

**SOCIOLOGY 203**  
**HUMAN DEVELOPMENT: SOCIAL AND MEDICAL PERSPECTIVES**

Spring Semester, 2009  
Monday, Wednesday, Friday, 4:00-4:50PM  
Sears 480, Case Western Reserve University

Instructor: Michael Flatt  
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Office Hours: MW 2-3:30 or by appointment, Room TA-229, Sears Tower, Department of Bioethics

*“People develop as participants in cultural communities. Their development can be understood only in light of the cultural practices and circumstances of their communities—which also change.”*

*-Barbara Rogoff (2003:3-4)*

**Course Description**

This course will provide students with an introduction to key concepts, principles, and debates in the field of human development. This course takes an overview of human lives, considering development and influences on development from birth to death. It focuses on how human development from the beginning cannot be understood at the individual level; it is a socially constituted process. It focuses on how human development and health throughout the course of life are shaped by many important social environments and forces – families, schools, neighborhoods, peer groups, work organizations, ideology, social policies, media, history, and culture. Our approach to human development will be sociological. My hope is that students will develop new ways of thinking about the nature of human development across the life course.

**Course Materials**

All required readings will be posted on BlackBoard (**BB**): <http://blackboard.case.edu/> .

**Recommended Texts:**

Rogoff, Barbara. 2003. *The Cultural Nature of Human Development*. Oxford: Oxford University Press. ISBN: 0-19-513133-9  
Mead, Margaret. 1935/2001. *Sex and Temperament in Three Primitive Societies*. New York: HarperCollins Publishers, Inc. ISBN: 0-06-093495-6  
Newton, Michael. 2002. *Savage Girls and Wild Boys: A History of Feral Children*. New York: St. Martin's Press. ISBN: 0-312-30093-X  
Schor, Juliet. 2004. *Born to Buy: The Commercialized Child and the New Consumer Culture*. New York: Scribner. ISBN: 0-684-87055-X

**Course Requirements and Evaluation**

20%	Exam 1
20%	Exam 2
20%	Exam 3
20%	Quizzes (4 quizzes at 5% each)
15%	Reaction Papers (3 papers at 5% each)
5%	<u>Participation</u>
100%	Final Grade

There will be three exams. Exams will be in-class and will cover readings, lectures, films, guest lectures and handouts. Each exam is worth 20% of your final grade. There will be four in-class quizzes. Quizzes will focus on the assigned reading, film and lecture material. Each quiz is worth 5% of your final grade. There will be three short reaction papers, based on films we will watch in class. Guidelines for reaction papers will be handed out prior to the assignment. Each reaction paper is worth 5% of your final grade. In-class participation, which includes attendance, is worth 5% of your grade.

## **Grading**

100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 and below F

## **Late Assignments and Make-up Policy**

There will be no make-up exams. There will be no make-up quizzes. Late papers will be reduced 10% per day beyond the due date. If a health professional provides a documented excuse for missing an exam, contact the Instructor for arrangements.

## **Disabilities**

Students with a disability—please make an appointment to see me to discuss your needs at the earliest convenience. The necessary adjustments will be provided to facilitate the learning experience. Additionally, please be in contact with the Coordinator of Disability Resources, ESS (Educational Services for Students). ESS is located in 470 Sears Building. The office phone number is (216) 368-5230, and the website is <http://studentaffairs.case.edu/education/disability/policy.html>.

## **Freedom of Expression**

The classroom environment involves discussion and critical thinking. Tolerance and respect of others is an expectation within this classroom environment. Differing and sometimes controversial viewpoints may be represented in the course of class discussion. These differences enhance the learning experience and create an atmosphere where students and instructor alike will be encouraged to think, learn, and grow. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. Therefore, it is necessary that all members of class respect the views of others when expressed in classroom discussions and focus on the subject matter, not the individual(s) expressing particular views.

## **Changes to the Syllabus**

While the best effort will be made to stay on course, occasionally changes may be made to the syllabus. This may include changes to assigned readings and/or due dates for assignments. Changes will be announced in class, and it is the student's responsibility to adhere to those changes.

## **Classroom Etiquette**

Arriving late to class, leaving early, and coming in and out of the room is distracting to others around you. Obviously sometimes this is unavoidable, but please be courteous by keeping these distractions to a minimum. At the beginning of class, please ensure that your cell phone is turned off. Texting is strictly prohibited.

## **Academic Integrity Policy**

All forms of academic dishonesty including cheating, plagiarism, misrepresentation, and obstruction are violations of academic integrity standards. Cheating includes copying from another's work, falsifying problem solutions or laboratory reports, or using unauthorized sources, notes or computer programs. Plagiarism includes the presentation, without proper attribution, of another's words or ideas from printed or electronic sources. It is also plagiarism to submit, without the instructor's consent, an assignment in one class previously submitted in another. Misrepresentation includes forgery of official academic documents, the presentation of altered or falsified documents or testimony to a university office or official, taking an exam for another student, or lying about personal circumstances to postpone tests or assignments. Obstruction occurs when a student engages in unreasonable conduct that interferes with another's ability to conduct scholarly activity. Destroying a student's computer file, stealing a student's notebook, and stealing a book on reserve in the library are examples of obstruction. <http://studentaffairs.case.edu/office/judicial/policies/integrity.html>.

**Course Schedule:** Please read the assignment **PRIOR** to the assigned class period.

<b>Week 1</b>	<b>Introduction</b>
M, 01/12	Introduction
W, 01/14	Orientation to the Sociological Perspective
F, 01/16	Lerner, pp. 1-7: "Human Development: Facts or Theory?" ( <b>BB</b> )
<b>Week 2</b>	<b>Traditional Approaches to Human Development</b>
M, 01/19	<i>No class: Martin Luther King, Jr., Day</i>
W, 01/21	Broderick & Blewitt, pp. 3-15; 22-27: "Organizing Themes in Development" ( <b>BB</b> )
F, 01/23	Broderick & Blewitt, pp. 95-99 ( <b>BB</b> )
<b>Week 3</b>	<b>Human Lives in Social Context</b>
M, 1/26	Rogoff, Chapter 1
W, 01/28	Newton, Chapter 4
F, 01/30	<b>FILM: "Secret of a Wild Child" KSL Video #627</b> <i>Reaction Paper 1 (due W 02/04)</i>
<b>Week 4</b>	<b>Social Organization of Childhood, I</b>
M, 02/02	Mead, Chapter 4: "Early Influences that Mould the Arapesh Personality" ( <b>BB</b> )
W, 02/04	Schor, Chapter 2 ( <b>BB</b> ); Pediatrics Policy Statement on Adolescents & Advertising ( <b>BB</b> )
F, 02/06	<i>Reaction Paper 1 DUE</i> <b>FILM: "A Class Divided" KSL DVD #799</b>
<b>Week 5</b>	<b>Social Organization of Childhood, II</b>
M, 02/09	Rogoff, pp. 147-149 ( <b>BB</b> ); Rosenbaum ( <b>BB</b> );
W, 02/11	Kozol ( <b>BB</b> ); Review for Exam 1
F, 02/13	<b>EXAM 1</b>
<b>Week 6</b>	<b>Beyond Childhood</b>
M, 02/16	Rogoff, pp. 133-142 ( <b>BB</b> ); UN Convention on the Rights of the Child ( <b>BB</b> )
W, 02/18	<b>FILM: "Born Into Brothels"</b>
F, 02/20	<b>FILM: "Born Into Brothels"</b> <i>Reaction Paper 2 (due W 02/25)</i>
<b>Week 7</b>	<b>Social Organization of Adulthood</b>
M, 02/23	Broderick & Blewitt, "Middle Adulthood: Cognitive, Personality, and Social Development" pp. 221-226; 408-420 ( <b>BB</b> )
W, 02/25	Rogoff, pp. 150-163, 168-179 ( <b>BB</b> )
F, 02/27	<i>Reaction Paper 2 DUE</i> Settersten, "Transitions to Young Adulthood" ( <b>BB</b> )
<b>Week 8</b>	<b>Social Organization of Gender</b>
M, 03/02	Rogoff, pp. 181-193 ( <b>BB</b> )
W, 03/04	Plante ( <b>BB</b> )
F, 03/06	Mead, Chapter 15, "The Tchambuli" ( <b>BB</b> )
<b>SPRING BREAK (03/9-03/13)</b>	
<b>Week 10</b>	<b>Social Inequalities in Health</b>
M, 03/16	Rosenhan ( <b>BB</b> )
W, 03/18	Tamayo-Sarver & Hinze et al ( <b>BB</b> )
F, 03/20	Link & Phelan ( <b>BB</b> )

- Week 11**  
M, 03/23  
W, 03/25  
F, 03/27
- Personal & Social Meanings of Illness**  
Excerpts, Arthur Kleinman, M.D. "The Illness Narratives" (BB) Chapters 1 & 2  
Review  
**EXAM 2**
- Week 12**  
M, 03/30  
W, 04/01  
F, 04/03
- Social Organization of Age and Aging, I**  
Chudacoff, Chapter 6 "The Culture of Age" (BB)  
Achenbaum, "The Usefulness of Old Age" (BB)  
**FILM: "Acting Our Age"**
- Week 13**  
M, 04/06  
W, 04/08  
F, 04/10
- Social Organization of Age and Aging, II**  
Broderick & Blewitt, "Gains and Losses in Late Adulthood" pp. 467-487 (BB)  
Öberg, "Images Versus Experience of the Aging Body" (BB)  
**FILM: "CNN Presents: In Search of the Fountain of Youth" KSL Video #7534;**  
*Reaction Paper 3 (due W 4/15)*
- Week 14**  
M, 04/13  
W, 04/15  
F, 04/17
- Aging and Health**  
Diamond (BB)  
Arthur Kleinman, M.D. "The Illness Narratives" (BB), Chapters 9 & 11  
*Reaction Paper 3 DUE*  
Berger & Luckmann (lecture)
- Week 15**  
M, 04/20  
W, 04/22  
F, 04/24
- Creating Integrative Approach to Human Development**  
**FILM: "Young at Heart" (2007);** reading to be announced  
**FILM: "Young at Heart" (2007)** (continue)  
Review
- Week 16**  
M, 04/27
- EXAM 3**