

PHED 2685:01 Special Topics: Sociological Impacts on Wellness, Fall 2017

Instructors: Dr. Tom Peterson 678-839-6128 office
Department - (678) 839-5257

Office Location: 151 Education Annex tpeters@westga.edu

Office Hours: 10:30 – noon Tu and Thur and 1 to 4 on Wed

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

COURSE INFORMATION

COURSE DESCRIPTION

This course engages students in a critical analyses of contemporary cultural and sociological issues and their interaction on the health and wellness (physical, social, emotional, psychological) of individuals and society as a whole. Students will actively examine contemporary societal issues from multiple vantage points in order to better understand their complexities and the impact they have on the wellbeing of all.

Required Text: Readings can be found on CourseDen & on teacherrenewal.wikispaces.com.

Course References

- Alexie, S. (2005). *Reservation blues*. New York: Grove Press.
- Davis, S and Jenkins, G. et al. (2003) *The pact*. NY: Riverhead Trade.
- Jelloun, T. B. (2006). *Racism explained to my daughter*. New York: New Press.
- King Jr, M. L. (1990). *A testament of hope*. New York: Harper-Collins.
- Payne, R. (2005). *Framework for understanding poverty*. Highlands, TX: AhaProcess.
- Rubington. E. Weinbert. M (2011) *The study of social problems: seven perspectives* (7th Edition).
- Segall. A. Fries. C. *Pursuing health and wellness: health societies, healthy people*. New York: Oxford Press.
- Snyder C. (1994) *The psychology of hope*. New York: The Free Press.
- Spring, J. (2006). *Deculturalization and the struggle for equality*. New York: McGraw-Hill.

Stoll, C. (2000). *Hi-Tech heretic*. New York: Anchor.

Toni, M. (2004). *Remember: The journey to school integration*. New York: Houghton Mifflin.

Weitz, R (2015) *The Sociology of Health Illness, and Health Care: A Critical Approach* (7th edition).

Approaches to Instruction

This interactive course will draw upon various approaches for learning such as, small group discussions, interview, journaling, participating in a mentoring program and more.

Course Objectives and Learning Outcomes

Students will:

1. investigate, describe and analyze contemporary issues and trends that directly or indirectly impact the health and wellbeing of all.
2. recognize and respond to contemporary cultural, environmental, political and sociological factors in various settings and how they have shaped the way people live their lives.
3. critically examine the influences of cultural and sociological factors that contribute to the alienation, depersonalization, separation, incassation and isolation of many in our country.
4. will understand how experience informs our understanding of cultural and sociological factors and the way we make decisions about ourselves and our country.
5. examine cultural and sociological dimensions of selected critical issues; analyze pro and con positions, and discuss/respond to the impact they have on our personal lives.
6. analyze their legal, ethical, and professional responsibilities and decision-making as professional health and wellness experts.
7. explore the identity and integrity of their personal and professional lives as they relate to making better decisions and ways to build healthy interactive communities.
8. analyze the implications, benefits, and challenges concerning the use of technology in contemporary times.

Assignments and Evaluation Procedures

Assignments	Course Objective(s)/ Key Assessment	Points	Submit via:	Due Date
Visit Juvenile or Wellness Court for 3 hours	1-6	30	Assignment Box	Nov 14
Interview a youth known as being "at-risk"	1-6	20	Assignment Box	Nov 14
Courageous Conversation on a contemporary issue of interest. Lead the discussion on your topic.	1-8	20	Assignment Box	Nov 7
Quizzes	1-8	10 @ 5 = 50	Assignment Box	Weekly
Final Assessment	1-8	20	Assignment Box	Nov 30

A final grade will be assigned to each student based on the quality of the work submitted. Your participation is an integral dimension for learning and is encouraged. I invite you to become involved in every class. No classes should be missed. More than **one (3)** absence for any reason will lower your grade by **one letter grade**.

Grading: A=90 – 100%, B = 80 – 89%, C = 70-79, and F below 70%

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at <http://www.usg.edu/hb280>. Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Late work will not be accepted without prior approval from the instructor.

Additional Support Information

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

Communication with the Professor: Send your communication to tpeters@westga.edu

Class meets Tu & Thur 2 to 3:15 in room 3008 of the Coliseum

Readings can be found on CourseDen and at www.teacherrenewal.wikispaces.com

Class assignments and reading:

- Aug 10 **Introduction** to the class and discussion about assignments.
- Aug 15-17 **Theme:** Deculturalization, Schooling, and Globalization - Joel Spring 2010
- Aug 22-24 **Read:** *An Indian Father's Plea* – Seeing the value in each youth
- Aug 29–31 **Read:** ***EDUCATING FOR MISSION, MEANING, AND COMPASSION***
- Sep 5-7 **Theme: Mentoring** – Read: *Mentors Who Evoked Us* by Parker Palmer
- Sep 12-19 **Theme:** Youth Mentoring – Cathy Robinson – Mentoring Village
- Sep 21-26 **Theme:** Radical Evil – Read Kingdom of Auschwitz
- Sep 28 **Theme:** Radical Relationships. Read the I and Thou - by Martin Buber. -- Man's experience in relationship with the world and man. How do I relate to others around me & myself? Write reaction to “All living is meeting.” Also, Read: Buber by Barich. **Must attend class.**
- Oct 3 **Theme:** Communities in Schools – Cynthia Langley Executive Director
- Oct 10-12 **Theme:** Your Story – Read: ***You and your Story***
- Oct 24-26 **Theme:** Solitude - The power of Introverts
- Oct 17-19 **Theme:** Hidden Wholeness
- Oct 24-26 **Theme:** Technology – **Read :** Amusing ourselves to Death
- Oct 31-02 **Read:** Commentary: Learning in the Age of Television
- Nov 7-9 **Theme: Courageous Conversations:** Commit to stay engaged, speak the truth, experience discomfort, and expect and accept non-closure. (Violence in society and in our schools, gangs, racism, poverty, media, discipline/punishment in society and schools, etc....)
- Nov 14-16 **Evaluation** and presentation of your research
- Nov 28-30 **Evaluation** and presentation of your research