

HSSP 152B-1

This course is cross-listed with International and Global Studies, and Environmental Studies

INTRODUCTION TO DEMOGRAPHY: Social Determinants of Health and Wellbeing

Ver. 4.5.2026

This syllabus may be adjusted to accommodate dates for Zoom guest speakers if and as available

This course meets on Mondays, Tuesdays and Thursdays 11:10 am – 1:40 pm
Summer term 1: June 1 to July 3, 2026

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Professor's Zoom Meeting Room
<https://brandeis.zoom.us/j/3849442872>

NB: All time designations are Eastern Daylight Savings Time

University notices:

To be added

Writing Requirements, and Academic Integrity

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your roommate – without proper acknowledgement of that source. This means that you must use citations and quotation marks to indicate the source of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

Attendance, Punctuality, and Active Participation

To be added

You will receive early feedback on your performance

I encourage you to advise me of problems you have in keeping up with the readings and other requirements. I encourage you to talk with me about any concerns right away and not to hesitate.

Web Sources. Students and researchers make use of the Internet regularly. But there is much material on the web which is inaccurate or misleading. *Always use web sources critically.* Know what the source is, and whether and

how you can evaluate its reliability. The Population Reference Bureau is a good site for demographic data and trends. [GapMinder](#) is informative and fun but needs interpretation as to the difference between correlation and causation. OECD, UN and World Bank websites give you access to reports and statistics. The UNDP *Human Development Reports* (HDR) are helpful data sources. National, and in many cases subnational, HDRs exist for most countries. Also useful is the World Bank's *World Development Report*. Some other useful sites include www.eldis.org (summaries and links to development related documents); www.ids.ac.uk/blds (the British Library for Development Studies with access to articles and documents). More sources are available on the course website.

Pedagogy

Many sessions begin with a lecture introducing the session's topic.

Student facilitators introduce the discussion papers.

Students work either individually or in small reading and research groups.

Grading Schedule

| | |
|---|---|
| Participation | 20 points |
| Readings – Preparation and Dialogue | 10 |
| | |
| Midterm exam | 20 |
| Mississippi or another site Mini-Case Study of social determinants of health & well-being as follows: | |
| Presentation to class | 10 |
| Written narrative | 10 |
| Individual research essay | |
| Proposal | 5 |
| Presentation | 5 |
| Written report | 20 |
| Total | 100 points (plus up to 2 points for each extra credit for Advanced optional readings) |

The Course

This course provides students with an understanding of core concepts, analytical methods, and social and health outcomes of population dynamics. The course will apply these to thematic and policy areas from domestic to global including poverty and inequality, maternal and child health, aging, fertility and epidemiological transitions, workforce, and immigration. Students will grapple with demographic data as they reflect existing social stratification across class and caste, occupation, economic security, and migration and as they influence human development in the United States and in poorer nations alike. The course does not require a background in statistical methods and prioritizes critical thinking skills.

Demography is the study of human populations and is widely utilized in social sciences to understand the challenges of the present as they have evolved from the past and as they can help solve future needs.

Learning Objectives

Students learn competencies enabling them to:

- define demographic principles that influence decision-making in state and federal governments and that shape national and international aid, investment and development programs
- understand the causal relationship between social determinants and a population's health and wellbeing
- understand and apply the demographic research in the students' academic and professional careers
- visualize demographic patterns and trends and the complex interactions of demographic variables
- access and use demographic datasets
- focus their learning through a case study of the Mississippi Delta or other study area.

Perspectives

- The course explores the social realities and consequences of gender discrimination and will consider the intersectionality of gender discrimination with economic marginalization, and maternal and child health.
- The course is sensitive to the demography of neglect and marginalization affecting a person's health and wellbeing.

Readings

Weekly readings are:

1. **The Session Discussion Paper** is read by all and discussed in class. The paper is introduced by one or two students who prepare a succinct summary and bullet points and help open discussion.
2. **Required Readings** are read by all students. Reading groups will be encouraged for study and run by the teaching assistant (if any).
3. **Advanced Readings for extra credit** provide additional and often more technical papers that are not required for the class. Students who elect to do so may receive up to 2 points for each Advanced Extra Credit Reading if they submit a Reflection Paper of up to 2 pages summarizing the point of view and analysis of the author.
4. **Optional Readings** are not required and will not be tested but are valuable additional readings on each week's subjects. Students are encouraged to make use of them during the semester or into the future. Optional Readings are posted on the course website only.

Review of Assignments:

1. **THE MINI-CASE STUDY: The Social Determinants of Health and Well-being**
Proposals due June 8 (Class 4)
Project submission due June 18 (Class 8)

Throughout the first weeks of the course, students work in teams (maximum 3 persons per team) or individually to research demographic and social determinants of health and well-being in one county in the US or other country. The work begins with a brief and **culminates in a PowerPoint and written narrative. The narrative is essentially the script per slide including citations of sources.** Depending on the size of the class, selected Mini-Case Studies will be presented in class. No extended research paper is needed.

Here is an example of one such topic:

The chosen county is Sunflower County in the Mississippi Delta. You slowly builds a demographic profile of human development indicators drawn from readily available datasets and reports. You consider the current social determinants of health and well-being as influenced by the county's still palpable legacies of enslavement, the plantation economy, societal norms, the Reconstruction Era, the Jim Crow era, the Civil Rights, and Black Lives Matter Movements.

The proposal is no more than 300 words including a one sentence research question, a summary of the issue, the county or counties (if comparative), and a preliminary list of sources. Students are encouraged to work with the Teaching Assistant and/or Brandeis University Research Librarians. The Professor is available and eager to discuss ideas and scope for your research topic.

See the course website for optional suggested readings on the Mississippi Delta.

2. THE MIDTERM

You will be given a list of demographic concepts that were taught in class and asked to define them. Some will be answered through multiple choice and some answered by drafting one paragraph definitions. The midterm will not be challenging beyond what was covered in class.

3. FINAL ESSAY

Proposals due June 9 (Class 5)

Due date for Final Essays July 3 (No class session)

You submit a one-page proposal for your Final Essay including a one-sentence research question, a one-paragraph problem statement, the country focus, and a brief outline of the paper. Before writing the proposal, you determine if there are available literature and documentation to facilitate research within a short timeframe. The professor, teaching assistant (if one), and/or Brandeis research librarians will be available to assist.

Paper Length, Format: Approximately 2500 words. Word lengths are exclusive of References.

Citations: All quotations and paraphrasing are documented by in-text citations. Learning how to cite correctly will be reviewed in class or by the TA (if one) and further tutoring will be available either by the TA or university staff. Formats and citations should follow APA 7th Edition. See https://owl.purdue.edu/owl/research_and_citation/resources.html

References: All sources quoted or paraphrased appear in the Reference Section. All references should include either DOI or URLs if taken from the internet. See APA 7th Edition as above. The Reference Section does not include additional non-cited material.

Your research paper for Options 1 or 2 (see below) has the following components:

- An abstract

- A succinct statement of the current problem.
- Brief history of the problem.
- Demographic affected: Who are the people who are most affected?
- Policies and program attempted to address the problem. Describe them.
- Outcomes: Based on the policies and programs implemented, what outcomes (positive and/or negative) have resulted?
- What lessons have you learned and what recommendations might you offer?

Options for the paper include:

1. researching a major demographic issue/problem with development, environmental, and/or health consequences present in a developing country or in a marginalized population of an advanced economy. Examples will be discussed in class.
2. a case study of a demographic policy (e.g. China's former One Child Policy, US Medicaid, Canada's reparations policies addressing historical injustices towards indigenous peoples, Japan's efforts to boost birth rates....
3. a more theoretical or philosophical paper discussing religious or ethical dimensions of social demography.
4. An Alternative Final Project:
Conduct an oral history project of a family member who lived through a demographic transition, policy or program.

Schedule & Engagement

| Session Topics (Highlights) | Key Assignment / Activity |
|--|--|
| <ul style="list-style-type: none"> • Monday June 1: Class 1. Course overview: objectives, requirements; course content; Student introductions, and research interests. World population growth through history: pre- and post- industrial revolution; Population limits? | |
| <ul style="list-style-type: none"> • Tuesday June 2: Class 2. The ghost of Thomas Malthus, World population growth through history: pre- and post- industrial revolution; Population limits revisited • | Team selections (breakout rooms) |
| <ul style="list-style-type: none"> • Thursday June 4: Class 3. Chapter Reflections for Morland, P. (2019). The Human Tide: How Population Shaped the Modern World. Read: Introduction; and The Weight of Numbers [Hereafter "Morland"] | |
| <ul style="list-style-type: none"> • Monday June 8: Class 4. The Demographic Transition, fertility and mortality, the history of fertility decline; its economic and social implications, population pyramids, population momentum and the fundamental challenge of building a livable world | Proposal DUE: for Mini-Case Studies (MCS) |
| <ul style="list-style-type: none"> • Tuesday June 9: Class 5. The Demographic Transition continued AND catch-up | Proposals for Final Essays due by 11 pm |
| <ul style="list-style-type: none"> • Thursday June 11: Class 6. Chapter Refection for Morland: The Triumph of the Anglo-Saxons PLUS MIDTERM REVIEW | MIDTERM REVIEW (1 HOUR) |
| <ul style="list-style-type: none"> • Monday June 15: Class 7. Demography as a development science ALSO MIDTERM | MIDTERM (1 HOUR) |
| <ul style="list-style-type: none"> • Tuesday June 16: Class 8. Sex ratios, population aging, dependency ratios; Comparing the changing US population with China, Japan and Germany | Mini-Case Study presentations |
| <ul style="list-style-type: none"> • Thursday June 18: Class 9: Chapter Reflections for Morland, P. (2019). The Human Tide: How Population Shaped the Modern World. Read: The Passing of the 'Great Race' | MCS submission due 11pm |
| <ul style="list-style-type: none"> • Monday June 22: Class 10. Population divided: Gender, Race, Class, Caste and their shaping of Moral Purpose in Development | |
| <ul style="list-style-type: none"> • Tuesday June 23: Class 11. CATCH-UP DAY | CATCH-UP DAY |
| <ul style="list-style-type: none"> • Thursday June 25: Class 12: Final Essay Presentations | Presentations |
| <ul style="list-style-type: none"> • Monday June 29: Class 13: Final Essay Presentations | Presentations |
| <ul style="list-style-type: none"> • Tuesday June 30: Class 14. Demography (demos 'the people') and Development (de-voloper 'to unwrap, unveil, unfold') – the new world awaits | |
| <ul style="list-style-type: none"> • Wednesday July 3: NO CLASS | Final Essay due by 11 pm |

Class Meeting Schedule

*This schedule and readings are subject to change.

Monday June 1: Class 1. Course overview: objectives, requirements; course content; Student introductions, and research interests. World population growth through history: pre- and post-industrial revolution; Population limits?

This session is the first opportunity for us to get to know each other, our mutual expectations for the course, and to develop a learning community for the summer. This session explores the history of the slow and incremental rise of world population through history. We marvel at the massive shift in population growth beginning around 1780 and from that vantage point, consider in hindsight the future impacts on economic, political, environmental, and cultural norms. We explore more philosophically the push/pull of rural life toward urban centers of growth and opportunity and the rise of working classes in industry. The session introduces an organizing theory of the course: the social determinants of human health and well-being. Mindful of the knowledge limits and technology of the time, we nevertheless see through Charles Dickens' eyes the harsh social realities of Victorian England and the need for reforms against poverty, disease, lack of education, and societal limitations on acceptable roles for women.

Session 1 Discussion Paper

McFalls, Joseph A., Jr. (2007). Population: A Lively Introduction. *Population Bulletin* 62(1): 1-31 (Washington, D.C.: Population Reference Bureau).

Easygoing Activities

- See this website on Dicken's and Charlie Chaplin too. <https://www.english-heritage.org.uk/visit/blue-plaques/blue-plaque-stories/chaplin-dickens/>
- And this brief story by Dickens: A nightly scene in London <https://harpers.org/archive/1856/04/a-nightly-scene-in-london/>

Optional Background Reading on the Mississippi Delta

Green, John et al, 2017. *Sociodemographic Snapshots of the Mississippi Delta*. In Collins, J. (Ed.). (2015). *Defining the Delta: Multidisciplinary Perspectives on the Lower Mississippi River Delta*. Fayetteville: University of Arkansas Press. doi:10.2307/j.ctt1ffjg6m

Tuesday June 2: Class 2. The ghost of Thomas Malthus, World population growth through history: pre- and post- industrial revolution; Population limits revisited

This session introduces Thomas Malthus' theory of the inevitability of population growth resulting in famine, war, and disease. This "Malthusian trap" was influential in shaping population control strategies well into the mid-twentieth century. We examine other theories that advocated reducing population by 'improving the genetic worth of society' through control of human breeding including involuntary sterilization, marriage restrictions, or even the eugenics of genocide of marginalized or racialized populations. We examine the relationship between fertility rates and population momentum that was behind China's One Child Policy and compare it to sweeping new evidence from low-income and middle-income countries of decline in their birth rates and of rapid decline in most advanced economies, including China which now advocates a voluntary Three Child Policy with financial incentives.

Team selections today – breakout rooms**Session 2 Discussion Papers**

- Wrigley, E.A. (1986). Elegance and Experience: Malthus at the Bar of History. In *The State of Population Theory: Forward from Malthus*. Oxford: Basil Blackwell. pp. 46-64.
- Morland, P. (2019). *The Human Tide: How Population Shaped the Modern World*. Read: Introduction; and The Weight of Numbers

Easygoing Activities/Reading

Familiarize yourself with the glossary of demographic terms in:

McFalls, Joseph A., Jr. (2007). Population: A lively introduction. *Population Bulletin* 62(1): 1-31: Population Reference Bureau.

Thursday June 4: Class 3. Chapter Reflections for Morland, P. (2019). The Human Tide: How Population Shaped the Modern World. Read: Introduction; and The Weight of Numbers**Monday June 8: Class 4. The Demographic Transition, fertility and mortality, the history of fertility decline; its economic and social implications, population pyramids, population momentum and the fundamental challenge of building a livable world**

This session introduces the Demographic Transition as the foundation upon which the edifice of sustainable development rises. We track the transition from high birth and death rates to low birth and death rates and discuss the strategies and inputs necessary at each stage. We introduce Population Pyramids that help us visualize the problems and progress of the past and projections into the future. We draw from our discussion in the last session about the dramatic decline in birth rates worldwide and explore if this requires us to develop a new model for Demographic Transition. We consider the growing demands of ageing societies and introduce dependency ratios that reflect the needs of children and those enjoying longer life expectancies. This session also introduces a surprise for many that the natural sex ratio at birth is not equal for males and female and we explore distortions in birth rates in cultures with preferences for one or the other sex. Implicit in all our sessions is the search for the underlying ethical and life affirming values needed to build a livable world.

Proposals Due for Mini-Case Studies due by 11 pm**Session 4 Discussion Papers**

- Mason, K. O. (1997). Explaining fertility transitions. *Demography* 34(4): 443-454.
- Merchant, E.L. (2026) Three Takes on Low Fertility: A Review Essay. *Population and Development Review*.

Easygoing Activities/Reading

Ending child marriage: ensuring healthy futures for girls. Editorial. *The Lancet*. Vol. 400 June 2, 2022.

ADVANCED READINGS FOR EXTRA CREDIT

- Rahman, M., et al. Reversing fertility decline in Japan with foreign pro-natalist policies, 1990–2035: a systematic review and secondary data analysis. *The Lancet Regional Health - Western Pacific* 2025;59:101596. Published Online 14 June 2025.
- Meade, Melinda and Robert J. Erickson (2000). “Data, Measures and Methodologies” Chapter 12) in *Medical Geography*, Second Edition. New York: The Guilford Press. (pp.401-427).

Tuesday June 9: Class 5. The Demographic Transition continued

Session 5 Discussion Papers

- Zaidi B. et al. (2017) The Second Demographic Transition Theory: A Review and Appraisal. *Avenue Review of Sociology*.
- Morgan, S. Philip (2003). Is Low Fertility a Twenty-First-Century Demographic Crisis? *Demography* 40(4): 589-603.
- Reher, David Sven et al. 2017. Agency in Fertility Decline in Western Europe During the Demographic Transition: A Comparative Perspective. *Demography*. 54:3-22.
(You can skip the Statistical Method section)

Easygoing Activities/Reading

- Bloom, D., et al. (2025). The debate over falling fertility. *Finance & Development Magazine*. International Monetary Fund.

ADVANCED READINGS FOR EXTRA CREDIT

Bongaarts, John. 2009. Human Population Growth and the Demographic Transition. *Philosophical Transactions: Biological Sciences*. Vol. 364, No. 1532: *The Impact of Population Growth on Tomorrow's World*. pp. 2985-2990.

Reher, David S. (2011). Economic and Social Implications of the Demographic Transition. *Population and Development Review*: Vol. 37: Demographic Transition and Its Consequences. pp. 11-33.

Coleman, David, and Robert Rowthorn (2011). Who's Afraid of Population Decline? A Critical Examination of Its Consequences" *Population and Development Review* 37: Demographic Transition and Its Consequences, 217-248.

Thursday June 11: Class 6. Chapter Reflections for Morland, P. (2019). The Human Tide: How Population Shaped the Modern World. Read: The Triumph of the Anglo-Saxons

PLUS MIDTERM REVIEW (1 HOUR)

Monday June 15: Class 7. MIDTERM (1 HOUR)
PLUS Demography as a development science

Building on our initial exploration of demographic trends, this session enlarges our discussion of demography as an essential science underlying development policy and practice. We now seek to integrate demography into the great consilience of fields of study that strive to understand and overcome the challenges that block human development. We examine acquisition of knowledge within limited ideological frameworks that do not apply rigorous monitoring and evaluation of development impact, and we contrast them to frameworks that are evidence-based, pro-poor, and environmentally conscious of the harm much development has done to the global environment. This session prepares the ground for future discussions of development lessons and models that build access to needed resources and training across social and economic barriers.

Session 6 Discussion Papers

- Wilson, E. O. (1998). *Consilience: The unity of knowledge*. Vintage Books. (Note: I suggest that you familiarize yourself with Chapter 4: The natural sciences; Chapter 9: The social sciences and Chapter 12: To what end?)
- Peters, P. E. (2009). Challenges in land tenure and land reform in Africa: Anthropological contributions. *World Development*, 37(8), 1317– 1325
- Brooks, S. M. (2015). Social Protection for the Poorest: The Adoption of Antipoverty Cash Transfer Programs in the Global South*: The Adoption of Antipoverty Cash Transfer Programs in the Global South*. *Politics & Society*, 43(4), 551-582.

Easygoing Activities/Reading

- UNRISD (United Nations Research Institute for Social Development). (2022). *Crises of inequality: Shifting power for a new eco-social contract*. UNRISD. Read Overview (pages 126).
- White, S. (2015). Social minimum. *The Stanford Encyclopedia of Philosophy*. Zalta, E. N. (ed.). <https://plato.stanford.edu/entries/social-minimum/>
- Frey, W. H.. (2021). Mapping America's diversity with the 2020 census. Brookings. (LR) <https://www.brookings.edu/articles/mapping-americas-diversity-with-the2020-census/>

ADVANCED READINGS FOR EXTRA CREDIT

Cinnirella, Francesco et al. 2017. Malthus in the Bedroom: Birth Spacing as Birth Control in Pre-Transitional England. *Demography*. 54:413-436. (This article is quite challenging; State what you consider to be the major points.)

Tuesday June 16: Class 8. Sex ratios, population aging, dependency ratios; Comparing the changing US population with China, Japan and Germany

PLUS MINI-CASE STUDIES PRESENTATIONS

Session 8 Discussion Papers

- Bongaarts, John (2001). Dependency Burdens in the Developing World (Chapter 3) in Birdsall, Nancy, Allen C. Kelley and Steven W. Sindling. *Population Matters: Demographic Change, Economic Growth, and Poverty in the Development World*. Oxford: Oxford University Press. (pp. 55-66).
- Sorinmade, O. (2025). Ensuring dignity in an ageing world: improving care through a human rights approach. *Academia Mental Health and Well-Being*.
- Morland, P. (2019) read: Japan, China and East Asia: The Ageing of Giants

Thursday June 18: Class 9. Chapter Reflections for Morland, P. (2019) Read: The Passing of the ‘Great Race’

Mini-Case Study submission due by 11 pm

Monday June 22: Class 10. Population divided: Gender, Race, Class, Caste and their shaping of Moral Purpose in Development

This session introduces for our course a critical theme in our study of Population and Development and the Social Determinants of Health and Well-being – i.e. marginalization, discrimination, and rigid social hierarchies throughout history and today. While the literature is huge, we focus our attention on two authors who shed light on historic oppressions. Martha Nussbaum is the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago and whose work argues for an ethical imperative in all facets of development. Bhimrao Ramji Ambedkar was the great leader for the emancipation of “Untouchables” in India and the architect of the post-colonial Constitution of India. Also, watch one of India’s foremost authors, Arundhati Roy, deliver a riveting and thoughtful speech at University College London about Ambedkar’s Annihilation of Caste.

Session 10 Discussion Papers

- Nussbaum, Martha C. (2000). Women and Human Development: The Capabilities Approach. Read: Introduction (pp. 1-4) and Chapter One: In Defense of Universal Values (pp. 34- 111). https://genderbudgeting.wordpress.com/wp-content/uploads/2012/12/nussbaum_women_capabilityapproach2000.pdf
- Brown, J., et al. (2023) The effects of racism, social exclusion, and discrimination on achieving universal safe water and sanitation in high-income countries. *The Lancet Global Health*

- Ambedkar, B.R. (1944) Annihilation of Caste. Read Appendix I: A Vindication of Caste by Mahatma Gandhi (A Reprint of his Articles in the “Harijan”). And read Appendix II: A Reply to the Mahatma by Dr. B. R. Ambedkar. (Note: The full text before the Appendices is the text of a speech that Dr. Ambedkar was to deliver but was cancelled.)
https://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_2004.pdf
- Easygoing Activities/Reading/VIDEOS
- The UCL-Lancet Lecture 2014 - The Half-Life of Caste: The ill-health of a nation. With Arundhati Roy
<https://www.youtube.com/watch?v=yaJm4yh6p9M>
- Ambedkar in Hungary with Santosh Raut. <https://www.youtube.com/watch?v=NfToax12-BI>

Tuesday June 23: Class 11. CATCH-UP DAY

Friday June 25: Class 12. Presentation of Final Essays

Monday June 29: Class 13. Presentation of Final Essays

Tuesday July 30: Class 14: The Last Class – Demography (demos ‘the people’) and Development (de-voloper ‘to unwrap, unveil, unfold’) – the new world awaits.

We are told that Michelangelo saw sculpting as a form of liberation and that he saw the angel in the marble and carved until he set him free. We have spent this semester learning about the world and its people of today. We now focus on the world we want to create beyond our time. We will read from several authors who describe the hoped for evolution of human consciousness to reintegrate ourselves into nature and to unveil a world where all on earth achieve their fullest human development to live lives of quiet dignity.

Session 14 Discussion Papers

- Bookchin, M. (1982). An ecological society. In *The ecology of freedom: The emergence and dissolution of hierarchy*. Cheshire Books. [LR]. <https://marcellocosta.au/wp/wp-content/uploads/2024/04/wilson-consilience.pdf>
- Ariyaratne, V., (2019). On learning and practicing development, in *Practicing development: Upending assumptions for positive change*, Eds. Holcombe, S. & Howard, M.
- Howard, M. (2019). What does lasting development look like? In Holcombe, S. H., & Howard, M. (Eds), *Practicing development: Upending assumptions for positive change*. Kumarian Press.
- Holcombe, S. H., & Howard, M. (2019). Good intentions and the reality of development practice. In Holcombe, S. H., & Howard, M. (Eds), *Practicing development: Upending assumptions for positive change*. Kumarian Press.

- Brooks, S. M. (2015). Social Protection for the Poorest: The Adoption of Antipoverty Cash Transfer Programs in the Global South*: The Adoption of Antipoverty Cash Transfer Programs in the Global South*. *Politics & Society*, 43(4), 551-582.

Easygoing Activities/Reading

- Simon, L. (2019). Tales of an outlander. In chapter: The Journey from practice to learning. In Holcombe, S. H., & Howard, M. (Eds), *Practicing development: Upending assumptions for positive change*. Kumarian Press. (Note to student: read *Tales of an Outlander* on pp. 49-52 only and consider how you would respond to each tale. We will all discuss in class.)