self and suppressed anger: Relationship to eating disorder symptoms in adolescent females. *European Eating Disorders Review, 10*, 51-60.

Assignments:

9/13 Weekly Reading Organizer and Reflection Paper Due; 9/15 2nd Fact Sheet Group Due

**9/20 – 9/22 Week 5: Aren't I Grown Yet?: Adolescence**

Topics: *Teen Relationships, Sexuality, Crime, Conduct Disorder*

Readings:

- Cepeda, A., & Valdez, A. (2003). Risk behaviors among young Mexican American gang-associated females: Sexual relations, partying, substance use, and crime. *Journal of Adolescent Research, 23*, 90 – 106.
- Ness, C. D. (2004). Why girls fight: Female young violence in the inner city. *Annals of the American Academy of Political and Social Science, 595*, 32-48.
- Townsend, T. G. (2008). Protecting our daughters: Intersection of race, class and gender in African American mothers' socialization of their daughters' heterosexuality. *Sex Roles, 59*, 429 -442.

Assignments:

9/20 Weekly Reading Organizer and Reflection Paper Due; 9/22 3rd Fact Sheet Group Due

**9/27 – 9/29 Week 6: From Dependency to Autonomy: Adolescence-Adulthood**

Topics: *Teen Pregnancy, Abortion, STDs, Sexual Assault/Rape*

Readings:

- Elo, I. T., King, R. B., & Furstenberg, F. F. (1999). Adolescent females: Their sexual partners and the fathers of their children. *Journal of Marriage and Family, 61*, 74-84.
- Smith, A. (2005). Beyond pro-choice versus pro-life: Women of color and reproductive justice. *National Women's Studies Association Journal, 17*, 119-140.
- Teitelman, A. M., Ratcliffe, S. J., Morales-Aleman, M. M., & Sullivan, C. M. (2008). Sexual relationship power, intimate partner violence, and condom use among minority urban girls. *Journal of Interpersonal Violence, 23*, 1694-1712.

Assignments:

9/27 Weekly Reading Organizer and Reflection Paper Due

**10/4 – 10/6 Week 7: From Dependency to Autonomy: Adolescence-Adulthood**

Topics: *Coming Out, Going to College, Entering the Work Force*

Readings:

- Amato, P. R., & Kane, J. B. (2011). Life-course pathways and the psychosocial adjustment of young adult women. *Journal of Marriage and Family, 73*, 279 – 295.

Booth, C. S., & Myers, J. E. (2011). Differences in career and life planning between African American and Caucasian undergraduate women. *Journal of Multicultural Counseling and Development*, 39, 14-23.

Rust, P. C. (1993). "Coming out" in the age of social constructionism: Sexual identity formation among lesbian and bisexual women. *Gender and Society*, 7(1), 50-77.

Assignments:

10/4 Weekly Reading Organizer and Reflection Paper Due; 10/6 4th Fact Sheet Group Due

**10/11 – 10/13 Week 8: Soulmates: Adulthood**

Topics: *Marriage/Partnership, Intimate Partner Violence*

Readings:

Goodwin, P. Y. (2003). African American and European American women's marital well-being. *Journal of Marriage and Family*, 65, 550-560.

Scott-Tilley, D., Tilton, A., & Sandel, M. (2010). Biologic correlates to the development of post-traumatic stress disorder in female victims of intimate partner violence: Implications for practice. *Perspectives in Psychiatric Care*, 46, 26-36.

Walker, L. E. A. (1991). Post-traumatic stress disorder in women: Diagnosis and treatment of battered women syndrome. *Psychology of Women Quarterly*, 5, 597-617.

Assignments:

10/11 Weekly Reading Organizer and Reflection Paper Due; 10/13 5th Fact Sheet Group Due

**10/18 – 10/20 Week 9: Mother and Child: Adulthood**

Topics: *Childbearing, Childrearing, Single Motherhood, Infertility*

Readings:

Jain, T. (2006). Socioeconomic and racial disparities among infertility patients seeking care. *Fertility and Sterility*, 85, 867-881.

Jun, H., & Acevedo-Garcia, D. (2007). The effect of single motherhood on smoking by socioeconomic status and race/ethnicity. *Social Science & Medicine*, 65, 653-666.

O'Hara, M. W. (1991). Childbearing. In M. O'Hara, et al (Eds.), *Psychological Aspects of Women's Reproductive Health*. (pp. 26-34). New York, NY: Springer.

Prilleltensky, O. (2003). A ramp to motherhood: The experiences of mothers with physical disabilities. *Sexuality and Disability*, 21, 21 – 47.

Assignments:

10/18 Weekly Reading Organizer and Reflection Paper Due

**10/25 – 10/27 Week 10: Working 9 – 5: Adulthood**

Topics: *Professionalism, Workplace Discrimination, Harassment*

Readings:

Gonzalez-Figueroa, E., & Young, A. M. (2005). Ethnic identity and mentoring among Latinas in professional roles. *Cultural Diversity and Ethnic Minority Psychology*, 11, 213-226.

Hyde, J. S. (2007). Women and work. In J. S. Hyde (Au.), *Half the Human Experience* (pp. 251 – 278). New York, NY: Houghton Mifflin Company.

Judge, T. A., & Cable, D. M. (2011). When it comes to pay, do the thin win? The effect of weight on pay for men and women. *Journal of Applied Psychology*, 96, 95-112.

Assignments:

10/25 Weekly Reading Organizer and Reflection Paper Due; 10/27 6th Fact Sheet Group Due

**11/1 – 11/3 Week 11: Oppressed and Stressed: Adulthood**Topics: *Stress and Marginalization*Readings:

- Landrine, H., & Klonoff, E. A. (1996). The Schedule of Racist Events: A measure of racial discrimination and a study of its negative physical and mental health consequences. *Journal of Black Psychology*, 22, 144–168.
- Moen, P., & Chermack, K. (2005). Gender disparities in health: Strategic selection, career, and cycles of control. *Journal of Gerontology: SERIES B*, 60B, 99-108.
- Thomas, S. A., & Gonzalez-Prendes, A. A. (2009). Powerlessness, anger, and stress in African American women: Implications for physical and emotional health. *Health Care for Women International*, 30, 93-113.

Assignments:

11/1 Weekly Reading Organizer and Reflection Paper Due; 11/3 7th Fact Sheet Group Due

**11/8 – 11/10 Week 12: When the Body Breaks Down: Adulthood – Late Adulthood**Topics: *Health Care and Illness*Readings:

- Ashing-Giwa, K. T., Lim, J., & Gonzalez, P. (2010). Exploring the relationship between physical well-being and healthy lifestyle changes among European- and Latina-American breast and cervical cancer survivors. *Psycho-oncology*, 19, 1161-1170.
- Kimberly, J. A., Serovich, J. M., & Greene, K. (1995). Disclosure of HIV-positive status: Five women's stories. *Family Relations*, 44, 316-322.
- Rosser, S. (1993). Ignored, overlooked, or subsumed: Research on lesbian health and health care. *National Women's Studies Association Journal*, 5, 183-203.

Assignments:

11/8 Weekly Reading Organizer and Reflection Paper Due; 11/10 8th Fact Sheet Group Due

**11/15 – 11/17 Week 13: Role Changes: Adulthood – Late Adulthood**Topics: *Menopause, Grandparenting, and Changing Relationships*Readings:

- Dillaway, H. E. (2006). When does menopause occur, and how long does it last? Wrestling with age and time-based conceptualizations of reproductive aging. *National Women's Studies Association Journal*, 18, 31-60.
- Ruiz, D. S. (2008). The changing roles of African American grandmothers raising grandchildren: An exploratory study in the Piedmont region of North Carolina. *Western Journal of Black Studies*, 32, 62 -71.
- Schnatz, P. F., Whitehurst, S. K., & O'Sullivan, D. M. (2010). Sexual dysfunction, depression, and anxiety among patients of an inner-city menopause clinic. *Journal of Women's Health*, 19, 1843-1849.

Assignments:

11/15 Weekly Reading Organizer and Reflection Paper Due; 11/17 9th Fact Sheet Group Due

**11/22 Week 14: Role Changes: Late Adulthood (cont.) \*Short week – Thanksgiving Holiday**Topics: *Retirement and Volunteerism*Readings:

- Bowen, D. J., Andersen, M. R., & Urban, N. (2000). Volunteerism in a community-based sample of women aged 50 to 80 years. *Journal of Applied Social Psychology*, 30, 1829-1842.

Silver, M. P. (2010). Women's retirement and self-assessed well-being: An analysis of three measures of well-being among recent and long-term retirees relative to homemakers. *Women & Health, 50*, 1-19.

Assignments:

11/22 Weekly Reading Organizer and Reflection Paper Due

**11/29 – 12/1 Week 15: When the We Cannot No Longer Care for Ourselves: Late Adulthood**

Topics: *Nursing Homes, Finding Caregivers, and Ageism*

Readings:

Brandler, S. M. (1998). Aged mothers, aging daughters. *National Women's Studies Association Journal, 10*, 43-56.

Davis, J. A. (2005). Differences in the health care needs and service utilization of women in nursing homes: Comparison by race/ethnicity. *Journal of Women & Aging, 17*, 57-71.

Overall, C. (2006). Old age and ageism, impairment and ableism: Exploring the conceptual and material connections. *National Women's Studies Association Journal, 18*, 126-137.

Assignments:

11/29 Weekly Reading Organizer and Reflection Paper Due; 12/1 Last Day to Turn in Activism Projects

**12/6 Week 16: Death & Dying: Late Adulthood** \*Short week – Last week of classes

Topics: *Widowhood, Death, and Loss*

Readings:

Angel, J. L., Jimenez, M. A., & Angel, R. J. (2007). The economic consequences of widowhood for older minority women. *The Gerontologist, 47*, 224-234.

Ha, J. (2008). Changes in support from confidants, children, and friends following widowhood. *Journal of Marriage and Family, 20*, 306-318.

Assignments:

12/6 Weekly Reading Organizer and Reflection Paper Due

**Finals Week:**

Final Exam Period: 14B (10:00a – 12:00pm December 14, 2011)

Cumulative written final (blue book format)